



WILLIAM  
& MARY

Undergraduate Program

# Catalog

1997-98



# GENERAL STATEMENT OF POLICY

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

August 1997

Within the limits of its facilities and its obligations as a state university, The College of William and Mary opens the possibility of admission and participation in its educational programs, educational policies, financial aid or other school-administered programs to all qualified persons without illegal discrimination based on sex, race, color, age, religion, national origin, sexual orientation or disability. The university will seek to provide reasonable accommodations to qualified individuals with disabilities. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries regarding compliance with the College's equal opportunity and affirmative action programs and procedures may be directed to the Assistant to the President, Director of Affirmative Action, Office of Equal Opportunity and Affirmative Action, Old Dominion Hall, The College of William and Mary, Post Office Box 8795, Williamsburg, Virginia 23187-8795, (757) 221-2615, (757) 221-2613 TDD.

*Note: The catalog provides announcements for the 1997-1998 academic year. It is current until August 1998. 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
- School of Marine Science
- Marshall-Wythe School of Law

Senior citizens who have had legal domicile in the Commonwealth of Virginia for one year and who wish to take advantage of fee waiver privileges for attending courses of William and Mary are invited to contact the Office of Admission for full details.

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### The Honor System

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



*The College Of*

**WILLIAM & MARY**

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## **THE UNDERGRADUATE CATALOG**

**ANNOUNCEMENTS FOR THE  
THREE HUNDREDTH AND FIFTH YEAR**

**WILLIAMSBURG, VIRGINIA 23187**

**(757) 221-4000**

**1997-1998**



# CORRESPONDENCE DIRECTORY

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

## **ACADEMIC AFFAIRS**

Gillian T. Cell, Provost

## **ADMISSION - UNDERGRADUATE**

Virginia A. Carey, Dean

## **ADMISSION - GRADUATE STUDIES**

Franz L. Gross, Dean of Research and Graduate Studies, Arts and Sciences

Stuart L. Williams, Associate Dean for Academic Affairs, Business Administration

James M. Patton, Associate Dean, School of Education

Thomas G. Krattenmaker, Dean, Marshall-Wythe School of Law

John D. Milliman, Dean, Graduate Studies, School of Marine Science

## **AFFIRMATIVE ACTION PROGRAMS**

Violet R. Chalkley, Director of Affirmative Action

## **ALUMNI AFFAIRS**

W. Barry Adams, Executive Vice President, Society of the Alumni

## **AUXILIARY SERVICES**

Charles Maimone, Director

## **BOOKSTORE**

Gerald Mahoney, Manager

## **CAMPUS POLICE**

Richard McGrew, Director

## **DEVELOPMENT, ANNUITIES AND GIFTS**

Dennis Slon, Vice President for Development

Deborah S. Vick, Associate Vice President for University Development

## **FEES AND EXPENSES**

Edmund A. Brummer, III, Director of Financial Operations

## **GENERAL BUSINESS MATTERS**

Samuel E. Jones, Vice President for Management and Budget

## **INTERNATIONAL STUDIES**

James A. Bill, Director

## **PUBLIC AFFAIRS**

Stewart H. Gamage, Vice President for Community Relations and Public Affairs

## **RECORDS AND TRANSCRIPTS**

Monica L. Augustin, University Registrar

## **STUDENT EMPLOYMENT, STUDENT LOANS, FINANCIAL AID**

Edward P. Irish, Director of Student Financial Aid

## **STUDENT LIFE**

W. Samuel Sadler, Vice President for Student Affairs

## **SWEM LIBRARY**

Nancy H. Marshall, Dean, University Libraries\*

## **INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS**

Dennis Aebersold, Associate Provost for Information and Technology

\* Connie Kearns McCarthy, Dean, University Libraries – effective 1 November 1997

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# UNDERGRADUATE COLLEGE CALENDAR

1997-98

## 1997 First Semester


August 22-26	Orientation Period (Friday-Tuesday)
August 25-26	Registration of Entering Freshmen and other New Students (Monday-Tuesday)
August 27	Beginning of Undergraduate Classes (Wednesday)
August 29	Opening Convocation (Friday)
September 3	Last Day for Dropping Classes (Wednesday)
September 5	Last Day for Adding Classes (Friday)
September 26-28	Family Weekend (Friday-Saturday)
October 13-14	Fall Break (Monday-Tuesday)
October 25-26	Homecoming (Friday-Saturday)
November 26-30	Thanksgiving Holiday (Wednesday-Sunday)
December 5	End of Undergraduate Classes (Friday)
December 6-7	Reading Period (Saturday-Sunday)
December 8-9	Examinations (Monday-Tuesday)
December 10	Reading Period (Wednesday)
December 11-12	Examinations (Thursday-Friday)
December 13-14	Reading Period (Saturday-Sunday)
December 15-16	Examinations (Monday-Tuesday)
December 17	Reading Period (Wednesday)
December 18-19	Examinations (Thursday-Friday)

## 1998 Second Semester

January 17-20	Orientation Period (Saturday-Tuesday)
January 20	Registration (Tuesday)
January 21	Beginning of Undergraduate Classes (Wednesday)
January 28	Last Day for Dropping Classes (Wednesday)
January 30	Last Day for Adding Classes (Friday)
February 7	Charter Day (Saturday)
March 9-13	Spring Vacation (Monday-Friday)
May 1	End of Undergraduate Classes (Friday)
May 2-3	Reading Period (Saturday-Sunday)
May 4-8	Examinations (Monday-Friday)
May 9-10	Reading Period (Saturday-Sunday)
May 11-13	Examinations (Monday-Wednesday)
May 17	Commencement (Sunday)

## 1998 Summer Sessions

June 1	Beginning of First Term (Monday)
July 3	End of First Term (Friday)
July 6	Beginning of Second Term (Monday)
August 7	End of Second Term (Friday)



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# THE COLLEGE

## Mission Statement

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

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

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

## Goals

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

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

## The Phi Beta Kappa Society

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

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

## Presidents of the College

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

ROBERT SAUNDERS, 1847-1848  
JOHN JOHNS, 1849-1854  
BENJAMIN S. EWELL, 1854-1888  
LYON G. TYLER, 1888-1919  
JULIAN A.C. CHANDLER, 1919-1934  
JOHN STEWART BRYAN, 1934-1942  
JOHN EDWIN POMFRET, 1942-1951  
ALVIN DUKE CHANDLER, 1951-1960  
DAVIS YOUNG PASCHALL, 1960-1971  
THOMAS ASHLEY GRAVES, JR., 1971-1985  
PAUL ROBERT VERKUIL, 1985-1992  
TIMOTHY JACKSON SULLIVAN, 1992-

## Chancellors of the College

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

## Honorary Fellows of the College

His Royal Highness, THE PRINCE OF WALES, 1981  
Her Royal Highness, PRINCESS MARGRIET OF THE NETHERLANDS, 1989

**Board of Visitors**

A. Marshall Acuff, Jr. '62  
 J. Edward Grimsley '51  
 Austin L. Roberts III '69, M.B.A.'71

RECTOR  
 VICE RECTOR  
 SECRETARY

*Term expires June 30, 1997*

Floyd D. Gottwald, Jr. L.H.D.'92  
 J. Edward Grimsley '51  
 Janet Hill  
 William R. Murphy '48

RICHMOND, VA  
 RICHMOND, VA  
 GREAT FALLS, VA  
 MERRY POINT, VA

*Term expires June 30, 1998*

Marguerite B. Davis '53  
 William F. Mirguet, Jr. '62  
 Linda Arey Skladany '66  
 Francis T. West

WILLIAMSBURG, VA  
 NEWPORT NEWS, VA  
 ALEXANDRIA, VA  
 PENHOOK, VA

*Term expires June 30, 1999*

A. Marshall Acuff, Jr. '62  
 R. Scott Gregory '83  
 Joseph W. Montgomery '74  
 Austin L. Roberts III '69, M.B.A.'71

RIVERSIDE, CT  
 RICHMOND, VA  
 WILLIAMSBURG, VA  
 WHITE STONE, VA

*Term expires June 30, 2000*

J. Peter Clements, M.B.A.'82  
 Holland H. Coors  
 Lawrence S. Eagleburger  
 William P. Fricks, M.B.A.'70  
 Walter J. Zable '37, LL.D.'78

CARSON, VA  
 GOLDEN, CO  
 CHARLOTTESVILLE, VA  
 SMITHFIELD, VA  
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**Standing Committee Chairs of the Board of Visitors**

**Executive Committee**

A. Marshall Acuff, Jr., Chair; J. Edward Grimsley, Vice Chair; Marguerite B. Davis; Floyd D. Gottwald, Jr.; Joseph W. Montgomery; William R. Murphy; Austin L. Roberts III; Linda Arey Skladany; Francis T. West

**Committee on Financial Affairs**

Joseph W. Montgomery, Chair

**Committee on Buildings and Grounds**

J. Edward Grimsley, Chair

**Committee on Academic Affairs**

Marguerite B. Davis, Chair

**Committee on Development and Public Affairs**

Floyd D. Gottwald, Jr., Chair

**Committee on Student Affairs**

Linda Arey Skladany, Chair

**Committee on Athletic Policy**

William R. Murphy, Chair

**Committee on Honorary Degrees**

A. Marshall Acuff, Jr., Chair

**Committee on Audit**

Francis T. West, Chair

## DIRECTORY OF ADMINISTRATIVE OFFICES

### Office of the President

Timothy J. Sullivan	President
Mary D. Anderson	Executive Assistant to the President
James S. Kelly	Assistant to the President and Secretary to the Board of Visitors
Clyde A. Haulman	Assistant to the President and Chief of Staff
Louise L. Kale	Executive Director of the Historic Campus
Joyce A. Laughlin	Coordinator of Special Events

### Office of the Provost

Gillian T. Cell	Provost
Shirley C. Aceto	Assistant to the Provost
Gary A. Kreps	Associate Provost for Academic Affairs
Dennis Aebersold	Associate Provost for Information and Technology

### Faculty of Arts and Sciences

P. Geoffrey Feiss	Dean of Faculty
Betty P. Sandy	Assistant to the Dean
Mark Fowler	Dean of Undergraduate Studies
Franz L. Gross	Dean of Research and Graduate Studies

### School of Business Administration

Alfred N. Page	Dean
Stuart L. Williams	Associate Dean for Academic Affairs

### School of Education

Virginia L. McLaughlin	Dean
James M. Patton	Associate Dean

### Marshall-Wythe School of Law

Paul Marcus	Interim Dean
James E. Moliterno	Vice Dean
Connie D. Galloway	Associate Dean, Administration
Faye F. Shealy	Associate Dean, Admission
I. Trotter Hardy, Jr.	Associate Dean, Computing

### School of Marine Science

L. Donelson Wright	Dean
John W. Milliman	Dean, Graduate Studies

### Omohundro Institute of Early American History and Culture

Ronald Hoffman	Director
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### Reves Center for International Studies

James A. Bill	Director
Craig N. Canning	Associate Director
Ann M. Moore	Assistant Director and Head of Programs Abroad

### Office of Admission

Virginia A. Carey	Dean of Undergraduate Admission
Alison Hope Jesse	Associate Dean

**Office of Financial Aid**

Edward P. Irish  
Patricia Kelly

Director  
Associate Director

**Office of Intercollegiate Athletics**

Edward C. Driscoll, Jr.  
Barbara W. Blosser

Director  
Associate Director

**Office of Internal Audit**

Michael L. Stump

Director

**Office of Management and Budget**

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Nancy S. Nash  
Edmund A. Brummer  
Thomas D. Daley  
Richard W. McGrew  
Charles Maimone  
Martha Sheets  
Adolph Hight  
Gretna Y. Smith  
Glenda E. White

Vice President for Management and Budget  
Assistant to the Vice President  
Director of Financial Operations  
Director of Planning and Budget  
Director, Campus Police  
Director, Auxiliary Services  
Capital Budget Coordinator  
Director, Facilities Management  
Director, Personnel Services  
Director of the Budget

**Muscarelle Museum of Art**

Bonnie G. Kelm  
Ann C. Madonia

Director, Joseph and Margaret Muscarelle Museum of Art  
Curator of Collections

**Office of Public Affairs**

Stewart H. Gamage  
Ted D. Zolier  
William T. Walker, Jr.  
S. Dean Olson  
Poul E. Olson  
Michael J. Fox

Vice President for Community Relations and Public Affairs  
Director of Economic Development  
Director of University Information  
University Editor, Publications Director  
Editor, William and Mary News  
Director of Government Relations

**Office of the Registrar**

Monica L. Augustin  
Carol A. Goins

University Registrar  
Associate University Registrar

**Society of the Alumni**

W. Barry Adams

Executive, Vice President

**Office of Student Affairs**

W. Samuel Sadler  
Virginia Ambler  
Deborah Boykin  
Leo Charette  
Martha Christiansen  
Mark Constantine  
Patricia Volp

Vice President for Student Affairs  
Assistant to the Vice President  
Director, Residence Life  
Director, Career Services  
Director, Counseling Center  
Director of Student Activities  
Dean of Students

## **Earl Gregg Swem Library**

Nancy H. Marshall\*  
John D. Haskell, Jr.

Dean of University Libraries  
Associate Dean

## **Office of University Development**

Dennis Slon  
Susan H. Pettyjohn  
Deborah S. Vick  
Lee G. Walsh  
Mel Vogelsang  
Cynthia T. Bagley

Vice President for Development  
Executive Assistant to the Vice President  
Associate Vice President for University Development  
Director, Development / Gift Planning  
Director, Advancement Systems  
Director, University Events

\*Connie Kearns McCarthy, effective 1 November 1997

**Officers of Instruction<sup>1</sup>**

- Timothy J. Sullivan** (1972), *President of the College and J. S. Bryan Professor of Law*, A.B., College of William and Mary; J.D., Harvard University.
- Gillian T. Cell** (1993), *Provost and Professor of History*, B.A. and Ph.D., University of Liverpool.
- 
- Henry Aceto, Jr.** (1970), *Professor of Biology, Emeritus and Professor of Marine Science, Emeritus*, B.S., State University of New York at Albany; M.S., University of California-Berkeley; Ph.D., University of Texas.
- Fred L. Adair** (1970), *Professor of Education, Emeritus*, B.S. and Ph.D., University of North Carolina; M.A.T., Duke University.
- Joseph S. Agee** (1958), *Professor of Kinesiology, Emeritus*, A.B. and M.Ed., College of William and Mary.
- Nathan Altshuler** (1960), *Professor of Anthropology, Emeritus*, A.B., University of Michigan; Ph.D., Harvard University.
- Jay D. Andrews** (1946), *Professor of Marine Science, Emeritus*, B.S., Kansas State College; M.A. and Ph.D., University of Wisconsin.
- M. Joy Archer** (1968), *Professor of Kinesiology, Emerita*, B.S., Skidmore College; M.Ed., College of William and Mary.
- Alfred R. Armstrong** (1933), *Professor of Chemistry, Emeritus*, B.S. and M.A., College of William and Mary; Ph.D., University of Virginia.
- Eric O. Ayisi** (1979), *Professor of Anthropology, Emeritus*, B.S., B.A. and Ph.D., London School of Economics and Political Science, University of London.
- Elizabeth E. Backhaus** (1966), *Associate Professor of Modern Languages and Literatures, Emerita*, A.B., M.A. and Ph.D., University of Connecticut.
- Donald L. Ball** (1960), *Professor of English, Emeritus*, A.B., University of Richmond; M.A., University of Delaware; Ph.D., University of North Carolina at Chapel Hill.
- Carol E. Ballingall** (1965), *Professor of Anthropology, Emerita*, A.B., Wayne State University; M.A., University of Chicago.
- J. Worth Banner** (1949), *Professor of Modern Languages and Literatures, Emeritus*, B.S., Roanoke College; M.A. and Ph.D., University of North Carolina.
- Robert A. Barry** (1964), *Associate Professor of Economics, Emeritus*, A.B., Stanford University; Ph.D., Yale University.
- R. Carlyle Beyer** (1965), *Professor of History, Emeritus*, A.B., Hamline University; A.B. and M.A., Oxford University; Ph.D., University of Minnesota.
- Kenneth F. Bick** (1961), *Professor of Geology, Emeritus*, B.S., M.S. and Ph.D., Yale University.
- Rudolph Bieri** (1972), *Professor of Marine Science, Emeritus*, Dt. rer. nat., Johann Guttenberg University.
- Robert E. L. Black** (1959), *Professor of Biology, Emeritus*, A.B., William Jewell College; Ph.D., University of Washington.
- Garnett R. Brooks, Jr.** (1962), *Professor of Biology, Emeritus*, B.S. and M.A., University of Richmond; Ph.D., University of Florida.
- Richard B. Brooks** (1947), *Professor of Education, Emeritus*, B.P.E., Springfield College; M.A., University of Pennsylvania; Ed.D., University of Virginia.
- Marion M. Brown** (1966), *Associate Professor of Theatre and Speech, Emerita*, A.B. and M.A., University of California.
- G. William Bullock** (1967), *Professor of Education, Emeritus*, A.B., Lynchburg College; M.Ed. and Ed.D., University of Virginia.
- Mitchell A. Byrd** (1956), *Chan'cellor Professor of Biology, Emeritus*, B.S., M.S. and Ph.D., Virginia Polytechnic Institute.
- Robert J. Byrne** (1969), *CSX Professor of Marine Science, Emeritus*, M.S. and Ph.D., University of Chicago.
- Michael Castagna** (1973), *Professor of Marine Science, Emeritus*, B.S. and M.S., Florida State University.
- Benjamin Ralph Cato, Jr.** (1955), *Professor of Mathematics, Emeritus*, A.B. and M.A., Duke University.

<sup>1</sup>This list reflects the status of members of the faculty as of 1 July 1997. The date indicates year of arrival at The College of William and Mary.

- Jay Lee Chambers** (1970), *Professor of Psychology, Emeritus*, A.B., George Washington University; M.A. and Ph.D., University of Kentucky.
- Royce W. Chesser** (1962), *Professor of Education, Emeritus*, A.B., Wake Forest University; M.Ed., College of William and Mary.
- Paul N. Clem** (1959), *Professor of Education, Emeritus*, A.B., Bridgewater College; M.A. and Ed. D., Michigan State University.
- Stephen C. Clement** (1964), *Professor of Geology, Emeritus*, A.B. and Ph.D., Cornell University; M.S., University of Utah.
- George D. Cole, Jr.** (1968), *Professor of Business Administration, Emeritus*, A.B., Duke University; B.D., Yale University; Ed.D., Columbia University.
- Bradner W. Coursen** (1968), *Professor of English, Emeritus*, A.B., Drew University; M.S. and Ph.D., University of Maryland.
- M. Boyd Coyner, Jr.** (1969), *Professor of History, Emeritus*, A.B., M.A., and Ph.D., University of Virginia.
- George W. Crawford** (1960), *Professor of Physics, Emeritus*, B.S., Davidson College; M.S., University of North Carolina; Ph.D., Ohio State University.
- Charles E. Davidson** (1949), *Professor of English, Emeritus*, A.B., Princeton University; M.A. and Ph.D., Yale University.
- William F. Davis, Jr.** (1960), *Professor of English, Emeritus*, A.B., Princeton University; M.A., and Ph.D., Yale University.
- Elsa S. Diduk** (1976), *Professor of Modern Languages and Literatures, Emerita*, B.S., Temple University; M.A., Columbia University.
- Cirila Djordjevic** (1968), *Garrett-Robb-Guy Professor of Chemistry, Emerita*, B.S., Zagreb University; Ph.D., University College.
- Carl R. Dolmetsch** (1959), *Professor of English, Emeritus*, A.B. and M.A., Drake University; Ph.D., University of Chicago.
- Scott Donaldson** (1966), *Louise G. T. Cooley Professor of English, Emeritus*, A.B., Yale University; M.A. and Ph.D., University of Minnesota.
- Hugh B. Easler** (1962), *Associate Professor of Mathematics, Emeritus*, A.B., Wofford College; M.S., University of South Carolina.
- Jack D. Edwards** (1962), *Professor of Government, Emeritus*, A.B., Macalester College; LL.B., Harvard Law School; Ph.D., Vanderbilt University.
- Nathaniel Y. Elliott** (1963), *Professor of English, Emeritus*, B.S., State University of New York at Fredonia; M.A., Syracuse University; Ph.D., Cornell University.
- Frank Brooke Evans III** (1947), *Professor of English, Emeritus*, A.B., Amherst College; M.A. and Ph.D., Princeton University.
- Emeric Fischer** (1964), *Professor of Law, Emeritus*, B.S., University of South Carolina; J.D. and M.L.&T., College of William and Mary.
- S. Stuart Flanagan** (1968), *Professor of Education, Emeritus*, B.S., Washington and Lee University; M.Ed. and Ed.D., University of Virginia.
- Lewis A. Foster, Jr.** (1955), *Professor of Philosophy, Emeritus*, A.B. and M.A., University of Virginia; Ph.D., University of Udaipur.
- Margaret W. Freeman** (1967), *Associate Professor of Music, Emerita*, A.B., Brown University; M.A., Smith College; M.A., Middlebury College.
- Joanne Basso Funigiello** (1967), *Associate Professor of Modern Languages and Literatures, Emerita*, A.B., Connecticut College for Women; M.A., Middlebury College.
- Armand J. Galfo** (1958), *Professor of Education, Emeritus*, A.B., M.Ed. and Ed.D., University of Buffalo.
- Bruce K. Goodwin** (1963), *Professor of Geology, Emeritus*, A.B., University of Pennsylvania; M.S. and Ph.D., Lehigh University.
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- James H. Stronge** (1989), *Heritage Professor of Education*, B.S., M.S. and Ph.D., University of Alabama.
- Vinson H. Sutlive, Jr.** (1972), *Professor of Anthropology*, A.B., Asbury College; B.D., Vanderbilt School of Religion; M.A., Scarritt College; Ph.D., University of Pittsburgh.
- K. Scott Swan** (1996), *Assistant Professor of Business Administration*, B.S., Taylor University; M.B.A., University of South Carolina; Ph.D., University of Texas at Austin.
- Sam J. Sykes** (1997), *Visiting Instructor of Modern Languages and Literatures*, B.A., College of William and Mary; M.A., Middlebury College.
- Sharon Ghamari Tabrizi** (1994), *Assistant Professor of American Studies*, B.A., University of California-San Diego; B.A., M.Phil., and Ph.D., University of California-Santa Cruz.
- Yangfang Tang** (1994), *Assistant Professor of Modern Languages and Literatures*, B.A., Hebei Teachers College; M.A. and Ph.D., Ohio State University.
- Dennis L. Taylor** (1991), *A. Marshall Acuff, Jr. Professor of Marine Science*, B.A., University of Pennsylvania; Ph.D., University of Wales.
- Jennifer L. Taylor** (1990), *Assistant Professor of Modern Languages and Literatures*, B.A., Grinnell College; M.A. and Ph.D., Cornell University.
- Talbot J. Taylor** (1982), *Louise G. T. Cooley Professor of English and Linguistics*, M.A., Tufts University; M.Litt. and D.Phil., University of Oxford.
- N. Bartlett Theberge, Jr.** (1974), *Professor of Marine Science*, B.S. and J.D., College of William and Mary; LL.M., University of Miami.
- Elaine M. Themo** (1966), *Associate Professor of Sociology*, A.B., Mount Holyoke College; M.A., University of North Carolina; Ph.D., American University.
- David W. Thompson** (1967), *Chancellor Professor of Chemistry*, B.S., Wheaton College; Ph.D., Northwestern University.
- Hans O. Tiefel** (1975), *Professor of Religion*, B.A., Wake Forest University; M.Div., Yale Divinity School; M.A. and Ph.D., Yale University.
- Virginia J. Torczon** (1995), *Assistant Professor of Computer Science*, B.A., Wesleyan University; M.A. and Ph.D., Rice University.
- Marietta Tourian** (1997), *Visiting Assistant Professor of Modern Languages and Literatures*, B.A., Z. Paliashvili College of Music; M.A., Leningrad State University; Ph.D., St. Petersburg State University.
- Eugene R. Tracy** (1984), *Professor of Physics*, B.A., Johns Hopkins University; Ph.D., University of Maryland.
- Franco Triolo** (1975), *Associate Professor of Modern Languages and Literatures*, B.A. and M.A., University of Maryland; C.F., Universita di Padova; Ph.D., University of Illinois.
- Mark Tucker** (1997), *David N. and Margaret C. Bottoms Professor of Music and Professor of American Studies*, B.A. and M.M., Yale University; M.A. and Ph.D., University of Michigan.
- Michael A. Unger** (1990), *Assistant Professor of Marine Science*, B.S., Michigan State University; M.S. and Ph.D., College of William and Mary.
- Kathryn R. Urbonya** (1997), *Professor of Law*, B.A., Beloit College; M.A. and J.D., University of North Dakota, Grand Forks.
- George M. Vahala** (1974), *Professor of Physics*, B.S., University of Western Australia; M.S. and Ph.D., University of Iowa.
- Jack D. VanHorn** (1970), *Associate Professor of Religion*, A.B., Ohio Wesleyan University; M.A. and Ph.D., Columbia University.
- Joyce VanTassel-Baska** (1987), *Jody and Layton Smith Professor of Education*, B.Ed., M.Ed., M.A., and Ed.D., University of Toledo.
- Peter A. Van Veld** (1989), *Associate Professor of Marine Science*, B.S., University of North Carolina at Chapel Hill; M.A., College of William and Mary; Ph.D., University of Georgia.

- W. Larry Ventis** (1969), *Professor of Psychology*, B.S., M.A. and Ph.D., University of Tennessee.
- Carl V. Vermeulen** (1966), *Associate Professor of Biology*, A.B., Hope College; M.S. and Ph.D., University of Illinois.
- Wolfgang K. Vogelbein** (1988), *Assistant Professor of Marine Science*, B.S., Long Island University; M.S., California State University-Long Beach; Ph.D., Louisiana State University.
- Mary M. Voigt** (1990), *Associate Professor of Anthropology*, B.A., Marquette University; Ph.D., University of Pennsylvania.
- Robert L. Vold** (1994), *Professor of Applied Science*, B.S., University of California-Berkeley; M.S. and Ph.D., University of Illinois at Urbana.
- Hans C. vonBaeyer** (1968), *Chancellor Professor of Physics*, A.B., Columbia College; M.S., University of Miami; Ph.D., Vanderbilt University.
- J. Dirk Walecka** (1989), *Governor's Distinguished CEBAF Professor of Physics*, B.A. Harvard College; Ph.D., Massachusetts Institute of Technology.
- Helen Cam Walker** (1969), *Associate Professor of History*, A.B., College of William and Mary; M.A., Yale University.
- Julia A. Walker** (1995), *Assistant Professor of English*, B.A., Hanover College; M.A. and Ph.D., Duke University.
- Wanda A. Wallace** (1991), *John N. Dalton Professor of Business Administration*, B.B.A. and M.P.A., Texas Christian University; Ph.D., University of Florida.
- Alan Wallach** (1989), *Ralph H. Wark Professor of Art and Art History and Professor of American Studies*, B.A., M.A. and Ph.D., Columbia University.
- Christine S. Walther-Thomas** (1990), *Associate Professor of Education*, B.A. and M.Ed., University of Utah; Ph.D., University of Kansas.
- Alan J. Ward** (1967), *Class of 1935 Professor of Government*, B.S. and Ph.D., University of London; M.A., University of Connecticut.
- Cynthia Ward** (1996), *Professor of Law*, B.A., Wellesley; J.D., Yale University.
- Sandra Brubaker Ward** (1989), *Associate Professor of Education*, B.S., College of William and Mary; M.S. and Ph.D., Pennsylvania State University.
- Thomas J. Ward** (1989), *Associate Professor of Education*, B.A., LaSalle College; M.S., and Ph.D., Pennsylvania State University.
- Stewart A. Ware** (1967), *Professor of Biology*, B.S., Millsaps College; Ph.D., Vanderbilt University.
- Barbara A. Watkinson** (1979), *Associate Professor of Art and Art History*, B.A., Stephens College; M.A. and Ph.D., University of Missouri.
- Neill P. Watson** (1976), *Associate Professor of Psychology*, B.A., Yale University; Ph.D., Harvard University.
- Ned Waxman** (1982), *Associate Professor of Business Administration*, B.S., University of Pennsylvania; J.D., Emory University.
- Lois Weaver** (1997), *Visiting Artist in Residence*, B.A., Radford University.
- Kenneth L. Webb** (1965), *Chancellor Professor of Marine Science*, A.B., Antioch College; M.S. and Ph.D., Ohio State University.
- Charles Weise** (1993), *Assistant Professor of Economics*, B.S., Georgetown University; Ph.D., University of Wisconsin.
- Brad Weiss** (1993), *Assistant Professor of Anthropology*, B.A., Dartmouth College; M.A. and Ph.D., University of Chicago.
- Robert H. Welch** (1970), *Associate Professor of Modern Languages and Literatures*, A.B., Hampden-Sydney College; M.A. and Ph.D., University of Pennsylvania.
- Robert E. Welsh** (1963), *Chancellor Professor of Physics*, B.S., Georgetown University; Ph.D., Pennsylvania State University.
- Walter P. Wenska** (1972), *Associate Professor of English*, A.B. and M.A., University of Hawaii; Ph.D., Stanford University.
- Patricia M. Wesp** (1988), *Associate Professor of Theatre and Speech*, B.A., College of William and Mary; M.F.A., University of Florida.
- Richard L. Wetzell** (1975), *Professor of Marine Science*, B.S. and M.S., University of West Florida; Ph.D., University of Georgia.

- Kim Wheatley** (1992), *Assistant Professor of English*, B.A., Cambridge University, M.A. York University; M.A. and Ph.D., Johns Hopkins University.
- Ronald C. Wheeler** (1972), *Associate Professor of Education*, B.S., Western Illinois University; M.Ed., University of Pittsburgh; Ph.D., University of Minnesota.
- Godwin T. White** (1983), *Associate Professor of Business Administration*, B.A. and M.B.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.
- Kim P. Whitley** (1992), *Instructor of Kinesiology*, B.S., Old Dominion University; M.A., College of William and Mary.
- James P. Whittenburg** (1977), *Associate Professor of History*, B.A., University of Tennessee; M.A., Wake Forest University; Ph.D., University of Georgia.
- Christine I. Wiedman** (1993), *Assistant Professor of Business Administration*, B.A. and M.Acc., University of Waterloo; Ph.D., Cornell University.
- Peter D. Wiggins** (1971), *Professor of English*, A.B., M.A. and Ph.D., Columbia University.
- Elizabeth A. Wiley** (1997), B.A., University of Wisconsin-Madison; M.F.A., University of Minnesota.
- Brenda T. Williams** (1993), *Associate Professor of Education*, B.S. and M.A., Hampton Institute; Ed.D., College of William and Mary.
- Edgar W. Williams** (1979), *Associate Professor of Music*, B.A., Duke University; M.A., Columbia University; M.F.A. and Ph.D., Princeton University.
- John A. Williams** (1988), *William R. Kenan, Jr. Professor of Humanities and Professor of Religion*, B.A., University of Arkansas; M.A. and Ph.D., Princeton University.
- Stuart L. Williams** (1972), *Associate Professor of Business Administration*, B.A., Yale University; Ph.D., Syracuse University.
- Richard A. Williamson** (1970), *Chancellor Professor of Law*, B.B.A., Ohio University; J.D., College of Law, Ohio State University.
- John H. Willis, Jr.** (1959), *Forrest D. Murden Professor of English*, A.B., University of Virginia; M.A. and Ph.D., Columbia University.
- Lawrence L. Wiseman** (1971), *Professor of Biology*, A.B., Hiram College; M.A. and Ph.D., Princeton University.
- Hugo Jan Woerdeman** (1989), *Associate Professor of Mathematics*, M.S. and Ph.D., Vrije University.
- John E. Wood** (1997), *Assistant Professor of Military Science*, B.S.C.E., Colorado School of Mines; M.S.C.E., University of Texas at Austin.
- Robert G. Wood** (1995), *Assistant Professor of Military Science*, B.A., Eastern Kentucky University; M.B.A., Troy State University.
- L. Donelson Wright** (1982), *Dean of the School of Marine Science and Chancellor Professor of Marine Science*, B.S., University of Miami; M.A., University of Sydney; Ph.D., Louisiana State University.
- Zhenhui Xu** (1994), *Visiting Assistant Professor of Economics*, M.A., Shanghai University; Ph.D., University of Virginia.
- Jing-Hua Yin** (1996), *Visiting Assistant Professor of Modern Languages and Literatures*, B.A., Beijing Teachers College; Ed.M. and Ph.D., State University of New York at Buffalo.
- Ahmed S. Zaki** (1980), *David L. Peebles Professor of Business Administration*, B.Sc., Cairo University; M.A., American University, Cairo; Ph.D., University of Washington.
- Shiwei Zhang** (1996), *Assistant Professor of Applied Science and Physics*, B.S., University of Science and Technology of China; Ph.D., Cornell University.
- Jeremy M. Zilber** (1996), *Visiting Instructor of Government*, B.A., Oberlin College, M.A. and Ph.D., Ohio State University.
- G. Beate Zimmer** (1996), *Visiting Assistant Professor of Mathematics*, Teaching Certificate, University of Hull; Diploma at Universitat Konstanz; Ph.D., University of Illinois, Urbana.
- Sharon Zuber** (1993), *Instructor of English*, B.A., Franklin College; M.A., Butler University.
- Patty Zwollo** (1997), *Assistant Professor of Biology*, B.S., M.S. and Ph.D., University of Utrecht.

## Earl Gregg Swem Library

The Earl Gregg Swem Library contains more than 1,067,000 cataloged volumes; 1,180,000 microforms, 559,000 government documents; more than three million manuscripts and maps; and approximately 17,000 tapes, recordings, films, filmstrips and slides. The main departments are Acquisitions, Automation, Cataloging, Circulation (includes Reserve), Collection Development, Government Documents, Interlibrary Loan, Reference, Serials, and Special Collections (Manuscripts, Rare Books and University Archives). The library subscribes to 5,700 periodicals and has seating for 750 readers. Other campus libraries which serve undergraduates are those devoted to biology, business administration, chemistry, education, geology, music, and physics.

The online catalog is the basic index to the library's book collection. It is available in the library, from dormitories and microcomputer labs, through the campus telecommunications network, through dial access through telnet, and on the World Wide Web at <<http://lion.swem.wm.edu>>. The library also offers self-serve access to several computerized indexes through CD-ROM and mediated access to several hundred online databases. During most of the hours the library is open, a reference librarian is on duty to help users with these tools and other research needs. Books and periodical articles not in the William and Mary libraries may be secured by inquiring at the Interlibrary Loan Department. Additional information about the library is available on the World Wide Web at <<http://swem.wm.edu>>.

### Library Staff

- Nancy H. Marshall** (1986), *Dean of University Libraries*, B.A., Ohio Wesleyan University; M.A.L.S., University of Wisconsin-Madison.
- \*Effective 1 November 1997, Connie Kearns McCarthy** (1997), *Dean of University Libraries*, B.A., Rosary College; M.S.L.S., Catholic University of America.
- Kathryn J. Blue** (1968), *Senior Cataloger*, B.A., Cornell College; M.A.L.S., University of Wisconsin-Madison.
- Stephen D. Clark** (1987), *Acquisitions Librarian*, B.A., University of North Carolina-Charlotte; M.S., University of North Carolina-Chapel Hill; M.S., Fort Hayes State University.
- Margaret C. Cook** (1966), *Curator of Manuscripts and Rare Books*, B.A., Sweet Briar College; M.A., The College of William and Mary.
- James T. Deffenbaugh** (1984), *Assistant Dean of University Libraries for Collection Development and Preservation*, B.A. and M.A., Catholic University of America; S.T.B., Gregorian University; M.L.S., Indiana University.
- Kay J. Domine** (1974), *Assistant Dean of University Libraries for Special Collections and University Archivist*, B.A., University of Michigan; M.A., University of Wisconsin-Madison.
- Faye V. Harris** (1991), *Music Librarian*, B.A., Whittier College; M.S., Pratt Institute.
- John D. Haskell, Jr.** (1978), *Associate Dean of University Libraries*, A.B., University of Rhode Island; M.L.S., Rutgers University; M.Phil. and Ph.D., George Washington University.
- Patricia R. Hausman** (1987), *Science Librarian*, A.B., The College of William and Mary; A.M.L.S., University of Michigan.
- Berna L. Heyman** (1968), *Assistant Dean of University Libraries for Automation and Bibliographic Control*, A.B., Washington University; M.S., Simmons College.
- Patricia M. Kearns** (1995), *Head of the Bibliographic Control Department*, B.S., University of Virginia; M.L.S., University of Pittsburgh.
- Merle A. Kimball** (1973), *Serials Collection Management and Preservation Librarian*, B.A., University of Wyoming; M.L.S., Texas Woman's University.
- John R.M. Lawrence** (1989), *Interlibrary Loan/Reference Librarian*, B.A., East Carolina University; M.S.L.S., University of North Carolina-Chapel Hill.
- Mack A. Lundy III** (1993), *Systems Librarian*, B.A. and M.L.S., University of South Carolina.
- Bettina J. Manzo** (1984), *Reference Librarian*, B.A., Marywood College; M.L.S., Florida State University; M.A., University of Wyoming.
- Carol A. McAllister** (1989), *Bibliographer/Reference Librarian*, B.A., Millikin University; M.A. and M.Ed., University of Missouri-Columbia.
- Katherine F. McKenzie** (1989), *Reference Librarian*, A.B. and M.S.L.S., University of North Carolina-Chapel Hill.
- James R. Rettig** (1988), *Assistant Dean of University Libraries for Reference and Information Services*, B.A. and M.A., Marquette University; M.A.L.S., University of Wisconsin-Madison.
- Susan A. Riggs** (1993), *Manuscripts Cataloger*, B.A., University of Richmond; M.A., The College of William and Mary.
- Donald J. Welsh** (1989), *Coordinator of Reference Services*, B.A., University of South Carolina; M.S.L.S., University of North Carolina-Chapel Hill; M.L.A., Boston University.
- Hope H. Yelich** (1983), *Reference Librarian*, A.B., Mount Holyoke College; M.A., The College of William and Mary; M.S.L.S., Catholic University of America.
- Alan F. Zoellner** (1984), *Government Documents Librarian*, B.A., Carthage College; M.A., M.L.S. and Ph.D., Indiana University.



## Student Health Center

June S. Henderson, M.D., Medical College of Virginia	Physician
Clifford E. Henderson, M.D., Medical College of Virginia	Physician
Gail A. Moses, M.D., Eastern Virginia Medical School	Physician
Nancy-Lu Moul, R.N., M.S., C.F.N.P., Old Dominion University	Nurse Practitioner
Mary Jo D'Agostino, R.N., C.A.N.P., University of Pennsylvania	Nurse Practitioner
Cynthia B. Burwell, M.S., Pennsylvania State University	Health Educator
Mary K. Crozier, M. Ed., University of Virginia	Substance Abuse Educator
Patricia Buoncristiani, R.N., B.A.	Head Nurse
Philip C. Spiggle, B.S.	Pharmacist
Orysia Stefaniw, M.T.	Lab Supervisor

## Counseling Center

Martha D. Christiansen, Ph.D., Indiana State University	Director
Lawrence A. Tucker, Ph.D., University of North Carolina at Chapel Hill	Assistant Director
Diane D. Abdo, Psy.D., Virginia Consortium for Professional Psychology	Clinical Psychologist
Deidre Connelly, Ph.D., University of Virginia	Sport Psychologist
R. Kelly Crace, Ph.D., University of North Carolina at Chapel Hill	Clinical Psychologist
Curtis K. Greaves, Ph.D., Virginia Polytechnic Institute and State University	Clinical Psychologist
Donna G. Haygood-Jackson, Ed.D., The College of William and Mary	Counseling Psychologist
Becca Marcus, M.S.W., University of Illinois at Champaign-Urbana	Clinical Social Worker
Janice A. Patis, Ed.S., The College of William and Mary	Counseling Psychologist
Neill P. Watson, Ph.D., Harvard University	Clinical Psychologist
Darcy S. Cox, Virginia Consortium for Professional Psychology	Clinical Psychology Intern
Melissa D. Strachan, Virginia Consortium for Professional Psychology	Clinical Psychology Intern

## 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, sexual orientation, or handicap.

### Undergraduate Admission

Application forms and admission viewbooks, which contain detailed information regarding undergraduate admission, including a profile of recent entering students, may be obtained by writing to the Office of Admission, The College of William and Mary, P.O. Box 8795, Williamsburg, Virginia, 23187-8795.

Applications for regular admission should be submitted by January 15 for the fall semester and November 1 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 admission positions available at the time of application. No one will be admitted as a degree candidate later than one week prior to registration.

Seeking students with a diversity of backgrounds, interests, and special abilities, and welcoming applications from all interested students, the College evaluates each application on its own merits and does not impose specific course requirements for admission.

College policy prohibits the awarding of a second baccalaureate degree.

### Secondary School Preparation

Since more students apply than can be accommodated, the College uses a selective process of admission. Through this process the applicant's total educational record is considered in relation to other students applying in an attempt to admit those with the strongest credentials. Most candidates present as strong a college preparatory program as is available to them. Advanced placement, honors, and accelerated courses are strongly weighted in the evaluation process.

Candidates for admission typically present the following courses:

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

Mathematics: Typically four years.

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

History and Social Science: Three years.

Science (with laboratory): Three years.

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

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

### Notification to Applicants

Since applicants are considered in relation to each other, notification letters are generally sent at the same time; Early Decision letters are mailed by the Office of Admission on December 1; regular decision letters are mailed by April 1. Letters to spring semester applicants are mailed December 5.

### Tests of the College Entrance Examination Board

Freshman applicants are required to take the College Board Scholastic Assessment Test (SAT) or the American College Test (ACT). Students choosing the Scholastic Assessment Test (SAT) option are strongly encouraged to register for three SAT II Subject Tests, with the writing subject test included as one of them. 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 subject test in a modern foreign language or 650 or above in Latin. Applicants intending to continue the foreign language begun in secondary school should take the subject test in a foreign language. Students who have not taken the subject test in secondary school are required to take it during freshman orientation week at the College. The placement of entering students in foreign language courses is made on the basis of these test scores.

### 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 Assessment Test (SAT) or the ACT, scores from these tests are of substantial assistance in the evaluation of applications. Therefore, transfer

students who have taken the Scholastic Assessment Test or the ACT should have their scores sent to the College. Students who have not fulfilled the College's language requirement are required to take the language subject exam if they plan to continue in a language previously begun. The placement of students in the required language courses is determined on the basis of these test scores. (Students who have taken language courses in college are not required to take this exam.) Transfer students should apply by November 1 for admission to the spring term and by February 15 for admission to the fall term. Letters to fall semester applicants are mailed by April 15.

## Early Admission

The College is willing to admit as regular 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 they must visit the 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 should be requested through the high school administration prior to the filing of the unclassified application, which may be secured from the Office of Admission.

## 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 admission standards of the College, and can show compelling reasons why full-time status is not feasible. An interview must be scheduled with an admission officer. 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 (2 semesters and a summer term) from the date of enrollment 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.

## Admission to Unclassified Status

Students admitted to the College under unclassified status fall into four categories: (1) employees of the College; (2) students who have already earned baccalaureate degrees; (3) concurrent high school students; (4) students eligible for eventual admission as part-time degree seeking students. Students admitted under unclassified status who later wish to become candidates for an undergraduate degree must submit the standard application to the Office of Admission before completing 30 semester hours, the maximum number applicable in this 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 Admission. Unclassified applications must be received no later than two weeks prior to the first day of classes.

## Unclassified Status: Admission to Graduate Programs

In special circumstances individuals who wish to take graduate courses in the Faculty of Arts and Sciences (courses numbered 500 and above) but not enter as a degree-seeking student may be allowed to do so. Such prospective students must first present evidence to the Office of Undergraduate Admission that they have graduated from an accredited institution of higher education. The admission office then will refer prospective students to the director of graduate studies in the department or program of interest, where their application will be considered. Only individuals who have been approved by the department or program may register for graduate courses.

## Visiting Students

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

## **Readmission**

Students who are in good standing with the College but have not been in attendance in the day session for one or more semesters must submit an application for readmission to the Dean of Students Office and be readmitted 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. This process does not apply to former students who have matriculated as degree-seeking students at another institution. These students must apply as regular transfer students.

## **Delayed Enrollment for Admitted Freshmen**

Students who are offered admission to the freshman class may postpone their enrollment for one year by notifying the admission office of their intentions in writing. 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 year. Assurance of future admission does not apply to students who enroll as degree seeking at another institution; in such cases, it will be necessary to consider the student as a transfer applicant.

## **Admission to 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 Summer Sessions**

Applicants should write to the Office of the Registrar for a bulletin and application form. Admission to a summer session does not entitle the student to admission to the regular session or degree status unless an application is submitted and approved by the Office of Admission according to the regular application schedule.

## STUDENT FINANCIAL AID

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

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

The Department of Military Science provides scholarships and other financial assistance for students enrolled in the College's Army ROTC Program (see page 189). Requests for information should be directed to:

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

### Financial Assistance

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

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

Entering students include early decision, regular decision, and transfer students. Early decision students should file the Profile application through the College Scholarship Service by November 1 of the senior year in high school. Regular and transfer students should file the FAFSA between January 1 and February 15. Returning students should file by March 15. Late applicants will be considered on a funds available basis.

### The Financial Assistance Package

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

The application period begins in May and extends through the academic year. Applications should be forwarded to the Office of Student Financial Aid for processing.

### Financial Assistance for Students

#### Primary Assistance Sources

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

In addition to funding CSAP, the General Assembly of Virginia appropriates funds to public institutions for scholarships, grants, and institutional part-time employment opportunities.

Endowed scholarship funds made possible through the generosity of friends and alumni of the College provide grants for needy students.

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

## **Other Sources**

The State Council of Higher Education for Virginia (SCHEV) administers the Virginia Transfer Grant for minority students who transfer to William and Mary. Funds are also available through the Virginia War Orphans Act for students who are dependents of deceased or disabled Virginia veterans. Eligibility requirements and application forms may be obtained from the financial aid office or the Division of Veteran's Claims, P.O. Box 807, Roanoke, VA 24004. Also, any student between the ages of sixteen and twenty-five whose parent has been killed in the line of duty serving as a law-enforcement officer, firefighter or rescue squad member in Virginia, is eligible for funds. Students who meet these requirements should contact the financial aid office.

## **Academic and Special Scholarships**

The Order of the White Jacket annually awards ten \$1,500 scholarships to students working in food service.

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.

Awards for students who demonstrate athletic ability are provided by the athletic department.

As participants in the College-sponsored programs of study abroad in the summer and the junior year, William and Mary students may apply for financial assistance through the financial aid office. However, unless certain criteria are met, the assistance may be restricted to private loans.

## TUITION AND OTHER EXPENSES

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

### Tuition and General Fees

An undergraduate student registered for twelve hours or more will be charged the full-time rate. Tuition for summer sessions will be charged per credit hour. Students auditing courses will be charged tuition based on total hours registered.

Tuition and general fees for full-time undergraduate students are as follows:

\$2,516 per semester for in-state

\$7,702 per semester for out-of-state

Tuition for part-time (up to 11 credit hours per semester) undergraduate students is as follows:

\$153 per credit hour for in-state

\$480 per credit hour for out-of-state

### Accounts and Refunds

#### Payment of Student Accounts

Charges for tuition and fees, dorm, meal plan and miscellaneous fees are payable in advance by semester. Registration is not final until all fees are paid and may be canceled if a student's account is not paid in full by the due date, as established by the Office of the Bursar. Payment must be made in U.S. dollars only by cash or check made payable to The College of William and Mary. A check returned by the bank for any reason will constitute nonpayment and may result in cancellation of registration. Any past due debt owed the College, (telecommunications, emergency loans, parking, health services, library fines, etc.), may result in cancellation of registration and/or transcripts being withheld. In the event a past due account is referred for collection, the student will be charged all collection and litigation costs, as well as, the College's late payment fee.

#### Late Payment Fee

\$100 Late fee for full-time students

\$ 35 Late fee for part-time students

Late fees will be assessed on accounts not paid in full by the established semester due date. Semester payment due dates are established by the Office of the Bursar. For students electing to pay tuition and fees through a tuition payment plan, the payment due date is determined by the plan selected. Failure to receive a bill does not waive the requirement for payment by the due date. Failure to pay by the end of the add/drop period may also result in cancellation of all classes.

#### Late Registration Fee

\$50 Late registration fee for full-time students

\$25 Late registration fee for part-time students

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

## Tuition Payment Plans

To assist with the payment of educational costs, the College accepts student payments through any one of the following tuition payment plan companies. Tuition payment plans allow for the monthly payment of tuition, general fees, dormitory fees and meal plan charges over a maximum of 10 months. Information about each company's plan is sent to all incoming students. For additional information, please write or call:

The Knight College Resource Group  
745 Atlantic Ave.  
Boston, MA 02111  
1-800-539-5363

Academic Management Services  
50 Vision Blvd.  
East Providence, RI 02914  
1-800-556-6684

Tuition Management Systems, Inc.  
42 Valley Road  
Newport, RI 02842  
1-800-722-4867

## Refunds to Full-Time Students Who Withdraw from the College

Full-time students who withdraw from the College within five calendar days of the first day of classes are eligible for a refund of all payments for tuition and fees less the required enrollment deposit for entering students or a \$50 administrative fee for continuing students. After the five day period, the amount of the refund will be determined based on the following schedule: 75% if withdrawing within thirty calendar days after the beginning of classes, 50% if withdrawing within sixty calendar days of the beginning of classes or 0% if withdrawing after sixty calendar days from the beginning of classes. Students will not be eligible for any refund of tuition and general fees if required to withdraw by the College. Meal plan and dormitory fees, of students who withdraw within sixty calendar days of the beginning of classes, will be prorated on a weekly basis given the last day of usage or occupancy, regardless of the reason for withdrawal.

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

## Refunds to Part-time Students Who Withdraw from the College

Part-time students who withdraw from the College are eligible for a refund of the semester's tuition less a \$50 administrative fee. Students will not be eligible for any refund of tuition if required to withdraw by the College. The amount of the refund will be determined based on the following schedule: 100% if withdrawing during the add/drop period, 50% if withdrawing within sixty calendar days of the beginning of classes or 0% if withdrawing after sixty calendar days from the beginning of classes. Meal plans, of students who withdraw within sixty calendar days of the beginning of classes, will be prorated on a weekly basis given the last day of usage, regardless of the reason for withdrawal.

## Part-time Students Who Withdraw from a Course

A part-time student who withdraws from a course after the add/drop period and remains registered for other academic work will not be eligible for a refund. Exceptions may be made in the case of certain courses that are scheduled for a time period other than that of a regular semester.

## Credit for Scholarships

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



## Eligibility for In-State Tuition Rate

To be eligible for in-state tuition, a student must meet the statutory test for domicile as set forth in Section 23-7.4 of the Code of Virginia. Domicile is a technical legal concept; a student's status is determined objectively through the impartial application of established rules. In general, to establish domicile, students must be able to prove permanent residency in Virginia for at least one continuous year immediately preceding the first official day of classes, and intend to remain in Virginia indefinitely after graduation. Residence in Virginia for the primary purpose of attending college, does not guarantee eligibility for in-state tuition. Applicants seeking in-state status must complete and submit the "Application for Virginia In-State Tuition Privileges" to the Office of the University Registrar, (Blow Memorial Hall) before the first day of classes. The Office of the University Registrar evaluates the application and notifies the student if their request for in-state tuition is denied.

A matriculating student whose domicile has changed may request **reclassification** from out-of-state to in-state. Students seeking reclassification must complete and submit the "Application for Virginia In-State Tuition Privileges" to the Office of the University Registrar (Blow Memorial Hall) before the first day of classes. The Office of the University Registrar evaluates the application and notifies the student if their request for in-state tuition is denied. Any student may submit in writing an appeal to the decision made, however, a change in classification will only be made when justified by clear and convincing evidence. All questions about eligibility for domiciliary status should be addressed to the Office of the University Registrar, (757) 221-2809.

In determining domicile the school will consider the following factors:

Residence during the year prior to the first Official day of classes	Employment
State to which income taxes are filed or paid	Property Ownership
Driver's license	Sources of Financial Support
Motor Vehicle registration	Location of checking or passbook savings
Voter registration	Social or economic ties with Virginia

## Meal Plans

The College of William and Mary campus Dining Services provides students with a comprehensive and diverse dining program in its three food service facilities. The Dining Commons is located on the west end of campus and features unlimited seconds. The Marketplace, newly renovated in 1994, is a foodcourt located in the old Campus Center that features brand name food concepts. The University Center Foodcourt is nestled in the heart of the campus and offers a wide range of upscale menu selections in an "a la carte" cafeteria format. The University Center also includes a snack bar and a rathskeller which hosts evening activities.

The College offers students a choice of meal plans designed for convenience, flexibility and value. The two Carte Blanche plans feature an unlimited number of meals per semester and allow students unlimited access to the Commons facility. Meal plan credits, which are equivalent to cash, have also been included in these plans. The Carte Blanche Gold Plan includes 100 meal plan credits and the Bronze Plan 100 meal plan credits. In addition to the Carte Blanche plans, the College offers different Block plans that provide students with a specified number of meals per semester. Each Block plan also includes a specified number of meal plan credits.

Freshmen are required to purchase the Carte Blanche Gold Plan with 100 credits. For meal plan purposes, "freshmen" is interpreted to mean those students in their first year of residence at the College who are housed in residence facilities. For all other students, meal plan participation is optional. All meal plans are nontransferable.

Meal plans may be purchased by indicating the desired plan on the face of the semester bill and remitting the appropriate fee. This requirement to make a selection also applies to students on tuition payment plans. Except freshmen, students may change or cancel a meal plan through the official add/drop period each semester. Changes or cancellations are not permitted after the add/drop period. Students may purchase a meal plan any time at a prorated cost, but the plan cannot be changed or canceled for the remainder of the semester. Refunds or charges for adding, changing or canceling a meal plan are prorated weekly. The meal plan week is from Wednesday through Tuesday. Detailed information regarding the College's dining program is available from Dining Services at 221-2112.

## William and Mary Student Identification Card

The William and Mary student ID is an all-campus multi-purpose card that performs a variety of functions. In addition to serving as student photo identification on-campus and in the campus community, the student ID is also the campus meal card, library card, card key for dorm/building access and W&M debit account card. ID cards must be presented in the dining halls for meal privileges. Identification cards may be purchased at the ID Office in the Atrium of the Campus Center, Room 169. The cost is \$15. Student ID cards are non-transferable. Lost cards should be reported immediately and a replacement card for a lost or damaged ID is \$15.

## William and Mary Express Account

This feature is a debit account tied to the ID card which enables students to access a variety of services across the campus. Deposits may be made at the ID Office, Bursar's Office, Parking Office, Swem Library Duplicating Office and the Value Transfer Station (VTS) in Swem Library. Parents may deposit money telephonically with a pre-approved authorization on file. The Express Account provides a secure method of handling transactions without the concerns about carrying cash or change. Once deposits are made, students can simply "swipe" the ID at one of 150 readers around campus to use vending machines, laundry machines, copiers, microform reader/printers, Bookstore and convenience store purchases, video rentals and purchases, telephone bills, Student Health Center fees/purchases, Recreation Center rentals and purchases, Swem Library fees and Candy Counter purchases in the Campus Center. Balances are shown on receipts and/or the reader display. The value in students' accounts is not stored on the card, but in the computer system so the loss of a card does not mean the loss of funds. The notification of lost cards can be made to the ID office during the day and to Campus Police in the evenings and on weekends. These offices can issue a temporary card at no charge so students have time to search for a misplaced ID. This temporary card enables the student access to all their accounts while concurrently ensuring that the misplaced card cannot be used by others. For more information, please call 221-2105.

## Dormitory Fees

Dormitory fees vary depending on the specific dormitory assignment; the average per semester fee is \$1,303. All freshman students, except those whose permanent residences are within a 30 mile radius of the College, are required to live on campus. After their freshman year, students may choose to live off campus. Dormitory fees will be prorated on a weekly basis for students acquiring on campus housing more than two weeks after the first day of occupancy for the residence halls. Students, who move out of campus housing and remain enrolled at the College, will not be eligible for dormitory fee refunds, unless the total occupancy of the College residences is unaffected.

## Incidental Expenses

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

## Non-Recurring Fees

Application fee	\$ 40.00
Enrollment deposit	150.00
Room deposit	200.00
Orientation fee	78.00
Room damage deposit	75.00
Room change penalty fee	25.00

### Application Fee

A non-refundable processing fee of \$40 is required with an application for admission to the College for undergraduate freshman and transfer students. If the student attends the College, this fee is not applied as credit toward their tuition and fees charges. Students applying for transfer from Richard Bland College are exempt from payment of this fee.

## **Enrollment Deposit**

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

## **Room Deposit**

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

## **Orientation Fee**

A non-refundable orientation fee of \$78 is required of all new students. The student will be billed for the fee, along with their other tuition and fees obligations.

## **Room Damage Deposit**

A \$75 room damage deposit is required before occupancy. This deposit is refundable upon graduation or departure from College housing subject to damage assessments. Room assessments and changes are made through the Office of Residence Life.

## **Room Change Penalty Fee**

Students who change rooms without the approval of the Office of Residence Life will be charged a \$25 fee.

## **Transcript Fee**

Students and alumni who order official transcripts will be charged \$5 per transcript. Payment is due at the time the order is placed. Payment must be made in U.S. dollars only by cash or check made payable to The College of William and Mary. Transcripts must be requested in writing and the student's signature is required. Request forms are available in the Office of the University Registrar, Blow Memorial Hall, or written request may be mailed to: The College of William and Mary, Office of the University Registrar, P. O. Box 8795, Williamsburg, VA 23187-8795, Attn.: Transcripts. No transcript will be released until all financial obligations to the College are satisfied.

## **Special Fees**

Additional fees are charged for Music Performance Lessons and certain Kinesiology courses, such as Scuba Diving, Karate and Horseback Riding. The fees for Music Performance Lessons are \$265 per semester for a 30 minute lesson per week and \$530 per semester for a 60 minute lesson per week. Music concentrators are exempt from paying the Music Fee up to a maximum of six credit hours; however, a signed exemption certificate, obtained from the Music Coordinator must be presented to the Office of the Bursar each semester.

Fees for special courses are determined by the demand and arrangements which are necessary to support such courses. Special fees are non-refundable. Exceptions may be made for certain Kinesiology courses that are scheduled for a time period that differs from that of the semester schedule.

Students who study or participate in internships abroad are required to register with the Reves Center for International Studies. The fee is \$50 for summer, \$75 for one semester or \$150 for an academic year. The Reves Center serves as the liaison with other campus offices to ensure transfer of credit and a smooth transition when the student returns from abroad.

## 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 Public Policy (M.P.P.), Master of Science (M.S.), Doctor of Philosophy (Ph.D.), and Doctor of Psychology (Psy.D.).

The M.A. is offered in American studies, anthropology, applied science, biology, chemistry, history, physics, and psychology, and the M.S. in applied science, computer science, and physics; the Ph.D. in American studies, applied science, computer science, history, 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 Laws in Taxation (LL.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 264 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 all of its undergraduates to plan, with the help of faculty advisors and within the framework of broad general degree requirements, programs of liberal education suited to their particular needs and interests.

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

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

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

The College also has distribution requirements. The new General Education Requirements (GERs) are replacing the Area and Sequence Requirements (details on which set of requirements a student must satisfy are given on p. 47). The College has identified seven General Education Requirements (GERs) that each student must satisfy before graduation. GERs are each defined by a specific domain of knowledge, skill, or experience that the faculty considers crucial to a liberal education. Students have a wide range of courses from which to choose to meet each of the GERs: for example, approved courses for GER 7, "Philosophical, Religious, and Social Thought," are offered by at least five different departments. When combined with the thoroughness and focus brought by the student's concentration and the freedom of exploration brought by the elective component of the student's curriculum, the GERs help to develop the breadth of integrated knowledge that characterizes the liberally educated person.

The Area and Sequence Requirements, which are being replaced by the GERs, 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 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 the chosen 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 the student 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. A minimum of 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 semester credits are required for graduation. Of these 120 semester credits, no more than four semester credits may be in a program of physical activity. (Kinesiology concentrators may count up to six credits of physical activities toward the 120 semester credits.) Students must make a minimum quality point average of 2.0 for all courses at William and Mary for which they receive grades of A, B, C, D, or F. Students also must make a minimum quality point average of 2.0 for all courses in their fields of concentration.

No degree will be granted by the College until the applicant has made a minimum of 60 semester credits in residence at the College in Williamsburg. This period must include the last two full-time semesters in which credits counted toward the degree are earned. In addition, a minimum of 15 semester credits in the concentration must be taken in residence at the College.

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

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 chairpersons. This restriction applies to Business Administration 231, Economics 307, Kinesiology 394, Mathematics 401-402, Psychology 301, and Sociology 401. 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. Students who wish to initiate a petition should contact the Office of the Dean of Undergraduate Studies, Faculty of Arts and Sciences. In exceptional cases, students, by petition to the Committee on Degrees, may be released from normal requirements and permitted to devise their own programs in consultation with an advisor and subject to the approval of the Committee. College policy prohibits the awarding of a second baccalaureate degree.

## Proficiencies, Freshman Seminar, General Education Requirements/Area-Sequence, and Concentration Requirements

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

### I. PROFICIENCIES

**A. Foreign Language:** Unless students have completed the fourth year level in high school of a single ancient or modern foreign language, or demonstrate proficiency by achieving scores of 600 on the College Board Achievement Test in French, German, Russian or Spanish, or scores of 650 on the Test in Latin, they must satisfactorily complete a fourth semester course (or above) — and all necessary prerequisites—in a language in college.

The following additional placement rules apply to modern languages:

Placement in modern languages by years of high school study: 1. with one year of high school study, enroll in 101 or 102, or take placement exam; 2. two years, enroll in 201 or take placement exam; 3. three years, no credit given for 101 or 102, enroll in 202; 4. four years, no credit given for 101-202, enroll in upper-intermediate courses— French 151, 210 or German 205, 208, or Spanish 151, 207 are recommended; and five years, no credit given for 101-202, French 151, 210, 305, German 205, 208, 305, or Spanish 151, 207, 305 are recommended.

Placement in modern languages by foreign language SAT II scores: Normally students who earn scores of: 1. 000-390 are placed in a 101 course; 2. 400-490 are placed in a 201 course; 3. 500-590 are placed in a 202 course; 4. 600-650 are placed in Fr 151 or 210, Ger 205, Span 151 or 207; and 5. 650-800 are placed in a freshman seminar or an advanced course Fr 151 or 305, Ger 208 or 305, Span 151 or 305.

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

Petitions for exceptions to the above placement policies must be made in writing to the chair of the Modern Languages and Literatures department.

Students with documented learning disabilities, aural/oral impairments, or other disabilities which make the study of a foreign language impossible or unreasonably difficult should consult with the Assistant Dean of Students for Disability Services upon matriculation and, if appropriate, petition the Committee on Degrees to modify the foreign language requirement. Guided by test results and the recommendations of professionals, the committee may allow the substitution of other appropriate courses. Except under extraordinary circumstances, substitution of courses will not be approved after pre-registration for the senior year. Selection of the courses must be made in consultation with the Dean of Undergraduate Studies, Faculty of Arts and Sciences. These courses cannot be used to satisfy any General Education Requirements, any Area-Sequence Requirements or a minor or concentration requirement. They may not be taken using the Pass/Fail option.

**B. Writing:** 1. Lower-Division Writing Requirement: Students whose combined SAT I - Verbal and SAT II - Writing Subject scores fall below 1300 must satisfactorily complete with a grade of C- or better, by the end of their fourth semester and normally during their first year at the College, a one-semester course in writing — either Writing 101 or a lower-division course designated “W” — unless they present at entrance Advanced Placement Test scores of 4 or 5 in English Composition and Literature. A student who is exempt from this requirement may take a course in writing but is not required to do so.

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

**C. Physical Activity:** A student must pass the equivalent of two physical activity courses. This may be accomplished by passing two physical activity courses; passing two proficiencies; or passing one activity course and one proficiency. Proficiencies do not receive academic credit. A proficiency is demonstrated by participation in a varsity sport or by successful completion of a proficiency test given by the Department of Kinesiology or Dance Program. Varsity participation will be certified annually for each sport based on the initial NCAA eligibility list. Proficiency tests are given only in the beginning of the fall semester and only students who are currently enrolled are eligible to take a proficiency test. Proficiencies are given for SCUBA, the martial arts, and swimming upon presentation of an accepted certification card to the chair of the Department of Kinesiology. Proficiencies will not be granted in an activity for which a person has already received a proficiency or a credit. The only exception is for a student who has two seasons of participation in

the same varsity sport. Students may not receive credit for a course in which they already have a proficiency unless the level of the course is higher than the proficiency. Students who have physical disabilities should consult with the chair of Kinesiology early in their course of study for help in selecting appropriate courses or alternate means of meeting the requirement.

## 2. FRESHMAN SEMINAR REQUIREMENT

Each entering undergraduate student is required to pass one freshman seminar. The only students who are exempt from this requirement are transfer students who enter the College with at least 24 semester credits earned after graduation from high school which have been accepted for credit at The College of William and Mary. College credits earned through Advanced Placement or other placement tests will not be counted towards the 24 semester credits required for exemption. The freshman seminar requirement should be completed during the freshman year. A student may not declare a concentration until this requirement is completed.

Freshman seminars are usually numbered 150 and are offered in most departments and programs. Freshman seminars designated "W" and other lower-division courses designated "W" may be used to satisfy the lower-division writing requirement when the student earns a C- or better.

## 3. DISTRIBUTION REQUIREMENTS

The new General Education Requirements (GERs) replace the Area-Sequence Requirements as distribution requirements for undergraduate students. Students do not have a choice of whether they will satisfy GERs or Area/Sequence requirements. All students, full-time and part-time, who enter as freshmen in fall 1996 or later must fulfill the GERs. Students who enter during the 1995-96 academic year or earlier must satisfy Area/Sequence requirements as given in the catalog at the time they enrolled. All classified students who enter in the summer must meet the requirements set forth in the catalog of the following academic year. Transfer students who enroll in the 1997-98 academic year with fewer than 54 semester credits must satisfy GER requirements; those who enroll with 54 or more semester credits must satisfy Area/Sequence requirements. All students who enter in the 1998-99 academic year must meet GER requirements.

### General Education Requirements (GERs)

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

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

**GER 2 Natural Sciences** (two courses, one of which is taken with its associated laboratory)

2A Physical Sciences (one course)

2B Biological Sciences (one course)

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

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

4A History and Culture in the European Tradition

4B History and Culture outside the European Tradition

4C Cross-Cultural Issues

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

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

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

Many GER 6 courses are two- or three-credit courses. In the case where one-credit courses are used to satisfy this requirement, the courses must be in the same performance medium. For example, to satisfy this requirement, a student could take two individual one-credit Music performance courses using the same instrument, one one-credit Music course and one ensemble course using the same instrument, two ensemble courses using the same instrument, or two Kinesiology courses in the same performance medium. However, a student could not satisfy this requirement by taking a one-credit Music performance course of beginning guitar and a one-credit course of beginning oboe.

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

Students may satisfy one or more of the GERs by receiving credit for a GER course through Advanced Placement (AP) or International Baccalaureate (IB) test scores, or by receiving transfer credit if the course is taken prior to enrolling at the College. For GER 6 only, an exemption (without credit) may be granted if a student is exempt from a course that satisfies GER 6 or if he/she has met the exemption criteria, as defined by the affected departments. Current exemption criteria are available from the Office of Academic Advising. For all other GERs, exemption (without credit) from a course that satisfies the GER does not result in fulfillment of the GER. All exemptions from GER 6 must be attempted and completed within a student's first two years in residence at the College.

**AREA-SEQUENCE REQUIREMENTS**

A student must satisfactorily complete 11 courses distributed among the following:

Area I. Art and Art History, Classical Studies, Dance, English, Literary and Cultural Studies, Modern Languages and Literatures, Music, Philosophy, Religion, Theatre and Speech.

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

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

**(1) Area requirement**—The Area requirement is fulfilled by completing, in each of the three Areas, designated Area courses totaling no fewer than nine credits (at least six of which must be within one department and at least three of which must be in one other department). In Area III, at least one course must have an associated laboratory designated "L" for area laboratory credit. When this laboratory is a separate laboratory course associated with a lecture course, a student must satisfactorily complete both the laboratory and lecture courses. Courses within the department of concentration may be used to satisfy up to 3 area requirements. The courses must be designated for area credit unless the sequence requirement is also completed in that subject field as defined in this catalog; in that case, area requirements may be fulfilled by courses which have sequence designation.

**(2) Sequence requirement**—The Sequence requirement is fulfilled by completing courses which carry at least six sequence credits. These courses must be in an Area which does not include the department of the student's primary concentration. The courses fulfilling the sequence requirement must be from the same department in which the student takes at least six credits of courses qualifying for Area credit, and these courses taken together must form a logical sequence of courses in the same department. Interdisciplinary sequences (in which sequence credits come from different departments) are possible, but must be approved by the Office of the Dean of Undergraduate Studies, Faculty of Arts and Sciences upon the recommendation of the chairs 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, concentrations in Business Administration and Elementary Education are considered to be in Area II.

Elementary Education must always be the secondary concentration. If the primary concentration is in Area II, students must sequence in Area I or Area III. If the primary concentration is in Area I or Area III, four appropriately-designated courses from the primary concentration may be used for the sequence. In the event, however, that course requirements in the Elementary Education concentration will not be completed prior to graduation, students will not be allowed to use courses in their primary concentrations to satisfy the College's sequence requirements. They must adhere to the College's sequence requirements for students who are graduating with a single concentration.

Note that no courses in Business Administration or Education carry an area or sequence designation.

**(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. 61.

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

**4. CONCENTRATION**

Upon completing 39 credits students are eligible to declare a concentration. (In the School of Business and the School of Education, declaration of concentration is not equivalent to admission to the program; check the catalog sections on these programs for information about admission criteria.) Declaration of a concentration shall occur before the end of the sophomore year. While new concentrations may be declared after that time, applications for an interdisciplinary concentration or an international studies/international relations concentration must be submitted to the Committee on Honors and Interdisciplinary Studies or the International Studies Committee before the beginning of registration for the first semester of the student's senior year.



A student may declare a maximum of two concentrations. For purposes of meeting area and sequence requirements, either concentration may be selected as the primary concentration except as noted above. 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 maximum of two courses may be counted toward both concentrations.

**A. Concentrations** are offered (for the Bachelor of Arts degree) in American Studies, Anthropology, Art and Art History, Classical Civilization, Computer Science, Economics, Education, English Language and Literature, French, German, Government, Greek, History, International Relations, International Studies, Kinesiology, Latin, Mathematics, Music, Philosophy, Psychology, Public Policy, Religion, Sociology, Spanish, Theatre, and (for the Bachelor of Science degree) in Biology, Chemistry, Computer Science, Geology, Kinesiology, Mathematics, Physics, and Psychology.

Candidates for the B.S. degree with non Area III concentrations must complete three additional courses in computer science, mathematics, or the natural sciences. This is in addition to satisfying the GER 1 and 2 or the Area III requirement.

No student shall be permitted to apply toward a degree more than 48 semester credits in a subject field. The subject fields include: American Studies, Anthropology, Art and Art History, Biology, Chemistry, Classical Civilization, Computer Science, Economics, Education, English, French, Geology, German, Government, Greek, History, International Relations, International Studies, Kinesiology, Latin, Mathematics, Music, Philosophy, Physics, Psychology, Public Policy, Religion, Sociology, Spanish, and Theatre.

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

Although students may take as many credits as they wish of dance technique and performance, a maximum of 12 credits may be applied toward the 120 credits required for a degree by those not minoring in Dance. Students minoring in Dance may apply no more than 16 credits of dance technique and performance toward the 120 credits required for a degree.

In Business a student may not apply more than 60 hours toward the 120 credits required for a degree. A student may not apply more than 33 credits in Elementary Education or 24 credits in Secondary Education toward 120 credits required for a degree (one exception to this rule can be found under the School of Education Study Abroad Program).

**B. Interdisciplinary concentrations** are supervised by the Committee on Honors and Interdisciplinary Studies, American Studies concentrations by the American Studies Committee, international studies and international relations concentrations by the International Studies Committee, and Public Policy concentrations by the Public Policy Committee. Students must submit a plan to the appropriate committee for approval. Applications are available in the appropriate offices. Details regarding degree requirements and policies affecting interdisciplinary concentrations are available from the appropriate program office. It is the student's responsibility to ensure that all requirements are met and all policies followed.

**C. Minors.** 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 Honors and Interdisciplinary Studies in the case of an interdisciplinary minor and by the International Studies Committee for an international studies or international relations minor. Courses completed for a minor may also satisfy GER and 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. A maximum of two courses may be counted toward both a concentration and a minor.

A student who intends to complete a minor must declare this intention to the department or program 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 program for certification and to the Registrar for verification and for posting on the permanent record card at the time of graduation.

A student who declares two concentrations may not declare a minor.

## 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.

Because students are responsible themselves for meeting academic goals and requirements, they are urged to take full advantage of the help and information the advisor can offer. They should take the initiative in making appointments with the advisor for academic and other counsel.

Freshmen are assigned an academic advisor by the Director of Academic Advising. Students are required to meet with their advisors to discuss academic, personal, and professional goals, to review the academic regulations and requirements of the College, and to receive help in planning a specific program of studies. Freshmen have three required advising meetings during the first year. Most students retain the same advisor during the sophomore year. After students declare their concentration (recommended during the second semester of their sophomore year) they are assigned advisors by the department, program, or school in which they are completing a concentration.

### Student's Program

A full-time degree student must register for at least 12 and not more than 18 credits each semester. 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.

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 five days before the first day of registration for the semester in question, but not later than two days before the close of the period allowed for course changes without penalty. Only to exceptionally able students, however, will the Committee on 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-time semester of the junior 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, minor, or concentration requirements. However, courses taken Pass/Fail in a student's concentration and failed will be calculated as part of the student's concentration Q.P.A.; and all courses taken Pass/Fail and failed will be calculated as part of the student's cumulative Q.P.A. Courses used to satisfy GERs may not be taken Pass/Fail except where courses have been designated Pass/Fail courses, such as physical activity courses in the Department of Kinesiology.

An undergraduate course may be audited by students after obtaining permission of the instructor on a form supplied by the Office of the Registrar. If the students meet the requirements for auditors prescribed by the instructor, the course will be included on their transcripts with the symbol '0'. Where those requirements have not been met, the course will be included on students' transcripts with the symbol 'U'.

An undergraduate student at The College of William and Mary may take 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 chairperson, the Graduate Dean of Arts and Sciences, and the Committee on Degrees; and
5. The student shall not receive graduate credit for the course.

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

### Changes in Registration

For a period after the beginning of classes a student may add or drop courses. The procedure for adding or dropping courses is published in the Registration Bulletin and Schedule of Classes. Students who want to drop or add classes must do so on or before the published deadlines. Questions regarding registration should be addressed to the University Registrar. Unless correct procedures are followed, course changes have no official standing and will not be recognized as valid by the College. Courses dropped during the adjustment period are not entered on the student's academic record.

A student may add a course after the adjustment period only in unusual circumstances. A petition to add a course must have the consent of the instructor 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 may be solicited.

### **Withdrawal from a Course**

After the adjustment period, students may only withdraw from a course through the ninth week of the semester including holidays. A grade of "W" will be assigned for such a withdrawal; no other withdrawals are permitted without the approval of the Academic Status Committee. However, students may withdraw from a course only if their academic loads do not fall below 12 academic hours and they follow the appropriate procedures established by the University Registrar. Students 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. Students should inform the instructors of courses which they drop. Any semester in which a student who is pursuing a full-time academic load drops all 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.

### **Repeated Courses**

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

### **Class Attendance**

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

1. Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings, 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, semester break, and spring holidays.
2. Students whose attendance becomes unsatisfactory to the extent that their course performance is affected adversely should be so informed by their instructor and reported to the Dean of Students.

### **Student Assessment**

William and Mary requests the cooperation of undergraduates in its student assessment program. This program is part of the institution's state-mandated responsibility to monitor student outcomes and assure the continuing quality of a William and Mary degree. Surveys and other procedures will be used to gather information about undergraduate student achievement in general education and in the concentration. Information collected as part of the assessment program will not be used to evaluate individual performance. The College ensures confidentiality of data collected.

## **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**

In order to graduate, students must have completed 120 credits in academic subjects with a quality point average (Q.P.A.) of 2.0 both overall and in their fields of concentration.

After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the College and applied by the Committee on Academic Status. The minimum requirements for continuance for entering undergraduate students whose first full-time semester is fall 1995 or after are as follows:

After Full-time Semester	Semester QPA	Semester Academic Credits	Cumulative QPA	Cumulative Academic Credits
1	1.1	9		
2			1.1	18
3	1.4	9		
4			1.4	42
5	1.7	9		
6			1.7	66
7	1.9	9		
8			1.9	90
9	2.0	12		
10			2.0	120

Transfer credit, advanced placement credit, and credit by examination are not computed in the Q.P.A.

Students whose Q.P.A. falls below 2.0 in any semester will receive a warning letter from the Office of the Dean of Students. Any student who falls below the required progress levels specified above will be placed automatically on academic probation for the following semester. Students permitted to continue in College on probation and students readmitted to the College on probation must earn a minimum of 12 academic credits and a minimum Q.P.A. of 2.0 during the probationary semester. Students on probation who are in their 2nd, 4th, 6th, 8th, or 10th semester must also meet the minimum cumulative standard for that semester. Students on probation who enroll in the Summer Session at William and Mary must pass all courses taken with grades of "C" or better. A student who fails to meet the probationary standards will be required to withdraw from the College for academic deficiencies. The record of any student not meeting probation or continuance standards is subject to review by the Committee on Academic Status.

Transfer students must meet the above continuance standards. Credits brought at the time of transfer to the College are used to calculate which full-time semester applies for continuance review. 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.

Students whose first full-time semester was prior to fall semester 1995 should consult the College catalog under which they entered for the continuance and probation standards that apply to them.

### Withdrawal from College

Students who desire to withdraw from the College should notify the Dean of Students of their intent and should apply to the Dean for permission to withdraw. Students may withdraw from the College only prior to the 10th week of classes. Late withdrawal for medical reasons or unusual personal circumstances may be requested from the Dean of Students. The Committee on Academic Status reserves the right to determine the status of students who have withdrawn from the College after the ninth week in either semester or after the Summer Session withdrawal deadline.

Students who intend to withdraw for the coming semester, including students who will study abroad, should file their intent in the Office of the Dean of Students during the semester prior to their departure. Students planning to study abroad should also contact the Reves Center for proper procedures to register for study abroad.

### 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 Dean of Students.

Reinstatement to good standing and readmission to the College are not automatic, but at the end of certain specified periods the student is eligible to seek these considerations from the Committee on Academic Status and the Office of the Dean of Students respectively. A student who is 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 required to withdraw twice from the College for academic deficiencies by the Committee on Academic Status will ever be reinstated to good standing.

## **Placement, Credit by Examination, and Transfer Credit**

### **College Board Advanced Placement**

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 art, art history, American history, biology, classical languages, chemistry, computer science, economics, English, European history, government, mathematics, modern languages and literatures, music, physics, and psychology. 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 Latin with grades of 4 or 5 and in studio art, with a grade of 5 are reviewed by the department.

Credit received through the Advanced Placement program may be applied toward degree requirements, including proficiency, General Education Requirements, area-sequence, minor, and concentration requirements.

### **ART AND ART HISTORY**

A score of 5 on the Art History Exam is awarded 3 credits for Art History 251 and 3 credits for Art History 252. Students who receive 5 in Art/Studio will have their examination reviewed by the department to determine if credit for ART 211: Two-Dimensional Foundations or ART 212: Three-Dimensional Foundations should be given.

### **BIOLOGY**

A score of 5 on the biology examination is awarded 4 biology concentration credits (3 credits for Biology 100 and 1 credit for Biology 102) and exemption from Biology 200, 203, and 204. If, however, the student chooses to enroll in Biology 200, 203, and/or 204, the 4 credits will not be applicable toward the minimum requirements for a concentration or minor in biology.

### **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.

### **COMPUTER SCIENCE**

A score of 4 or 5 on the Computer Science A examination or a score of 3, 4, or 5 on the Computer Science AB examination is awarded 4 credits for Computer Science 141.

### **ECONOMICS**

A score of 4 or 5 on the microeconomics examination is awarded 3 credits for Economics 101. A score of 4 or 5 on the macroeconomics examination is awarded 3 credits for Economics 102.

### **ENGLISH**

A score of 4 or 5 on the English Composition and Literature examination is awarded 3 hours of credit equivalent to English 201 and exemption from Writing 101. A score of 4 or 5 on the English Language and Composition examination is awarded only exemption from Writing 101.

### **GOVERNMENT**

A score of 5 in Comparative Government is awarded 3 credits for Government 203. A score of 5 in American Government is awarded 3 credits for Government 201 and a score of 4, exemption from Government 201.

**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 History 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 will be awarded 4 credits for Mathematics 111 and a score of 4 or 5 will be awarded 8 credits for Mathematics 111 and 112. A score of 4 or 5 on the Calculus AB examination will be awarded 4 hours credit for Mathematics 111.

**MODERN LANGUAGES AND LITERATURES**

For *French, German, or Spanish Language* examinations, a score of 5 is awarded 6 credits for French 206 and 210, German 205 and 206, and Spanish 206 and 207 respectively. A score of 4 is awarded 3 credits for French 206, German 206 and Spanish 206 respectively. A score of 3 is awarded 4 credits for French 202 and German 202 and 3 credits for Spanish 202 respectively. For *French, German, or Spanish Literature* examinations, a score of 5 is awarded 6 credits for French 206 and 210, German 205 and 208, and Spanish 207 and 208 respectively. A score of 4 is awarded 3 credits for French 210, German 208 and Spanish 208 respectively. A score of 3 is awarded 4 credits for French 202 and German 202, and 3 credits for Spanish 202 respectively.

**MUSIC**

A score of 4 or 5 in Music Theory will receive 4 credits of Music elective.

**PHYSICS**

A score of 5 on the Physics B examination will be given 8 credits for Physics 107-108. Tests with scores of 4 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 4 and 5. If a student takes both Physics C examinations, a score of 5 on both parts is worth 8 credits for Physics 101-102. If either score is a 4, the test will be reviewed.

**PSYCHOLOGY**

A score of 5 on the Psychology examination will receive 6 credits for Psychology 201 and 202. A score of 4 will receive 3 credits for Psychology 201 and exemption from Psychology 202.

**International Baccalaureate**

Entering students who have taken the examinations for the International Baccalaureate (IB) may receive academic credit and/or exemption for college level work undertaken before enrolling at William and Mary. The examinations are graded on a 7 point scale. The policies in each department governing credit and/or exemption for scores on IB examinations vary according to how the curriculum covered by an examination fits the curriculum of the department. In most departments, academic credit and/or exemption is routinely awarded based on the test score. In some cases, the IB examination is reviewed by the faculty in the appropriate department to determine whether advanced placement and/or academic credit is warranted. Members of the William and Mary faculty are actively engaged with the International Baccalaureate North America office. Information on current policies is available from the Office of the Dean of Undergraduate Studies.

Credit received through the IB program may be applied toward degree requirements, including proficiency, General Education Requirements, Area-Sequence, minor, and concentration requirements.

**BIOLOGY (HIGHER LEVEL)**

A score of 7, 6 or 5 on the Biology examination provides credit for BIO 100 (3 credits) and BIO 102 (1 credit). Exemptions (0 credit) are awarded for BIO 200, 203, and 204.

**CLASSICAL STUDIES (HIGHER LEVEL)**

Students who receive a score of 7, 6, 5 will have their examination reviewed by the Department of Classical Studies.

**CHEMISTRY (HIGHER LEVEL)**

A score of 7 or 6 on the Chemistry examination provides 8 credits for CHEM 103, CHEM 151, CHEM 308, and CHEM 354. A score of 5 provides 4 credits for CHEM 103 and CHEM 151.

**ECONOMICS (HIGHER LEVEL)**

A score of 7, 6, or 5 provides 6 credits for ECON 101 and ECON 102.

**ENGLISH (HIGHER LEVEL)**

A score of 7 or 6 provides credit for ENG 201 (3 credits) and an exemption from WRIT 101 (0 credit). A score of 5 provides exemption (0 credit) from WRIT 101.

**HISTORY (HIGHER LEVEL)**

A score of 7 or 6 on the World History examination provides credit for HIST 104 (3 credits) and HIST ELECT (3 credits). A score of 7 or 6 on the History Americas examination provides credit for HIST 104 (3 credits) and HIST ELECT (3 credits). A score of 7 or 6 on the History Europe examination provides credit for HIST 102 (3 credits) and HIST ELECT (3 credits).

**MATHEMATICS (HIGHER LEVEL)**

A score of 7 or 6 provides credit for MATH 111 (4 credits) and MATH 112 (4 credits). A score of 5 provides credit for MATH 111 (4 credits).

**MODERN LANGUAGES (HIGHER LEVEL)**

Students who receive a score of 7, 6, 5, or 4 will have their examination reviewed by the Department of Modern Languages and Literatures.

**PHILOSOPHY (HIGHER LEVEL)**

Students who receive a score of 7, 6, 5, or 4 will have their examination reviewed by the Department of Philosophy.

**PHYSICS (HIGHER LEVEL)**

Students who receive a score of 7, 6, or 5 will have their examination reviewed by the Department of Physics.

**PSYCHOLOGY (HIGHER LEVEL)**

A score of 7 or 6 provides credit for PSY 201 (3 credits) and PSY 202 (3 credits). A score of 5 provides credit for PSY 201 (3 credits).

**Credit by Examination**

Students at the College may request academic credit for courses by examination. Interested students should petition the Committee on Degrees for permission to take an examination for credit. If the petition is granted, the department at the College in which the course is normally offered sets an appropriate examination and certifies the results to the Registrar.

Students may not receive credit by examination after registration for their final semester, or when they are enrolled in the course at the time of the request, or 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 Foreign Institutions**

Students entering William and Mary from foreign institutions may receive academic credit for college level work undertaken before enrolling at the College. The Dean of Undergraduate Studies evaluates each student's record and upon consultation with the Office of Admission and appropriate departments determines credit to be awarded. Information on current policies is available from the Office of the Dean of Undergraduate Studies. Students who plan to study abroad should contact the Reves Center for International Studies during the semester prior to the study abroad experience and follow the appropriate procedures for prior approval of transfer credit.

**Transfer of Credit from Institutions in the United States**

The Office of Academic Advising is responsible for evaluating domestic transfer credit. Transfer credit is granted for any course taken at an accredited college or university in which the student prior to coming to the College 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 presently offered for academic credit at the College, or (b) it is not similar to an existing course, but is recommended for credit by an existing academic program or department at 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. Equivalent 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, GER, minor, 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 GER, proficiency, area-sequence, minor, 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) 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.

Students transferring with an Associate of Arts, Associate of Sciences, or Associate of Arts & Sciences degree in a baccalaureate-oriented program from the Virginia Community College System or Richard Bland College are granted junior status (defined as at least 54 credits). These students are considered to have completed lower-division general education requirements, but are expected to fulfill the College's foreign language proficiency requirement, GER 4B (History and Culture outside the European Tradition), GER 6 (Creative and Performing Arts), and GER 7 (Philosophical, Religious and Social Thought), or the sequence requirement under Area-Sequence rules, and all concentration requirements. Admitted students who are certified by the Virginia Community College System as having completed the "transfer module," achieving no grade below C in the specified courses, will receive 35 credits at the College and will have made significant progress toward meeting the general education requirement. They will still be responsible for meeting all the general education requirements of the College. The *Guide for Transfer Students from Virginia Community Colleges* provides additional information. Performance information concerning these transfer students will be shared confidentially with the two-year colleges from which they transfer.

Evaluations of credits earned from other institutions are made after a student has been selected for admission and has indicated an intention to enroll. Students may not assume that credit will be given for work at other institutions until they have a written statement as to what credit will be accepted. Transfer grades do not affect degree requirements, quality point average, or class rank. While there is no limit to the number of courses which may be transferred, William and Mary requires that at least 60 semester credits, including a minimum of 15 credits in the concentration, be earned in residence at the College in Williamsburg.

### Summer School Elsewhere

Any student of the College who proposes to attend a summer session elsewhere must have written permission in advance from the Office of Academic Advising in order to insure that credit will be transferred. No retroactive transfer of such credit will be permitted. Forms are available in the Office of Academic Advising. After a student enrolls at the College, courses taken in a summer session elsewhere may not be used to satisfy proficiency, GER, area-sequence, minor, or concentration requirements unless special approval has been granted by the Committee on Degrees.

One exception is that modern language courses at the 101, 102 and 201 levels may count toward satisfying the language proficiency requirement even though taken at summer school elsewhere. This exception applies solely to these three language course levels.

The second exception is William and Mary summer study abroad programs. Although courses taught by non-William and Mary faculty are graded Pass/Fail, they may be used to satisfy foreign language, area/sequence, GER, minor, and concentration requirements. See also Study Abroad section.

Courses taken in summer school or intersession elsewhere must be at least four weeks long and must meet at least 12.5 hours per semester credit transferred to William and Mary. Courses lasting six weeks or longer must meet for at least 32.5 hours for a three semester credit course. Other courses will not receive permission of the Committee on Degrees unless the nature of the course and the special educational value of the course to the student's program are demonstrated. A maximum of 14 credits may be transferred for work taken during one summer.

## Evaluation of Students

### System of Grading

Completed academic work is graded A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F, unless it is taken on a Pass/Fail basis. Within letter designations, these grades have the following broad meanings: A — excellent, B — good, C — satisfactory, D — minimal pass, F — failure. For each semester credit in a course in which students are graded A, they receive 4 quality points; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, .7; F carries no credit and no quality points. Courses taken on a Pass/Fail basis and work required in physical activity courses (other than Wellness and Dance courses) are graded P (pass) or F (failure).



In addition to the grades A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F, the symbols “W,” “WM,” “G,” “NG,” and “I” are used on grade reports in the College records. The “W” is reserved for course withdrawals. It is awarded to a student who withdraws from a course through the ninth week of the semester including holidays. (Refer to catalog, p. 51: Withdrawal from a Course.) The “W” is 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.

“WM” indicates a withdrawal for medical reasons.

“R” indicates that Writing 101 may be repeated and that no credit has been received for Writing 101 because a C- or better was not earned. “R” will not appear on the student’s permanent record; Writing 101 will appear on the student’s permanent record when a grade other than “R” is received.

“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. A degree cannot be conferred with an incomplete on the record. Students in their last semester before graduation should be aware that appeals for withdrawal from a class should be submitted to the Committee on Academic Status; petitions to have an “I” become an “F” immediately should be submitted to the Committee on Degrees. Be aware that these committees have deadlines for appeals.

“O” indicates no credit earned but successful completion of an audited course.

“U” indicates unsuccessful completion of an audited course.

The “G” is a deferred grade reserved for circumstances where there is a delay in awarding a final grade that is not caused by the student. Sometimes the situation is structural, as in departmental honors where the grade temporarily assigned for the fall semester is usually “G” with a final grade assigned for both fall and spring at the end of the spring semester. The situation might also be one of personal emergency, as when, for instance, an instructor is incapacitated and cannot be replaced. The “G” is not used for any incompletes where the student is the cause for the noncompletion. Unlike the deferred grade “I,” “G” does not automatically revert to “F” after one semester.

“NG” indicates no grade was reported. The “G” is a deferred grade reserved for circumstances where there is a delay in awarding a final grade that is not caused by the student. Sometimes the situation is structural, as in departmental honors where the grade temporarily assigned for the fall semester is usually “G” with a final grade assigned for both fall and spring at the end of the spring semester. The situation might also be one of personal emergency, as when, for instance, an instructor is incapacitated and cannot be replaced. The “G” is not used for any incompletes where the student is the cause for the noncompletion. Unlike the deferred grade “I,” “G” does not automatically revert to “F” after one semester.

“NG” indicates no grade was reported.

## Grade Review

A student who believes that a final course grade is unfair may request a review of the grade within the first six weeks of the next regular semester following that in which the grade was given. Grade Review requests may be made by sending a letter or an e-mail message to the instructor who assigned the grade in the event that the student is off campus during the relevant semester. Further information about Grade Review procedures is obtainable at the Office of the Dean of Undergraduate Studies.

## Dean's List

The Dean of the Faculty of Arts and Sciences maintains a 'Dean's List' of full-time degree-seeking undergraduate students in Arts and Sciences that includes students in each class for each semester who have taken at least 12 credit hours for a grade and earned a 3.6 Quality Point Average.

## Final Examinations

The examinations given at the end of each semester take place at the times announced on the final examination schedule, which is coordinated by the Office of the Dean of the Faculty of Arts and Sciences and attached to the class schedule. Except in narrowly defined circumstances changes in the examination schedule are not allowed. Changes in the examination schedule are permitted for individual students where an examination scheduling conflict occurs or where a student has three scheduled examinations in three consecutive examination periods on consecutive days. Switching to the examination time of a different section of the same course is also allowable under specific conditions. All these types of examination schedule changes require prior approval from the Office of the Dean of Undergraduate Studies and request forms for making such schedule changes are obtainable at that office. All other requests for final examination schedule changes, including those for medical reasons, will be heard by the Dean of Students. Faculty members are not authorized to change the times for scheduled final examinations.

Deferred examinations are given only 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 in the second full week of classes 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.

### **Medical Absences**

Documentation of medical absences from classes or exams other than final examinations will be provided by the Health Center, if required by a professor. Each student is responsible for notifying professors of absences, and faculty may call the Health Center to verify the fact that a student has been seen at the Center. In view of the Honor Code, a student's explanation of class absence may be sufficient in many instances. (For College policies on changes in final examination schedules for medical reasons see the preceding section in the catalog.)

## **Special Programs**

### **Latin Honors**

To recognize outstanding academic achievement, the College awards degrees cum laude, magna cum laude, and summa cum laude. The overall quality point average required for a degree cum laude is 3.50, for a degree magna cum laude 3.65, and for a degree summa cum laude 3.80.

### **Honors Programs**

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

### **Concentration Honors**

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

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

## **I. Eligibility, Admission and Continuance in the Concentration Honors 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 Interdisciplinary Studies, which will consider appeals only when initiated by the department as well as by the student in question.

B. Students who wish to pursue honors work and who have good reason to believe that they will qualify under paragraph "A" above should declare their interest as early as possible to the chair of their department. Such declaration should be made in the spring semester of their sophomore year when they declare their field of concentration but may be made as late as the last semester of their junior year. Application for Admission to Honors must be made in the last semester of the junior year. Students will be admitted to candidacy when (1) their eligibility is certified by the Office of the Undergraduate Dean of Arts and Sciences; (2) their written thesis or project proposal is accepted by a departmental committee preferably by the last semester of their junior year but no later than the end of the add/drop period during registration for the first semester of their senior year; (3) their candidacy is accepted by a departmental committee subject to considerations of teaching staff availability.

C. The continuance of students in the Honors Program is contingent on their maintaining what their 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 chair of the student's major department. Six hours of credit in a course designated 495-496 in each department offering Honors shall be awarded each student satisfactorily completing the program.

B. Satisfactory completion of the general requirements for the degree of A.B. or B.S.

C. Presentation of a completed Honors thesis: A copy of the completed Honors thesis in a form that is acceptable to the concentration department must be submitted to each member of the student's Examining Committee two weeks before the last day of classes of his or her graduating semester. (See below: III. Examining Committee.)

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 chair of the department and approved by the Office of the Dean of Undergraduate Studies 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. An incomplete grade ("I") may not be awarded without the prior written approval of the Committee on Honors and Interdisciplinary Studies.

## Internships

Qualified students, usually in their junior or senior year, may receive credit from cooperating departments for an approved program which provides an opportunity to apply and expand knowledge under expert supervision in an off-campus position. These internships should provide a structured learning experience and must be approved in advance by the department, and supervised and evaluated by a faculty member. Academic credit may be awarded (normally three hours, more in exceptional and approved cases) for the experience. Individual departments determine the number of credits in an academic internship which may count toward the minimum number of credits required in a concentration. No more than six credits in academic internships may be applied to the 120 credits required for graduation. Students undertaking internships that will take them away from campus for a semester or year should notify the Office of the Dean of Students before beginning the internship. Students with paid internships are not eligible to receive credit.

## Study Abroad

The College encourages students to supplement a liberal arts education through study abroad. Junior year abroad programs are available at the University of Adelaide, Australia; Beijing Normal University, China; Université Paul Valéry in Montpellier, France; University of Manchester, England; McGill University, Canada; St. Andrews University, Scotland; University of Exeter, England; London School of Economics, England; University of Copenhagen, Denmark; University of Valencia, Spain; American University of Cairo, Egypt; Kanazawa University, Japan; University of Münster, Germany; and in other countries through several affiliated program sponsors. Summer study abroad programs are sponsored by the College in Cambridge, England; Florence and Urbino, Italy; Montpellier, France; Münster, Germany; and Valencia, Spain. Each summer, two special topics programs are offered in locations of current significance to international affairs.

Students interested in learning about these programs and other foreign study opportunities should contact the Programs Abroad Office at the Reves Center for International Studies. All students who plan to earn credit or participate in internships abroad must register with the Reves Center. The Programs Abroad Office provides information about opportunities for study abroad, and the procedure for registering and arranging for transfer credit. The credit hours for each course taken on a study abroad program approved

by the Reves Center will be calculated by determining that course's proportionate relationship to the average full-time load at the host university, which is considered to be equivalent to 15 credits per semester or 30 credits per year at the College. Under unusual circumstances, a maximum of 18 hours of transfer credit per semester will be awarded.

### **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 the major field of undergraduate study, they do believe that the student should pursue a coherent program with some depth.

The foundation of medicine and dentistry is the natural sciences. All medical schools and most dental schools include in their admission requirements four years of laboratory science courses: biology, inorganic chemistry, organic chemistry, and general physics. Calculus is rapidly assuming the same importance. At William and Mary, the above courses are Biology 203-204-200-206, Chemistry 103/151, 206/252, 307/353, and 308/354, Physics 101-102 or 107-108 (Chemistry and Physics concentrators take 101-102), and one year of Mathematics (Chemistry and Physics concentrators take calculus). Science courses in addition to these minimal requirements are required by some schools and viewed with favor by many others. One year of English is required by many schools. In any case, students' choices of courses should be balanced and should reflect their overall intellectual development.

Because medical schools begin to reach decisions on applicants for admission early in the senior year on the basis of records established at that time, it is advantageous that the minimal required science courses be completed in the first three years. All pre-medical students are encouraged to seek academic guidance early in their careers through scheduled consultations with Dr. Randolph Coleman in the Office of Academic Advising, coordinator for pre-medical advising, and with their concentration advisors.

### **Combined Degree Programs**

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

### **Engineering Schools**

William and Mary has "combined plans" with the engineering schools of 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 two years at the engineering school and receives a bachelor's degree from William and Mary as well as a bachelor's or master's degree from the affiliated engineering school. The degree from William and Mary is awarded after one full year in the professional program upon successful completion of the degree requirements of the College.

Prerequisites for the 3:2 programs are varied, but the following general guidelines are useful. Courses which should be completed by the end of the junior year include:

- Mathematics—111, 112, 211, 212, 302
- Physics—101, 102, 201
- Chemistry—103, 206
- Computer Science—141, 240

Those interested in Electrical, Mechanical, or Aerospace Engineering typically major in Physics; Chemical and Environmental Engineers major in Chemistry; Computer Systems Engineers major in Computer Science or Computer Science/Physics.

Normally a B average is required for the student to be accepted by the engineering institution into their 3:2 program. The requirements tend to be slightly higher for Electrical Engineering and Computer Systems Engineering.

For details, consult Prof. J. Dirk Walecka, Chair, Department of Physics.

### **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, students will have earned the professional degree of Master of Forestry or Master of Environmental Management from Duke University. Students devote the last two years of their program to the chosen professional curriculum at Duke, where courses are open only to seniors and to graduate students. Because the Duke program includes only 24 academic credits per year, William and Mary students must have completed 96 academic credits prior to enrollment at Duke. Prerequisites for this program are MATH 111 or 112, ECON 101 or 102, BIO 203, 204, CSCI 141 and one statistics course. Information on curriculum planning for entry into the program with Duke is available through consultation with Dr. Martin C. Mathes, Professor of Biology.

## **FIELDS OF CONCENTRATION, SUBPROGRAMS, AND COURSE DESCRIPTIONS**

The material that follows describes, 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**

- (GER) This course satisfies general education requirements.
- (Lab) This course satisfies the GER 2 laboratory requirement when taken with an associated course.
- (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.
- (†) Daggged courses may be taken only with the consent of the chairperson of the department or dean of the school concerned.

A hyphen between course numbers (101-102) indicates a continuous course the two parts of which must be taken in numerical order. A comma between course numbers (101,102) indicates two closely related courses which need not be taken in numerical order.

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

### American Studies

PROFESSORS Gross<sup>1</sup>, Bradley<sup>10</sup>, Braxton<sup>2</sup>, K. Price, R. Price<sup>6</sup>, S. Price<sup>7</sup>, Scholnick<sup>9</sup> and Wallach<sup>3</sup>. ASSOCIATE PROFESSORS Brown<sup>5</sup>, Donaldson and Lowry<sup>4</sup>. ASSISTANT PROFESSORS Gundaker<sup>8</sup> and Knight. ADJUNCT ASSOCIATE PROFESSOR Carson.

### The American Studies Program

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

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

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

### Requirements for Concentration

A minimum of 37 credit hours in courses on American topics distributed among the following areas: a) AMST 202 (4 credits); b) at least 6 approved credits in History; c) at least 9 approved credits from English, Art and Art History, Dance, Kinesiology, Music, and Theatre (AMST 409 and 445 may be used as credits toward fulfilling this area); d) at least 6 approved credits from Anthropology, Economics, Government, Philosophy, Religion and Sociology (AMST 423 and 435 may be used as credits toward fulfilling this area); e) AMST 370 (4 credits); f) two topics courses, AMST 470 (6 credits); g) one semester of independent study or a two semester honors project (2-6 credits). The list of approved courses is available from the Director of Undergraduate Studies. The Concentration Writing Requirement in American Studies may be fulfilled through satisfactory completion of two of the following courses: AMST 370, 409, 423, 435, 445, 470.

<sup>1</sup>Forrest D. Murden, Jr., Professor of American Studies and History

<sup>2</sup>Francis L. and Edwin L. Cummings Professor of American Studies and Professor of English

<sup>3</sup>Ralph H. Wark Professor of Art and Art History

<sup>4</sup>Director of Undergraduate Studies

<sup>5</sup>Acting Director of Graduate Studies

<sup>6</sup>Duane A. and Virginia S. Dittman Professor of American Studies, Anthropology, and History

<sup>7</sup>Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology

<sup>8</sup>On leave 1997-1998

<sup>9</sup>On leave 1997-1998

<sup>10</sup>Visiting Francis L. and Edwin L. Cummings Professor of American Studies

## Description of Courses

### 150. Freshman Seminar.

*Spring (4) Staff.*

An intro course in American Studies, AMST150 examines a theme or period in American life in interdisciplinary perspective. This year the course will examine the family as one of the most important, and variable, institutions in American social and cultural life. Seminars will be held on Tuesday and Thursday with required forums on Monday evenings.

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

*(GER 5) (A) Fall (4) Knight.*

This introductory course uses the cinema to examine the social, cultural, and political upheaval of the inter-war period and to ask how film both reflected and participated in the "modernizing" of America.

### 343. American Ethnic Literature and Culture.

*(GER 5) (S) Spring (3) K. Price.*

The course aims to increase students' understanding of the rich complexity of American life by studying multi-ethnic American literature and culture. We will explore some of the theoretical problems associated with race and ethnicity. For the most part, however, we will work outward from certain key texts, pursuing the questions that emerge in and from them. We will consider such matters as the evolution of immigration law, the problems of identity and dual identity, and the question of assimilation versus cultural separatism. We will also emphasize the achievement of these texts as literary documents that need to be understood as responding to local cultural practices even as they speak more broadly to Americans as a whole.

### 370. Concentration Seminar: America and the Americans.

*(S) Spring (4) Lowry. Prerequisite: AMST 202 or consent of instructor.*

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

### 409. American Performance Culture.

*(S) Spring (3) Staff. (Not offered 1997-98.)*

A seminar on the major forms of performance culture, which might include theatrical melodrama, minstrelsy, burlesque, musical theater, parlor song, religious music, band music, and the circus, with an emphasis on the changing relations among performances and social-political contexts.

### 412. Maroon Societies.

*Fall (3) R. Price.*

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

### 415. Artists & Cultures.

*Fall (3) S. Price.*

This course will explore the artistic ideas and activities of people in a variety of cultural settings. Rather than focusing primarily on formal qualities (what art looks like in this or that society), it will examine the diverse ways that people think about art and artists, and the equally diverse roles that art can play in the economic, political, religious and social aspects of a cultural system. Materials will range from Australian barkcloth paintings to Greek sculptures, from African masks to European films. (Cross-listed as ANTH 481.)

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

*(S) Spring (3) Wallach.*

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

### 433. The World of Whitman.

*Spring (3) K. Price.*

An examination of the world of Whitman through an interdisciplinary approach to his times. We will be attentive to Whitman's literary accomplishments and to his efforts to set the terms and conditions of "American" identity. Our considerations will include both nineteenth-century print culture and current advances in hypermedia.

**434. Ethnographic History.***Fall (3) R. Price.*

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Cross-listed as ANTH 472 and HIST 474.)

**435. Introduction to Material Culture Studies.***(S) Spring (3) Staff. (Not offered 1997-98.)*

This interdisciplinary course introduces students to the study of architecture, artifacts, and material goods as cultural objects.

**445. The Making of a Region: Southern Literature and Culture.***(AS) Spring (3) Staff.*

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

**470. Topics in American Studies.****Topics for Fall 1997:****Section 1 - Critical Issues in the History of American Art.***Wallach.*

The purpose of this course is to introduce graduate students and upper-level undergraduates to current debates in the field of American Art History including such issues as the meaning(s) of Colonial Portraits, the historical bases for interpreting Mid-Nineteenth Century Landscape Painting, the Semiotics of Thomas Eakins' "Gross Clinic" and the historical status of abstract expressionism.

**Section 2 - Introduction to African American Literature and Culture: African American Autobiographical Traditions.***Braxton.*

This course presents an interdisciplinary approach to the literature and culture of Americans of African descent, focusing on their written autobiographical traditions and beginning with Belinda, Gustavus Vassa, and others in the 18th century, and continuing with the 19th century slave narratives. After reading Harriet Jacobs, Frederick Douglass and others, including the post-Reconstruction works of Washington and DuBois, we will read representative works from the era known as the New Negro Movement, followed by autobiographies from the '40s, '50s, '60s and the post-Civil Rights era. Students will read a substantial body of autobiographical criticism and consider the impact of autobiographical forms on other genres, especially fiction.

**Section 3 - The Material Culture of Early America: Artifacts as Design and as Commodities.***Carson.*

As groundwork for the interpretation of objects in museum exhibits, historic museums, and a variety of scholarly studies, this course introduces techniques for visual analysis of artifacts and ideas about relationships between design, technology, production, and marketing of consumer goods. Students explore various theoretical approaches to the analysis of material culture, develop critical bibliographical skills, and learn to phrase questions (artistic, technological, economic, functional, social, and cultural) about objects. They explore a wide range of sources that may illuminate the questions, and they develop designs for research projects that may answer them.

**Section 4 - American Material Culture.***Carson.*

From the time of the earliest seventeenth-century settlements until the present day, the decorative arts in America have both been closely tied to European precedents and to national ideas of taste and refinement and to local perceptions about what is appropriate for "us folks." This course concentrates on artifacts made or used in American houses and public buildings. It explores issues of design, production, distribution, and use in relation to the changing American experience, especially to the rise of industrialization and ideas about the role of consumer goods in a democratic republic.

**Section 6 - Collecting and Exhibiting Culture.***S. Price.*

This course will examine the history of field collecting in different parts of the world, questions of cultural ownership, theories of acquisition and preservation used by museums and private collectors, and issues in the exhibiting of both objects and people. Readings will draw mainly on material from the Americas, Africa, and Europe.



**Section 7 – Arts of the African Diaspora.***S. Price.*

An exploration of artistic creativity in the African diaspora – song, dance, folktales, painting, ceramics, architecture, textile arts, woodcarving, and other media. Consideration of tradition and art history, the articulation of aesthetic ideas, cross-fertilization among different forms and media, the role of gender, the uses of art in social life, kinds of meaning, the nature of artistic creativity, and continuities with artistic ideas and form in African societies. Readings will draw on materials from Africa, North and South America, and the Caribbean.

**Topics for Spring 1998:****Section 1 - Middle Passage: Rediscovering the Self through African American Literature.***Braxton.*

Students in this course will journey through historical and literary treatment of the Middle Passage as they explore representations of symbolic memory in literature and art, ranging from the 18th-century poetry and narratives of transported Africans to the contemporary novels of Toni Morrison and Charles Johnson as well as the visual art of Tom Feelings, René Stout and Winnie Owens-Hart. Essays from *History and Memory in African American Culture* will provide a critical context for this writing intensive seminar.

**Section 2 – African American and American Cinema.***A. Knight.*

This seminar will explore the responses of African Americans to the American Cinema, from its inception to the present. We will examine African American Critiques of mainstream film, the formation of Black counter-cinemas, and, above all, questions of representation and identification in "popular" visual narratives.

**Section 3 - The Material Culture of Early America: Artifacts as Personal or Community Property.***Carson.*

This continuation of a two semester sequence builds on previous course work which introduced objects as art and commodities. Here the focus is on objects as personal or community property. What is the practical, social, and symbolic significance of an artifact or an assemblage of artifacts in the life of an individual or in the experience of a social group? In a seminar format, students devise and discuss their own projects that explore aspects of material culture.

**\*480. Independent Study.***Fall and Spring (2-3, 2-3) Staff.*

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

**495. Honors.***Fall (3) Lowry.*

Students admitted to Honors Study in American Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) formulating a program of study in consultation with a faculty advisor; (b) preparation and presentation 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. Permission of the department chair is required. For College provisions governing the Admission to Honors, see page 58.

**496. Honors.***Spring (3) Lowry.*

Students admitted to Honors Study in American Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) formulating a program of study in consultation with a faculty advisor; (b) preparation and presentation 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. Permission of the department chair is required. For College provisions governing the Admission to Honors, see page 58.

**498. Internship.***Fall and Spring (3,3) Lowry.*

This course is designed to allow students to gain knowledge through experience in a setting relevant to the study of America. Students will be supervised by a faculty advisor. The internship includes readings in related areas of theory and research as assigned by the supervising faculty. Permission of the department chair is required. This course may be repeated for credit.

## Anthropology

ASSOCIATE PROFESSOR Voigt (Chair). PROFESSORS Barka, Hamada, Kerns, R. Price (Dittman Professor), S. Price (Dittman Professor), Reinhart and Sutlive. ASSOCIATE PROFESSORS Bragdon and King. ASSISTANT PROFESSORS Dashti, Fisher, Gundaker and Weiss. ADJUNCT ASSISTANT PROFESSORS Linebaugh, Bowen, and Brown. VISITING ASSISTANT PROFESSOR Kealhofer. ADJUNCT INSTRUCTORS Blanton, Boyd, Gallivan, Moretti-Langholtz, and Seo.

The department offers work in all subfields of anthropology and all major geographic areas of the world. Field and laboratory training in cultural anthropology, archaeology, and biological anthropology is provided in a variety of courses, as well as through individual research at the senior level. The department has programs in historical archaeology and comparative colonial studies. It sponsors a summer field school in Colonial Williamsburg and it manages both the William and Mary Archaeological Conservation Center and the Center for Archaeological Research.

A minor in Anthropology is fulfilled by satisfactory completion of 18 semester credits including two of the following: Anthropology 201, 202, 203. Only one field school (i.e., 6 credits for Anthropology 225 or 425) may be counted as part of the 18 credits required for a minor.

### Requirements for Concentration

Concentration in anthropology requires 33 semester credits in anthropology, including Anthropology 201, 202, 203, 301, 302, 400 or 410, and 401 or 402. None of these required courses may be waived. Only one field school (i.e., 6 credits for Anthropology 225 or 425) may be counted as part of the 33 credits required for a concentration.

The Concentration Writing Requirement for anthropology may be met by satisfactory completion of Anthropology 401 or 402. The concentration computing proficiency may be satisfied with successful completion of Anthropology 301 and 302.

### Description of Courses

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

(GER 4B) (A) Fall and Spring (4,4) Staff.

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

#### 201. Introduction to Archaeology.

(A) Fall and Spring (3,3) Kealhofer, Voigt.

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

#### 202. Introduction to Cultural Anthropology.

(GER 3, 4C) (A) Fall and Spring (3,3) Bragdon, Dashti, Fisher, Gundaker, Kerns, Weiss.

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

#### 203. Introduction to Biological Anthropology.

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

This course focuses on the evolutionary history of primates. Anatomy and behavior of monkeys, apes, hominids, and contemporary humans are analyzed in terms of evolutionary theory. Specific topics include bipedalism, technology and language; debates about human uniqueness; and human variation.

#### 220. The Study of Language.

(GER 3) Fall and Spring (4,4) Martin, Reed, Taylor.

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

#### 241. Worlds of Music.

(GER 4C) Spring (4) Rasmussen. (Same as MUS 241.)

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

**301. Methods in Archaeology.**

*Fall and Spring (3,3) Barka, Reinhart. Prerequisite: ANTH201.*

A general introduction to field and laboratory techniques of prehistoric and historic archaeological research. Students will satisfy computer proficiency by writing one paper in a word processing program and by attending lecture/lab sessions on computer-aided archaeological data management.

**\*302. Methods of Ethnography.**

*Fall and Spring (3,3) Gundaker, Kerns. Prerequisite: ANTH202.*

An introduction to ethnographic fieldwork, including research design, proposal writing, methods used in ethnographic research, and approaches to writing ethnography. The course will also give attention to the use of computers in fieldwork.

**303. Archaeological Conservation (I).**

*(S) Fall (3) Moyer.*

An introduction to the theory and practice of archaeological conservation, including systems of deterioration, treatment and storage. The first semester emphasizes the material science and technological underpinnings of archaeological artifacts, the nature of the archaeological environment, and the deterioration of artifacts. (Previously numbered ANTH467.)

**\*304. Archaeological Conservation (II).**

*(S) Spring (3) Moyer. Prerequisite: ANTH303.*

In the second semester of the course, students receive instruction and experience in the laboratory treatment of artifacts from 17th to 19th century archaeological sites in North America and the West Indies. (Previously numbered ANTH468.)

**305. Comparative Colonial Studies.**

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

The course will examine colonialism from a comparative perspective, in both the ancient and the modern world. Emphasis given to early civilizations and their expansion, to European colonialism and the creation of the Third World, and to contemporary forces of colonialism. (Previously numbered ANTH312.)

**306. Women, Gender, and Culture.**

*(S) Fall (3) Kerns. Prerequisite: ANTH202.*

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

**307. Social Anthropology.**

*(GER 3) (S) Spring (3) Fisher. Prerequisite: ANTH202.*

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

**308. Primitive Religion.**

*(GER 4B) (S) Spring (3) Staff.*

This course will examine the religious systems of primitive societies. Topics 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. Medicine and Culture.**

*(GER 3, 4C) (S) Spring (3) Weiss.*

The course explores various theories of health, illness, and therapy in socio-cultural terms. We consider such issues as possession and therapy, medicine and the development of colonialism, and the role of biomedicine in shaping cultural discourse. (Previously numbered ANTH371.)

**310. Primate Behavior.**

*(S) Spring (3) King. Prerequisite: ANTH203.*

A study of the behavior of living prosimians, monkeys, and apes. Slides and films are used to illustrate topics that include anatomy, ecology, social structure, mating systems, male and female competition, learning, and communication.

**311. Archaeology of North America.**

*(S) Fall (3) 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.

**312. Comparative Colonial Archaeology.**

(GER 4C) (S) Fall (3) Barka, Brown. (Not offered 1997-98.)

The archaeology of the era since the beginning of exploration by Europeans of the non-European world, with major emphasis upon North America. The domestic, industrial, and military past of the 17th-19th centuries will be examined from an anthropological viewpoint through archaeological and documentary evidence. (Previously numbered ANTH 432.)

**314. Archaeology of Mesoamerica.**

(S) Fall (3) Reinhart. (Not offered 1997-98.)

An introduction to the prehistory of Mesoamerica with special attention to the development of Aztec and Maya civilizations. (Previously numbered ANTH321.)

**315. Environmental Archaeology.**

(GER 3) Spring (3) Kealhofer.

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

**\*316. Zooarchaeology.**

(S) Spring (3) Bowen.

An introduction to the identification and interpretation of animal bones recovered from archaeological sites. (Previously numbered ANTH417.)

**317. Archaeology of Europe.**

(GER 4A) (S) Spring (3) Barka. (Not offered 1997-98.)

This course will examine cultural change in Europe from the earliest hominid settlement to the urban developments of the first centuries A.D. Comparisons will be made with relevant archaeological discoveries in the Near East and Africa. (Previously numbered ANTH352.)

**319. Archaeology of the Near East.**

(GER 4B) (S) Spring (3) Voigt.

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

**320. Rise and Fall of Civilizations.**

(GER 4C) (S) Spring (3) Kealhofer. (Not offered 1997-98.)

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

**\*322. Practicing Cultural Resource Management.**

(S) Spring (3) Blanton, Linebaugh. Prerequisites: ANTH201, ANTH301.

This course introduces students to the practice of cultural resource management (contract archaeology), including hands-on experience in planning, proposal preparation, field and laboratory strategies, project management, and the reporting process. (Previously numbered ANTH415.)

**326. Indians of North America.**

(S) Spring (3) 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. (Previously numbered ANTH314.)

**330. Caribbean Cultures.**

(GER 4B) (S) Spring (3) Kerns. Prerequisite: ANTH202.

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

**335. Peoples and Cultures of Africa.**

(GER 3, 4B) (S) Spring (3,3) Weiss.

An introduction to the diversity of African cultures and societies. This course will focus especially on experiences of colonialism in various African contexts, and the many forms of transformation and resistance that characterize that encounter. (Previously numbered ANTH331.)

**338. Native Cultures of Latin America.**

(GER 4B) (S) Fall (3) Fisher.

The course will survey indigenous cultures of Latin America and the historical and ecological processes which have shaped indigenous cultures and societies. Ethnographic comparisons of contemporary indigenous cultures will focus on lowland tropical Brazil and the Andes. (Previously numbered ANTH323.)

**340. Peoples and Cultures of Southeast Asia.**

(GER 3, 4B) (S) Fall (3) Sutlive.

A survey of the major ethnic groups of Southeast Asia, analyzed in terms of ecology, social organization, and cultural configurations. Particular emphasis is given to early contacts with South and East Asia, and to European colonialism and its lasting effects.

**342. Peoples and Cultures of East Asia.**

(GER 3, 4B) (S) Fall (3) Hamada.

An introduction to the peoples and cultures of East Asia. The course will focus on contemporary life in China, Korea and Japan, including cultural and social institutions, social norms, roles and lifestyles, and the nature, context and consequences of social change. (Previously numbered ANTH347.)

**346. Peoples and Cultures of South Asia.**

(GER 4B) (S) Spring (3) Staff. (Not offered 1997-98.)

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.

**347. Japanese Society.**

(GER 3, 4B) (S) Spring (3) Seo.

Examines the context within which individual Japanese live and work in Japanese society. Special attention is given to the relationship between the individual and society. Discusses Japanese socialization, schooling, family and marriage, community life, new and old religions, symbolic expressions, employment, and aging. (Previously numbered ANTH348.)

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

(GER 5, 7) (S) Spring (3) Seo.

Discusses Japanese social values and behavior through modern literature and film. Changes and continuity in Japanese society concerning important issues such as family, urbanization, gender, and self-identity are analyzed. (Previously numbered ANTH349.)

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

(GER 4B) (S) Fall (3) Boyd.

Discusses a selected topic in depth and explores important issues in contemporary Japanese society. The course may be repeated for credit when the topics vary. (Previously numbered ANTH350.)

**350. Special Topics in Anthropology.**

(S) Fall and Spring (3,3) Staff.

Areas of current research interest presented by resident and visiting faculty. Course may be repeated for credit when topics vary. (Previously numbered ANTH417.)

**361. Globalization, Democratization, and Neonationalisms.**

(GER 4C) Spring (3) Dashti.

The aim of this course is to develop an anthropological understanding of some of the most salient processes - such as ethnic revival/conflict, democratization, and the rise of neonationalisms - that recast the world into a small/single place, as well as cultural imageries and the heightening of consciousness of the world as a whole.

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

(GER 4B) Spring (3) Gundaker (Not offered 1997-98.)

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

**400. Anthropological Theory.**

*Fall (3) Fisher. Prerequisite: ANTH202.*

This senior seminar reviews major theories in cultural anthropology from British social anthropology to the present, including structural-functionalism, structuralism, symbolic anthropology, cultural ecology, and political economy.

**\*401. Anthropology Research.**

*Fall (3,3) Barka, Blanton, Bragdon, Dashti, Fisher, Hamada, Kerns, King, Linebaugh, Moyer, R. Price, S. Price, Reinhart, Sutlive, Voigt, Weiss. Prerequisites: ANTH301&302.*

Required for senior concentrators in anthropology and taught as a tutorial; students meet on a weekly basis with a selected faculty advisor and complete an independent research project. Concentrators must take either 401 or 402 for the required 3 credits, or they may elect to take both 401 and 402 for 6 credits.

**\*402. Anthropology Research.**

*Spring (3,3) Blanton, Bragdon, Hamada, Kerns, King, Linebaugh, Moyer, R. Price, S. Price, Reinhart, Sutlive, Voigt, Weiss. Prerequisites: ANTH 301&302.*

Required for senior concentrators in anthropology and taught as a tutorial; students meet on a weekly basis with a selected faculty advisor and complete an independent research project. Concentrators must take either 401 or 402 for the required 3 credits, or they may elect to take both 401 and 402 for 6 credits.

**410. History of Anthropology.**

*(S) Fall (3) 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.

**411. Historical Linguistics.**

*(GER 3) Spring (3) Martin. Prerequisite: ANTH211. (Same as ENG 404.)*

A study of the kinds of change which language may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known language may be reconstructed. (Previously numbered ANTH404.)

**412. Descriptive Linguistics.**

*(GER 3) Spring (3) Staff. Prerequisite: ENG 307 or ENG 304, or consent of instructor. (Same as ENG 405.)*

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

**413. Language and Society.**

*(GER 3) Spring (3) Staff. Prerequisite: ANTH211 or ENG 303. (Same as ENG 406.)*

A study of the place of language in society and of how our understanding of social structure, conflict, and change affect our understanding of the nature of language. (Previously numbered ANTH406.)

**\*416. Cultural Resource Management.**

*Spring (3) Blanton, Linebaugh.*

An introduction to the methodology of cultural resource management, which will involve examination of conservation, preservation and rescue methods in modern archaeology. Protection legislation, potential funding sources, public involvement and procedures involved in this increasingly important phase of archaeology will be discussed and evaluated.

**420. Tropical Ecology.**

*(GER 4B) (S) Fall (3) Staff. (Not offered 1997-98.)*

A survey of the tropical world, its distinctive features and constituents, resources, human responses, and problems of development. (Previously numbered ANTH364.)

**421. Stress and its Management in Cross-Cultural Perspective.**

*(S) Fall (3) Staff. (Not offered 1997-98.)*

This course will examine the sources and symptoms of stress which exist in all societies. It will describe and analyze negative consequences of untreated and unrecognized stress, and personal and social strategies for its resolution and management. (Previously numbered ANTH370.)

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

(S) Fall (3) R. Price. (Not offered 1997-98.)

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in anthropology, history, and literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross-listed with ANTH529, HIST489/529.)

**430. Issues in Contemporary Anthropology.**

Fall and Spring (1,1) Staff. Open only to concentrators in their junior year.

The purpose of this course is to introduce concentrators to a variety of research projects and theoretical perspectives that are characteristic of contemporary anthropology. The colloquium will consist of a series of seminar presentations. (Previously numbered ANTH380.)

**432. Maroon Societies.**

Fall (3) R. Price.

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States.

**445. Issues in Anthropology.**

(S) Fall (3) Staff. Prerequisite: ANTH202.

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

**\*460. Independent Study.**

Fall and Spring (1-3 per course) Staff.

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the department's Undergraduate Committee. Normally to be taken only once. ANTH460 cannot be used to satisfy the 401, 402 requirement for anthropology concentrators.

**472. Ethnographic History.**

Fall (3) R. Price.

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and methods.

**481. Artists and Cultures.**

Fall (3) S. Price.

The role of art in the economic, political, religious, and social life of its makers. How aesthetic ideas feed into gender roles, ethnic identities, and interpersonal relations. Materials ranging from Australian barkcloths to Greek sculptures, African masks to European films.

**\*482. Arts of the African Diaspora.**

(S) Fall (3) S. Price.

An exploration of artistic creativity in the African Diaspora. Consideration of tradition and art history, the articulation of aesthetic ideas, cross-fertilization among different forms and media, the role of gender, the uses of art in social life, the nature of meaning in these arts, and the continuities with artistic ideas and forms in African societies. (Cross-listed with ANTH582, AMST 582.)

**484. Collecting and Exhibiting Culture.**

(S) Fall (3) S. Price.

The process of assembling material artifacts across cultural boundaries. The course will examine the history of field collecting in different parts of the world, questions of cultural ownership, theories of acquisition and preservation used by museums and private collectors, and issues in the exhibiting of both objects and people. (Cross-listed with ANTH584, AMST581.)

**490. Writing and Reading Culture.**

(S) Fall (3) R. Price. (Not offered 1997-98.)

Trends in Ethnography (and Ethnographic History), during the past two decades. Students will begin with a "classic monograph," go on to read about the "crisis" in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Cross-listed with ANTH590, AMST 590, HIST490/590.)

**498. Internship.**

*Fall and Spring (3,3) Blanton, Linebaugh.*

**Summer Field Schools in Historical Archaeology.**

The Department of Anthropology in conjunction with the Department of Archaeological Research at Colonial Williamsburg, will offer two six-week summer field schools in the Williamsburg area.

**Anthropology 225: Archaeological Field Methods. No prerequisites. 6 credits.**

An introduction to archaeological field and laboratory methods through participation in a field archaeological project. Archaeological survey and mapping, excavation techniques, data collection and recording, artifact processing and analysis, and related topics.

**Anthropology 425: Advanced Archaeological Field Methods. Prerequisites: *Methods of Archaeology* course or equivalent and field experience, or by permission of the instructor. 6 credits.**

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.

**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 graduate catalog and information.



## Applied Science

PROFESSORS **Manos** (Chair), **Champion, Johnson, Kiefer, Kossler, Kranbuehl, Orwoll, Park, Rodman, Schone, Starnes, Thompson, Vold.** ASSOCIATE PROFESSORS **Hoatson, Leemis.** ASSISTANT PROFESSORS **Brown** (Joint with Physics), **Hinders, Klavetter, Saha, Zhang** (Joint with Physics). ADJUNCT PROFESSORS **Bisognano, Connor, Dylla, Eckman, Grose, Helfrich, Heyman, Hinkley, Levine, Madaras, Mlynczak, Pierce, St. Clair, Shoosmith, Sinclair, Winfree, Young.** RESEARCH SCIENTIST **Welch.** VISITING SCIENTISTS **Baum, Bohn, Bryant, DeTurris, Drake, Fenker, Parmar.**

### The Department of Applied Science

The Department of Applied Science offers an interdisciplinary graduate program in the physical sciences which leads to the M.A., M.S., and Ph.D. degrees. It is offered cooperatively by the core faculty of Applied Science along with participating faculty from the Departments of Biology, Chemistry, Computer Science, Mathematics, and Physics as well as from the NASA Langley Research Center (LaRC) and the Thomas Jefferson National Accelerator Facility (TJNAF). The Department is organized into seven specializations: Atmospheric and Environmental Sciences, Interface and Surface Science, Nondestructive Evaluation, Accelerator Science, Applied Mathematics and Modeling, Polymer and Composite Materials Science, and Patent Practice. Applied Science students perform their thesis research in the laboratories at William and Mary, TJNAF, and LaRC. The coursework component of each student's curriculum is highly flexible and is planned in consultation with his or her faculty advisory committee.

While Applied Science does not offer an undergraduate concentration, several courses in the department are particularly suitable for undergraduate students of physics, mathematics, chemistry, and computer science.

### Description of Courses

#### 150W.01 Freshman Seminar: Applied Pseudoscience.

*Fall (4,4) Hinders.*

This course offers a brief introduction to the scientific method, and then explores systematically a variety of paranormal phenomena (UFO's, ESP, Bermuda Triangle, etc.). It will help students to distinguish legitimate scientific discoveries from the bogus claims of tricksters and fools.

#### 150.02 Freshman Seminar: The Shape of Things.

*Fall (3) Manos.*

This course is an introduction to material science which will appeal to students who may not plan to become scientists or engineers. Students will read extensively about the forms and structures which occur most frequently in natural and in man-made objects seeking the reasons for common patterns that occur. Students will also study the fundamental properties of materials to discover the causes of their optical properties, such as transparency and coloration, their electrical, magnetic, and other behaviors, what makes materials strong, ductile, brittle, and why particular material arrangements show up so often in natural systems. Students will work in teams of two or three to prepare to lead the class discussions. Students will also chose topics on which they will do sustained independent study and reading to prepare a written report which forms a portion of the final grade. Topics from outside the usual materials science and engineering mainstream, including materials used in art, architecture, or biological systems, will be encouraged.

#### 150.03 Freshman Seminar: Recycling Technology.

*Fall (3) Klavetter.*

An exploration of recycling issues as pertains to materials and their environment. Not all things can be recycled...what are the material/technical requirements? Natural Recursion, marketplace induction, policy-driven and space-limited scenarios are considered. During the 1980s, recycling arose as a populist issue. Now, with a manned space-flight to Mars looming on the horizon, recycling technology becomes a cornerstone for humanity's reach to the stars.

#### 409. Introduction to Materials Science I.

*Fall (3) Klavetter. Prerequisites: PHYS 101/102 and CHEM 101/102, or equivalent.*

Students will learn bonding, macromolecule ordering, and structure-property relationships in materials. Library-based assignments reinforce both materials science concepts and the practice of information retrieval for the various classes of matter.

#### 410. Introduction to Materials Science II.

*Spring (3) Klavetter. Prerequisite: APSC 409.*

This course explores the different classes of materials and their particular attributes. Matter-matter and matter-energy interactions are emphasized.

**411. Polymer Science I.**

*Fall (3) Starnes. Prerequisites: CHEM 209, CHEM 301.*

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation, and stabilization of polymers. Reaction mechanisms are stressed.

**412. Polymer Science II.**

*Spring (3) Kranbuehl. Prerequisite: CHEM 301.*

An introduction to the physical aspects of polymer science at the molecular level. Topics include the properties of polymers in building and in solution, conformational analysis, viscoelasticity, and rubber elasticity.

**416. Polymer Laboratory.**

*Spring (1) Orwoll. Prerequisite or corequisite: APSC 411 or APSC 412.*

A series of experiments in polymer synthesis, solution characterization, and mechanical and thermal properties of polymers.

**425. Introduction to Solid Surfaces and Interfaces.**

*Fall (3) Manos. Prerequisites: CHEM 302 or PHYS 313.*

An introduction to deposition, patterning, and properties of thin films emphasizing microelectronic applications. Plasma techniques are described for physical and chemical deposition, growth, and etching of thin films. Ion and neutral atom interactions with solids are reviewed, including diffusion, implantation, scattering, reflection, chemical reaction, and sputtering. Also treated are methods of characterization and measurement including SEM, Auger spectroscopy, and ESCA.

**431. Introduction to Atmospheric Science: Chemistry and Radiation.**

*Fall (3) Levine. Prerequisite: CHEM 302.*

A survey of chemical and radiative processes in the atmosphere including its origin, early history, and evolution; composition, photochemistry and chemistry, and climate; the coupling between the atmosphere, the origin and evolution of life, and anthropogenic perturbations on the atmosphere and climate.

**433. Introduction to Atmospheric Science: Structure and Dynamics.**

*Fall (3) Grose. Prerequisites: MATH 212, PHYS 102.*

Atmospheric structure: terminology; observation techniques' pressure-density-temperature; water vapor; composition; energy equation; hydrostatic balance; lapse rate; stability. Atmospheric dynamics: governing equations; geostrophic balance; thermal wind; vorticity; divergence.

**434. Atmospheric Radiative Transfer I.**

*Spring (3) Barkstrom. Prerequisite: PHYS 401.*

Radiative transfer: quantitative description of electromagnetic energy, derivation of the equation of transfer, single scattering solutions, diffusion theory approximations and delta-Eddington solutions, multiply scattering.

**436. Geophysical Fluid Dynamics.**

*Spring (3) Grose. Prerequisites: MATH 302, PHYS 303.*

Dynamics of large-scale atmospheric flow; equations of motion in rotating reference frame; scale analysis; circulation; vorticity; divergence; geostrophic and thermal wind balance; linear wave analysis (acoustic, gravity, Kelvin, Rossby, and mixed Rossby-gravity waves).

**441. Introduction to Applied Mathematics I.**

*Fall (3) Shoosmith. Prerequisites: MATH 211, MATH 212. MATH 302 is recommended.*

A study of mathematical principles and techniques common to different scientific disciplines. The central topics are differential and matrix equations. Beginning with symmetric linear systems and associated matrix theory, the course continues with equilibrium equations, least squares estimation, vector calculus, calculus of variations, Fourier series, and complex variables. Applications to structures, electrical networks, data analysis, etc. are included.

**442. Introduction to Applied Mathematics II.**

*Spring (3) Shoosmith. Prerequisite: APSC 441.*

A continuation of Applied Science 441. Topics are numerical methods for linear and nonlinear equations and eigensystems, finite elements, initial-value problems with introduction to the phase plane and chaos, stability analysis, network flows, and optimization. Applications to simple fluid flow, heat transfer, assignment and transportation problems, etc. are included.

**446. Introduction to Mathematical Physics.**

*Spring (3) von Baeyer.*

Vector analysis, complex variables, matrices, series solutions of differential equations, orthogonal functions and partial differential equations. (Same as Physics 475.)

**474. Continuum Mechanics.**

*Spring (3) Hinders.*

This course covers the basic concepts of mechanics and thermodynamics of continua, including conservation of mass, momentum and energy; stresses and strains; viscous fluids, elasticity and thermal stresses; viscoelasticity and creep, ultimate failure; introduction to plasticity; elastic waves and elastodynamics.

**490. Studies in Applied Science.**

*Fall and Spring (1-5, 1-5) Manos, Staff.*

Advanced or specialized topics in Applied Science. Subjects, prerequisites, credits and instructors may vary from year to year. Course may be repeated for credit if the instructor determines that there will not be a duplication of material.

**498. Internship.**

*Fall, Spring and Summer (1-5, 1-5) Manos, Staff.*

Research in accelerator science, atmospheric science, polymer science, or quantitative materials characterization at the NASA-Langley Research Center in Hampton or the Thomas Jefferson National Accelerator Facility (TJNAF) in Newport News. Approval of the Chair of Applied Science is required prior to enrollment.

## Art and Art History

RALPH H. WARK PROFESSOR **Wallach** (Chair). PROFESSORS **Barnes** (On leave 1997-98), **Chappell** (On leave fall 1997), (Chancellor Professor), **Coleman, Jack** and **Kornwolf**. ASSOCIATE PROFESSORS **Cohen, Helfrich** (On leave spring 1998), **Kelm, Levesque**, and **Watkinson**. INSTRUCTORS **Clark, Iwinski**, and **Pease**. ADJUNCT PROFESSOR **Christison**. ADJUNCT ASSISTANT PROFESSOR **Dye**. ADJUNCT INSTRUCTOR **DuRette**.

The Department of Art and Art History offers two programs: Art and Art History. In each program, the student is required to complete ART 211, 212 and ARTH 251 and 252. It is to the advantage of the student to complete these courses by the end of the sophomore year.

A wide variety of programs can be developed from the offerings of the department to suit the individual needs of concentrators. Students in Art and Art History have developed careers in art, architecture, art history, museum work, teaching, and applied arts in business. For purposes of double concentrating, art and art history combines well with history, anthropology, literature, comparative literature, music and music history, classical studies and philosophy, psychology, and the sciences to give a student a breadth of knowledge and experience in comparable methodologies that leads to mutually reinforcing insights in both concentrations. Students interested in elementary and 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 Art and Art History.

### Special Facilities and Opportunities

The Joseph and Margaret Muscarelle Museum of Art houses the College's art collection and sponsors changing exhibitions of art works. The Department of Art and Art History also sponsors a series of exhibitions which are shown in galleries located in Andrews Hall.

The J. Binford Walford Scholarships are available for the study of architectural history and design. All students interested in such a study, including incoming freshmen, are eligible to apply. Information may be obtained from the department secretary. Deadline for application is usually March 1.

The Joseph Palin Thorley Scholarship is available to all rising seniors who either major or minor in art with the exception of students interested in architecture. Information may be obtained from the department secretary. Deadline for the application is usually April 1.

Study possibilities exist with the art and architectural resources of the Colonial Williamsburg Foundation, the Joseph and Margaret Muscarelle Museum of Art and other art museums.

Students seriously interested in graduate or professional study in art are encouraged to contact the chair in order to determine whether they are eligible to enroll in 60 hours of Art and Art History courses. Deadline for proposals is usually March 1.

A number of work possibilities exist through the Student Aid Program which afford students experience in assisting with the art, art history and museum programs.

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 lecturers, excursions to museums, the Student Art Show and the annual Beaux Arts Ball.

### Requirements for Concentration

The art program is designed to offer the concentrator a variety of courses and the opportunity to work in depth at the advanced level. Concentrators in Art are required to take ART 211, 212, ARTH 251, 252, and eight additional credits in upper level Art History courses to satisfy the concentration writing requirement. (See catalog for course list.) For those students who will focus their study in Two-Dimensional Art, they will be required to take 20 additional credits, of which ART 309: Life Drawing, and one other drawing course: ART 310 or ART 311, are mandatory. Students focusing their study in Three-Dimensional Art will be required to take 20 additional Art credits, three of which must be in ART 319 or 320: Life Modeling, and three additional credits in drawing courses: ART 309, 310, or 311. Within the 20 additional credits, all Art concentrators must have at least six credits in 400 level Art courses. A minimum of 40 credits must be earned in the concentration. Students planning to attend a graduate art program may apply to the Department of Art and Art History for permission to take an additional 12 credits beyond the 48 credit limit.

All concentrators in Art are required to participate in the Senior Student Exhibition at the end of their last semester. They need to notify the chair of Art and Art History of their intent to graduate and exhibit by Nov. 1 for fall semester graduates and March 1 for spring and summer graduates.

Art History requirements are designed to give the student a satisfactory program having breadth, variety and a balance between lecture courses and seminars. Students concentrating in Art History are required to take ART 211, 212 and ARTH 251, 252. In addition to these 12 hours, the student must choose four credits in each of the following five fields:

- A. Medieval (ARTH 351, 352, 353)
- B. Renaissance and Baroque (ARTH 360, 362, 363, 364)

- C. Modern (ARTH 370, 371, 372, 375)
- D. American (ARTH 381, 383)
- E. Non-Western (ARTH 392, 393, 394)

An additional eight credits must be taken in Art History courses at the 400 level, 4 credits of which must be ARTH 480.

A student concentrating in Art or Art History may satisfy the Concentration Writing Requirement by passing any two of the following courses with a grade of C- or better: ARTH 351, 352, 353, 360, 362, 363, 364, 370, 371, 372, 375, 381, 383, 392, 393, 394, 465, 467, 468, 469, 470, 471, 474, 480, 490 (if taken for 4 credits), 495-496.

## Computing Proficiency

Art and Art History concentrators will satisfy the Concentration Computing Proficiency requirements by passing the department courses in computer art (ART 330) or ART 418 or by passing one of the Computer Science courses designed for this requirement.

## The Minor in Art and Art History

A minor in Art and Art History can be achieved by following one of the three following programs:

Art. ART 211, 212 plus five 3-credit 300 or 400 level courses in Art.

Art History. ARTH 251, 252 plus four 4-credit 300 or 400 level courses in Art History.

Combined Art and Art History. ART 211, 212, ARTH 251, 252 plus three 300 or 400 level courses in any combination of Art, Art History or both.

## Area and Sequence Requirements

Area I in Art may be satisfied by taking two courses of the following: ART 150, 211 or 212. A sequence in Art may be satisfied by any two of the following courses in two-dimensional art: ART 309, 310, 311, 312, 315, 316, 323 or by any two of the following courses in three-dimensional art: ART 313, 314, 319, 320, 325, 326, 327, 328.

Area I in Art History may be satisfied by taking two courses of the following: ARTH 150, 251 or 252. A sequence in Art History may be satisfied by any two of the following courses: ARTH 352, 353, 360, 362, 363, 364, 370, 371, 372, 375, 381, 383, 392, 393, 394.

## Art

### Description of Courses

#### 150. Freshman Seminar in Studio Art.

(A) Spring (3) Staff. (Not offered 1997-98.)

This course will introduce the student to many issues involved in making a work of art. It will combine written and creative projects that are designed to balance the analytical and intuitive understanding of what constitutes an aesthetic work.

#### 211. Two-Dimensional Foundations.

(GER 6) (A) Fall and Spring (3,3) Barnes, Coleman, Helfrich, Clark.

Introduction to visual expressive concerns through lectures and projects in drawing, color and design as they function two-dimensionally. Six studio hours.

#### 212. Three-Dimensional Foundations.

(GER 6) (A) Fall and Spring (3,3) Cohen, Kim, Iwinski, Clark.

Creative problem solving in a variety of media dealing with the elements of three-dimensional form (line, surface, volume, mass, color, light and space) and exploring concepts of image, message, process, style and expression. Six studio hours. May be taken before ART 211.

#### 309. Life Drawing I.

(S) Fall and Spring (3,3) Barnes, Cohen, Iwinski, Clark. Prerequisite: ART 211. Or permission of the instructor.

Exploration of various drawing concepts using the human figure.

#### 310. Life Drawing II.

(S) Fall and Spring (3,3) Barnes, Cohen, Iwinski, Clark. Prerequisite: ART 309. Or permission of the instructor.

Continuation of ART 309.

**311. Drawing.**

(S) Fall (3) Helfrich, Iwinski. Prerequisite: ART 211. Or permission of the instructor.

The problems of visual understanding and expression in drawing using pencil and charcoal and dealing with line, value, proportion and perspective.

**312. Watercolor.**

(S) Fall and Spring (3,3) Coleman. Prerequisite: ART 211. Or permission of the instructor.

A course exploring the varied possibilities of watercolor as an expressive medium.

**313. Architectural Design I.**

(S) Fall (3) Pease. Prerequisites: ART 211, ART 212. Or permission of the instructor.

The discovery of architecture through design with emphasis on basic vocabulary; drafting, perspective, shades and shadows, scale and proportion.

**314. Architectural Design II.**

(S) Spring (3) Pease. Prerequisite: ART 313.

The investigation of the role of the architect with specific design problems and the development of presentation techniques.

**315. Painting: Basic Pictorial Structure.**

(S) Fall (3) Staff. Prerequisite: ART 211. Or permission of the instructor.

Introduction to painting with emphasis on objective pictorial structure. Exploration and development of formal, organizational concerns as they relate to painting. Subjects may include objects, landscape, and the figure. May be repeated for credit.

**316. Painting: Basic Pictorial Expression.**

(S) Spring (3) Staff. Prerequisite: ART 315.

Introduction to painting with emphasis on how visual elements, dynamics, and handling of the material create envisioned and expressive themes. Work from memory, objects, landscape, and the figure stressing and evolving significant forms and symbols. May be repeated for credit.

**319. Life Modeling I.**

(S) Spring (3) Cohen. Prerequisite: ART 212.

A study of the human figure in three dimensions. Figures are modeled directly from life in clay and plaster. Study is made of human anatomy and armature building.

**320. Life Modeling II.**

(S) Spring (3) Cohen. Prerequisites: ART 212, ART 319.

A continuation of ART 319.

**323. Printmaking: Intaglio.**

(S) Fall and Spring (3,3) Helfrich. Prerequisite: ART 211. Or permission of the instructor.

Exploration of visual concepts through line etch, drypoint and aquatint.

**325. Sculpture: Plaster and Stone Carving.**

(S) Fall (3) Cohen. Prerequisites: ART 211, ART 212. Or permission of the instructor.

An introduction to the basic concepts and processes of sculpture, to include instruction in direct plaster form building and stone carving. Emphasis on principles of visual language, sculptural organization, structured studio assignments. Introduction to traditional and contemporary sculptural solutions.

**326. Sculpture: Wood Construction and Carving.**

(S) Spring (3) Iwinski. Prerequisite: ART 212.

An introduction to the basic concepts and processes of sculpture, to include instruction in wood construction and wood carving. Emphasis on the principles of visual language, sculptural organization, structured studio assignments. Introduction to traditional and contemporary sculptural solutions.

**327. Ceramics: Handbuilding.**

(S) Fall (3) Jack. Prerequisite: ART 212.

Introduction to the making of handbuilt forms with an emphasis on sculptural possibilities. Slab construction, pinch, coil, and mold-making processes will be introduced. Discussions and critiques will focus on personal aesthetics, content, and symbolism. Demonstrations and slide presentations will supplement the course.

**328. Ceramics: Wheel-Forming.**

(S) Spring (3) Jack. Prerequisite: ART 212.

Introduction to forming clay using the potters wheel. Assigned problems will introduce students to various forming methods and will focus on form, function, surface, and aesthetic detail. Emphasis on invention and creativity, as well as technical processes. Demonstrations, discussions, and slide presentations will supplement the course.

**\*335. Ceramics: The Italian Experience.**

(3) Jack.

An intensive art course in ceramics taught in Urbino, Italy. Assignments will be designed to provoke students interpretations of the architecture, sculpture, ceramics, and culture of Italy. The majolica technique, a method dating from the Renaissance, will be introduced. Visits to museums and collections will supplement the course.

**408. Advanced Drawing.**

Fall (3) Helfrich. Prerequisites: ART 309, ART 310, ART 311.

Advanced work with visual concepts through drawing. Emphasis on further development of drawing skills, including work from various subjects in diverse media. May be repeated for credit.

**410. Advanced Painting.**

Fall and Spring (3,3) Staff. Prerequisites: ART 315, ART 316, or two semesters of either ART 316, or permission of instructor required.

A continuation of ART 316 with more complex problems in the materials, methods, and concerns of painting. Students will focus on an independent project beyond assigned class work. Possible field trip. May be repeated for credit.

**412. Advanced Printmaking.**

Fall and Spring (3,3) Helfrich. Prerequisite: ART 323.

The student through consultation with the instructor will create three intaglio images. Techniques not covered in ART 323 such as soft ground, lift-ground and color printing will be presented and demonstrated. May be repeated for credit.

**\*414. Advanced Watercolor.**

Fall and Spring (3,3) Coleman. Prerequisite: ART 312.

A course designed to broaden a student's understanding of the medium of watercolor by deeper exploration through selected problems determined by the instructor and student. There will be individual and group critiques every week. May be repeated for credit.

**416. Advanced Ceramics.**

Fall and Spring (3,3) Jack. Prerequisites: ART 327, ART 328. Or permission of the instructor.

Advanced problems in clay. Students will explore an individual topic, as well as assigned projects. Group critiques, discussions, and individual appointments will be used to evaluate work. Slide presentations, field trips, and reading assignments. Students will be expected to learn to fire all kilns. May be repeated for credit.

**418. Advanced Architecture.**

Fall and Spring (3,3) Pease. Prerequisites: ART 313, ART 314.

This studio will explore architectural issues using both two-dimensional and three-dimensional media with an emphasis on computer aided drafting (CAD). Students will engage in a series of investigations that examine the historic, symbolic, technical and environmental issues that inform contemporary architecture. May be repeated for credit.

**420. Advanced Sculpture.**

Fall and Spring (3,3) Cohen and Visiting Artist. Prerequisites: ART 325, ART 326.

Advanced problems in sculpture: welding and cast metals, mold-making, cast paper, and cast stone. Structured assignments to promote advanced solutions to organization and sculptural invention. Significant outside work load, group critiques, field trips, reading assignments, opportunity to select topics. May be repeated for credit.

**\*443. Advanced Studio - Independent Study.**

Fall and Spring (3,3) Barnes, Coleman, Cohen, Helfrich, Iwinski, Pease.

**\*444. Advanced Ceramics: The Italian Experience.***Jack.*

Same as ART 335, however, students will be assigned more complex problems and will be expected to work at a higher level.

**\*495. Senior Honors in Art.***Fall (3) Staff.*

Application information available from the chair. For College provisions governing the Admission to Honors, see page 58.

**\*496. Senior Honors in Art.***Spring (3) Staff.*

Application information available from the chair. For College provisions governing the Admission to Honors, see page 58.

## Art History

### Description of Courses

**150W. Introduction to Art History.***Fall and Spring (4,4) Staff.***251. Survey of the History of Art I.***(GER 4A, 5) (A) Fall and Spring (3,3) DuRette, Kornwolf.*

The study of Ancient and Medieval art. Illustrated lectures and readings. ARTH251 and 252 are prerequisites for upper level art history courses.

**252. Survey of the History of Art II.***(GER 4A, 5) (A) Fall and Spring (3,3) Chappell, Levesque.*

The study of European and American art from the Renaissance to the present. Illustrated lectures and readings. May be taken singly and before ARTH 251. ARTH 251 and 252 are prerequisites for upper level art history courses.

**330. Topics in Art History.***(4) Staff. Prerequisite: ARTH 251 or ARTH 252.*

Courses of special subject taught by resident and visiting faculty. Course may be repeated for credit when the topics vary.

**351. Medieval Architecture.***(S) Spring (4) Watkinson. Prerequisite: ARTH251.*

This covers the architecture of western Europe from 300 to 1450. Religious architecture is examined in relation to liturgy, popular beliefs and philosophical movements. Secular architecture: town planning, fortifications, domestic structures, is examined within economic and social contexts.

**352. Medieval Figure Arts.***(S) Fall (4) Watkinson. Prerequisite: ARTH251.*

The multifaceted character of Medieval figure art from the ca. 450 to the beginning of the Renaissance will be covered. Topics will include: Germanic non-figurative traditions, the revivals of classical art forms, and the rise of the secular artist.

**353. Early Christian and Byzantine Art.***(S) Spring (4) Watkinson. Prerequisite: ARTH251. (Not offered 1997-98.)*

The study of the formation of Christian art in the 2nd century and their persistence and elaboration of these themes and styles in the Byzantine Empire until 1453.

**360. Italian Renaissance Art, 1250-1600.***(S) (4) Chappell. Prerequisite: ARTH252. (Not offered 1997-98.)*

Art from the Proto-Renaissance to Mannerism is studied with emphasis on cultural context, style, types, artistic theory, formative influences, legacies, historiological concepts, and principal artists such as Giotto, Donatello, Leonardo, Michelangelo, Raphael, and Titian.



**362. Northern Renaissance Art, 1300-1600.**

(S) Fall (4) Levesque. Prerequisite: ARTH252.

The Renaissance, High Renaissance and Mannerism in the Netherlands, France, Germany and Spain. Emphasis on cultural context, style, themes, theory, relationships with Italian art, indigenous traditions, and artists such as Van Eyck, Bosch, Durer, Breughel, Grunewald, and El Greco.

**363. Baroque Art, 1600-1750.**

(S) Spring (4) Chappell. Prerequisite: ARTH252.

The Baroque, the art of heightened persuasion, is traced from its origins to the Rococo with emphasis on style, types, artistic theory, origins, legacies, cultural context, and principal artists, Caravaggio, Bernini, Rubens, Rembrandt, and Velasquez.

**364. Renaissance and Baroque Architecture and Town Planning.**

(S) Spring (4) Kornwolf. Prerequisite: ARTH252. (Not offered 1997-98.)

A history of major developments in architecture and town planning from c. 1480 to c. 1780 in Italy, Spain, France, Germany, the Netherlands and England. The various interpretations of Classicism and Humanism are given emphasis.

**370. Nineteenth Century Art.**

(S) Fall (4) Kornwolf. Prerequisite: ARTH 252.

A history of earlier modern art 1780-1880 in Great Britain, France, Germany and the United States. Emphasis is placed upon the impact of the socio-political, industrial, and cultural revolutions on the major movements of the period, Romanticism and Realism.

**371. Twentieth Century Art.**

(S) Spring (4) Kornwolf. Prerequisite: ARTH252.

A history of later modern art 1880-1980 in Europe and the United States. Emphasis is placed on the continuing influence of the socio-political, industrial, and cultural revolutions on the origins of Modernism, its crystallization 1905-1925, and its demise after 1960.

**372. Modern Architecture and Town Planning.**

(S) Fall (4) Kornwolf. Prerequisite: ARTH252.

A history of architecture, landscape design, and town planning from 1780 to 1980 in Europe and the United States. Emphasis is placed upon the impact of the socio-political, industrial, and cultural revolutions from Romanticism to the crisis of Modernism.

**375. Contemporary Art and Art Criticism.**

(S) Fall (4) Wallach. Prerequisite: ARTH252. (Not offered 1997-98.)

Art since 1960 focusing on such issues as the definition of postmodernism, the commodification of art and the role of criticism within the circuits of artistic production and consumption.

**381. Nineteenth Century American Art.**

(S) Spring (4) Wallach. Prerequisite: ARTH252.

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

**383. Twentieth Century American Art.**

(S) Fall (4) Wallach. Prerequisite: ARTH252. (Not offered 1997-98.)

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

**\*385. Eighteenth Century Decorative Arts in Britain and America.**

Spring (3) Staff. Prerequisites: ARTH251, ARTH252, ARTH363 or ARTH364. Permission of the chair of Art and Art History required. (Not offered 1997-98.)

A course taught by the Colonial Williamsburg curators using the collection of 17th and 18th century British and American antiques in the exhibition buildings and the Wallace Gallery. An additional one credit is optional through an internship.

**\*386. Eighteenth Century Decorative Arts in Britain and America.**

*Spring (3) Staff. Prerequisites: ARTH251, ARTH252, ARTH363 or ARTH364. Permission of chair required. (Not offered 1997-98.)*

A course taught by the Colonial Williamsburg curators using the collection of 17th and 18th century British and American antiques in the exhibition buildings and the Wallace Gallery. An additional one credit is optional through an internship.

**387. Introduction to Art Museology: A Survey I.**

*Fall (3) Christison. Prerequisites: ARTH 251, 252.*

The history of collecting art and the development of the art museum are presented.

**388. Introduction to Art Museology: A Survey II.**

*Spring (3) Christison. Prerequisites: ARTH 251, 252.*

Defining the functions and responsibilities of an art museum are the focus of this course.

**\*389. Museum Internships.**

*Fall and Spring (Variable) Wallach. Prerequisite: Permission of chair required.*

May be used as a continuation of ARTH 482 and 483 at the Muscarelle Museum or as an opportunity for an off-campus experience. May be repeated for up to six credits.

**390. Early Islamic Art.**

*Fall (3) Williams. Prerequisite: ARTH 251.*

Religion and art in Islam from the 7th to the 13th centuries CE. This course studies architecture, ceramics, painting and decorative arts from late classical and Persian antiquity to the development of mature styles as distinctive expressions of Islamic civilization. (Same as REL 365.)

**391. Late Islamic Art.**

*(3) Williams. Prerequisite: ARTH 251. (Not offered 1997-98.)*

Religion and art in Islam following the Mongol invasions and contact with the Far East. The course includes architecture, painting, ceramics, and decorative art of the Muslim renaissance, the sumptuous arts of the 16th and 17th centuries, and their decline. (Same as REL 366.)

**392. Art of India.**

*(GER 4B) (S) Fall (4) Dye. Prerequisite: ARTH251.*

A study of the artistic, cultural and religious background of India with a special emphasis on the 12th through 18th centuries when the subcontinent was under Muslim rule.

**393. The Art of China.**

*(GER 4B) (S) Spring (4) Dye. Prerequisite: ARTH251.*

A study of the art and architecture of China.

**394. The Art of Japan.**

*(GER 4B) (S) (4) Dye. Prerequisite: ARTH251. (Not offered 1997-98.)*

A study of the art and architecture of Japan.

**460. Seminar Topics in Art History.**

*(4) Staff. Prerequisite: Permission of Instructor.*

Seminar topics of special subjects that involve the student in research in primary materials and involve intense writing. May be repeated for credit when the topics vary.

**465. Development of the Medieval Town.**

*Spring (4) Watkinson. Prerequisite: ARTH351 or ARTH353.*

A seminar that focuses on Rome, Paris and Tours, France from their origins through the Middle Ages. The archaeological record as well as extant architectural monuments will be emphasized. Students will select a town to research and track its evolution.

**\*467. Topics in High Renaissance, Mannerist and Baroque Art.**

*Spring (4) Staff.*

Intensive study of a selected topic in European art involving style, genres, iconography, and artistic theory. Study of original paintings, sculpture, drawings, and prints, as available, will be emphasized.

**\*468. History of the Graphic Arts: Drawing and Printmaking, 14th-20th Centuries.***Spring (4) Chappell.*

A seminar on the history of drawing and printmaking from the Renaissance to Modernism. Emphasis is on purpose and methods; materials, techniques, and expressive possibilities; and research on original works.

**\*469. British Painting and Colonial American Painting, 16th-Early 19th Centuries.***Fall (4) Chappell.*

British painting from Tudor to Neo-Classical periods; American painting from Colonial to Federal periods. Emphasis is on British style, an emerging American tradition, genres, theory, cultural context, and artists such as Holbein and Hogarth, Copley and Stuart.

**\*470. Colonial American Architecture and Town Planning.***Fall (4) Kornwolf.*

A history of major developments in architecture and town planning from 1562 to 1792 in the United States and Canada. All major colonial cultures are studied: English, French, Spanish, German, Swedish and Russian.

**\*471. Renaissance and Baroque Architecture and Urban Studies.***Fall (4) Kornwolf.*

A seminar with lectures that examines the major developments in architecture and town planning 1420-1780 in Europe and its North American colonies with emphasis on particular themes such as humanism and classicism. A major paper and class presentation are required; likely field trip.

**\*474. Topics in American Art.***Staff.*

Intensive study of a selected topic in American art involving a genre (e.g., landscape painting), a period (the 1930s), a movement (tonalism), or an issue (e.g., the representation of women in 19th-century American art).

**\*480. Methods of Art History.***Spring (4) Levesque, Wallach, Watkinson.*

A survey of the methodological approaches to the study of the history of art. Written critiques, oral presentations and original research on a work from the Muscarelle Museum are required.

**\*481. Historic Preservation.***Fall (4) Watkinson. (Not offered 1997-98.)*

A study of approaches to historic preservation, including theoretical, historiographic and practical applications. Class project prepares an architectural survey and preservation ordinance for a Virginia town. Students must be able to commit to several hours of field work.

**489. Topics in Art History.***Fall and Spring (3,3) Staff.*

Seminar devoted to an in-depth study of a selected topic.

**\*490-01. Independent Study - Medieval.***Fall and Spring (4,4) Watkinson.***\*490-02. Independent Study - Modern.***Fall and Spring (4,4) Kornwolf.***\*490-03. Independent Study - Renaissance, Mannerism & Baroque.***Fall and Spring (4,4) Chappell.***\*490-04. Independent Study - Asian.***Fall and Spring (4,4) Dye.***\*490-05. Independent Study - Colonial American Architecture.***Fall and Spring (4,4) Kornwolf.***\*490-06. Independent Study - Islamic.***Fall and Spring (4,4) Williams.***\*490-07. Independent Study - American Art.***Fall and Spring (4,4) Wallach.*

**490-08. Independent Study.**

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

**490-09. Independent Study.**

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

**\*495. Senior Honors in Art History Research.**

*Fall and Spring (3,3) Wallach.*

Application information available from the chair. For College provisions governing the Admission to Honors, see page 58.

**\*496. Senior Honors in Art History Research.**

*Spring (3) Wallach.*

Application information available from the chair. For College provisions governing the Admission to Honors, see page 58.

## Biochemistry

**ADVISORY COMMITTEE** **Bebout** (Coordinator, Chemistry), **Coleman** (Academic Advising & Chemistry), and **Shakes** (Biology).

Biochemistry is a formalized minor within the Interdisciplinary Studies program. Students must declare this minor before the beginning of preregistration for the final semester of their senior year by submitting a Biochemistry Minor Declaration form with the Director of Interdisciplinary Studies (Professor Schwartz in the Charles Center). Electives are to be selected by each student in consultation with a member of the Advisory Committee.

A Biochemistry minor is especially appropriate for those interested in advanced studies in Biology, Chemistry or Medicine.

### Requirements for Minor

A minor in Biochemistry requires successful completion of a minimum of 18 credit hours consisting of a 12 credit core and 6 credits in electives. In addition, at least 9 hours in prerequisites must be completed. Two possible sequences for completing the course work required for the Biochemistry minor are presented below. Courses enclosed in parentheses are only necessary to complete the minor if they are prerequisites to the upper level electives selected. See list below to determine semester availability of electives. Students with particularly strong preparation in the sciences and math could consider completing courses at a faster pace.

Sem.	Life Sciences Scheduling	Physical Sciences Scheduling
1	Bio 203: Principles of Biology Chem 103: General I	Chem 103: General I (Math 111: Calculus)
2	Bio 204: Principles of Biology Chem 206: Organic I	Chem 206: Organic I (Math 112: Calculus)
3	(Bio 206: General Zoology) Chem 209 or 307: Organic II (Math 111: Calculus)	Chem 209 or 307: Organic II Bio 203: Principles of Biology
4	Chem 308: Gen. II or Chem 305: Inorg. (Math 112: Calculus)	Chem 308: Gen. II or Chem 305: Inorg. Bio 204: Principles of Biology
5	Elective(s)	(Bio 206: General Zoology) Elective(s)
6	Bio 414: Biochemistry	Chem 414: Biochemistry
7	Elective(s)	Elective(s)
8	Elective(s)	Elective(s)

**REQUIRED CORE** (12 credits): Only two of these four courses can be applied to both a major and a minor. The minor requires 9 additional credits in prerequisites: Chemistry 103, Chemistry 206 and either Biology 204 or one of Chemistry 305 or 308 or 335.

- Chem 209: Organic Chemistry OR Chem 307: Organic Chemistry II
- Bio 203: Principles of Biology: Molecules, Cells, and Development
- One of Chem 305: Inorganic Chemistry, Chemistry 308: General Chemistry II, Chem 335: Principles of Inorganic Chemistry OR Bio 204: Principles of Biology: Organisms, Ecology, and Evolution
- Chem 414: Biochemistry OR Bio 414: Biochemistry

**ELECTIVES** (6 or more credits): Students must select two additional courses from those listed below which are not offered by their concentration department; students majoring in neither Biology nor Chemistry must select one Biology course and one Chemistry course. Four credit electives have an integrated laboratory component.

- Bio 406: Cell Biology. *Fall (3). Prerequisite: BIO 206.*
- Bio 415: General Endocrinology. *Spring (4). Prerequisite: BIO 206, CHEM 307.*

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- Bio 420: Genetic Analysis. *Fall (3). Prerequisite: BIO 204.*
- Bio 433: Developmental Biology. *Spring (3). Prerequisite: BIO 206.*
- Bio 436: Advanced Cell Biology. *Spring (3). Prerequisite: BIO 406.*
- Bio 442: Molecular Genetics. *Spring (3). Prerequisite: BIO 204.*
- Bio 445: Neurobiology. *Fall (3). Prerequisite: BIO 206.*
- Chem 341: Principles of Physical Chemistry. *Fall (3). Prerequisites: MATH 111-112 and CHEM 308.*
- Chem 309: Instrumental Analysis. *Fall (4). Corequisite: CHEM 308 and 354.*
- Chem 415: Advanced Biochemistry. *Fall (3). Prerequisite: BIO 414 or CHEM 414.*

# Biological Psychology

PROFESSOR Schwartz, Coordinator

## The Concentration

Biological Psychology is a formalized program within the interdisciplinary studies concentration. Students must declare this major before the beginning of preregistration for the first semester of their senior year by contacting the director of Interdisciplinary Studies (Professor Schwartz in the Charles Center).

## The Discipline

Biological Psychology is the study of the biological bases of behavior. Although the discipline is over 100 years old, it has experienced a dramatic growth during the last 30 years. The president of the United States has designated the 1990s the "Decade of the Brain" in recognition of the importance of neuroscience research for the well-being of the nation. Twenty to twenty-five percent of research in neuroscience involves the study of behavior and, therefore, can be classified as biological psychology. Twenty percent of all research grants awarded by the National Institute of Mental Health to psychologists falls under the category of biological psychology.

An interdisciplinary studies major in biological psychology is as good as any other liberal arts major for those interested in entering the workforce immediately after graduation. This major is especially appropriate for those interested in continuing into graduate school in the areas of biopsychology, psychobiology, and behavioral neuroscience. Except for Calculus and English, this major also satisfies the requirements for pre-med students.

## The Curriculum

The standard curriculum requires 39 credit hours (plus 20 credit hours in prerequisites), as listed below. Alterations in the prescribed curriculum may be petitioned to the Committee on Honors and Interdisciplinary Studies.

### Required courses

CREDITS	COURSE
4	PSY 302 Research Methods
3	PSY 313 Physiological Psychology
4	PSY 413 Research in Physiological Psychology
4	BIO 206 General Zoology
3	BIO 410 Animal Behavior
4	BIO 432 Principles of Animal Physiology
3	BIO 445 Neurobiology
4	PHY 101 or 107 General Physics I
4	PHY 102 or 108 General Physics II
3	CHE 307 or 209 Organic Chemistry II
3	CHE 308 or 305 General Chemistry II

### Prerequisites

CREDITS	COURSE
4	BIO 203 Principles of Biology I
4	BIO 204 Principles of Biology II
3	CHE 103 General Chemistry I
3	CHE 206 Organic Chemistry I
3	PSY 201 Principles of Psychology
3	PSY 301 Elementary Statistics

### Other recommended courses

CREDITS	COURSE
3	INT 495 and 496 Honors
4	CSCI 141 Introduction to Computer Science

## Biology

PROFESSORS Wiseman (Chair), Bradley, Fashing, Grant, Mathes, Scott, and S. Ware. ASSOCIATE PROFESSORS Beck, Broadwater, Capelli, Graves, Hoegerman, Sanderson and Vermeulen. ASSISTANT PROFESSORS Case, Cristol, Heideman, Saha and Shakes. RESEARCH PROFESSORS Byrd and Terman. RESEARCH ASSISTANT PROFESSORS Bierbaum, Jenkins and Watts. ADJUNCT ASSISTANT PROFESSORS Erwin and D. Ware. VISITING ASSISTANT PROFESSORS Moody and Sher.

The program of the Department of Biology is organized to provide concentrators with a sound introduction to the principles of biology and to develop an appreciation for the diversity and complexity of living things. The department attempts to provide 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 37 hours is required for a concentration in biology. Chemistry 307-308 and associated labs Chemistry 353 and 354 are also required as well as Writing in the Biological Sciences, Biology 300 (consult the catalog description on page 90 for instructions on how to register for the writing requirement). It is strongly recommended that biology concentrators, especially those planning on pursuing advanced degrees, complete two semesters in both mathematics and physics.

The following five courses (15 credits) are required of all concentrators. Credits are given in parentheses. Students who received a score of 5 on the Advanced Placement Examination should consult p. 53 regarding exemption options and advanced placement credit.

- 200 Biological Sciences Laboratory (1)
- 203 Principles of Biology: Molecules, Cells, Development (3)
- 204 Principles of Biology: Organisms, Ecology, Evolution (3)
- 205 General Botany with Laboratory (4)
- 206 General Zoology with Laboratory (4)

In addition to the above, a concentrator must complete at least six credits from each group of courses listed below and must complete laboratory work in at least one course numbered above 300. A laboratory course from either group will satisfy this minimal requirement. Biology 403 and/or Biology 495-496 cannot substitute for the laboratory requirement.

### Molecules, Cells, Genes and Development

- 324 Plant Development (3); 325 Laboratory (1)
- 402 Microbiology with Laboratory (4)
- 406 Cell Biology (3); 407 Laboratory (1)
- 409 Virology (3)
- 414 Biochemistry (3)
- 415 Endocrinology with Laboratory (4)
- 419 Plant Physiology with Laboratory (4)
- 420 Genetic Analysis (3); 421 Laboratory (1)
- 432 Principles of Animal Physiology with Laboratory (4)
- 433 Developmental Biology (3); 434 Laboratory (1)
- 435 Colloquium in Developmental Biology (1)
- 436 Advanced Cell Biology
- 442 Molecular Genetics (3); 443 Laboratory (1)
- 445 Neurobiology (3)

### Organisms, Populations, Ecology and Evolution

- 314 Vertebrate Biology (3)
- 315 Vertebrate Biology with Laboratory (4)
- 316 Invertebrate Biology with Laboratory (4)
- 401 Evolutionary Genetics (3)
- 405 Plant Interactions (2)
- 410 Animal Behavior (3); 411 Laboratory (1)
- 412 Vascular Plant Systematics with Laboratory (4)
- 413 General Ecology with Laboratory (4)
- 416 Introduction to Ornithology with Laboratory (4)
- 418 Functional Ecology



- 422 Phycology with Laboratory (4)  
 426 Aquatic Ecology with Laboratory (4)  
 428 General Entomology with Laboratory (4)  
 431 Physiological Ecology of Plants (3)

## Requirements for Minor

The minor in biology consists of 21 credits, of which Biology 200, 203, 204, 205 and 206 are required. The remaining 6 credits may be taken from either track. Biology 100, 102, 103, 105, 108, 207, 208, 209, 304, 305, 308, 403, 408, or 495-496 are not applicable toward the minimum requirements.

## Description of Courses

### 100. Principles of Biology for non-concentrators.

*(GER 2B) (A) Fall (3) Broadwater.*

An introduction to living things and processes. Topics covered include cell structure and function, genetics, developmental biology, evolution and ecology. Not applicable toward the minimum requirements for concentration or minor in biology. Students may not receive credit for this course if they have taken BIO 203 or BIO 204. Three class hours.

### 102. Principles of Biology Laboratory.

*(Lab) (AL) Fall (1) Beck. Prerequisite or corequisite: BIO 100.*

This course is intended for non-biology concentrators and should be taken concurrently with BIO 100 to fulfill the area laboratory requirement. A laboratory course designed to reveal the nature of living systems through observation, experimentation and demonstration. Not applicable toward the minimum requirements for concentration or minor in biology. Three class hours.

### 103. Human Biology.

*(GER 2B) (A) Spring (3) Broadwater, Hoegerman.*

An examination of *Homo sapiens* from a biological perspective. Topics include our place in nature, basic information on human evolution, functional morphology, ecology and genetics. Not applicable toward the minimum requirements for concentration or minor in biology. Three class hours.

### 105. Perspectives in Modern Biology.

*Fall and Spring (Credit to be arranged) Staff.*

Course content will center on 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 arise. Designed as an elective for students who have little or no training in biology and do not intend to become biology majors or minors. May be repeated for credit.

### 108. Introduction to Ecology and Environmental Science.

*(GER 2B) (A) Spring (3) Capelli.*

Introduction to selected basic principles of ecology that relate directly to current environmental issues and problems. Topics include energy transfer, biogeochemical cycles, population growth, community ecology, wildlife management, conservation, and species diversity. An elective course not applicable towards the minimum requirements for concentration or minor in biology. Three class hours.

### 150W. Freshman Seminar.

*Fall and Spring (4) Staff.*

A course designed to introduce freshmen to various aspects of the study and consequences of the biological sciences. Not applicable toward the minimum requirements for concentration or minor in biology.

### 200. Biological Sciences Laboratory.

*(Lab) (L) Spring (1) Beck. Prerequisite: BIO 203. Prerequisite or corequisite: BIO 204.*

This laboratory is designed exclusively for potential biology concentrators to illustrate fundamental biological principles and selected methodologies commonly utilized in biological investigations. Three laboratory hours.

### 203. Principles of Biology: Molecules, Cells, Development.

*(GER 2B) (AS) Fall (3) Wiseman.*

This course is designed for potential biology concentrators. The molecular and cellular characteristics of living organisms are emphasized. This course includes lectures on cell structure, biochemistry and metabolism, molecular genetics, and cellular and molecular processes in development. Three class hours.

**204. Principles of Biology: Organisms, Ecology, Evolution.***(GER 2B) (AS) Spring (3) Grant.*

This course is designed for potential biology concentrators. Emphasis is on the diversity of living organisms, their interrelationships and the evolutionary processes which result in diversity. Topics include major kingdoms, representative phyla, ecology, genetics and evolution. Three class hours.

**205. General Botany.***(ASL) Spring (4) Case. Prerequisites: BIO 203, BIO 204.*

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.

**206. General Zoology.***(ASL) Fall (4) Sanderson. Prerequisites: BIO 203, BIO 204.*

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.

**207. Insects and Society.***(GER 2B) (AS) Spring (3) Fashing. (Alternate years.)*

A survey of insects and related arthropods emphasizing their role on earth as well as their interactions with humans. Not applicable toward the minimum requirements for concentration or minor in biology. Three class hours.

**208. Applied Botany.***(AS) Fall (3) Mathes. (Alternate years.)*

A survey of the basic structure and function of plants with emphasis on their economic uses. Appropriate for students not concentrating in the natural sciences. Does not apply toward the requirements for concentration or minor in biology. Three class hours.

**209. Insect Biology Laboratory.***(Lab) (L) Spring (1) Fashing. Prerequisite or corequisite: BIO 207 or consent of instructor. (Alternate years.)*

A laboratory designed to provide non-science concentrators with an appreciation of insects and related arthropods. Field trips and laboratory exercises emphasize the biology and recognition of common insects. A course especially useful to school teachers. Three laboratory hours.

**300. Writing in the Biological Sciences.***Fall and Spring (0) Staff.*

Students fulfill the Concentration Writing Requirement in biology by working with an individual faculty member, typically in a lecture course or laboratory or by conducting a research project (Biology 403, Research in Biology or Biology 495-496, Honors), but sometimes without registration in a formal course. Declared concentrators should discuss the writing requirement with a faculty member during the first two weeks of the semester during which they would like to fulfill the writing requirement. Once accepted by a faculty member, the student will be added to the proper section of Biology 300 by the faculty member. Students do not register for this course during registration.

**304. Human Physiology.***(GER 2B) (AS) Spring (3) Deschenes. Prerequisite: BIO 100 or BIO 203.*

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 BIO 432 may not register for this course. Three class hours. (Cross-listed with KIN 304.)

**305. Human Physiology Laboratory.***(Lab) (L) Spring (1) Deschenes. Corequisite: BIO 304.*

Experiments and demonstrations illustrating nerve and muscle function, sensory physiology, reflex activities, heart function and blood pressure and renal responses to fluid intake. Does not fulfill a laboratory requirement for biology concentrators. Three laboratory hours. (Cross-listed with KIN 305.)

**308. Human Anatomy.***Fall and Spring (4) McCoy. Prerequisite: BIO 100.*

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. Three class hours, four laboratory hours.

**314. Vertebrate Biology.**

(S) Spring (3) Sanderson. Prerequisite: BIO 206. (Alternate years, offered 1998.)

A study of the ecology, phylogeny, behavior, physiology, and functional morphology of vertebrates, with special emphasis on fishes, amphibians, and reptiles. Three class hours.

**315. Vertebrate Biology with Laboratory.**

(S) Fall (4) Sanderson. Prerequisite: BIO 206. (Alternate years, not offered 1997.)

A study of the ecology, phylogeny, behavior, physiology, and functional morphology of vertebrates, with special emphasis on fishes, amphibians, and reptiles. Three class hours, three laboratory hours.

**316. Invertebrate Biology.**

(S) Fall (4) Staff. Prerequisites: BIO 203, BIO 204. (Not offered 1997.)

Ecology, physiology, behavior, and evolution of the animal phyla. Emphasis on marine and estuarine species. Strongly recommended for students interested in marine biology. Three class hours. Variable laboratory hours, as follows: six laboratory hours for three weeks, three laboratory hours for seven weeks, no laboratory hours for three weeks.

**324. Plant Development.**

(S) Fall (3) Mathes. Prerequisite: BIO 205. (Alternate years, offered fall 1997.)

Discussion of cell growth, hormone 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) Mathes. Prerequisite or corequisite: BIO 324. (Alternate years.)

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

**401. Evolutionary Genetics.**

(S) Fall (3) Grant. Prerequisite: BIO 204.

Evolution as an ongoing process, rather than as a history, is emphasized. Topics include theoretical and experimental population genetics, ecological genetics, interactions of evolutionary forces, genetic divergence, speciation, and molecular evolution. Three class hours.

**402. Microbiology.**

(S) Fall (4) Vermeulen. Prerequisites: BIO 203, BIO 204.

Homologies are stressed in the study of life using the elementary systems of selected bacteria and other microorganisms. With the ultimate goal of understanding current research, the areas covered include classical and modern techniques, biochemistry, sexual and asexual genetics. Two class hours, eight laboratory hours.

**\*403. Research in Biology.**

Fall and Spring (Credit to be arranged) Staff. Permission of departmental committee on honors and undergraduate research required.

Independent laboratory or field research under the supervision of a faculty member. A written report is required. No more than three hours may be applied toward the minimum 37 required for a biology concentration. May be repeated for credit up to a maximum of 6 hours. Hours to be arranged.

**\*404. Topics in Biology.**

Fall and Spring (Credit to be arranged) Staff. Prerequisites: BIO 203, BIO 204.

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

**405. Plant Interactions.**

(S) Spring (2) Mathes. Prerequisite: BIO 205. (Alternate years.)

Chemical changes between plants and their environment. Includes plant interactions with organisms (other plants, animals, insects, microbes) and the physical surroundings (air, water, soil). Two class hours.

**406. Cell Biology.**

(S) Fall (3) Shakes. Prerequisites: BIO 203, BIO 204 and either BIO 205 or BIO 206. CHEM 307 recommended.

An introduction to the principles by which eukaryotic cells function with an emphasis on the molecular biology of cells and experimental approaches to their analysis. Three class hours.

**407. Cell Biology Laboratory.**

*Fall (1) Shakes. Prerequisite or corequisite: BIO 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.

**\*408. Experimental Microbiology.**

*Fall and Spring (Credit to be arranged) Vermeulen. Prerequisite: BIO 402.*

Mission-oriented investigation in which all participants are expected to collaborate and assume responsibility for an aspect of the particular semester's overall mission. No more than three hours total of this course plus BIO 403 may be applied toward the biology concentration. May be repeated for credit up to a maximum of six hours. Hours to be arranged.

**409. Virology.**

*(S) Spring (3) Vermeulen. Prerequisite: BIO 402 or BIO 406 or BIO 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) Cristol. Prerequisite: BIO 206. PSYC201, PSYC202 recommended.*

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

**411. Animal Behavior Laboratory.**

*Spring (1) Cristol. Prerequisite or corequisite: BIO 410.*

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

**412. Vascular Plant Systematics.**

*(S) Fall (4) Case. Prerequisite: BIO 205.*

A study of the principles and research methods of vascular plant systematics, emphasizing classification, evolution, and comparative morphology of the major families of vascular plants. Three class hours, four laboratory hours.

**413. General Ecology.**

*(S) Fall and Spring (4) Ware, Moody. Prerequisites: BIO 205, BIO 206; 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.

**414. Biochemistry.**

*Spring (3) Coleman. Prerequisite: CHEM305 or CHEM308 or consent of instructor. This course is the same as CHEM 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) Bradley. Prerequisites: BIO 206, CHEM307.*

The role of hormones in homeostatic 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) Staff. Prerequisite: BIO 206.*

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. Functional Ecology.**

(S) Spring (3) Sanderson. Prerequisite: BIO 206. (Alternate years, not offered 1998.)

Concepts and approaches in physiological ecology, biomechanics, and ecological morphology. The course emphasizes critical thinking, discussion, and student presentations on journal articles from the primary literature. Hypothesis formulation and methods of data collection and analysis will be studied. Three class hours.

**419. Plant Physiology.**

(S) Spring (4) Mathes. Prerequisite: BIO 205. CHEM 307, 308 recommended. (Alternate years, offered 1998.)

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.

**420. Genetic Analysis.**

(S) Fall (3) Hoegerman. Prerequisites: BIO 203, BIO 204.

Discussion of classical and modern genetics. Topics will be drawn from the following: Mendelian inheritance, recombination and linkage, cytogenetics, model genetic systems, mutation analysis, mitochondrial and chloroplast genetics. Three class hours.

**421. Genetic Analysis Laboratory.**

Fall (1) Hoegerman, Grant. Prerequisite or corequisite: BIO 420.

Designed to illustrate genetic principles through experimental work with living organisms, including *Drosophila*, flowering plants, fungi, and bacteria. Three laboratory hours.

**422. Phycology.**

(S) Fall (4) Scott. Prerequisite: BIO 205.

A study of eukaryotic algae emphasizing the local marine flora. Systematics, morphology, life histories, development, ecology and economic importance will be presented. The laboratory will offer opportunities for collection and identification of macrophytic marine forms and phytoplankton. Three class hours, three laboratory hours.

**425. Introduction to Biostatistics.**

Spring (4) Fashing. Prerequisites: BIO 205, BIO 206 or permission of instructor. (Alternate years, not offered 1998.)

An introduction to statistics and research design, including statistical inference, hypothesis testing, descriptive statistics and commonly used statistical tests. Emphasis is placed on the application of quantitative techniques in the biological sciences and solution methods via use of the computer. Three class hours, three laboratory hours.

**426. Aquatic Ecology.**

(S) Fall (4) Capelli. Prerequisite: BIO 100 or BIO 204.

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) Fashing. Prerequisites: BIO 100 or BIO 203 and BIO 204.

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. Physiological Ecology of Plants.**

Spring (3) Mathes, Ware. Prerequisite: BIO 205. (Alternate years.)

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. Three class hours.

**432. Principles of Animal Physiology.**

(S) Spring (4) Heideman. Prerequisites: BIO 206, CHEM307.

The function of the animal as a whole as indicated by the physiology and interrelationships of different organs and organ systems. The emphasis is on vertebrates, with comparative examples from selected invertebrates. Three class hours, three laboratory hours.

**433. Developmental Biology.**

(S) Spring (3) Saha. Prerequisite: BIO 206.

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

**434. Developmental Biology Laboratory.**

Spring (1) Saha. Prerequisite or corequisite: BIO 433.

An intensive examination of molecular techniques as applied to developmental processes; this semester-long laboratory will involve cloning and analyzing a developmentally significant gene.

**435. Colloquium in Developmental Biology.**

Fall (1) Staff. Prerequisite: BIO 433. (Offered on demand.)

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). One class hour.

**436. Advanced Cell Biology.**

Spring. (3) Shakes. Prerequisite: BIO 406.

An in-depth study of a specific topic in cell biology based on readings from the current primary literature. Topics will vary but may include the cytoskeleton or cell signaling. Course may be repeated for credit when topics vary.

**442. Molecular Genetics.**

(S) Spring (3) Staff. Prerequisites: BIO 203, BIO 204.

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

**443. Molecular Genetics Laboratory.**

Spring (1) Staff. Prerequisite or corequisite: BIO 442.

Exercises illustrating current techniques in molecular genetics, including preparation and labeling of DNA, use of restriction enzymes, gel electrophoresis, transformation of bacteria with specific plasmids and detection of DNA sequences by hybridization with nucleic acid probes. Three laboratory hours.

**444. Biology Laboratory Teaching.**

Fall, Spring, Summer (1) Staff. Prerequisites: Student must have achieved an A- or above in the BIO 207 or above laboratory class in which they will assist. Instructor permission.

An introduction to biology laboratory teaching through selected readings and short discussion sessions. Teaching skills will be developed by assisting in an advanced biology laboratory. Three laboratory hours.

**445. Neurobiology.**

(S) Fall (3) Saha. Prerequisites: BIO 203, BIO 206.

An introduction to the fundamental concepts of neurobiology; this course will cover basic neuroanatomy and electrophysiology, but will emphasize the molecular basis of neuronal development and signaling, including sensory systems, motor systems, learning and memory, behavior, and disease of the nervous system. Three class hours.

**+495-496. Honors.**

Fall and Spring (3) Staff. Prerequisites: Senior standing, an overall concentration grade point 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. For College provisions governing the Admission to Honors, see page 58.

**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.

## Black Studies

ADVISORY COMMITTEE: McLendon (Program Director), Bradley<sup>1</sup>, Braxton<sup>2</sup>, Chast (Theatre), Cooper<sup>3</sup>, Ely (History), Gundaker (Anthropology/American Studies), Gutwein (Music), Ito (Sociology), Lowry (English/American Studies), Phillips (History), Pinson (English), Rodgers (Economics), Welbeck<sup>4</sup>.

Black Studies provides an interdisciplinary framework for examining the experience of people of African heritage. The curriculum engages students in the critical examination of black diasporic cultural traditions and race relations in Africa, the Caribbean Basin, and especially North America; Black Studies regards black people and their cultures as essential, organic components of the societies in which those people live. The concentration draws on fields such as history, sociology, economics, anthropology, literature, music, drama, film, and the visual arts.

### Concentration Requirements

A concentration in Black Studies requires the successful completion of at least 37 credit hours, as follows:

1. Four required courses, totaling 10 credits: INTR 205, HIST 351 or 352, a BLS Junior Seminar, and a BLS Senior Colloquium.
2. An additional 27 credits selected from two sets of courses in consultation with a BLS advisor to form a coherent plan of study. Of these, at least 21 credits must be in courses above the 200 level.

A list of possible courses will be published each semester and available from advisors. Students may also choose to enroll in several individualized courses, including Independent Study and Senior Honors.

A student who satisfies all requirements for a concentration in BLS also satisfies the concentration writing requirement.

Each concentration must fulfill the Computing Proficiency Requirement by earning a grade of C- or better in a course within the program designated by the student. The Advisory Committee must approve the designation of courses which fulfill this requirement.

Concentration application forms are available in the Charles Center. These must be submitted along with the completed Declaration of Concentration form available from the Office of Academic Advising and a current transcript or DAR report.

### Language Requirement

Students are strongly encouraged to gain proficiency in at least one foreign language. Students interested in building a language component into their program of study should consult with a member of the Advisory Committee.

### Minor Requirements

The minor in Black Studies requires 18 credits, including the following core courses: INTR 205, HIST 351 or 352, and the BLS Junior Seminar. The remaining credits will be fulfilled through courses which should be selected from the electives list in consultation with an advisor. Courses from the department in which the student is concentrating cannot be counted toward the minor.

### Description of Courses

#### INTR 205. Introduction to Black Studies.

A course that takes a multidimensional approach to the field of Black Studies through several essential areas of inquiry such as double consciousness, African American identity, freedom, and Latin/Caribbean connections.

For other course descriptions, see the program director.

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<sup>1</sup>Visiting Francis L. and Edwin L. Cummings Professor and author of *The Chaneyville Incident*

<sup>2</sup>Francis L. and Edwin L. Cummings Professor of American Studies and Professor of English

<sup>3</sup>Visiting Professor of Linguistics

<sup>4</sup>Asst. Provost for Information Technology

## Chemistry

**PROFESSORS** Orwoll (Chair), DeFotis, Kiefer, Kranbuehl\*, Knudson, Starnes (Floyd D. Gottwald, Sr., Professor), and Thompson (Chancellor Professor). **ASSOCIATE PROFESSORS** Abelt (Garrett-Robb-Guy Professor), Coleman and Rice (University Professor for Teaching Excellence). **ASSISTANT PROFESSORS** Bagdassarian, Bebout, Hinkle, Morgan, Pike and Siles. **ADJUNCT PROFESSOR** Hill. **INSTRUCTOR** Putnam.

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

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

### Requirements for Concentration

The minimum number of semester credits required for concentration in Chemistry is 38, including 29 semester credits of core Chemistry courses. These core courses are presented here in a typical schedule of a student intending a concentration in Chemistry.

Year	Fall	Spring
1	General I (Chem 103) Laboratory I (Chem 151)	Organic I (Chem 206) Laboratory II (Chem 252)
2	Organic II (Chem 209 or 307) Laboratory III (Chem 353)	Inorganic (Chem 305) or General II (Chem 308) Laboratory IV (Chem 354)
3	Physical I (Chem 301) Physical Lab I (Chem 391) Instrumental Analysis (Chem 309)	Physical II (Chem 302) Physical Lab II (Chem 392) Introduction to Research (Chem 320)

In the second year, Chemistry 209 and 305 are recommended for students intending a concentration in Chemistry. Chemistry 307 and 308 are required for Biology concentrators, but they also may be used to satisfy the requirements for a concentration in Chemistry in place of 209 and 305, respectively.

The remaining nine semester credits needed to complete the required 38 must be selected from the elective courses Chemistry 401, 402, 403, 404, 406, 411, 412, 414, and 415. Chemistry 101, 102, 191, 291, 409, 410, 495, and 496 may not be included in the minimum 38. No more than six semester credits in Chemistry 191, 291, 409, 495, and 496 may be applied toward a degree. Students may not obtain credit for both Chemistry 305 and Chemistry 335.

The concentration writing requirement in the Department of Chemistry consists of writing two papers (each at least 2,000 words) with a grade of C or better during the junior and senior years. The first paper is written in Chemistry 320, Introduction to Chemical Research, normally during the junior year; and the second is written as part of a 400-level Chemistry course in which the student is enrolled.

The concentration computing proficiency requirement is satisfied by completion of Chemistry 391 and Chemistry 392.

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 Chemistry 151, 252, 353, 354, 391, and 392 are taken concurrently with the appropriate lecture courses. Computer Science 141 is a valuable course in the general education of a chemist, and is strongly recommended; Mathematics 211 is also valuable for many students.

More information about the Department of Chemistry can be found on the World Wide Web at <http://www.chem.wm.edu/>.



## American Chemical Society Certification

The department is accredited by the American Chemical Society. A William and Mary B.S. degree in chemistry is certified by the ACS if the student's academic program satisfies criteria established by the Society. Four tracks lead to ACS certification. Each track requires the minimum 38 credits of Chemistry course work described above, either Chemistry 409 (3 credits) or Chemistry 495-6, and certain courses as specified below. The traditional chemistry track requires Chemistry 402. The biochemistry track requires (1) Chemistry 414, 415, and 420 and (2) Chemistry 305, 335, or 402. The chemical physics track requires (1) Physics 201, 208, and Chemistry 401 and (2) one of the following: Applied Science 441, 442, Mathematics 302, 413, Physics [251-2], 303, 313, 401, or 402. The polymer chemistry track requires Chemistry 411, 412, and 421. Additional details for the four tracks can be found in the department's *Handbook for Chemistry Majors and Guide for a Career in Chemistry*.

## Research In Chemistry–Summer Fellowship Program

A summer program for chemistry concentrators, usually after their junior year, affords the opportunity to learn research skills and to apply these skills to a current research problem. Each student is designated a Summer Research Fellow and is associated with and guided by a faculty mentor. This program is supplementary to Chemistry 320, Introduction to Chemical Research, and provides valuable preparation for either Chemistry 495-496, Honors in Chemistry, or Chemistry 409, Senior Research. Admission to the fellowship program is competitive.

## Requirements for Minor

A minor in Chemistry requires the following 19 semester credits: Chemistry 103; 151; 206; 252; 209 or 307; one of 305, 335, or 308; 353; 354; and either 341 or 301. A declaration-of-intent-to-minor form is available in the department office.

In addition to the Chemistry minor, there is also a Biochemistry minor which is described on page 85.

## GER Courses

Chemistry 101, 102, or 103 may be used to fulfill the GER 2A requirement. Chemistry 101 and 102 have been designed for non-science concentrators; Chemistry 102 may be taken without Chemistry 101. Chemistry 103 is for students concentrating in a science and for students intending a career in medicine or a related field. Chemistry 151 is the laboratory course associated with Chemistry 101 and 103 and may be used to fulfill the GER 2A laboratory requirement. Chemistry 252 is the laboratory course associated with Chemistry 102 and may also be used to fulfill the GER 2A laboratory requirement.

## Description of Courses

### 101. Survey of Chemical Principles.

(GER 2A) (A) Fall (3) Pike. For non-science concentrators. (Science concentrators and pre-medical students should enroll in CHEM 103.) Permission of the instructor required if any chemistry lecture courses, other than CHEM 102, have been taken.

General chemical principles related to humans and their environment, including the composition of matter, chemical reactions, and energy. (Formerly CHEM 105.)

### 102. Survey of Organic and Biological Chemistry.

(GER 2A) (A) Spring (3) Bebout. For non-science concentrators. (Science concentrators and pre-medical students should enroll in CHEM 206.) Permission of the instructor required if any chemistry lecture courses, other than CHEM 101, have been taken.

General chemical principles developed in the context of organic functional group chemistry and the structure and function of molecules in biological systems. (Formerly CHEM 106.)

### 103. General Chemistry I.

(GER 2A) (A) Fall (3) Kiefer, Orwoll, Rice. For science concentrators and pre-medical students.

A study of the nature of atoms and molecules, stoichiometry, states of matter, solutions, reactions, kinetics, and equilibrium.

### 151. Chemistry Laboratory I (General).

(Lab) (L) Fall (1) Kranbuehl. Corequisite: CHEM 101 or CHEM 103.

Laboratory techniques in chemistry. Four laboratory hours.

**191. Freshman Honors Research.***Fall (1) Staff.*

Introduction to chemical research with an assigned faculty mentor. Enrollment is competitive and restricted to freshman students concurrently enrolled in Chemistry 335. Application forms (available by request from the Department of Chemistry) must be received by August 15th for consideration.

**206. Organic Chemistry I.***(A) Spring (3) Abelt, Morgan. Prerequisite: CHEM 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) Hinkle. Prerequisite: CHEM 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)***(Lab) (L) Spring (1) Staff. Corequisite: CHEM 102 or CHEM 206.*

Laboratory techniques in organic chemistry. Four laboratory hours.

**291. Chemical Research.***(Lab) (L) Fall, Spring (1) Staff.*

Introduction to chemical research with an assigned faculty member. Credit obtained cannot be used towards an ACS certified degree and the 120 hour graduation credit minimum.

**301-2. Physical Chemistry.***(S) Fall-Spring (3,3) Knudson. Prerequisites: CHEM 305 or CHEM 308 or CHEM 335, MATH 212. Corequisites: PHYS 101, PHYS 102.*

A two-semester sequence in physical chemistry; topics include the states of matter, thermodynamics and its chemical applications, chemical kinetics, quantum mechanics and its application to chemistry, atomic and molecular spectroscopy, and introductory statistical mechanics.

**305. Inorganic Chemistry.***(AS) Spring (3) Pike. Prerequisite: CHEM 103.*

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

**307. Organic Chemistry II.***(AS) Fall (3) Coleman. Prerequisite: CHEM 206.*

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Particular emphasis is placed on the role of metals in living systems and the biosynthesis of organic molecules. Recommended for students expecting to concentrate in the life sciences.

**308. General Chemistry II.***(AS) Spring (3) DeFotis, Rice. Prerequisite: CHEM 103.*

A continuation of the study of the principles of chemistry begun in Chemistry 103. Topics include thermodynamics, nuclear chemistry, chemical kinetics, descriptive inorganic chemistry, and acid-base chemistry. Recommended for students expecting to concentrate in the life sciences, geology, and physics.

**309. Instrumental Analysis.***Fall (4) Siles. Prerequisite or corequisite: CHEM 301.*

Principles and applications of analytical methodology and instrumentation to chemical analysis; topics covered include electrochemistry, spectroscopy, mass spectrometry, and chromatography. Three class hours. Four laboratory hours.

**320. Introduction to Chemical Research.***Spring (1) Staff.*

Individual study on a problem in chemistry under the supervision of a faculty member. This includes instruction in chemical safety, in using the resources of the Chemistry library and writing a paper related to the problem under study. Attendance at the departmental seminar is required. Enrollment is restricted to concentrators in Chemistry, normally in their junior year.

**335. Chemical Principles.***(A) Fall (3) Thompson.*

A systematic study of the properties and reactions of chemical elements and their compounds. Enrollment is restricted to freshmen who receive William and Mary credit for Chemistry 103 with a score of 4 or 5 on the Advanced Placement Examination in Chemistry.

**341. Principles of Biophysical Chemistry.***Fall (3) Bagdassarian. Prerequisites: CHEM 308, MATH 112.*

Principles in physical chemistry developed for and applied to examples from the biological sciences. Topics include thermodynamics, kinetics, and spectroscopy. Course may be used for a chemistry or biochemistry minor but not for a concentration in chemistry.

**353. Chemistry Laboratory III (Organic).***Fall (1) Hill. Prerequisites: CHEM 209, CHEM 252 or CHEM 307, CHEM 252.*

Laboratory techniques in organic chemistry. Four laboratory hours.

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

Laboratory techniques in chemistry. Four laboratory hours.

**391-392. Physical Chemistry Laboratory.***Fall-Spring (1,1) DeFotis. Corequisites: CHEM 301-302.*

A series of experiments designed to accompany Chemistry 301-302. Four laboratory hours.

**401. Advanced Physical Chemistry.***Fall (3) DeFotis. Prerequisite: CHEM 302.*

Quantum chemistry and molecular spectroscopy; selected topics in statistical mechanics or chemical kinetics.

**402. Advanced Inorganic Chemistry.***Spring (3) Thompson. Prerequisite or corequisite: CHEM 302.*

Principles and applications of symmetry to structural, bonding, and spectroscopy; inorganic biochemistry; structure and reactivity of transition metals; and other selected topics.

**403. Advanced Organic Chemistry.***Fall (3) Morgan. Prerequisite: CHEM 209 or CHEM 307.*

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

**404. Advanced Analytical Chemistry.***Spring (3) Siles. Prerequisite: CHEM 309.*

Advanced topics in chemical equilibria, electroanalytical techniques and separation science.

**406. Radiochemistry.***Spring (3) Kiefer. Prerequisite or corequisite: CHEM 302 or consent of instructor.*

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

**†409. Senior Research.**

*Fall and Spring (credits to be arranged) Abelt, Bagdassarian, Bebout, DeFotis, Hinkle, Kiefer, Knudson, Kranbuehl, Morgan, Orwoll, Rice, Pike, Siles, Starnes, Thompson. Prerequisite: CHEM 320. May be taken only with the consent of the Department.*

A course for the advanced student affording an opportunity for individual work on a problem under the supervision of a faculty member. Attendance at the departmental seminar is required.

**410. Seminar in Applied Chemistry.***Fall or Spring (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.

**411. Polymer Science I.***Fall (3) Starnes. Prerequisites: CHEM 209 and 301.*

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation, and stabilization of polymers. Reaction mechanisms are stressed.

**412. Polymer Science II.**

*Spring (3) Orwoll. Prerequisite: CHEM 301.*

An introduction to the physical aspects of polymer science at the molecular level. Topics include the properties of polymers in bulk and in solution, conformational analysis, viscoelasticity, and rubber elasticity.

**414. Biochemistry.**

*Spring (3) Coleman. Prerequisite: CHEM 305 or CHEM 308.*

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.

**415. Advanced Biochemistry.**

*Fall(3) Bebout. Prerequisite: CHEM 414.*

A continuation of the study of biological processes on a molecular level begun in Chemistry 414. Biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

**420. Biochemistry Laboratory.**

*Spring (1) Bebout. Prerequisites: CHEM 309 and CHEM 415.*

Laboratory techniques of modern biochemistry and molecular biology.

**421. Polymer Laboratory**

*Spring (1) Staff. Prerequisite or corequisite: CHEM 411 or CHEM 412.*

A series of experiments in polymer synthesis, solution characterization, and mechanical and thermal properties of polymers.

**490. Special Topics in Biological Chemistry.**

*Spring (1) Bebout. Prerequisites: Concentration in chemistry and permission of instructor required.*

Seminar course in a selected area of current research interest at the interface of biology and chemistry. Cross-listed with Bio 404 for biology concentrators. Course may be repeated for credit.

**495-496. Honors.**

*Fall (3) Abelt, Bagdassarian, Bebout, DeFotis, Hinkle, Kiefer, Knudson, Kranbuehl, Morgan, Orwoll, Rice, Pike, Siles, Starnes, Thompson.*

Requirements include a program of research with readings from the original literature, presentation of an Honors Essay, and the satisfactory completion of a comprehensive oral examination in the subject area of the research. Attendance at the departmental seminar is required; otherwise, hours are to be arranged. For College provisions governing the Admission to Honors, see page 58.

**Graduate Program**

The Department offers the degree of Master of Arts. For degree requirements, and a full description of graduate courses in chemistry, write to the department chair for a graduate catalog.

## Classical Studies

ASSOCIATE PROFESSOR **Baron** (Chair). PROFESSORS **Jones** (Chancellor Professor), **Leadbeater**, **Oakley** (Chancellor Professor) (on leave 1997-98). ASSOCIATE PROFESSOR **Reilly**.

### Program

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

1. To contribute broadly to the humanistic education of the undergraduate student through courses involving the reading of Greek and Latin literature in the original languages and through courses conducted in English in the area of Classical Civilization;
2. To offer those students who wish it a specialized training in the Greek, Hebrew, and Latin languages or in Classical Civilization for vocational or professional purposes.

In recent years, a large number of graduates have become teachers at the secondary level or have continued their study of the Classics in graduate school. Many others have used their undergraduate training as a basic educational background for various business occupations and professions.

The department is affiliated with the American School of Classical Studies at Athens and the American Academy in Rome; students enjoy the benefits of the programs of both.

### 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.

### Concentration Requirements

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

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. This requirement may be met by completing satisfactorily Classical Civilization 207, 208, 311, and 312.

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 a 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" or included in the following list: Anthropology 301, Anthropology 317, Art History 353, Government 303, History 311, Philosophy 331, Theatre 328. Among the courses selected must be 18 hours representing three one-year sequences from the following areas: Classical Literature (207, 208, 401, 402, 403, 404, and approved 490); Classical History (311, 312, 402 and approved 490); Classical Art and Archaeology (217, 218).

### Minor in Classical Studies

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

#### Track I (Technical track)

REQUIRED COURSES: Class. Civ. 311 (Ancient Greece) and 312 (Ancient Rome) and 12 additional credits from the following:

- Class. Civ. 101 (Pompeii and Herculaneum)
- Class. Civ. 110 (Classical Athens)
- Class. Civ. 217 (Greek Archaeology and Art)
- Class. Civ. 218 (Roman Archaeology and Art)
- Class. Civ. 314 (The Ancient City)
- Class. Civ. 420 (Greek Vase Painting)
- Class. Civ. 430 (Greek Sculpture)
- 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 (Greek Drama)
- Class. Civ. 404 (Roman Drama)
- Class. Civ. 405 (Later Greek Philosophy)
- Class. Civ. 490 (Special Topics)

The Concentration Writing Requirement will be satisfied in the following way:

1. When prospective concentrators, in consultation with a concentration advisor, fill out the form required for a declaration of concentration, they will specify which course of those numbered 300 or above in the chosen subject field is most appropriate to their area of special interest. This course will be the prospective concentrator's Concentration Writing Requirement Course.
2. At the time of registration for the specified course, the student will consult with the scheduled instructor to make all necessary arrangements for the series of opportunities to practice the writing of clear, effective prose, as the Concentration Writing Requirement requires.
3. When the student has completed the course with a grade of "C-" or higher, the instructor will notify the department chair.

The Concentration Computing Requirement will be fulfilled during the completion of the Concentration Writing Requirement projects.

**Description of Courses****GREEK****101-102. Elementary Classical and New Testament Greek.**

*Fall and Spring (4) Leadbeater. Corequisite: GK 101L-102L.*

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) Reilly. Prerequisite: GK 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.**

*(GER 5) (A) Spring (3) Reilly. Prerequisite: GK 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.

**301. Philosophy-Plato.**

*(AS) Fall or Spring (3,3) Leadbeater.*

**302. New Testament-The Gospels, Acts, and Epistles.**

*(AS) Fall or Spring (3,3) Leadbeater.*

**303. Homer-Selections from *Iliad* and *Odyssey*.**

*(AS) Fall or Spring (3,3) Reilly.*

**304. Philosophy-Aristotle.**

*(AS) Fall or Spring (3,3) Staff.*

**305. Attic Orators.**

*(AS) Fall or Spring (3,3) Staff.*

**402. Herodotus.**

*(AS) Fall or Spring (3,3) Staff.*

**403. Thucydides.**

(AS) *Fall or Spring (3,3) Staff.*

**404. Greek Lyric Poetry.**

(AS) *Fall or Spring (3,3) Staff.*

**405. Greek Tragedy-Aeschylus, Sophocles, Euripides.**

(AS) *Fall or Spring (3,3) Staff.*

**406. Greek Comedy-Aristophanes and Menander.**

(AS) *Fall or Spring (3,3) Staff.*

**490. Topics in Greek.**

(S) *Fall or Spring (3,3) Leadbeater. Course may be repeated if readings differ.*

**495-496. Honors.**

*Fall and Spring (3) Staff.*

The Department of Classical Studies offers Honors Study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion by April 15, of a scholarly essay; and (d) satisfactory completion of a comprehensive oral examination in the field of Greek and Latin Literature. For College provisions governing the Admission to Honors, see page 58.

**HEBREW**

**101-102. Elementary Biblical Hebrew.**

*Fall and Spring (4) Zahavi-Ely.*

The elements of the Hebrew language with translation of simple narrative passages from the Hebrew Bible.

**201. Intermediate Biblical Hebrew.**

*Fall (3) Staff. Prerequisite: HBRW102. (Offered 1998-99.)*

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible.

**202. Intermediate Biblical Hebrew.**

*Spring (3) Staff. Prerequisite: HBRW201. (Offered 1998-99.)*

Further readings in various genres of Biblical literature.

**LATIN**

**101-102. Elementary Latin.**

*Fall and Spring (4,4) Donahue, Baron. Corequisite: LAT 101L-102L.*

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) Reilly, Jones. Prerequisite: LAT 102 or placement on the basis of Achievement Test score.*

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

**202. Introduction to Latin Poetry.**

(GER 5) (A) *Spring (3) Jones, Reilly. Prerequisite: LAT 201 or placement on the basis of Achievement Test score.*

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

**301. Cicero's and Pliny's Letters.**

(AS) *Fall or Spring (3,3) Staff.*

**302. Latin Lyric: Catullus and Horace.**

(AS) *Fall or Spring (3,3) Baron.*

**303. Cicero's Orations.**

(AS) Fall or Spring (3,3) Jones.

**304. Elegiac Poets: Propertius, Ovid, Tibullus.**

(AS) Fall or Spring (3,3) Staff.

**305. Roman Comedy: Plautus and Terence.**

(AS) Fall or Spring (3,3) Staff.

**308. Latin Composition Based upon a Classical Model.**

Fall or Spring (3,3) Baron.

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) Fall or Spring (3,3) Jones.

**401. Horace's Satires and Epistles.**

(AS) Fall or Spring (3,3) Staff.

**402. The Latin Historians.**

(AS) Fall or Spring (3,3) Staff.

**404. Vergil-The Latin Epic.**

(AS) Fall or Spring (3,3) Jones.

**405. The Teaching of High School Latin.**

Fall or Spring (3,3) Staff.

Development of the Latin curriculum, methods of presentation, audio-visual aids, materials.

**406. Satires of Juvenal and Epigrams of Martial.**

(AS) Fall or Spring (3,3) Staff.

**407. Lucretius-De rerum natura.**

(AS) Fall or Spring (3,3) Staff.

**408. The Latin Novel: Petronius and Apuleius.**

(AS) Fall or Spring (3,3) Staff.

**490. Topics in Latin.**

(S) Fall and Spring (3,3) Staff. Course may be repeated if readings differ.

**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 a special bibliography in the field of the student's major interest; (c) satisfactory completion by April 15, of a scholarly essay; and (d) satisfactory completion of a comprehensive oral examination in the field of Greek and Latin Literature. For College provisions governing the Admission to Honors, see page 58.

**CLASSICAL CIVILIZATION**

**\*101. Pompeii and Herculaneum.**

(A) Fall or Spring (3,3) 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.

**110. Classical Athens.**

(A) Fall or Spring (3,3) Staff.

An introduction to the 5th-century B.C. city of Athens. Different aspects of public and private life and the buildings, monuments, and artifacts associated with them will be studied using both primary and secondary sources. This course is intended for freshmen.



**150W. Freshman Seminar: Topics In Classical Civilization.**

*Fall or Spring (4,4) Leadbeater, Baron.*

An exploration of a specific topic. Writing is emphasized. Normally only available to first-year students.

**201. English Words from Classical Elements.**

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

Building of general English vocabulary through the study of basic roots from Greek and Latin. Specialized medical, scientific and legal terminology will also be studied.

**205. Greek and Roman Mythology.**

*(A) Fall and Spring (3,3) 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 20th century A.D.

**\*206. Classical Myth in Ancient Art.**

*(A) Fall or Spring (3,3) Staff. Prerequisite: CIV 205.*

An examination of Greek and Roman Myth as preserved in ancient art. Emphasis will be placed on iconographical development; the social, cultural, and political reasons for iconographical change; and myth or versions of myth not preserved in literary sources.

**207. Greek Literature.**

*(GER 5) (A) Fall (3) Donahue.*

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.

**208. Latin Literature.**

*(GER 5) (A) Spring (3) Donahue.*

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.

**217. Greek Archaeology and Art.**

*(GER 4A, 5) (AS) Fall (3) Reilly.*

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

**218. Roman Archaeology and Art.**

*(GER 4A, 5) (AS) Spring (3) Reilly.*

The architecture, painting and sculpture of Hellenistic Greece and of Rome until the 4th century A.D. from the archaeological viewpoint.

**311-312. Ancient History.**

*(GER 4A) (AS) Fall and Spring (3) Jones. Not open to freshmen.*

Ancient Civilization from the beginning of Greek history to the downfall of the Roman Empire. The first semester deals with ancient Greece; the second semester with Rome. (Cross-listed with History 301, 302.)

**314. The Ancient City in Greece and Italy.**

*(S) Fall or Spring (3,3) Reilly.*

The development of urban areas of Greece and Italy between 3000 B.C. and 400 A.D. Readings from ancient observers on the urban scene. Techniques of excavations and types of evidence which give us information about life in ancient cities, towns and villages will also be studied.

**315. Women in Antiquity.**

*(GER 4A) (S) Fall or Spring (3,3) Staff.*

A study through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual and lesbian women.

**316. Men in Antiquity.**

*(GER 4A) (S) Spring (3,3) Leadbeater.*

A study through an analysis of literary and artistic sources, of the role of men in antiquity. The role of men in the home, in politics and in the military will be discussed. The role of the homosexual in Greece and Rome will also be included.

**331. Greek Philosophy.**

(GER 4A) (S) Fall and Spring (3,3) Staff. Prerequisites: Two courses in philosophy or consent of the instructor.

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

**401. Greek and Latin Epic.**

(GER 5) (S) Spring (3,3) 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.

**403. The Origins and Philosophy of Greek Theater.**

(GER 5) (S) Fall or Spring (4,4) Donahue.

The origins of the concept of drama in Greece, with specific emphasis on the didactic, political and social nature of drama as reflective of the human condition. Readings from Aeschylus, Sophocles, Euripides, Aristophanes and later writers influenced by them.

**404. The Roman Theater as Social Comment.**

(GER 5) (S) Fall or Spring (3,3) Staff.

The development in Rome of the art of comedy and the use of theater to portray common social and economic problems such as poverty, prostitution, gender conflicts and age vs. youth. The influence of Roman Comedy on later writers, such as Shakespeare and Moliere.

**420. Greek Vase Painting.**

(S) Fall or Spring (3,3) Oakley.

A study of the development of Attic red-figure and black-figure pottery. Special emphasis will be placed on the major artists who painted these vases and the iconography of their mythological scenes.

**430. Greek Sculpture.**

(S) Fall or Spring (3,3) Staff.

A survey of Archaic and Classical Greek sculpture (700-323 B.C.). The development of the successful depiction of the human figure and the use of sculpture as architectural decoration will be emphasized. Sculpture in a variety of media will be considered.

**490. Special Topics in Classical Civilization.**

(S) Fall or Spring (3,3) 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.

# Computer Science

PROFESSORS Park (Chair), Bynum, R. Noonan, Stockmeyer, and Zhang. ASSOCIATE PROFESSORS Ciardo, Collins, Feyock, Kearns, Mao, Prosl, and Simha. ASSISTANT PROFESSORS Smirni, Stathopoulos, and Torczon. INSTRUCTOR D. Noonan.

Computer science studies the development of algorithms and data structures for representing and processing information using computers. Additionally, computer science examines the logical organization of computers themselves. Questions which arise include the following. Given the enormous difficulty of writing large programs, what kinds of computer languages can be easily specified, easily understood, and yet mechanically translated? What concepts govern information processing? What are the most advantageous ways of distributing computing loads over a collection of distributed processors? How are graphical images best stored and processed? Are some functions inherently harder to compute than others? Do functions exist which can not be computed? How is knowledge best represented in a computer?

The department's programs prepare students for graduate study in computer science and for employment as computer science professionals.

## Requirements for Concentration

A concentration in computer science requires 37 credits chosen from computer science courses. (For the purposes of satisfying concentration requirements, Math 413 and 414 may be counted along with computer science courses.) These 37 hours must include:

1. Computer Science 141, 241, 243, 303, 304, 312, and 423.
2. Any 15 credits chosen from 300-400 level computer science courses excluding Computer Science 430 and 498. Math 413 and 414 may be counted toward partial fulfillment of this requirement.

Proficiency in Math 111, 112, and 211 is also required for a concentration in computer science.

The Concentration Writing Requirement can be satisfied by successful completion of Computer Science 423W (in conjunction with Computer Science 423), or Computer Science 440W (in conjunction with Computer Science 440), or by fulfilling the requirements of Computer Science 495-496, Honors Project in Computer Science.

The Concentration Computing Requirement can be satisfied by successful completion of Computer Science 141 or Computer Science 241.

Students who intend to concentrate in computer science are encouraged to have completed Computer Science 141, 241, 243 and 303 by the end of their sophomore year. Proficiency in Math 111 and 112 should also be completed by that time. Students in any 300-level or 400-level course are expected to be familiar with the UNIX operating system. At the beginning of each semester the department offers an informal sequence of UNIX labs designed to provide this familiarity.

## Requirements for Minor

A minor in computer science requires 19 credits. These 19 credits must include Computer Science 141, 241, and 243, and any nine elective credits chosen from 300-400 level computer science courses excluding Computer Science 430 and 498. Math 413 and 414 may be counted toward partial fulfillment of the requirement for nine elective credits.

## Description of Courses

### 120. Elementary Topics.

*Fall or Spring (1, 2, or 3 credits, depending on material) Staff.*

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in appropriate registration bulletins.

### 121. Elementary Topics with Laboratory.

*Fall or Spring (1, 2, or 3 credits, depending on material) Staff.*

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in appropriate registration bulletins. Scheduled weekly two-hour laboratory sessions account for one of the credit hours assigned to this course.

**131. Concepts in Computer Science.**

(A) *Fall and Spring (3,3) D. Noonan, Staff. Corequisite: CSC1131L.*

An overview of computer science, presenting an introduction to key issues and concepts: elementary computer organization and arithmetic, algorithms, program translation, operating systems, elementary data structures, file systems, and database structures. Required laboratory sessions introduce students to application software for data management, text processing and network use. Not open to students who have received credit for any 300-400 level computer science course. Two lecture hours, two laboratory hours. Some concentrations require their students to satisfy the Concentration Computing Requirement by taking a computer science course designated for that purpose. CSC1131 is designated for that purpose.

**141. Introduction to Computer Science.**

(A) *Fall and Spring (4,4) D. Noonan, Prosl, Smirni, Stathopoulos. Corequisite: CSC1141L.*

Fundamental concepts of computer science, including problem solving, algorithm development, data structures, and characteristics and organization of computers. Programming in a higher level language, debugging, and fundamentals of programming style. Three class hours, two laboratory hours.

**142. C++ for Pascal Programmers.**

*Fall and Spring (1,1) Staff. Prerequisite: An introductory course in Pascal.*

This course will help Pascal programmers to make the transition from Pascal to C and C++. Students familiar with C or C++ may not receive credit for this course.

**146. Reasoning Under Uncertainty.**

(GER 1) (A) *Fall (3,3) Stockmeyer. Prerequisite: CSC1141.*

A computationally-oriented exploration of quantitative reasoning for situations in which complete information is not available. Topics will include an introduction to discrete probability theory, Monte Carlo simulation, sampling theory, and elementary game theory.

**150W. Freshman Seminar: Human Values and Computing Technology.**

*Spring (4). D. Noonan.*

A study of ethical issues related to the use of computing technology. The course focuses on topics such as computer access, privacy, property, accuracy and responsibility.

**241. Data Structures.**

(AS) *Fall and Spring (3,3) Feyock, Torczon. Prerequisite: CSC1141.*

Continuation of fundamental concepts of computer science. Data structures and their representations; data abstraction, internal representation, lists, stacks, queues, trees, and their applications. Searching and sorting.

**243. Discrete Structures of Computer Science.**

(AS) *Fall and Spring (3,3) Ciardo, Stockmeyer. Prerequisite: CSC1141.*

Theoretical foundations of computer science, including sets, functions, boolean algebra, first order predicate calculus, trees, graphs, and discrete probability.

**304. Computer Organization.**

(S) *Fall and Spring (3,3) Bynum, Zhang. Prerequisites: CSC1241, CSC1243.*

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language, and microprogramming.

**312. Programming Language Design and Implementation.**

(S) *Fall and Spring (3,3) Bynum, Collins. Prerequisites: CSC1241, CSC1243*

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, SMALLTALK, LISP, PROLOG, C++, and Java.

**303. Algorithms.**

(S) *Fall and Spring (3) Mao, Torczon. Prerequisites: CSC1241, CSC1243.*

Thorough coverage of advanced data structures including balanced trees, priority queues and hashing. Systematic study of algorithms, their complexity and programming implementation. Survey of methods for achieving high algorithmic efficiency by using good data structures and sophisticated designs.

**314. Computer Architecture.**

(S) *Spring (3) Zhang. Prerequisite: CSCI304.*

An introduction to the principles of computer design. Topics include data representation, including adders, signed integer arithmetic, floating point representation, and character representation. A study of microprocessor, minicomputer and mainframe architecture including clocks, memory management, bus communication, and input/output.

**315. Systems Programming.**

*Spring (3) Kearns. Prerequisite: CSCI304.*

The design and implementation of programs which provide robust and efficient services to users of a computer. Macro processors; scripting languages; graphical interfaces; network programming. Unix and X are emphasized.

**321. Database Systems.**

(S) *Fall (3,3) Simha. Prerequisites: CSCI303, CSCI304.*

Design, organization and implementation of database management systems: file organization and processing, hierarchical, network, and relational models of database structure, data definition and data manipulation languages, security and integrity of databases, and the study of existing database implementations.

**420. Special Topics in Computer Science.**

(S) *Fall or Spring (1, 2, or 3 credits, depending on material) Staff.*

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. A complete course description and a list of prerequisites will appear in appropriate registration bulletins.

**423. Finite Automata and Theory of Computation.**

(S) *Fall and Spring (3,3) Giardo, Stockmeyer. Prerequisites: CSCI303, MATH211.*

Theory of sequential machines, finite automata, Turing machines, recursive functions, computability of functions.

**426. Simulation.**

(S) *Fall (3) Park. Prerequisites: CSCI303, MATH112.*

Introduction to simulation. Discrete and continuous stochastic models, random number generation, elementary statistics, simulation of queueing and inventory systems, discrete event simulation, point and interval parameter estimation.

**427. Computer Graphics.**

(S) *Fall (3) Prosl. Prerequisites: CSCI303, MATH211.*

Introduction to computer graphics and its applications. Topics include coordinate systems, the relationship between continuous objects and discrete displays, fill and flood algorithms, two-dimensional geometric transformations, clipping, zooming, panning, and windowing. Topics from three-dimensional graphics include representations for objects, geometric and projection transformations, geometric modeling, and hidden line/surface removal algorithms.

**430. Computer Languages.**

*Fall and Spring (1, 2, or 3 credits, depending on language; Pass/Fail only) Staff. Prerequisite: CSCI241.*

Topics include syntax, semantics and pragmatics of one computer language as well as the influence of the languages intended areas of applications on its design. The language studied will vary and students may repeat the course for different languages. This course does not count toward satisfying the concentration requirements or the concentration G.P.A.

**431. Artificial Intelligence.**

(S) *Fall (3) Feyock. Prerequisites: CSCI303, CSCI312.*

Problem solving techniques including state space searching, hill climbing and/or graphs, and game playing. Knowledge representation schemes such as frames, rules, and predicate calculus. Perception, natural language understanding and learning.

**434. Network Systems and Design.**

*Spring (3) Simha. Prerequisites: CSCI303, CSCI426 or permission of instructor.*

Network and telecommunications software. Datalink, network and transport layers; telephony; routing and flow-control; network performance evaluation.

**435. Software Engineering.**

(S) *Spring (3,3) R. Noonan. Prerequisite: CSCI312.*

The software life cycle. Software design methodologies. Testing and maintenance. Programming teams.

**440. The Computing Profession and Society.**

(S) *Fall (3) Collins. Prerequisite: CSCI312 or permission of instructor. (Not offered in 1997-98.)*

Ethical problems unique to the computer domain; naive depictions of deontological, utilitarian, Rawlsian ethics; paramedic ethics for computing professionals; and personal ethical standards for computing professionals. Other topics include privacy, software ownership, future impacts of computing on society.

**442. Compiler Construction.**

(S) *Spring (3) R. Noonan. Prerequisites: CSCI304, CSCI312, CSCI303.*

The emphasis in this course is on the construction of translators for programming languages. Topics include lexical analysis, block structure, grammars, parsing, program representation and run-time organization.

**444. Principles of Operating Systems.**

(S) *Fall (3) Kearns. Prerequisite: CSCI303, CSCI315.*

The conceptual view of an operating system as a collection of concurrent processes; semaphores, monitors, and rendezvous. Real and virtual memory organization and management, processor allocation and management, and external device management.

**\*495-496. Honors.**

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

Students admitted to Honors Study in Computer Science will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's area of interest; (b) presentation by April 15 of an Honors Thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. For College provisions governing the Admission to Honors, see page 58.

**+498. Internship.**

*Fall and Spring (3,3) Prosl.*

Students wishing to receive academic credit for an internship program must request and obtain departmental approval prior to participation in the program. A student may not receive credit for this course more than once.

**Graduate Program**

The department offers the degrees of Master of Science in Computer Science and Doctor of Philosophy in Computer Science. For degree requirements and a full description of graduate courses in computer science, visit the department's website at <http://www.cs.wm.edu>.

**Special Five-Year M.S. Program**

The department offers a special program designed to enable particularly well-prepared B.S. or B.A. students to obtain an M.S. in Computer Science twelve or fifteen months after receiving their bachelors degrees. Students taking computer science as either their concentration or as a minor in their undergraduate years may be eligible for this program. Upon request, an eligible candidate will receive an advisor in computer science by the end of the junior year. Candidates will register for two graduate-level courses during the senior year and four such courses each semester during the following academic session. Candidates will complete the requirement for an independent research project in either the summer following the senior year or the summer after the course work is completed. Students qualifying for this program may apply to the department for possible financial assistance.

## Dance

PROFESSORS Roby and Sherman. INSTRUCTOR Gavalier. LECTURER Bradley.

The Dance Program emphasizes the creative process within a liberal arts setting by providing an environment to stimulate inventive thinking through the language of dance. Students pursue studies in dance to develop artistic ability, leadership skills, critical thinking skills, expressive ability and movement skill. These skills are essential in a wide variety of professions.

The Dance Program contains a series of integrated courses in technique, composition, history and performance. Many students study dance for the first time at William and Mary while others build on previous training. Dance training provides preparation for graduate work and careers in dance performance, choreography, education, criticism, physical therapy, arts management and movement therapies.

Dance courses may be taken on an elective basis or lead to a minor in Dance. The **Dance Minor** consists of 19 credits and can be earned with the following courses: 220, 305, 306, 315; 4 credits from 311, 312, 411, 412 and one course from 405 or 406. A maximum of 16 credit hours in technique and performance (DANC 111, 112, 211, 212, 213, 214, 215, 216, 311, 312, 321, 322, 411, 412) may be used toward graduation requirements for those minoring in Dance. Non-minors may apply 12 credits of technique and performance toward graduation requirements.

The **area requirement** under Area I can be fulfilled by selecting six hours from DANC 220, 230, 305 and 306. The **sequence requirement** under Area I can be fulfilled by selecting 12 hours from DANC 220, 230, 305, 306, 311, 312, 315, 405, 406, 411, 412. Only 4 credits from DANC 311, 312, 411, 412 can be used to fulfill sequence requirements.

Two **general education requirements** (GER 5, 6) may be met through Dance Program offerings. GER 5 can be satisfied by taking DANC 220 or 230. GER 6 can be satisfied by taking DANC 111, 112, 211, 212, 213, 214, 215 or 216. A placement test to determine the level is offered during orientation week in the fall. Those students who place at the 300 level or above will receive exemption for GER 6.

Courses that fulfill the **physical activity requirement** include DANC 111, 112, 211, 212, 213, 214, 215, 216, 311, 312, 321, 322, 411, 412. Any two of these courses will complete the physical activity requirement. Students will be assigned to the technique level for which they are qualified on the basis of previous background and ability demonstrated in the placement test.

## Description of Courses

### 111,112. Modern I.

(GER 6) *Fall and Spring (2,2) Gavalier, Roby and Sherman.*

Designed for the student with little or no dance background. Introduces dance as an art form and as a means of expression through both the study of movement fundamentals and creative work.

### \*211,212. Modern II.

(GER 6) *Fall and Spring (2,2) Roby and Sherman. Prerequisite: Modern I or equivalent.*

Designed to strengthen technical skill at an intermediate level. Explores dance as an art form and as a means of expression through both the development of movement skills and creative work.

### \*213,214. Ballet.

(GER 6) *Fall and Spring (2,2) Gavalier. Prerequisite: Modern I or equivalent.*

Designed to strengthen technical skill at an intermediate level. Explores ballet as an art form and as a means of expression through both the development of a movement style and creative work.

### \*215,216. Jazz.

(GER 6) *Fall and Spring (2,2) Gavalier. Prerequisite: Modern I or equivalent.*

Designed to strengthen technical skill at an intermediate level. Explores jazz as an art form and as a means of expression through both the development of a movement style and creative work.

### 220. Introduction to Contemporary Dance.

(GER 5) (A) *Spring (3) Sherman.*

An introduction through films and lectures 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.

### 230. History of American Vernacular Dance.

(GER 5) (A) *Fall (3) Gavalier.*

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

**\*301. Practicum in Dance.**

*Fall and Spring (1-3) Gavalier, Roby, Sherman.*

Designed to provide an opportunity for students to fulfill needs in dance-related areas of movement experience such as improvisation, partnering, effort/shape, performance skills, teaching skills, body therapies, interdisciplinary creative work, intensive work with technique, and community outreach activities. Course may be repeated for a maximum of 6 credits.

**\*305-306. Dance Composition.**

*(AS) Fall and Spring (3,3) Roby. Prerequisite: Modern II or permission of instructor*

First Semester: An introduction to the elements, materials and structure of dance composition.

Second Semester: Composition of dance etudes with form or style related to other modern arts.

**\*311,312 Modern III.**

*(S) Fall and Spring (1-2) Roby and Sherman. Prerequisite: Modern II or equivalent.*

Designed to challenge the student by introducing complex movement sequences drawn from well-known technical vocabularies such as Graham, Limon, Cunningham and Rommett. Each course may be repeated twice for credit.

**\*315. Group Choreography.**

*(S) Fall (3) Sherman. Prerequisite: DANC 305-306.*

Studies geared to develop an understanding of the principles of choreographic invention for small groups and large ensembles.

**\*321,322 Performance Ensemble.**

*Fall and Spring (1-2, 1-2) Roby and Sherman. Prerequisite: Successful audition.*

Designed to provide an opportunity for the advanced dancer to participate in creative work and performance. Each course may be repeated three times for credit.

**\*330. Internship in Dance.**

*Fall and Spring (1-3) Gavalier, Roby, Sherman.*

Qualified students may receive credit for a structured learning experience in a professional quality dance company or dance festival (e.g., American Dance Festival, Duke University) which provides an opportunity to apply and expand knowledge under expert supervision. Must be approved in advance as well as monitored and evaluated by the faculty. Course may be repeated for a maximum of 6 credits.

**\*405,406. Independent Projects in Dance.**

*(S) Fall and Spring (3,3) Roby and Sherman.*

Directed study for the advanced student arranged on an individual basis. Each semester includes a substantial choreographic project or a research project with a related field such as music, theatre or fine art.

**\*411,412 Modern IV.**

*(S) Fall and Spring (1-2) Gavalier. Prerequisite: Modern III or equivalent.*

Designed for the proficient dancer to provide a sound physical and intellectual understanding of modern dance technique. Concentrates on elements drawn from specific movement theories (Hawkins, Limon, Cunningham). Each course may be repeated twice for credit.

*Also see section describing Kinesiology activity courses on p. 174.*



## Economics

PROFESSORS **Moody** (Chair), **Archibald, Baker, Campbell** (CSX Professor of Economics and Public Policy), **Feldman, Finifter** (Director, Thomas Jefferson Program in Public Policy), **Garrett, Haulman, Hausman, Pereira, and Schifrin** (Chancellor Professor). ASSOCIATE PROFESSORS **Abegaz** and **Jensen**. ASSISTANT PROFESSORS **Anderson, Carpenter, Kiesling, W. Rodgers, Y. Rodgers, and Weise**. VISITING ASSISTANT PROFESSORS **McGrath, Meyer, and Xu**. VISITING INSTRUCTOR **Zveglich**.

The program in Economics is designed to offer a course of study that provides a foundation for graduate work in economics, for enrollment in professional programs such as law, business, urban and regional planning, and public policy, and for professional careers after completion of the B.A. degree. For additional information on the program see *Economics: A Handbook for Majors, Minors, and Other Interested Students*, available in Morton 109.

### Requirements for Concentration

Concentration in economics requires a minimum of 30 semester hours of courses in economics beyond the introductory (100) level. At least 9 semester hours must be taken in courses numbered 400 or above. All concentrators are required to take the following courses:

- 303 Intermediate Microeconomic Theory** (3 cr)
- 304 Intermediate Macroeconomic Theory** (3 cr)
- 307 Principles and Methods of Statistics** (3 cr)

The Concentration Writing Requirement may be satisfied by successfully completing one of the following: Economics 390 (a 1-credit writing and research course), an economics seminar course (Economics 300, 355, 400, 474 or 484), an independent study course with a writing component (Economics 490), or departmental honors (Economics 495/496). The department recommends that students taking Economics 390 do so as soon as they have committed to a concentration in economics.

Concentrators will satisfy the Computing Proficiency Requirement by successfully completing Economics 307.

### Requirements for Minor

A minor in economics requires 15 semester hours of courses in economics beyond the introductory (100) level. The 15 semester hours must include at least one Intermediate Economic Theory course (303 or 304) and at least 3 semester hours in courses numbered 400 or above.

## Description of Courses

### 101. Principles of Microeconomics.

(GER 3) (A) Fall and Spring (3,3) Staff.

The study of economic behavior at the level of individual households and firms. Topics include scarcity and choice, supply and demand, production, cost, and market organization.

### 102. Principles of Macroeconomics.

(GER 3) (A) Fall and Spring (3,3) Staff. Prerequisites: ECON101/151.

The study of aggregate economic activity. Topics include national income and output, unemployment, money and inflation, and international trade.

### 151. Freshman Seminar: Microeconomic Topics.

(GER 3) (A) Fall (4,4) Staff.

Seminars focus on topics in microeconomics and will vary from semester to semester. This course is a substitute for ECON101. Students may not receive credit for ECON101 and ECON151.

### 152. Freshman Seminar: Macroeconomic Topics.

(GER 3) (A) Spring (4,4) Staff. Prerequisites: ECON101/151.

Seminars focus on topics in macroeconomics and will vary from semester to semester. This course is a substitute for ECON102. Students may not receive credit for ECON102 and ECON152.

**300. Topics in Economics.**

(S) *Fall or Spring (3,3) Staff. Prerequisites: ECON101/151, ECON102/152.*

Seminar classes, normally 10-15 students, focusing on specific topics in economic theory or policy. The topics differ across sections and from semester to semester.

**303. Intermediate Microeconomic Theory.**

(S) *Fall and Spring (3,3) Campbell, McGrath, Pereira. Prerequisites: ECON101/151.*

The theory of price and resource allocation in a market economy.

**304. Intermediate Macroeconomic Theory.**

(S) *Fall and Spring (3,3) Abegaz, Archibald, Weise. Prerequisites: ECON102/152.*

Theories of aggregate economic behavior.

**307. Principles and Methods of Statistics.**

(GER 1) *Fall and Spring (3,3) Archibald, Hausman, Meyer. Prerequisites: ECON101/151, ECON102/152.*

A study of the principles and uses of descriptive statistics, probability distributions, sampling distributions, statistical inference, hypothesis testing, and simple regression analysis. See p. 45 of catalog for statement concerning credit for statistics courses in other departments.

**308. Econometrics.**

(S) *Fall and Spring (3,3) Jensen, Moody, W. Rodgers. Prerequisites: ECON101/151, ECON102/152.*

A survey of the econometric methods that are commonly used in economic research with emphasis on the application of these techniques rather than their theoretical development. No calculus or linear algebra is required.

**311. Money and Banking.**

(S) *Fall or Spring (3,3) Staff. Prerequisites: ECON101/151, ECON102/152.*

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

**321. Economics of the Public Sector.**

(S) *Fall and Spring (3,3) Baker, McGrath. Prerequisites: ECON101/151, ECON102/152.*

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

**322. Environmental and Natural Resource Economics.**

(S) *Spring (3) Baker. Prerequisites: ECON101/151, ECON102/152.*

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

**331. Introduction to Mathematical Economics.**

(S) *Fall (3) Moody. Prerequisites: ECON101/151, ECON102/152.*

A survey of mathematical techniques used in economics including topics in linear algebra, calculus and optimization techniques. Emphasis will be on the economic applications of these methods.

**341. American Economic History.**

(GER 4A) (S) *Fall or Spring (3,3) Hausman. Prerequisites: ECON101/151, ECON102/152.*

A study of the major trends and developments in the American economy from colonial times through New Deal.

**342. European Economic History.**

(GER 4A) (S) *Fall or Spring (3,3) Kiesling. Prerequisites: ECON101/151, ECON102/152.*

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

**344. Economic Development of the South: A Study in Regional Analysis.**

(GER 4A) (S) *Spring (3) Garrett. Prerequisites: ECON101/151, ECON102/152.*

An analysis of the economic development of the South from 1790 to the present. Topics include the antebellum economy, economic analysis of slavery, decline of the southern economy following the Civil War, and contemporary rapid regional growth.

**345. Urban Analysis.**

(S) Fall (3) Garrett. Prerequisites: ECON101/151, ECON102/152.

An economic analysis of contemporary urban problems including urban growth, housing, transportation, fiscal issues, central city development, and an economic and legal analysis of local land use issues.

**355. Seminar in Population Economics.**

(S) Fall or Spring (3,3) Jensen. Prerequisites: ECON101/151, ECON102/152.

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

**362. Government Regulation of Business.**

(S) Fall or Spring (3,3) Baker. Prerequisites: ECON101/151, ECON102/152.

An analysis of the principles and purposes of government regulation of business. Topics include energy policy, consumer and worker protection, transportation, telecommunications, and public utilities.

**375. Introduction to International Economics.**

(S) Fall and Spring (3,3) Xu. Prerequisites: ECON101/151, ECON102/152.

An overview of the special problems of economic interaction between countries. Topics include the gains from trade, the pattern of trade, protectionism, the balance of payments, and exchange rate determination. Students who have had ECON475 or 476 may not receive credit for this course, nor may students enroll simultaneously in this course and ECON475 or 476.

**382. The Centrally Planned Economy.**

(GER 4C) (S) Fall or Spring (3,3) Abegaz. Prerequisites: ECON101/151, ECON102/152.

A study of the centrally planned economy as a distinctive system of resource allocation and income distribution. The emphasis is on the economics of transition from classical central planning to some form of market economy. Case studies of reform include Russia, Hungary, the Czech Republic, Poland, and China.

**383. Survey of Development Economics.**

(S) Fall and Spring (3,3) Abegaz, Feldman, Y. Rodgers. Prerequisites: ECON101/151, ECON102/152.

A survey of theories that seek to explain the process of economic development, and the contrasts in economic performance among low-income countries. Emphasis on the link between the economy and institutions, both market and non-market. Topics include sources and sectoral distribution of growth, evolution of markets, trade, finance, income distribution, and development policy/strategy.

**390. Writing and Research in Economics.**

Fall and Spring (1,1) Staff. Prerequisites: ECON101/151, ECON102/152.

Group meetings early in the semester cover research, bibliographic, and writing skills. Students then work with an individual faculty member on a writing intensive project. This course satisfies the Concentration Writing Requirement. Concentrators are urged to take this course no later than the first semester of their junior year.

**400. Topics in Economics.**

(S) Fall or Spring (3,3) Staff. Prerequisites: ECON303 and/or ECON304.

Seminar classes, normally 10-15 junior or senior economics concentrators, focusing on specific topics in economic theory or policy. Topics vary by section and semester to semester. This course satisfies the Concentration Writing Requirement.

**403. Advanced Microeconomic Theory: Incentives.**

(S) Spring (3) Campbell. Prerequisites: ECON303 and elementary calculus.

An investigation of contracts and other devices that harness self-interest. The aim is to determine the conditions under which the mechanisms generate socially optimal outcomes. Situations in which the pursuit of self-interest is self-defeating, yielding outcomes that are far from socially optimal, are also treated. Calculus is used to identify and evaluate outcomes.

**408. Econometric Modeling.**

(S) Spring (3) Moody. Prerequisite: ECON308.

An introduction to the approach, techniques, and applications of economic and econometric theory to models of economic activity. The emphasis is on the construction of the relevant econometric model, development of appropriate data, and interpretation of results. Models developed in class will be used for forecasting, simulation and policy analysis.

**411. Macroeconomic Adjustments: Inflation and Unemployment.**

(S) *Fall or Spring (3,3) Archibald. Prerequisite: ECON304.*

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) *Fall or Spring (3,3) Weise. Prerequisite: ECON304.*

A theoretical and empirical analysis of current controversies in the field of stabilization policy. Issues typically considered include inflation, the deficit, the conduct of monetary policy, and the effectiveness of discretionary policy.

**435. Topics in Mathematical Economics.**

(S) *Spring (3) Moody. Prerequisite: ECON331.*

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

**446. History of Economic Thought.**

(S) *Fall or Spring (3,3) Haulman, Kiesling. Prerequisites: ECON303, ECON304.*

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

**451. Labor Market Analysis.**

(S) *Fall or Spring (3,3) W. Rodgers. Prerequisite: ECON303.*

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) *Fall or Spring (3,3) Staff. Prerequisite: ECON303.*

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/ethnicity, gender, and age is analyzed. Public policy issues are examined, e.g., social security, welfare reform, affirmative action.

**460. Economic Analysis of Law.**

*Spring (3,3) Staff. Prerequisite: ECON303.*

Economic analysis is employed to explain the existence of prevailing legal rules in standard areas of legal study such as property, contracts, torts, family law, civil procedure, and criminal procedure.

**461. Industrial Organization: Theory, Evidence, and Cases.**

*Fall or Spring (3,3) Schifrin. Prerequisite: ECON303.*

An analysis of the key theories of market behavior and performance under varying conditions of competition and monopoly, the empirical studies testing these theories, and the application of the Federal antitrust laws to protect market competition.

**474. Seminar in International Economic Integration.**

(S) *Fall or Spring (3,3) Abegaz, Feldman. Prerequisites: ECON304, ECON375 or ECON475.*

The theory and practice of preferential trade arrangements and their impact on the multilateral trading system. Topics covered include stages of regional integration (free trade area, customs union, economic and monetary union), regionalism versus multilateralism, and the role of domestic interests in the formulation of trade policy. Case studies include NAFTA, the EC/EU, and the GATT.

**475. International Trade Theory and Policy.**

(S) *Fall and Spring (3,3) Feldman. Prerequisite: ECON303.*

Economic analysis of the gains from trade, trading patterns between countries, the effect of trade on income distribution, and industrial and commercial policies. Other topics include the political economy of trade protection and the development of the world trading system.

**476. International Finance and Open Economy Macroeconomics.**

*(S) Fall and Spring (3,3) Weise. Prerequisite: ECON304.*

A theoretical examination of international financial markets and national income determination in an open economy. Topics include exchange rate systems, the balance of payments, and macroeconomic policymaking among interdependent economies.

**484. Topics in the Economics of Development.**

*(S) Fall or Spring (3,3) Feldman. Prerequisites: ECON303, ECON304.*

Selected microeconomic and macroeconomic issues in economic development. Topics vary by semester and may be explored in the context of a specific region (i.e., E. Asia, Latin America, etc.). Combined lecture/ seminar format with student presentations of research.

**\*490. Independent Study in Economics.**

*Fall and Spring (v,v) Staff. Prerequisites: ECON303 and/or ECON304.*

A directed readings/research course conducted on an individual or small group basis on various topics in economics. Normally 3 credits, this class may be taken for 1, 2, or 4 credits with permission of the instructor.

**491. Junior Research Seminar.**

*Spring (1,1) Staff. Prerequisite: Concentration in Economics.*

Intended for juniors considering honors or independent study in their senior year, or seniors considering graduate school in economics, students attend the weekly departmental research seminar and submit a plan for a research project.

**\*495. Honors.**

*Fall (3,3) Staff. Prerequisite: Concentration in Economics.*

Students wishing to pursue honors in economics should obtain a copy of departmental guidelines from the economics department office. A student who completes an Honors thesis but does not achieve Honors may receive credit for ECON490.

**\*496. Honors.**

*Spring (3,3) Staff. Prerequisite: ECON495.*

Students wishing to pursue honors in economics should obtain a copy of departmental guidelines from the economics department office. Those admitted to the program will enroll in these courses during their senior year. A student who completes an Honors thesis but does not achieve Honors may receive credit for ECON490.

**\*498. Internship.**

*Fall and Spring (v,v) Staff. Prerequisites: ECON303 and/or ECON304.*

A directed readings/research course in conjunction with an internship experience.

## English Language and Literature

PROFESSOR Meyers (Chair). ASSOCIATE PROFESSOR McLendon (Associate Chair). PROFESSORS Braxton (Cummings Professor), Conlee, Fehrenbach, Hart (Hickman Professor), Maccubbin, MacGowan, Price, Scholnick, Taylor (Cooley Professor), Wiggins, and Willis (Murden Professor). ASSOCIATE PROFESSORS Barnes, Bongie, Donaldson, Gray, Heacox, Kennedy, Lowry, Morse (Professor for Excellence in Teaching), A. Potkay, M. Potkay, Reed, Savage, and Wenska. ASSISTANT PROFESSORS Blank, Burns, Hagedorn, Kaup, Martin, Pinson, Schoenberger, Walker, and Wheatley. INSTRUCTORS Ashworth, M. Davis, Knight, and Zuber. VISITING CUMMINGS PROFESSOR Bradley. VISITING PROFESSOR Gilmour. VISITING ASSISTANT PROFESSORS Cooper, Melfi, Prown, and Raschke. VISITING INSTRUCTOR Hull. ADJUNCT PROFESSOR W. Davis. ADJUNCT ASSISTANT PROFESSORS Essex and Kashner. ADJUNCT INSTRUCTOR Bauer.

### 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 esthetic and intellectual enjoyments of literature, and an understanding of the cultural values reflected in literature.

The department meets several specific obligations within the liberal arts program of the College. On behalf of the faculty as a whole, it provides formal instruction in English composition. The department offers a minor in linguistics, and it offers courses which provide a broad program of electives for students who are not English concentrators. Requirements for an interdisciplinary concentration in linguistics are listed on page 178.

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 rich intellectual and esthetic experience in advance of professional study in fields such as law, medicine, and business; and students who choose English simply because they enjoy the disciplined study of literature and language. In order to satisfy these needs, the department has devised a comprehensive 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 must be satisfied by courses either wholly within literature or wholly within linguistics, as below. Literature and linguistics courses may not be mixed to fulfill these requirements.

#### 1. Literature

Students are advised (but *not required*) to follow indicated patterns of study. The area requirement may be met by two literature courses at the 200-level. *NOTE: Because upperclassmen are admitted to 200-level literature courses only if space is available and upon consent of the department chair, students should satisfy the area requirement in literature during their first two years.* The sequence requirement may be met by two additional courses chosen from among those numbered above 300. The department recommends that the 300-level courses fall within the categories of English, American, or general literature which match the 200-level courses chosen for the area requirement.

If 201, 202, 203, 204, 205, or 208 are chosen for area, the sequence courses in English literature should be chosen from among the following: 312, 323, 324, 331, 332, 341, 342, 352, 408, 409, 410, 413, 421, 422, 426, 429, 430, 434, 435, 439, 440, 452, 455, 456, 457, 458, 459, 465, 475.

If 201, 202, 207, or 208 are chosen for area, then sequence courses in American literature should be chosen from among the following: 361, 362, 363, 364, 408, 452, 455, 456, 457, 458, 459, 460, 461, 465, 475.

Another possible sequence includes 201, 202, or 208, and sequence courses in general literature chosen from among the following: 408, 434, 435, 436, 437, 455, 458, 459, 465, 475.

#### 2. Linguistics

The area requirement may be met by two courses from among English 220 and 303. The sequence requirement may be met by two additional courses chosen from among the following: 303, 304, 307, 404, 405, 406, 409, and 464.

## The Minor in English

The department offers a minor in linguistics. A minor in English (linguistics) requires 19 credits in departmental linguistics courses selected from English 220, 303, 304, 307, 404, 405, 406, 409, 464, 481.

## Requirements for Concentration

A concentration in English requires a minimum of 36 credits in departmental courses (exclusive of Writing 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:
  - a. One course in English literature before 1800, chosen from English 312, 323, 324, 331, and 332.
  - b. One course in English literature after 1800, chosen from English 341, 342, and 352.
  - c. 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 may include Literary and Cultural Studies 201 and 301 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 are encouraged to begin their concentration programs with English 203 and 204.

A student who satisfies all requirements for concentration in English will also satisfy the Concentration Writing Requirement.

## Description of Courses

### ENGLISH

#### 150W. Freshman Seminar: Special Topics.

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

An exploration of a specific topic in literary or linguistic studies. Writing is emphasized. Normally only available to first year students.

#### 201. The Art of Literature.

*(GER 5) (A) Fall and Spring (3,3) Heacox, Meyers, Melfi.*

An introductory course in critical reading and writing designed to increase the student's understanding and appreciation of the art of literature. The course focuses on the genres of poetry, fiction, and drama.

#### 202. Critical Approaches to Literature.

*(GER 5) (A) Fall and Spring (3,3) Wenska.*

An introduction to critical approaches to literature, including traditional (historical/biographical, moral/philosophical), and formalist (new critical), psychological, and archetypal. (Appropriate for students intending to concentrate in English or having AP credit for English 201.)

#### 203. Major English Writers, Medieval and Renaissance.

*(GER 4A, 5) (A) Fall and Spring (3,3) Bauer, Conlee, Hagedorn, Hull, Roschke, Savage.*

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.

*(GER 4A, 5) (A) Fall and Spring (3,3) Bongie, Hull, Wheatley, Willis.*

Study of several major writers of English literature since 1700, chosen from such writers as Pope, Swift, Fielding, Wollstonecraft, and Blake in the 18th century; Mary Shelley, Wordsworth, Coleridge, and Keats in the Romantic Period; Emily Bronte, Dickens, Browning, and Hardy in the Victorian Era.

#### 205. An Introduction to Shakespeare.

*(GER 5) (A) Fall and Spring (3,3) Blank.*

A general introduction to Shakespeare's major poetry and plays. Students will read eight to ten plays, chosen to reflect the major periods in Shakespeare's dramatic development, and some poetry, especially the sonnets. (It is suggested that students have previously taken English 201, 203, or another 200-level course, or have AP credit for 201.)

**206. Introduction to Creative Writing**

(GER 6) *Fall and Spring (2,2) Essex, Schoenberger.*

Workshop format emphasizes the basics of writing fiction and poetry. Class meets for one two-hour session per week. No previous writing experience is required.

**207. Major American Writers.**

(GER 4A, 5) (A) *Fall and Spring (3,3) Barnes, Pinson, Prown, Scholnick.*

Study of five or six American authors, emphasizing the writers' conceptions of their roles in American society. One or more continuing themes may also be emphasized.

**208. An Introduction to Contemporary Literature.**

(GER 5) (A) *Fall and Spring (3,3) Burns, Essex, Gray, Kaup.*

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

**220. Study of Language.**

(GER 3) (A) *Fall and Spring (4,4) Cooper, Martin, Reed, Taylor.*

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

**301. Advanced Writing.**

*Fall and Spring (3,3) Fehrenbach, Melfi, Wiggins, Zuber.*

Practice in writing papers of various types under supervision, emphasizing style and expository techniques. Sections limited to 15 students each.

**303. History of the English Language.**

(AS) *Fall (3) Taylor.*

A study of the history of the English language from Anglo-Saxon to the present. Some attention is given to contemporary developments in "World English."

**304. Generative Syntax.**

(GER 3) (S) *Fall (3) Reed. Prerequisite: ENG 220.*

This introduction to generative syntax investigates the structures and operations underlying sentences currently used by speakers of English. The course focuses on one linguistic model, with attention given to linguistic theory, alternative models, and issues in syntax and semantics.

**\*305. Creative Writing: Poetry.**

(GER 6) *Fall and Spring (3,3) Kashner.*

**\*306. Creative Writing: Fiction.**

(GER 6) *Fall and Spring (3,3) Essex. Prerequisite: WRIT101.*

An opportunity for students to develop their abilities in imaginative writing of poetry or fiction under supervision. Sections limited to 15 students each.

**307. Intermediate Phonology and Morphology.**

(GER 3) (S) *Spring (3) Martin. Prerequisite: ENG 220.*

A study of sound patterns and word-formation rules in English and other languages. Focus on analysis with some attention to theoretical issues.

**310. Literature and the Bible.**

*Spring (3) A. Potkay, M. Potkay.*

This course introduces students to the principal biblical narratives, their historical contexts, and the ways they have been interpreted by Western authors. Readings from the King James version of the Bible will include the major books of the Old and New Testaments. Lectures will examine the literary qualities of the biblical texts and the artistic traditions associated with them.

**312. Medieval Literature.**

(S) *Fall and Spring (3,3) Conlee.*

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) *Fall (3) Blank, Hull.*

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) *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) *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 will include the Earl of Rochester, Dryden, Swift, Pope, Gay and Fielding.

**332. English Literature, 1744-1798.**

(S) *Spring (3) Maccubbin.*

A survey of the poetry and prose of the period, with special attention to the intellectual/historical contexts. Major figures studied include Johnson, Gray, Hume, Gibbon, Smart, and Blake.

**341. The English Romantic Period.**

(S) *Fall (3) Wheatley.*

A survey of poetry, prose and fiction of the period between 1798 and 1832, with special attention to the works of the major Romantic poets.

**342. The Victorian Age.**

(S) *Fall (3) Gilmour.*

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) *Fall and Spring (3,3) Burns, Heacox, Meyers, Willis.*

A survey from the end of the Victorian era through the modernist period of the 1950s. Selected works by such writers as Conrad, Yeats, Joyce, Lawrence, Woolf, and Thomas are emphasized.

**361. American Literature to 1836.**

(S) *Fall (3) Wenska.*

A survey from Columbus to Poe, emphasizing the Puritan/Enlightenment backgrounds of such writers as Bradford, Bradstreet, Taylor, Edwards, Franklin, Brown, and Freneau.

**362. The American Renaissance.**

(S) *Fall and Spring (3,3) Barnes, Scholnick.*

A survey of the mid-19th century, emphasizing the writers of the Concord Group, Emerson, Hawthorne, Melville, Whitman, and Dickinson.

**363. American Literature, 1865-1920.**

(S) *Fall and Spring (3,3) Donaldson, Lowry.*

A survey from the Gilded Age to the end of the First World War, emphasizing such writers as Mark Twain, Howells, James, Stephen Crane, Norris, Dreiser, and the Regionalists.

**364. American Literature, 1912-1960s.**

(S) *Fall and Spring (3,3) Price, Prown, Wenska.*

A survey from the rise of the modernist poets and the Lost Generation to the 1960s, emphasizing such writers as Pound, Eliot, W. C. Williams, Hemingway, Fitzgerald, Faulkner, O'Connor, Lowell, and Plath.

**370. Contemporary Literature.**

(S) *Spring (3) Gray.*

A survey of contemporary literature, including such movements as confessional and beat poetry, theater of the absurd, postmodernism, and magic realism.

**\*401. Seminar in Creative Writing.***Fall (3) Essex.*

A workshop in writing narrative fiction, with emphasis on short fiction and the novella. Topics will include advanced characterization, scene depiction, and dialogue. Revision is emphasized. The course also surveys magazines and includes practice in criticism and editing, as well as visits by writers and editors.

**\*402. Seminar in Creative Writing.***Spring (3) Staff.*

A workshop in writing narrative fiction, with emphasis on short fiction and the novella. Topics will include advanced characterization, scene depiction, and dialogue. Revision is emphasized. The course also surveys magazines and includes practice in criticism and editing, as well as visits by writers and editors.

**404. Historical Linguistics.***(GER 3) (S) Spring (3) Martin. Prerequisite: ENG 220.*

A study of the kinds of change which languages may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known languages may be reconstructed. (Same as ANTH 411.)

**405. Descriptive Linguistics.***(GER 3) (S) Spring (3) Reed. Prerequisites: ENG 304 or ENG 307, or consent of instructor.*

A study of contemporary methods of linguistic analysis, with emphasis on data drawn from a wide variety of languages; in-depth analysis of a single language. Language universals, language types, and field methods are discussed. (Same as ANTH 412.)

**406. Language and Society.***(GER 3) (S) Spring (3) Taylor. Prerequisites: ENG 220 or ENG 303, or consent of instructor.*

A study of the place of language in society and of how our understanding of social structure, conflict, and change affect our understanding of the nature of language. (Same as ANTH 413.)

**\*407. Seminar in Non-Fiction Writing.***Fall (3) Kashner.*

A seminar in writing the kinds of non-fiction that appear regularly in magazines and newspapers, with reading for emulation in Didion, McPhee, and others. Designed for students interested in writing careers.

**408. Theory of Literature.***(S) Fall (3) Heacox.*

A study of the major attempts to identify and define the nature of literature, our responses to it, and its relation to life and to the other arts. The emphasis will be on modern and contemporary literary theory, but with some concern for the historical tradition.

**409. Old English.***(S) Fall (3) M. Potkay. (Not offered 1997-98.)*

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.

**410. Beowulf.***(S) Spring (3) M. Potkay. Prerequisite: ENG 409. (Not offered 1997-98.)*

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.

**413. Chaucer.***(S) Fall (3) Conlee, Hagedorn.*

A study of *The Canterbury Tales* and *Troilus* and *Criseyde* as expressions of Chaucer's art. Emphasis is placed on the narrative and dramatic features of the poetry as vehicles for the presentation of medieval attitudes and themes.

**421. Shakespeare.***(S) Fall and Spring (3,3) Savage, Wiggins.*

A study of the major history plays, including consideration of Renaissance political theory, and of the forms and conventions of Shakespearean comedy.

**422. Shakespeare.**

(S) *Fall and Spring (3,3) Blank, Fehrenbach, Hull, Wiggins.*

A study of approximately 12 tragedies, with emphasis on Shakespeare's development as a verse dramatist. Special attention is given to the nature of tragedy.

**426. Milton.**

(S) *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.

**429. English Renaissance Drama.**

(S) *Fall (3) Fehrenbach.*

A study of the dramatic literature written by Shakespeare's contemporaries, including Dekker, Kyd, Marlowe, Jonson, Tourneur, and Webster.

**430. Restoration and Eighteenth-Century Drama.**

(S) *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.

**434. Arthurian Literature.**

(S) *Spring (3) Conlee.*

A study of selected works from the Arthurian literary tradition. Major emphasis is upon works from the Medieval period (e.g., Geoffrey of Monmouth, Chretien de Troyes, and Malory), but some attention is also given to Arthurian literature in the 19th and 20th centuries.

**435. Epic and Romance.**

(S) *Fall (3) Hagedorn.*

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.

**436. The World Novel.**

(S) *Spring (3) Bongie.*

A study of selected novels written mostly by authors who are not Anglo-American. Focus of readings will vary from year to year (e.g., history of the genre; 19th-century Europe; postcolonialism).

**437. Literature of the Americas.**

(S) *Fall (3) Kaup.*

A study of works that extend the definition of "American" literature beyond the national boundaries of the United States. Focus of readings will vary from year to year (e.g., Caribbean literature, U.S./Latin American literary relations, multiculturalism).

**439. English Novel to 1832.**

(S) *Fall (3) Maccubbin.*

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) *Fall (3) Morse. (Not offered 1997-98.)*

Novels by Charlotte and Emily Bronte, Dickens, Trollope, Gaskell, Eliot, and Hardy are studied as primary examples of the nature and development of the English novel during the Victorian period.

**445. Literature and the Formation of Sexual Identity.**

*Spring (3) Heacox.*

A study of the homosexual tradition and the formation of sexual identity in 19-20th century British and American literature. Authors read include: Oscar Wilde, E. M. Forster, Willa Cather, Thomas Mann, Christopher Isherwood, Sigmund Freud and Michael Foucault.

**452. Modern Fiction.**

(S) *Fall and Spring (3,3) Bongie, Melfi.*

Reading, analysis, and discussion of the principal American and British fiction writers from 1890 to the present, chosen to illustrate contemporary tendencies in matter and technique.

**455. Topics in Major Genres.***(S) Fall and Spring (3,3) Staff.*

Focus on a major literary genre.

**456. Modern Poetry to 1930.***(S) Fall (3) Willis.*

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) Spring (3) Hart.*

Development of modern British and American poetry from second generation modernist poets through confessional and contemporary poets. Reading, interpretation, and discussion, with emphasis on Auden, Thomas, Roethke, Lowell, Plath, and Berryman.

**458. Modern Drama to 1940.***(S) Fall (3) Raschke, Walker.*

Survey of modern drama which traces the historical development of character against the theories of Darwin, Marx, Nietzsche, and Freud. Students will read plays by Ibsen, Strindberg, Hauptmann, Chekhov, Rostand, Shaw, Pirandello, O'Neill, and Brecht, in conjunction with acting treatises.

**459. Modern Drama since 1940.***(S) Spring (3) Walker.*

Survey of modern and contemporary drama which examines textual and performative representations of Being. Students will read plays by Sartre, Genet, Ionesco, Beckett, Weiss, Baraka, Soyinka, Shange, Churchill, and Kushner, in conjunction with critical readings on artistic and philosophical movements.

**460. Early Black American Literature.***(S) Fall (3) McLendon.*

This course studies Black American literature and thought from the colonial period through the era of Booker T. Washington. It will focus on the ways in which developing Afro-American literature met the challenges posed successively by slavery, abolition and emancipation.

**461. Modern Black American Literature.***(S) Fall and Spring (3,3) Braxton, McLendon, Pinson.*

This course studies Afro-American literature from the Harlem Renaissance period of the 1920s through the contemporary writings of the 1980s. Issues addressed include the problem of patronage, the "black aesthetic," and the rise of black literary theory and "womanist" criticism.

**464. Topics in Linguistics.***(S) Fall and Spring (3,3) Staff. Prerequisite: ENG 220, or consent of instructor.*

Investigation of a major sub-field of linguistics. This course may be repeated for credit.

**465. Special Topics in English.***(S) Fall and Spring (3,3) Staff.*

Exploration of a topic in literature or in the relations between literature and other disciplines. This course may be repeated for credit.

**\*469. Advanced Creative Writing.***Fall (3) Kashner, Schoenberger.*

An advanced course in creative writing for students of demonstrated promise and achievement.

**\*470. Advanced Creative Writing.***Fall and Spring (3,3) Bradley, Schoenberger.*

An advanced course in creative writing for students of demonstrated promise and achievement.

**\*475. Concentration Seminar.***(S) Fall and Spring (4,4) 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 chair. Strongly recommended for students who plan further formal literary study. This course may be repeated for credit.

**\*480. Independent Study in English.***Fall and Spring (3,3) Meyers.*

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. Normally may be taken only once.

**\*481. Independent Study in Linguistics.***Fall and Spring (3,3) Taylor.*

A tutorial course on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee.

**\*494. Junior Honors Seminar.***Spring (4) A. Potkay.*

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. Honors.***Fall (3) Blank.*

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 ENG 494 may be admitted only under exceptional circumstances. For College provisions governing the Admission to Honors, see page 58.

**+496. Honors.***Spring (3) A. Potkay.*

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 ENG 494 may be admitted only under exceptional circumstances. For College provisions governing the Admission to Honors, see page 58.

**WRITING****101. Writing 101.***Fall and Spring (3,3) Ashworth, M. Davis, Zuber, Staff.*

Practice in writing under supervision, with frequent conferences. May be used to satisfy the lower-division writing requirement by students who are not exempted by test scores. Each section is limited to 16 students.

NOTE: Writing 101 is graded A, A-, B+, B, B-, C+, C, C-, R, I, or F. (R—i.e., Repeat—will not appear on the student's permanent record.) The grade of F may be awarded only to those students who do not complete their course work. To receive credit, students must receive a grade of C- or better. The course will appear on the student's permanent record when a grade other than R is received.

**\*300. Contemporary Theory and College Writing.***(1) Zuber.*

## Environmental Science/Studies

ASSOCIATE PROFESSOR **Capelli**, Director

Because of the inherently interdisciplinary nature of environmental issues and concerns, students pursuing this area need significant breadth of training among the sciences, as well as an understanding of relevant social considerations. At the same time, students should develop effective skills based on depth of training in a specific area. In light of the need for an appropriate balance between breadth and depth of training, the Environmental Science/Studies program has been designed as a secondary concentration to be pursued in conjunction with a primary concentration in another subject field.

The ES/S concentration provides breadth in basic course work as well as familiarization with the specific scientific and social considerations related to a wide range of environmental issues. Participation in the program requires an initial consultation with the director, and a formal declaration of concentration no later than the second semester of the junior year. Required courses, totaling 35 credits, are as follows: Bio 100 **or** Bio 204; Bio 108; Bio 426; Geo 101; Geo 305; Chem 103; Chem 151; Chem 206 **or** Chem 308; **two** courses involving social, ethical, or related considerations, to be selected from a list of options in consultation with the director; a course in statistics (available through several departments); Intr 460. Limited substitution of other courses for some of these requirements may be possible with the approval of the director. Both the concentration writing and the computer proficiency requirements are satisfied by achieving a grade of at least C- in Intr 460. In addition to the required work, various other courses as well as non-classroom training (such as internships or research projects) are strongly recommended.

There are no restrictions on the primary concentration pursued in conjunction with the ES/S concentration. However, the primary concentration is expected to both supplement and complement the student's environmental training, while providing the necessary additional depth. Therefore students are expected to develop an overall program with an appropriate rationale based on interconnections among subjects as well as the student's long-term career interests. Two courses may be counted toward both concentrations; therefore, depending on the primary concentration, the number of additional courses required to complete the ES/S concentration may be less than 35. Students pursuing a primary concentration in Biology, Chemistry, Geology, or Physics will have their secondary concentration designated as Environmental Science; for others the designation will be Environmental Studies.

For advice, further information, and additional descriptive material, contact the Director (Biology Dept.).

### Core Course Description

#### **Interdisciplinary 460. Seminar in Environmental Issues.**

*Spring (3) Capelli and Staff.*

A topics course based on an extended review of an environmental issue by each student. In consultation with the Director of the Environmental Science/Studies program, students will select a topic in advance of registration for the course, and will research the topic through all appropriate sources (literature, individuals, etc). An oral presentation and a paper are required during the course.

## Geography

Those interested in geography can prepare themselves for further study in the field by selecting suitable courses from among the following. Students are advised to start with GEOL 110-Physical Geography and GOVT 381-Human Geography.

### Physical Geography

- Geology 110—Physical Geography
- Geology 303—Geology to the United States
- Geology 304—Geomorphology
- Geology 305—Environmental Geology
- Geology 308—Economic Geology

### Human Geography

- Anthropology 420—Tropical Ecology
- Government 381—Human Geography
- Government 482—Geostrategic Thought
- Sociology 349—Human Geography and the Environment

### Regional Geography

- Anthropology 330—Caribbean Cultures
- Anthropology 338—Native Cultures of Latin America
- Anthropology 340—Peoples and Cultures of Southeast Asia
- Government 382—World Regional Geography I
- Government 383—World Regional Geography II

## Geology

**PROFESSOR Johnson** (Chair). **ASSOCIATE PROFESSOR Macdonald**. **ASSISTANT PROFESSORS Bailey and Owens**. **VISITING ASSISTANT PROFESSOR Filer**. **RESEARCH ASSOCIATES Beach, Berquist, Campagna, Hodges, and Izett**.

The program of the Department of Geology is designed to provide each concentrator with a strong, broad background in geology yet is sufficiently flexible to allow students freedom to follow their own interests. The concentrator may choose one of two options, either general geology or environmental geology. Ample opportunity is available for independent student research and such research is an integral part of the curriculum regardless of the option chosen.

The geologic setting of Williamsburg enhances the program in geology and offers a wide variety of areas for field study. Situated on the Coastal Plain with its excellent exposures of sediments and fossils, the College is only 50 miles from the Fall Zone beyond which are the igneous and metamorphic rocks of the Piedmont. The Blue Ridge and Valley and Ridge areas of the Appalachian Mountains are within a three hour drive. Thus the field study area includes all major rock types and representatives of most geologic time periods from Precambrian to Holocene.

### Requirements for Concentration

A concentration in geology requires 37 credits in geology courses distributed as follows:

1. A core for all concentrators of seven semester courses totaling 23 credits, which are Geology 101, 110 or 150, 102, 201, 301, 401, 404, and either 406 or 496.
2. The Geology Option:
  - a. Two semester courses totaling 8 credits, which are Geology 202 and 302.
  - b. Two additional semester courses totaling at least six credits elected from among Geology 303, 304, 305, 306, 309, 402, 403, 407, 408, and 412.
3. The Environmental Geology Option:
  - a. Three semester courses totaling eight credits, which are Geology 103, 305, and 408.
  - b. Two additional semester courses totaling six credits elected from among Geology 202, 302, 304, 402, 403, 407, and 412.
  - c. Biology 108

Geology courses that will not be counted toward the concentration are Geology 308, 310, and 495.

A department-approved summer field course can be substituted for three of the six elective credits in either of the above options.

Chemistry 103, 151 and either Chemistry 308, 354 or Chemistry 206, 252 are required for a concentration in geology.

The Concentration Writing Requirement in the Department of Geology is satisfied by the paper in Senior Research (Geology 406) or by the Honors Thesis (Geology 496); a separate grade for writing, which must be C- or better to satisfy the requirement, will be awarded in Geology 406W or 496W.

The Concentration Computing Requirement in the Department of Geology is satisfied by passing either Geology 406 or Geology 496.

Mathematics 111, 112, Physics 101, 102 and Computer Science 141 are strongly recommended for the student who wishes to pursue geology at the professional level. Graduate schools commonly require a reading knowledge of French, German or Russian for studies leading to the doctoral degree.

### Requirements for Minor

A minor in geology requires six courses distributed as follows:

1. Geology 101, 110 or 150.
  2. Geology 102, 201.
  3. One from Geology 202, 301, 302, 401
  4. Two from Geology 303, 304, 305, 306, 308, 309, 402, 403, 407, 408
- A course from group 3 may be substituted for one from group 4.



## Description of Courses

### 101. Physical Geology.

(GER 2A) (A) Fall and Spring (3,3) Bailey, Macdonald, Staff.

The study of the structure and composition of the earth and the processes and agents that modify it. Students may not obtain credit for both Geology 101 and Geology 150.

### 102. Historical Geology.

(AL) Spring (4) Macdonald. Prerequisite: GEO 101, GEO 110 or GEO 150.

The study of the history of the earth and the development of life through time. Required field trips. Three class hours, three laboratory hours.

### 103. Geology Laboratory.

(Lab) (L) Fall and Spring (1,1) Staff. Prerequisite or corequisite: GEO 101 or GEO 150.

Laboratory techniques in physical geology. Required field trips. Three laboratory hours. The fall offering is limited to freshmen and sophomores except by permission of the chair.

### 110. Physical Geography.

(GER 2A) (A) Spring (3) Staff.

An introduction to energy balance, atmospheric and oceanic circulation, weather elements, climates, and landscapes.

### 150. Freshman Seminar in Geology.

(A) Fall (4) Staff.

### 201. Mineralogy.

(S) Fall (4) Owens. Prerequisite: GEO 101, GEO 110 or GEO 150, 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) Owens. Prerequisite: GEO 201 or permission of the instructor.

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. Sedimentology and Stratigraphy.

(S) Fall (4) Macdonald. Prerequisites: GEO 102, GEO 201 or permission of the instructor.

The origin and interpretation of sedimentary rocks, the study of depositional environments, and the use of layered rocks in the interpretation and synthesis of the geologic record. Field trips. Three class hours, three laboratory hours.

### 302. Paleontology.

(S) Spring (4) Johnson. Prerequisites: GEO 102, GEO 301 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) Johnson. Prerequisite: GEO 101, GEO 110 or GEO 150.

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.

### 304. Geomorphology.

(S) Spring (4) Bailey. Prerequisite: GEO 101, GEO 110 or GEO 150.

The study of landforms, their genesis and their change through time. Various types of maps and aerial photographs are utilized. Field trips required. Three class hours, three laboratory hours.

**305. Environmental Geology.**

(AS) Fall (3) Staff. Prerequisite: GEO 101, GEO 110 or GEO 150.

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.

**306. Marine Geology.**

(S) Fall (3) Kuehl. Prerequisite: GEO 101, GEO 110 or GEO 150. (Not offered in 1997-98.)

The physical geology of the continental margins and ocean basins. Evolution of the ocean basins, oceanic circulation patterns, marine environment and human impact are stressed.

**308. Economic Geology.**

(AS) Spring (3) Staff. Prerequisite: GEO 101, GEO 110 or GEO 150. (Not offered in 1997-98.)

The origin, distribution, production, utilization and economics of metallic and nonmetallic mineral resources.

**309. Plate Tectonics.**

(AS) Fall (3) Staff. Prerequisite: GEO 101, GEO 110 or GEO 150.

Major geological and geophysical aspects of the contemporary earth and their relationship to plate tectonics.

**310. Regional Field Geology.**

Spring, Summer (1-3) Staff. Prerequisite: GEO 102 or permission of the instructor.

Field techniques and their application in the study of the geology and geologic history of selected regions. One to four-week field trip with pre-field trip lecture sessions. This course may be repeated for credit.

**401. Structural Geology.**

(S) Fall (4) Bailey. Prerequisite: GEO 301 or permission of the instructor.

Theoretical, experimental, and field study of deforming forces and their effects on earth materials. Field trips. Three class hours, three laboratory hours.

**403. Geochemistry.**

(S) Fall (3) Staff. Prerequisites: GEO 201, MATH 111, one year of chemistry, or permission of instructor. (Not offered in 1997-98.)

The chemistry of earth materials, including rocks and minerals, magmas, and waters.

**404. Introduction to Geological Research.**

Spring (1) Staff.

Analysis of journal articles, discussion of research topics and instruction in the use of library resources including electronic databases. Class work will include oral and written presentations and students will develop a formal research proposal for a senior research or honors project in consultation with their research advisor. Enrollment is restricted to geology concentrators, normally in their junior year.

**406. Senior Research.**

Fall and Spring (3,3) Staff. Prerequisite: GEO 404.

Independent study throughout the senior year culminating in a written report. The student may register for either the fall or spring semester, and must register concurrently in Geology 406W.

**406W. Senior Research.**

Fall and Spring (0) Staff. Corequisite: GEO 406.

Register concurrently with Geology 406. Satisfies the Concentration Writing Requirement in geology.

**\*407. Special Topics in Geology.**

Fall and Spring (3,3) Staff. Prerequisite: Permission of instructor.

Advanced study of topics not routinely covered by existing courses. Subjects, prerequisites and instructor will vary from year to year. This course may be repeated for credit.

**408. Hydrogeology.**

(S) Spring (4) Filer. Prerequisites: GEO 101, GEO 110 or GEO 150, MATH 111, or permission of the instructor.

The principles of groundwater and surface water hydrology, with emphasis on applications to topics of environmental interest.

**\*409. Independent Study in Geology.***Fall and Spring (3,3) Staff.*

A program for geology concentrators who wish to pursue independent study of a problem or topic in geology. May be repeated for credit.

**412. Geophysics.***(S) Spring (4) Staff. Prerequisite: GEO 101, GEO 110 or GEO 150. Prerequisite or corequisite: MATH 112, PHYS 102, or permission of instructor. (Not offered in 1997-98.)*

Geophysical methods for exploration and environmental studies. Seismic reflection and refraction, gravity, magnetics and electrical methods. Three class hours, three laboratory hours.

**495. Honors.***Fall and Spring (3,3) Staff. Prerequisite: GEO 404.*

The requirements of Honors study in geology include a program of research accompanied by readings from the original literature, the satisfactory completion of a comprehensive examination in geology, and the preparation and presentation of an Honors essay based on the student's reading and research. Hours to be arranged. For College provisions governing the Admission to Honors, see page 58.

**496. Honors.***Spring (3) Staff. Prerequisite: GEO 495. Corequisite: GEO 496W.*

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. Students must register for Geology 496W concurrently with Geology 496. For College provisions governing the Admission to Honors, see page 58.

**496W. Honors in Geology.***Spring (0) Staff. Corequisite: GEO 496.*

Register concurrently with Geology 496. Satisfies the Concentration Writing Requirement in geology.

## Government

PROFESSORS McGlennon (Chair), Bill<sup>1</sup>, Blouet<sup>2</sup>, Grayson<sup>3</sup>, Morrow, Rapoport<sup>4</sup>, Smith and Ward<sup>5</sup>. ASSOCIATE PROFESSORS Baxter, Cheng, Clemens, Dessler, Evans and Schwartz. ASSISTANT PROFESSORS Busza, Gilmour, Howard, Lovell, Ndegwa, Peterson and Rahman. INSTRUCTOR Fritts.

### The Government Program

The Department of Government provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop awareness of the moral and ethical implications of political action as well as understanding of political institutions and processes from an empirical perspective.

The department maintains a strong commitment to the development of students' writing abilities. Most 300 level courses in the department require one or more papers. The 400 level seminars require a major paper based on independent student research. Some students, with the approval of the department, also elect an honors project in Government.

### Concentration

A concentration in Government consists of 30 credits in Government and 6 credits in Economics, including:

Government 201 and Government 323

One Government course from each of these two areas:

Political Philosophy, including 202, 303, 304, 305, 401, 405, 406, 408 (and 391 and 491 if the topic is political philosophy)

Comparative Politics, including 203, 311, 312, 334, 335, 336, 337, 338, 339, 410, 416, 417, 435 (and 391 and 491 if the topic is comparative politics)

One Government course numbered above 400 (494, 495, 496 do not count)

Economics 101-102

Only two courses in Government numbered below 300 can be counted toward the concentration. The concentration writing requirement is fulfilled by obtaining a grade of "C-" or better in any seminar numbered above 400.

No more than two of the following courses may be counted toward a concentration in Government: Government 340, 381, 382, 383, 384, and 386.

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 and 301.

### Minor

A minor in Government requires 21 semester credits in Government, including no more than two courses numbered below 300. This must include at least one course in three of the following areas: (1) political philosophy, (2) comparative government and politics, (3) international politics, and (4) American government and public administration.

### Description of Courses

#### 150W. Freshman Seminar.

*Fall or Spring (4) Staff.*

#### 201. Introduction to American Government and Politics.

*(A) Fall or Spring (3) Staff.*

An introduction to the American political system, its institutions and processes.

<sup>1</sup>Reves Professor of International Studies and Director of the Wendy and Emery Reves Center for International Studies

<sup>2</sup>Huby Professor of Geography and International Education

<sup>3</sup>Class of 1938 Professor of Government

<sup>4</sup>John Marshall Professor of Government

<sup>5</sup>Class of 1935 Professor of Government

**202. Introduction to Political Philosophy.**

*(GER 7) (A) Fall or Spring (3) Smith.*

An introduction to political philosophy focusing on ideas such as freedom, authority, power, community rights and leadership.

**203. Introduction to Comparative Politics.**

*(GER 3) (A) Fall or 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.

**301. Research Methods I.**

*(S) Fall or Spring (3) Staff.*

Survey of qualitative and quantitative methods commonly used in empirical political analysis. Emphasis on building skills such as hypothesis testing, inference and causal reasoning. (Required for students planning to take Honors 495-496.)

**303, 304. Survey of Political Philosophy.**

*(GER 7) (AS) Fall and Spring (3,3) Staff.*

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.**

*(GER 7) (AS) Fall or Spring (3) Staff.*

An examination of various approaches to political philosophy from the late 19th century to the present.

**306. Political Parties.**

*(AS) Fall or Spring (3) McGlennon.*

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. Political Polling and Survey Analysis.**

*Fall (3) Rapoport.*

An introduction to the formulation, implementation and analysis of political surveys. Topics to be covered include sampling, question bias, interviewing, hypothesis testing, and data analysis. Much of the course will revolve around a survey of the William and Mary student body, designed and carried out by the class.

**308. Data Analysis in Political Science.**

*(S) Fall or Spring (3) Staff.*

Quantitative analysis in political science, including testing of theoretical hypotheses and the use of computers in analyzing social and political data. Techniques are studied to illuminate substantive political questions, not statistical theory. No previous knowledge of statistics or computing is required.

**311. European Political Systems.**

*(AS) Fall (3) Clemens.*

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.**

*(AS) Spring (3) 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 Politics.**

*(GER 3) (A) Fall or Spring (3) Dessler, Ward, Staff.*

A study of the theory and practice of international politics. The course will consider the international system of states and the bases of national power.

**324. U.S. Foreign Policy.**

(AS) Fall or Spring (3) Clemens, Ward, Peterson. Prerequisite: GOVT323.

A study of American foreign policy with emphasis on the process of policy formulation. Selected foreign policy problems will be considered.

**325. International Organization.**

(AS) Fall (3) Peterson. Prerequisite: GOVT323.

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.**

(AS) Spring (3) Staff. Prerequisite: GOVT323.

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.**

(AS) Fall or Spring (3) Staff. Prerequisite: GOVT323.

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.

**328. International Political Economy.**

(AS) Fall or Spring (3) Staff.

An analysis of the politics and economics of a selected international policy problem or issue, e.g., international trade and protectionism; the domestic management of inflation and unemployment; the relation between economic organization and political power.

**329. International Security.**

(AS) Fall or Spring (3) Peterson.

Examines traditional concerns about the use and management of force in the nuclear age, as well as new security problems, such as the proliferation of chemical and biological weapons, environmental issues, and the political economy of national security.

**330. The Politics of European Cooperation.**

(AS) Fall or Spring (3) Clemens. Prerequisite: GOVT 323.

The course covers the evolution of the European Community/Union, as well as to some extent NATO; the basic institutions of both organizations; and their current policies, including those on trade, currency, and security. Major current events and controversies will be discussed as well.

**334. The Politics of Russia.**

(AS) Fall or Spring (3) Busza.

This course examines the collapse of the Soviet Union and political change in Russia. Major topics will include democratization, ethnic relations, the construction of new political and economic institutions, and the development of civil society.

**335. The Politics of Eastern Europe.**

(AS) Fall or Spring (3) Busza.

This course will focus on political change in Eastern Europe. Using a comparative approach, we will analyze how different states are meeting the specific challenges of post communist transformation: building new political, economic, and social institutions.

**336. Governments and Politics of China and Japan.**

(AS) Fall or Spring (3) Cheng.

A study of political institutions and political behavior in China and Japan. Emphasis will be placed on dynamic factors of socio-economic and political development in both countries.

**337. Politics in Africa.**

(AS) Fall or Spring (3) Ndegwa.

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.**

*(AS) Fall or Spring (3) Grayson.*

A comparative analysis of the types of government of selected Latin American nations. Appropriate consideration will be given to current conditions and to such problems of general political development as recruitment and socialization, communication and articulation, interest aggregation and decision-making.

**339. Middle Eastern Political Systems.**

*(AS) Fall or Spring (3) Bill.*

An analysis of power, authority and change in the Middle East, defined as the Arab world plus Turkey, Iran, Afghanistan, Pakistan, and Israel. Emphasis is placed upon development, Islam, social stratification, violence and foreign policy.

**340. Political Theories of Islam.**

*(GER 4B) (S) Spring (3) Williams. Prerequisites: REL 340 or GOVT339. (Same as REL 318.)*

A study of primary sources in Muslim law, politics and philosophy on the good state, the good ruler, and the appropriate uses of power. This course includes the theoretical background of contemporary Islamic resurgence movements.

**350. Introduction to Public Policy.**

*(AS) Fall or Spring (3) Evans, Howard.*

An introductory examination of the dynamics of policy making processes at the national level of government, focusing on the effect of government institutions on policy making and policy implementation in the context of national policy issues. Appropriate for freshmen and sophomores.

**351. Introduction to Public Administration.**

*(AS) Fall or Spring (3) 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, policies, and the social environment.

**353. The Politics of States and Localities.**

*(AS) Fall or Spring (3) McGlennon.*

An examination of the institutions and processes of government and politics in American states and localities. Relationships among national, state, and local governments will be analyzed in the context of a federal system.

**355. Southern Politics.**

*(AS) Fall or Spring (3) McGlennon.*

An examination of the influence of historic and demographic trends on contemporary Southern politics. Special attention will be paid to the political distinctiveness of the South, political variations among the southern states, and the relationships between Southern and national politics.

**360. The American Welfare State.**

*(S) Fall or Spring (3) Howard. Prerequisite: GOVT201 or GOVT350.*

The politics of U.S. social policy in historical and cross-national perspective. Emphasis on understanding the relative influence of ideas and values, interests, institutions, gender, and race.

**370. The Legislative Process.**

*(AS) Fall (3) Evans, Gilmour.*

An investigation of the legislative process in the United States with emphasis on the United States' Congress. Internal and external forces influencing legislative behavior will be examined.

**371. The Presidency.**

*(AS) Fall (3) 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 Judiciary in American Politics.**

*(AS) Fall (3) Lovell.*

Development of the federal judiciary, recruitment and roles of judges, relationship of the judiciary to other political institutions, and the impact of judges on the process of policy-making. Focus is on Supreme Court interpretation of the Constitution.

**373. Individual Rights.**

*(AS) Spring (3) Lovell.*

Impact of Constitutional policies on major civil liberties and civil rights, including the function of judges in contributing to those policies and the inherent tension between democracy and constitutionalism.

**374. The Mass Media, Public Opinion, and American Political Behavior.**

*(AS) Fall or Spring (3) Staff.*

A survey of the processes through which political communications are transmitted and received in the American political system. The impact of newspapers, television, campaign advertising, and other forms of political persuasion will be examined, as well as other influences on public opinion and political behavior.

**381. Human Geography.**

*(A) Fall or Spring (3) Blouet.*

A survey of the content of human geography including population, culture realms, world views, the distribution of agriculture and industry, settlements and human environmental impact.

**382. World Regional Geography I.**

*(AS) Fall (3) Blouet.*

A study of the physical environment, resources, population, and distribution of economic activity in selected industrial countries in Europe, North America, and the Pacific Rim. Only one course from Government 382 and 383 may be counted towards a concentration in Government.

**383. World Regional Geography II.**

*(AS) Fall or Spring (3) Blouet.*

A study of the physical environment, resources, population, and distribution of economic activity in selected developing countries in the Indian sub-continent, the Middle-East, Africa, South-East Asia, and East Asia. Only one course from Government 382 and 383 may be counted towards a concentration in Government.

**384. The Geography of Latin America and the Caribbean.**

*(AS) Fall or Spring (3) Blouet.*

Examination of the physical environment, resources, population, and economic activities in the region together with studies of selected countries.

**386. The European Community of Nations.**

*(AS) Fall or Spring (3) Blouet.*

Examination of the environment, demography, and economy of Europe in the contest of regional integration. European states that are not E.U. members will be examined to their potential contributions of the European Union.

**390. Topics in Government.**

*Fall or Spring (1) Staff.*

Selected topics in Government. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit.

**391. Topics in Government.**

*(AS) Fall or Spring (3) Staff.*

Selected topics in Government. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit.

**401. Seminar: American Political Thought.**

*(S) Fall (3) Smith.*

Basic problems of political theory will be viewed from the perspective of the American experience.

**405. Seminar: Studies in Political Philosophy: Themes and Problems.**

*(S) Fall or Spring (3) Staff.*

An examination of a particular theme or problem such as community, authority, justice, freedom, and utopia.

**406. Seminar: Studies in Political Philosophy: Theorists and Movements.**

*(S) Fall or Spring (3) Staff.*

An examination of the work and significance of a particular great political theorist, group of theorists, or major movements, such as Marxism, Utilitarian Reformism, Conservatism.



**408. Seminar: Human Destructiveness and Politics.**

(S) *Spring (3) Smith.*

Genocide pervades the contemporary imagination, yet both the origin and meaning of this form of human destructiveness are problematic. What is genocide? What is its history? Is there a basic structure to genocide? Do present attempts to explain genocide succeed? Who is responsible for genocide? How might genocide be prevented? Readings from social science, history, philosophy, and literature, with occasional use of film.

**410. Seminar: British Government and Politics.**

(S) *Fall or Spring (3) Ward. Prerequisite: GOVT311.*

A study of political institutions and political behavior in the United Kingdom. Special attention is given to comparisons with the parliamentary democracies of the Commonwealth and the Republic of Ireland.

**416. Seminar: Revolution and Politics.**

(S) *Spring (3) Grayson.*

A study of social, political and economic conditions underlying revolutionary change. Careful attention is also given to leadership, organization, coalition-building, propaganda and counter-revolutionary strategies. The French, Russian and Cuban upheavals and Italian Fascism are among the revolutions studied.

**417. Seminar: Government and Politics in South Asia.**

(S) *Spring (3) Baxter.*

Historical origins will be emphasized early in the semester, political and economic modernization in the region will be considered next, and relations among the states of the region and the role of the region in world politics will complete the semester.

**433. Seminar: Theories of the International System.**

(S) *Fall (3) Dessler.*

A study of systematic approaches and their application to the traditional concerns of international relations theory and practice — power, conflict, order and justice.

**435. Seminar: Political Economy of the Newly Industrializing Countries.**

(S) *Fall or Spring (3) Cheng.*

This seminar examines major issues of economic development in Newly Industrializing Countries (NICs). It addresses the interaction between government policies and market forces, between regime dynamics and economic change, and discusses problems in different economic sectors. Course normally focuses on East Asia but may examine other regions.

**436. Seminar: International Relations of East Asia.**

(S) *Fall or Spring (3) Cheng.*

A study of international relations of East Asia since 1945. Selected problems and issues will be considered.

**451. Seminar: Topics in Public Administration.**

(S) *Spring (3) Staff. Prerequisite: GOVT351.*

An examination of selected topics and issues in public administration. Such items as public budgeting, policy planning, policy evaluation, personnel management, intergovernmental relations, organizational theory and organizational development will be included.

**454. Seminar: The Politics of Metropolitan Areas.**

(S) *Fall (3) McGlennon. Prerequisite: GOVT353 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.

**457. Seminar: Public Policy and Administration.**

(S) *Fall or Spring (3) Morrow, Evans. Prerequisite: GOVT350.*

A critical examination of the relationship between the public bureaucracy and public policy in the formation, implementation, and evaluation of policy.

**458. Seminar: Local Politics.**

(S) *Fall (3) Staff.*

Government and politics at the local level, especially small cities and counties. Consideration will be given to public opinion and elections, development of political leadership, local administration and management, state and federal impact upon local government, and selected policy problems.

**464. Seminar: Political Socialization.***(S) Fall (3) Rapoport.*

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 effect of generations, subcultures, and sex roles on political attitude acquisition, and political resocialization.

**465. Seminar: Public Opinion and Voting Behavior.***(S) Fall or Spring (3) Rapoport.*

A study of the relationship between opinions and political policymaking, including the characteristics of political opinions, patterns of voting behavior, and the importance of leadership.

**470. Seminar: Congress and the President.***(S) Fall or Spring (3) Gilmour.*

An examination of the strategic interaction between the Congress and the Presidency. Major themes include the balance of power between the two branches, how and why the relative influence of each has shifted during American history, and the constitutional legitimacy of the powers exercised by the Congress and the President.

**482. Seminar: Geostrategic Thought.***(S) Fall or Spring (3) Blouet.*

The course examines the way western commentators have seen the world from a global strategic perspective over the last century. The works of major theorists from Mahan to Kissinger will be examined.

**491. Topics in Government.***(S) Fall or Spring (3,3) Staff.*

Selected topics in Government, the topic to be announced prior to the beginning of the semester. Special emphasis will be given to the active involvement of members of the seminar in individual research projects and the preparation of research papers. May be repeated for credit.

**494. Independent Study.***Fall or Spring (3) Staff.*

A program of independent study which usually involves extensive reading and the writing of an essay. Students must obtain permission from the chair of the department and the faculty member under whom they are 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. May be repeated for credit.

**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. Government 495 and 496 cannot be used to satisfy the 400 level requirement for concentrators. For College provisions governing the Admission to Honors, see page 58. For departmental requirements, see chairman.

**Graduate Program**

The department is actively involved in the Thomas Jefferson Program in Public Policy. For degree requirements and a full description of graduate courses in Public Policy, write to the Thomas Jefferson Program in Public Policy for a graduate catalog.

## History

PROFESSORS Ewell (Newton Professor and Chair), Axtell (Kenan Professor), Crapol (Chancellor Professor), Dewey (Harrison Professor, 1997-98), Ely, Esler, Funigiello (Pullen Professor), Gross (Murden Professor), Hoak, Hoffman, Morgan, R. Price (Dittman Professor), Rafeq (Bickers Professor), and Selby. ASSOCIATE PROFESSORS Abdalla, Chandos Brown, Canning, McArthur, McCord, Strong, Walker, and Whittenburg. ASSISTANT PROFESSORS Christopher Brown<sup>1</sup>, Hahamovitch, Homza, Lane, Lipton, Meyer, Nelson, Phillips, Pratt, and Sheriff. VISITING ASSISTANT PROFESSOR Schwintzer. LECTURERS M. Brown<sup>2</sup>, Carson<sup>3</sup>, Hobson<sup>4</sup>, Kelly<sup>3</sup>, Kelso<sup>5</sup>, and Teute<sup>6</sup>.

### Area and Sequence Requirements

Area courses in history introduce students to the historical method and to a particular subject area. Sequence courses are generally narrower in breadth of subject matter than area courses. Many courses in history deserve both area and sequence designations because they introduce students to the nature of the historical discipline yet tend to be somewhat more specialized.

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 103-104 and two upper level history courses, 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, 379, 380. One or more of the preceding courses may be waived by the department chair upon demonstrated proficiency in European, United States, Latin American, Middle Eastern, African, or East Asian history. Of these 33 semester credits in history, at least 15 must be taken in residence at the College. 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 prepare students to conduct research and to write a research paper. 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.

Satisfactory completion of the department's colloquium/seminar requirement also fulfills the concentration writing requirement in History. Both colloquia and seminars provide students with a series of opportunities to practice their writing.

Students may satisfy the undergraduate computing requirement for History by (1) attaining a C or better in History 390 (Historians and Computers); (2) attaining a C or better in Computer Science 131 (Concepts in Computer Science), 141 (Introduction to Computer Science), or a more advanced course in Computer Science.

### 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.

<sup>1</sup>Fellow, Omohundro Institute of Early American History and Culture

<sup>2</sup>Archaeological Excavation and Conservations Department, Colonial Williamsburg Foundation

<sup>3</sup>Research Department, Colonial Williamsburg Foundation

<sup>4</sup>John Marshall Papers

<sup>5</sup>Director of Archaeology, Association for the Preservation of Virginia Antiquities

<sup>6</sup>Omohundro Institute of Early American History and Culture

## Description of Courses

### 101,102. History of Europe.

(GER 4A) (A) 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.

### 103,104. Global History.

(GER 4B for 103; GER 4A for 104) (A) Fall and Spring (3,3) Esler.

An introduction to the history of the world, with emphasis on such broad aspects of the subject as major civilizations, cultural diversity, global conflict, and global convergence. First semester: from pre-history to 1500. Second semester: 1500 to the present.

### 150. Freshman Seminar.

(A) Fall and Spring (3,3) Staff.

A course designed to introduce freshmen to the study of history. (This course may be repeated for credit if there is no duplication of topic.)

**Topics for Spring 1998: To be announced.**

### 150W. Freshman Seminar.

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

A course designed to introduce freshmen to the study of history. Sections with a "W" designation enable students to fulfill the Lower-Division Writing Requirement. (This course may be repeated for credit if there is no duplication of topic.)

### Topics for Fall 1997:

*Section 1W - Mao Zedong. Schwintzer.*

An examination of the Chinese Communist revolution in light of the life and thought of Mao Zedong. Through the study of Mao the man and the political, social, and intellectual environment within which he operated, the course seeks to provide a better understanding of both Mao and the revolution.

*Section 2W - Higher Education in America. Axtell.*

An examination of the social and cultural role of colleges and universities in medieval Europe, colonial America, and the U.S.; the aims and methods of higher education; contemporary problems and challenges of being a college student.

*Section 3W - African Americans and Music: Spirituals to Rap. Phillips.*

This course introduces students to the varieties of African American sacred and secular music, its rootedness in African music, the influence of such music on African American social and cultural life, and its dramatic impact on American culture generally.

*Section 4W - Colonial and Revolutionary Tidewater. Whittenburg.*

This course examines the history of Tidewater Virginia and Maryland from the colonial period through the American Revolution. Readings will include primary and secondary sources, and the class will take several field trips to nearby historical sites.

### Topics for Spring 1998:

*Section 1W - "Cowboys and Indians": The Old West in Myth and History. Sheriff.*

For generations, the Old West has captivated the American imagination. This course examines the relationship between the mythical and historical West. Covering the nineteenth century, the course will introduce the major themes and topics in frontier and Western history.

*Section 2W - Topic to be announced. Lane.*

### 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 permission of the instructor.)

**205,206. Survey of East Asian Civilization.***(GER 4B) (AS) Fall and Spring (3,3) Pratt, Schwintzer.*

An introduction to the political and cultural history of East Asia with special attention to China and Japan. First semester: East Asia to 1600; second semester: East Asia from 1600 to the present.

**211,212. Topics in History.***(AS) Fall and Spring (3,3) Staff.*

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. (This course may be repeated for credit if there is no duplication of topic.)

**Topics for Fall 1997:***Section 1 - The Elusive South. Walker.*

An examination of the ways in which southerners have attempted to define their region and themselves from the colonial period to the present. Readings will include autobiographies, biographies, and fiction. Each student will write several short papers.

*(GER 4B) Section 2 - Postwar Japan. Pratt.*

An examination of various aspects of post-World War II Japan. After an intensive look at politics and the economy, we will explore such topics as the role of women, childhood and education, social organization, and methods used to maintain order and harmony. Several documentaries and movies will be shown.

**Topic for Spring 1998:***Section 1 - The Literati in Late Imperial China. Schwintzer.*

An examination of the evolution of the Chinese literati from the eighth century to the nineteenth century. The primary focus is on differing constructions of the self in light of social, economic, and intellectual changes.

*(GER 4B) Section 2 - Postwar Japan. Pratt.*

An examination of various aspects of post-World War II Japan. After an intensive look at politics and the economy, we will explore such topics as the role of women, childhood and education, social organization, and methods used to maintain order and harmony. Several documentaries and movies will be shown.

**301,302. Ancient History.***(GER 4A) Fall and Spring (3,3) Jones, Chancellor Professor of Classical Studies. Not open to freshmen.*

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. United States Military History, 1860-1975.***(S) Spring (3) Meyer.*

An examination of the growth of the U.S. military establishment and the exercise of and changes in military strategy and policies, as shaped by political, social, and economic factors. Crucial to our inquiry will be not only discussions about the decisions and attitudes of ranking military and civilian leaders but also an analysis of the lives and circumstances of enlisted personnel, lower ranking officers, and civilian support staff.

**307,308. African History.***(GER 4B) (AS) Fall and Spring (3,3) Abdalla.*

A thematic approach to socio-economic and political change in Africa from early times to the present. Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity, and colonialism, as well as on Africa's present pressing problems. The course divides at 1800 A.D.

**309,310. Survey of Latin American History.***(GER 4B) (AS) Fall and Spring (3,3) Lane, Ewell.*

The development of Latin America from Pre-Columbian times to the present. Emphasis in the first semester is on the interaction of European, Indian, and African elements in colonial society to 1824. The second semester stresses the struggle for social justice, political stability, and economic development from 1824 to the present.

**311,312. Europe in the Middle Ages.***(AS) Fall and Spring (3,3) Lipton.*

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.

**313. Renaissance and Reformation.**

(AS) *Spring (3) Homza.*

Through the study of primary sources from 1357 to 1598, an investigation into the theoretical foundations, cultural emphases, and political ramifications of the Italian Renaissance, and Protestant and Catholic Reformations.

**315,316. The Age of Absolutism and Revolution in Europe, 1648-1870.**

(AS) *Fall and Spring (3,3) Schechter. (316 offered in fall; 315 not offered 1997-98.)*

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) Strong.*

First semester covers Europe from the period of national consolidation to the First World War. Second semester covers from 1914 down to and including contemporary Europe. Fascism, the Second World War, and the Cold War are given special emphasis; the course concludes with a discussion of contemporary Europe. Special attention is given to social and cultural factors both semesters.

**319,320. The History of England.**

(AS) *Fall and Spring (3,3) McCord. (Not offered 1997-98.)*

A survey of the political, social, religious, and economic history of England. First semester: Roman occupation through the mid-17th century. Second semester: mid-17th century to the present.

**321,322. The History of Russia.**

(AS) *Fall and Spring (3,3) McArthur.*

The political, economic, social, and intellectual development of Russia. First semester to late 19th century. Second semester, late 19th century to the present.

**323-324. Intellectual History of Modern Europe.**

(AS) *Fall and Spring (3,3) 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 19th and 20th centuries.

**331. History of Spain.**

(AS) *Fall (3) Homza. (Not offered 1997-98.)*

A survey of Spanish history from 1478 to 1978 that also asks students to investigate cultural, political, and social issues in depth, such as the goals of inquisitors, the question of Spanish decline, and the context of the Civil War.

**333,334. History of Germany.**

(AS) *Fall and Spring (3,3) Strong. (Not offered 1997-98.)*

First semester: origins and establishment of the modern German state to the First World War. Second semester: establishment and course of Hitler's Third Reich. Some time at the end of the second semester is devoted to the development of the two Germanies since 1945 and their subsequent reunification.

**337,338. History of France, 1648 to the Present.**

(S) *Fall and Spring (3,3) Schechter. (Not offered 1997-98.)*

First semester: 1648-1800. Intensive examination of a pre-industrial society with special emphasis on social, economic, and intellectual problems during the *ancien régime* and Revolution. Second semester: 1800-present. Special attention to social and economic problems as well as to the politics of 20th-century France.

**341. Modern Japanese History.**

(S) *Spring (3) Pratt.*

A history of Japan from the Tokugawa period (1600-1868) to the present, with special emphasis on the 19th and 20th centuries.

**342. Modern Chinese History.**

(S) *Spring (3) Schwintzer. (Not offered 1997-98.)*

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.

**349C. The Age of Exploration, 1450-1600.**

(AS) *Fall and Spring (3,3) Axtell. (Not offered 1997-98.)*

An introduction to the European exploration of the rest of the world before, during, and after the voyages of Christopher Columbus, with an emphasis on the Americas.

**350. The Invasion of North America.**

(AS) *Spring (3) 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.

**351,352. Introduction to African American History.**

(AS) *Fall and Spring (3,3) Phillips, Ely.*

A survey of African American history from the colonial period to the present. The course divides at emancipation.

**353. Islam in North Africa.**

(S) *Spring (3) Williams, Kenan Professor of Humanities and Professor of Religion. Prerequisites: Religion 300, History 307, or consent of instructor. (Not offered 1997-98.)*

A study of the expansion of Islam into North Africa, its heterodox developments, eventual domination of the Arabic language, the rise of medieval empires, Hispano-Islamic cultural influence, the encounter with European imperialism, and the emergence of modern states. (Same as Religion 368.)

**361,362. Early American History.**

(S) *Fall and Spring (3,3) Selby. (Not offered 1997-98.)*

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.

**371,372. United States Women's History, 1600 to the Present.**

(AS) *Fall and Spring (3,3) Meyer. (371 offered in spring; 372 not offered 1997-98.)*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879.

**373,374. History of American Foreign Policy.**

(S) *Fall and Spring (3,3) 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.

**375. United States Immigration History.**

(AS) *Spring (3) Hahamovitch. Prerequisites: History 201 and 202 recommended.*

An introduction to the history of immigration to the United States from 1789 to the present. Emphasizing immigration from Ireland, China, Mexico, and Eastern Europe, the course covers immigrant life, work, and culture; causes of mass migration; gender and family relations; changing ethnic identity in the U.S.; and federal immigration policy. (This course may not be taken for credit by students who have taken the same topic under History 211-212.)

**376. America and Vietnam.**

(AS) *Spring (3) Crapol. (Not offered 1997-98.)*

An examination of the United States' role in Vietnam from 1945 to the present. The political, cultural, ideological, and economic ramifications of the United States involvement will be analyzed from the American as well as the Vietnamese perspective.

**379,380. The Modern Middle East.**

(GER 4B) (AS) *Fall and Spring (3,3) Rafeq.*

A historical review of the modern Middle East since 1500 that emphasizes the political and socio-economic changes of recent decades. Arab-Israeli conflict and the peace process as well as the Islamic revival will receive close examination. The course divides at 1800.

**390. Historians and Computers.**

(S) *Spring (3) Whittenburg.*

This course fulfills the undergraduate computing requirement by introducing skills commonly employed by historians. It attempts to demystify computers by introducing their physical parts and the basics of computer jargon. It also discusses the impact of these machines on the history profession.

**+401,402. Independent Study.**

*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 chair of the department. (This course may be repeated for credit if there is no duplication of topic.)

**403. Colonial and Revolutionary Virginia.**

(S) *Fall (3) 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.

**404C. France in North America.**

(S) *Spring (3) Axtell. (Not offered 1997-98.)*

An exploration of the French presence in North America from the 16th-century voyages of Verrazzano and Cartier to the fall of Quebec in 1759, the growth of settlement and empire from Canada to Louisiana, and relations with the Indians.

**405C. Disease, Medicine, and Society in Africa.**

(S) *Spring (3) Abdalla. (Not offered 1997-98.)*

An examination of the relationship between environment, disease, and people in Africa. The course stresses the interdependence of beliefs and medical practice and assesses the impact these have on the demography and politics of African societies.

**406. Ethnicity and State in the African Context.**

(S) *Fall (3) Abdalla.*

A study of the process of state formation, the institution of government, and tension between central hegemony and regional autonomy. In selected cases, emphasis will be placed on the problems of legitimization of office holders, expansion and consolidation of the state, and inter-ethnic rivalry.

**407C. Gender and Change in Modern Africa.**

(S) *Fall (3) Abdalla.*

A seminar on the activities of women in modern Africa in economics, politics, medicine, rituals, and the arts. It dispels the erroneous notion of the passivity of African women.

**409,410. England Under the Tudors and Stuarts.**

(S) *Fall and Spring (3,3) Hoak. (410 not offered 1997-98.)*

The first semester, 1485-1603; the second semester, 1603-1714.

**413C,414C. The Making of Modern England.**

(S) *Fall and Spring (3,3) McCord.*

A research seminar that examines the political, economic, social, and intellectual changes which explain England's transition from an aristocratic to a democratic society. First semester: ca. 1780 to 1850. Second semester: 1850-1918.

**419C. Europe Since 1945.**

(S) *Spring (3) Strong.*

An examination of the problems of political and economic reconstruction in the wake of the Second World War. Attention also is given to adjustments resulting from the loss of colonies and to the evolution of European cultural perspectives since 1945.

**421,422. The United States, 1815-1877.**

(S) *Fall and Spring (3,3) Sheriff.*

A survey of American history from the end of the War of 1812 through Reconstruction. The course divides at 1850, with the first half exploring the development and impact of industrialization, slavery, and expansionism. The second half examines the social, political, economic, and cultural history of the Civil War and Reconstruction.



**423. America's Gilded Age.**

(S) Fall (3) Nelson.

An exploration of the collapse of Reconstruction, the rise of big business, and the emergence of a modern nation-state. Topics will include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West, and literary naturalism. (This course may not be taken for credit by students who have taken the same topic under History 211-212.)

**432. Maroon Societies.**

(S) Fall (3) R. Price.

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States.

**441. The Caribbean.**

(S) Fall (3) Ewell. (Not offered 1997-98.)

A survey of the colonial history of the region followed by an analysis of the economic, social, and political developments of the 19th and 20th centuries in the major island and mainland states.

**442. Brazil.**

(S) Fall (3) Ewell. (Not offered 1997-98.)

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) 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.

**447C. Crises of European Society.**

(S) Fall or Spring (3) Hoak. Prerequisite: HIST 313, HIST 319 or HIST 409. (Not offered 1997-98.)

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.

**453,454. American Cultural and Intellectual History from the Beginnings through the Early 20th Century.**

(S) Fall and Spring (3,3) Chandos Brown.

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis during the first semester on the transit of European culture, regionalism, and the emergence of the ideology of American exceptionalism. Second semester explores the social construction of knowledge, race, gender, and class in the 19th and early 20th century United States, through an intensive reading of primary sources.

**459. Problems in Modern History.**

(S) Fall (3) Clive Dewey, James Pinckney Harrison Professor, 1997-98.

**Topic: India Under British Rule, 1757-1947.**

An examination of the impact of British imperialism on India's economy, society, and culture.

**461. Early American Social History.**

(S) Spring (3) 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.

**464C. The New South.**

(S) Spring (3) Walker.

An examination of the political, economic, social, and intellectual developments in the South since the Civil War. Readings will include both primary and secondary materials.

**465C. Slavery in the American South.**

(S) Spring (3) Ely.

The development of slavery as a system of labor and of social organization in the American South; slaveholders, slaves, free blacks, non-slaveowning whites and their relations with one another; the effects of slavery on southern politics and world views.

**471C. Contemporary Russia.**

(S) Fall (3) McArthur. (Not offered 1997-98.)

A seminar on topics in Russian history, 1953 to the present. Themes include the legacy of the Stalin era and issues of continuity and change in the post-Stalin years. The collapse of the Soviet Union and the problems of post-Communist Russia are also examined.

**472C. The Russian Revolution.**

(S) Fall (3,3) McArthur.

The origins, course, and impact of revolution in 20th-century Russia, c. 1905-1953. Considerable use is made of primary materials. Themes include the dilemmas of late imperial Russia, the impact of modernization and war, and the issue of totalitarianism.

**474. Ethnographic History.**

(S) Fall (3) R. Price.

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Same as Anthropology 472 and American Studies 434.)

**475. Growth and Development of the American Economy.**

(S) Spring (3) 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) Spring (3) Funigiello. (Not offered 1997-98.)

The American city from the colonial period to the present; political and economic institutions, social change, technological innovations, planning theories, and reactions of sensitive observers to the process of urbanization as expressed in imaginative literature and scholarly studies.

**477. History of Mexico.**

(S) Fall (3) Lane.

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.

**478. Writing and Reading Culture.**

(S) Fall (3) R. Price. (Not offered 1997-98.)

Trends in ethnography (and ethnographic history) during the past two decades. Students will begin with a "classic monograph," go on to read about the "crisis" in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Same as Anthropology 490.)

**481. History of Physical Science: Its Origins, Sixth Century B.C. Through the Renaissance.**

Fall or Spring (3) McKnight, Professor of Physics. (Not offered 1997-98.)

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 or a minor in History.)

**482. History of Physical Science: The Classical Period, 1687-1900.**

Fall or Spring (3) McKnight, Professor of Physics. (Not offered 1997-98.)

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.)

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

(S) Fall (3) R. Price. (Not offered 1997-98.)

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in Anthropology, History, and Literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross-listed with Anthropology 429.)

**490,491. Topics in History.***(S) Fall and Spring (3,3) Staff.*

Topic changes each semester. (This course may be repeated for credit if there is no duplication of topic.)

**Topic for Fall 1997:***Section 1 - The Young Republic: America Between the Revolution and the War of 1812. Cooper-Guasco.*

A survey of the major political, economic, and social developments between 1780 and 1815.

**Topic for Spring 1998:***Section 1 - America's Trans-Appalachian Frontier: The Old Northwest and Southwest Before the Civil War. Cooper-Guasco.*

Through a survey of the social, political, and economic developments of the first half of the nineteenth century, the class will explore the history of the young republic's initial frontier, the Old Northwest and the Old Southwest.

**490C,491C. Topics in History.***(S) Fall and Spring (3,3) Staff.*

Topic changes each semester. (This course may be repeated for credit if there is no duplication of topic.)

**Topics for Fall 1997:***Section 1C - Modern Syria. Rafeq.*

An examination of land tenure, guild organization, the Pilgrimage, the military forces, family structure, and urban-rural relations in the Ottoman and post-Ottoman periods. Also examined is the impact of mercantilist and industrial Europe on these institutions.

*Section 2C - Spain's Golden Age. Homza.*

A critical examination of an epoch in Spanish history (1500-1665) often described as a "golden age." We will scrutinize royal authority, economic stability, the Inquisition, debates over the Americas, and literary and artistic achievement as well as censorship.

*Section 3C - Missionaries in China. Schwintzer.*

A study of the Christian missionary experience in China and the Chinese response to those missionaries from the 16th century to the present. The course examines the interaction between Christian missionaries and various strata of Chinese society and explores how this interaction affected cultural, political, and social developments within China.

*Section 4C - Modern Virginia. Walker.*

A research seminar on the history of Virginia since the Civil War. The class will explore primary and secondary sources on the political, economic, social, cultural, and intellectual developments within the state between 1865 and the present; each student will write a 15-20 page paper.

**Topics for Spring 1998:***Section 1C - To be announced. Abdalla.**Section 2C - To be announced. Christopher Brown.**Section 3C - Judaism, Christianity, and Islam in the Middle Ages. Lipton.**Section 4C - African Americans and Religion. Phillips.*

Students will explore through historical studies, fiction, music, and film the spiritual, institutional, and cultural experiences of religion in the lives of African Americans. Other topics such as retention of Africanisms and politics will be discussed as well.

*Section 5C - Rebellions, Revolts, and Revolutions in the Middle East Since 1500. Rafeq.*

An examination of the political, economic, and social bases of these movements. Topics covered include the socio-economic revolts of the nineteenth century, the Arab revolt of 1916, the Egyptian Revolution of 1952 and Nasserism, the coming of the Ba'th to power, and the correctionist movement of Asad in Syria and its impact in the Middle East.

*Section 6C - The Old Regime and the French Revolution. Schechter.**Section 7C - Women in Modern China. Schwintzer.*

An examination of the role and status of women in traditional Chinese society, the impact of industrialization and Western ideas on that status during the first half of the twentieth century, and the degree to which the Communist regime established by Mao Zedong has achieved its stated goal of fully emancipating China's women.

**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 chair. For College provisions governing the Admission to Honors, see page 58.

### **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, and as a source of 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.

## Interdisciplinary Studies

PROFESSOR Schwartz, Director

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary concentrations that fall into two categories. First, a student, working in consultation with a faculty advisor, may formulate an interdisciplinary concentration that is uniquely tailored to his or her interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed concentration must be approved by the Committee on Honors and Interdisciplinary Studies. Normally, students pursuing an interdisciplinary concentration base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved.

Second, requirements have been established for Interdisciplinary concentrations in the following areas: Biological Psychology, Black Studies, Environmental Science/Studies, Linguistics, Literary and Cultural Studies, Medieval & Renaissance Studies, and Women's Studies.

Applications for interdisciplinary concentrations must be submitted to the Committee on Honors and Interdisciplinary Study before the beginning of preregistration for the first semester of the student's senior year. All interdisciplinary programs must be compatible with the degree requirements for Arts and Sciences. Each concentrator must fulfill the Concentration Writing Requirement by earning a grade of C- or better in the course designated by the student as the writing course within the program submitted to CHIS. Each concentrator must also fulfill the Computer Proficiency Requirement by earning a grade of C- or better in the course designated by the student as the computer proficiency course within the program submitted. CHIS, or the appropriate advisory committee, must approve the designation of courses which fulfill the writing and computer proficiency requirements.

### Description of Courses

The following interdisciplinary courses are taught by individual instructors or by a group of instructors who wish to explore a subject outside the present departmental programs. They are coordinated by the Charles Center. These courses may provide Area credit and may contribute to interdisciplinary sequences.

#### 150W: Freshman Seminars.

##### Topics for 1997-1998 include:

##### Introduction to Film Studies.

(GER 5) Fall (4) *Braxton, Knight, Preston, Zuber.*

A freshman seminar in film as an independent aesthetic form, treating the formal and narrative components of film and briefly introducing students to the history of film and the comparison of films made in the United States with those made in other countries. This course satisfies the freshman writing requirement and carries Area I credit.

##### Contemporary Communication Media, the First Amendment, and the Legal System.

Fall (4) *Collins.*

The seminar will consider various problems of communication media, how the legal system responds to the problems, and the implications for freedom of speech and press. This course satisfies the freshman writing requirement.

##### Law and Economics.

Fall (4) *Schaefer.*

An introduction to how a lawyer reasons about a dispute, how an economist develops a simplified model of the dispute, and how the two approaches can illuminate each other. This course satisfies the freshman writing requirement and carries Area II credit.

##### Men's Studies.

Fall (4) *Delos.*

The Development of Character: What is the role of men in today's society? What is the meaning of the word "character," and how does it differ from intellect? This course will consider theory of natural selection and related perspectives on the evolution and development of moral behavior. Ethical issues, including those involving sexuality, examined from scientific perspectives. This course satisfies the freshman writing requirement.

**Science and Society, Doubt and Certainty.***Fall (4) Taylor.*

The race for solutions in contemporary American society. Science in contemporary American society has a complex relationship to the state that developed during WWII and the post-WWII Cold War era. This course will examine how and why this relationship with the state developed and consider the power of science to shape our society and whether this power is real or imagined. This course satisfies the freshman writing requirement.

**Perspectives on Citizenship and Community.***(GER 7) Spring (4) Schwartz.*

Students attend two seminars per week and perform 35 hours of community service over the course of the term. Readings and discussions focus on competing understandings of community, citizenship, and justice. The classroom and service components of the course will each provide perspectives for the other. This course satisfies the freshman writing requirement and carries Area I credit.

**322. Introduction to Library Sciences.***Fall and Spring (1,1) Lawrence, Welsh.*

An introduction to the organizational characteristics of reference works (especially in the humanities and social sciences); bibliographic control of data and research strategies for obtaining information on a topic.

**+480. Independent Study.***Fall and Spring (variable credit)*

For concentrators who have completed most of their concentration requirements and who have secured approval of the Committee on Honors and Interdisciplinary Studies and that of the instructor(s) concerned. An Interdisciplinary concentration can include no more than six hours of Independent Study.

**+482. Wilson Summer Independent Study.***Summer (3) Staff.*

Students who have been awarded Wilson Cross Disciplinary Independent Study Scholarships must enroll in this course during one of the summer sessions. For more information on these scholarships contact the Charles Center.

**491. Short Course in Interdisciplinary Studies.***Fall and Spring (1,1) Staff.***+495, +496 Interdisciplinary Honors.***Fall, Spring (3,3) Staff.*

Students admitted to Interdisciplinary Honors will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission by April 15 of an honors essay; (c) satisfactory performance in an oral examination on the subject matter of the honors essay. The procedures and standards for Interdisciplinary Honors will be those in force in the department of the student's primary faculty advisor. The primary faculty advisor, with the approval of CHIS, may make appropriate changes to those procedures and standards. Requests for these exceptions must accompany the student's proposal to do honors. For College provisions governing the Admission to Honors, see page 58.

**The Kenan Distinguished Professorship**

A generous gift from the William R. Kenan, Jr. Charitable Trust supports the Kenan Distinguished Professorships at the College. The Professorships, in the humanities, are occupied by professors with a preeminent reputation and have the primary purpose of encouraging excellence in teaching at the undergraduate level. The Kenan Professors are James Axtell, Professor of History; Lawrence Becker, Professor of Philosophy; and John Williams, Professor of Religion.

**Concentrations****Biological Psychology.**

See page 87.

**Black Studies.**

See page 95.

**Environmental Science / Studies.**

See page 126.

**Linguistics.**

See page 178.

**Literary and Cultural Studies.**

See page 179.

**Medieval and Renaissance Studies.**

See page 187.

**Women's Studies.**

See page 259.

**Minors**

Interdisciplinary minors are offered in Biochemistry (see page 85), Black Studies (see page 95), Italian Studies (see page 203), Literary and Cultural Studies (see page 180), Medieval & Renaissance Studies (see page 188), and Women's Studies (see page 259); students may not create other interdisciplinary minors.

## International Studies

PROFESSOR Bill, Director

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary concentrations in International Studies which include two established programs: Area Studies, which focuses on the culture, history, languages, literature, politics and religions of major world regions; and International Relations, which examines the economic, historic, and political relations of nation-states. The Area Studies programs (INTL) include East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, and Russian Studies. The International Relations program (INRL) consists of ten tracks, or specializations, including Africa, East Asia, Europe, International Development, Latin America, the Middle East, Political Economy, Russia, South and Southeast Asia, and Theory of International Relations.

The Wendy and Emery Reves Center for International Studies coordinates and supervises the International Studies degree programs, administers and subsidizes study abroad, and sponsors lectures, receptions, and symposia for William and Mary students and faculty. In particular, the Reves Center, through its support of degree programs in International Studies and related activities, seeks to foster greater understanding of issues that transcend particular disciplines and cut across diverse world regions—issues of war and peace, environment and ecology, and political and economic development.

In general, 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. Detailed descriptions of the degree programs are provided below. Additional information about courses and prospective faculty advisors is available at the Reves Center for International Studies.

**Language Requirement.** Degrees in International Studies include a modern foreign language component which exceeds the College's proficiency requirement. Although language requirements vary from one program to another, as a general rule, students must either (1) complete two courses beyond the 202 (College proficiency) level in at least one modern language; or (2) demonstrate proficiency at the 202 level in two modern languages. In several of the Area Studies degrees, proficiency at the third-year level is intrinsic to the concentration coursework. For International Relations and Middle Eastern Studies, the language requirement is usually met outside of the regular course work. More information about the language requirement in International Studies may be obtained at the Reves Center.

**Concentration Writing Requirement.** The concentration writing requirement (CWR) in International Studies may be satisfied by earning a grade of C- or better in any course in the concentration at the 300 or 400 level which is specifically designed for this purpose. The writing requirement may also be met through Senior Honors, a senior research project, or any other course in which a single paper is submitted in various drafts requiring instructor comment. The CWR must be completed in English under the supervision of a William and Mary faculty member. The Director of International Studies must approve the course designated as fulfilling the concentration writing requirement; forms are available at the Reves Center. Except in the case of a senior research project or a Senior Honors thesis, the concentration writing requirement should be completed prior to the beginning of the student's graduating semester.

**Concentration Computer Proficiency Requirement.** International Relations and International Studies concentrators may satisfy the computing proficiency GER in two ways: (1) by fulfilling the computing requirement for a department participating in the student's area of concentration (a list of departments and courses meeting the requirement is available at the Reves Center); or (2) by completing Computer Science 131.

**Study Abroad.** Students are strongly encouraged to seek opportunities for study abroad which complement their International Studies concentration. With prior approval, most courses taken abroad may be applied to concentration or other requirements. Contact the Reves Center for more information.

**Advising and Scheduling.** A prospective concentrator in International Studies formulates a program in consultation with both a faculty advisor in the area of concentration and the International Studies advisor in the Reves Center. Students are urged to pay careful attention to the time, semester, and year when particular courses are offered. In meeting concentration requirements and arranging class schedules, students should consult closely with both a faculty advisor and with the International Studies advisor at the Reves Center. Exceptions to the requirements in International Studies may be granted only by petition to the Academic Programs Subcommittee of the International Studies Committee.

**Prerequisites.** Careful attention should be paid to course prerequisites and the semester of course offerings, which are listed with the course descriptions elsewhere in this catalog. Course lists with prerequisites indicated are available at the Reves Center.



**Concentration Declaration.** Students declaring a concentration in International Relations or International Studies are required to submit to the Reves Center: (1) a Declaration of Concentration, (2) a completed course list indicating how they intend to satisfy the concentration requirements, and (3) a transcript or grade report. The application for concentration must be submitted to the Reves Center before the beginning of preregistration for the first semester of the student's senior year. Potential concentrators should meet with the International Studies advisor at the Reves Center prior to seeking a concentration advisor. Students planning to study abroad should declare a concentration as soon as they are eligible.

**Minors.** Students may complete a minor in International Relations or in an Area Studies program, except for European Studies. Students may also earn minors in African or Japanese Studies. Please review the separate section on Minors below for details.

## Description of Courses

With the exception of Independent Study, special topics courses, internships, and Senior Honors (see below), courses for an International Studies or International Relations concentration are selected from those available in the curricula of the various departments and schools. Course descriptions appear elsewhere in the catalog.

### **International Relations (INRL) 390. Topics in International Relations.**

#### **International Studies (INTL) 390. Topics in International Studies.**

*Fall or Spring (3) Staff.*

Selected topics in International Studies or International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

### **International Relations (INRL) 391. Short Course in International Relations.**

#### **International Studies (INTL) 391. Short Course in International Studies.**

*Fall or Spring (1) Staff.*

Selected topics in International Studies or International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

### **International Relations (INRL) 480. Independent Study in International Relations.**

#### **International Studies (INTL) 480. Independent Study in International Studies.**

*Fall and Spring (3) Staff.*

For concentrators who have completed most of their concentration requirements and who have secured approval from the Director of International Studies and a supervising instructor. An International Studies or International Relations concentration can include no more than six hours of independent study. These courses may be repeated for credit, if the topic varies. Approval of the Director of International Studies is required prior to enrollment; forms for this purpose are available at the Reves Center.

### **International Relations (INRL) 495-496. Senior Honors in International Relations.**

#### **International Studies (INTL) 495-496. Senior Honors in International Studies.**

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

Students who wish to conduct an honors project must apply for admission to the Senior Honors program. As part of the application, students must submit a prospectus to the Reves Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; and (4) an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in International Relations or International Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Reves Center.

Students admitted into the Senior Honors program in International Studies or International Relations will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing the admission to the Senior Honors program, see the discussion of departmental honors elsewhere in this catalog.

**International Relations (INRL) 498. Internship.****International Studies (INTL) 498. Internship.**

*Fall and Spring (credits to be arranged) Staff.*

An internship offers international work experience while providing opportunities to apply and develop ideas, languages, and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member.

Note: Prior to the beginning of the internship, students and their supervisors must complete a Learning Contract, and a copy of the contract must be placed in the student's file in the Reves Center. Credit hours are not earned for the internship itself, but for an academic project associated with the internship. Up to three credit hours may be awarded for an internship, the number to be determined by a William and Mary faculty member in cooperation with the International Studies advisor at the Reves Center. A maximum of three credit hours may be applied to the 33-credit concentration requirements. No more than six credit hours total may be applied to the 120 credits required for graduation. Learning Contracts and further information about internship opportunities can be obtained from the Office of Career Services and the Reves Center.

**AREA STUDIES (INTL)****East Asian Studies**

East Asian Studies is an interdisciplinary concentration which integrates several academic disciplines—anthropology, economics, art history, government, history, language and literature, philosophy and religion—in the study of a major world region. China, Korea, Japan, and Vietnam are the contemporary nations of East Asia.

A concentration in East Asian Studies requires 33 hours, which must include at least one course from each of the following numbered lines:

1. History 205: Survey of East Asian Civilization to 1600
2. History 206: Survey of East Asian Civilization Since 1600
3. Anthropology 342: Peoples and Cultures of East Asia
4. Government 336: Governments and Politics of China and Japan
5. Religion 313: History of Religion in East Asia
- 6-7. (Select two)
  - Chinese 300: Chinese Studies in Beijing Program
  - Chinese 301: Advanced Chinese
  - Chinese 302: Advanced Chinese
  - Chinese 303: Topics in Chinese Language, Civilization or Literature
  - Chinese 410: Advanced Topics in Chinese Language, Civilization or Literature
  - Chinese 411: Independent Study
  - Japanese 301: Advanced Japanese I
  - Japanese 302: Advanced Japanese I
  - Japanese 305: Directed Readings in Japanese Literature
  - Japanese 401: Advanced Japanese II
  - Japanese 402: Advanced Japanese II
  - Japanese 411: Independent Study
8.
  - Chinese 150: Freshman Seminar
  - Chinese 309: Survey of Chinese Literature in English
  - Chinese 312: Special Issues in Chinese Poetic Tradition
  - Chinese 322: Twentieth Century Chinese Literature in English
  - Japanese 309: Survey of Japanese Literature in English
  - Japanese 310: Twentieth Century Japanese Literature (in English Translation)
  - Japanese 314: Literary Currents in Early Modern Japan, 1650-1850
9. Art History 393: The Art of China
  - Art History 394: The Art of Japan
  - Chinese 413: Advanced Topics in Classical Chinese Texts
  - Philosophy 324: Classical Chinese Philosophy
  - Philosophy 327: Contemporary Japanese Philosophy
  - Religion 312: Buddhism
  - Religion 314: Taoism
  - Religion 413: Advanced Topics in Classical Chinese Texts
  - Religion 414: Buddhism in the Modern World
  - Religion 416: Modern Religions of East Asia

## 10-11. (Select two)

- Anthropology 347: Japanese Society
- Anthropology 348: Japanese Values Through Literature and Film
- Anthropology 349: Contemporary Issues in Japanese Society
- Anthropology 350: Special Topics in Anthropology (East Asian topics only)
- Anthropology 460: Independent Study (East Asian topics only)
- Chinese 150: Freshman Seminar
- Chinese 303: Topics in Chinese Language, Civilization or Literature
- Chinese 309: Survey of Chinese Literature in English
- Chinese 312: Special Issues in Chinese Poetic Tradition
- Chinese 322: Twentieth-Century Chinese Literature in English
- Chinese 410: Advanced Topics in Chinese Language, Civilization or Literature
- Chinese 411: Independent Study
- Chinese 413: Advanced Topics in Classical Chinese Texts
- Economics 300: Topics in Economics (East Asian topics only)
- Economics 382: Comparative Economics
- Economics 400: Topics in Economics (East Asian topics only)
- Government 391: Topics in Government (East Asian topics only)
- Government 436: International Relations of East Asia
- Government 491: Seminar in Government (East Asian topics only)
- Government 494: Independent Study (East Asian topics only)
- History 150: Freshman Seminar (East Asian topics only)
- History 211: Topics in History (East Asian topics only)
- History 212: Topics in History (East Asian topics only)
- History 401: Independent Study in History (East Asian topics only)
- History 402: Independent Study in History (East Asian topics only)
- History 483: Modern Japanese History
- History 484C: Modern Chinese History
- History 490C: Seminar in History (East Asian topics only)
- History 491C: Seminar in History (East Asian topics only)
- International Studies (INTL) 480: Independent Study in International Studies (East Asian topics only)
- International Studies (INTL) 495-496: Senior Honors International Studies (East Asian topics only)
- International Studies (INTL) 498: Internship (East Asian topics only)
- Japanese 309: Survey of Japanese Literature in English
- Japanese 310: Twentieth-Century Japanese Literature (in English translation)
- Japanese 314: Literary Currents in Early Modern Japan, 1650-1850
- Japanese 411: Independent Study (East Asian topics only)
- Modern Languages and Literatures 360: Topics in Modern Languages, Literatures, and Cultures (East Asian topics only)
- Religion 150: Freshman Seminar (East Asian topics only)
- Religion 314: Taoism
- Religion 413: Advanced Topics in Classical Chinese Texts
- Religion 416: Modern Religions of East Asia
- Religion 481: Independent Study in Religion (East Asian topics only)

**Determination of Area of Concentration.** The area of the concentration is defined as the larger of the total credit hours earned in Area I versus the total credit hours earned in Area II.

**Minor.** Students may obtain a minor in East Asian Studies or Japanese Studies; see the section on Minors below, or contact the Reves Center for more information.

### European Studies

A concentration in European studies offers a comprehensive exposure to the historical, cultural, literary, political, and economic dimensions of contemporary Europe. The concentration requires 33 credit hours. Four courses, or 12 credit hours, must be in Modern European Literature and Civilization, no more than two courses of which may be in the same language. All concentrators must take two prerequisite courses, History 101-102, which do not count toward the 33 credit hours required.

## 1-2. (Select two)

- Government 311: European Political Systems
- History 317: Recent Europe, 1870-1914
- History 318: Recent Europe, 1914-1974

- History 324: Intellectual History of Modern Europe  
 History 419C: Europe Since 1945
- 3-4. (Select two)  
 Economics 342: European Economics History  
 Economics 474: Seminar in International Economics Integration  
 Government 311: European Political Systems  
 Government 335: The Political Economies of Eastern Europe
- 5-8. (Choose four, two courses in each of two languages)  
 French 309: French Civilization III  
 French 350: Modern French Poetry  
 French 351: 20th-Century French Literature  
 French 352: 20th-Century French Literature  
 French 355: Contemporary Women Writers in France  
 German 303: German Literature from 1832 to 1945  
 German 307: The German Speaking Peoples and Their Civilization  
 German 308: Topics in German Civilization  
 German 404: 20th-Century German Literature  
 German 405: 20th-Century German Women Writers  
 German 407: The German Novelle  
 Italian 302: Masterpieces of Italian Literature Since the 17th Century  
 Italian 305: Directed Readings in Italian Literature  
 Italian 306: Directed Readings in Italian Literature  
 Russian 305: Directed Readings in Russian Literature  
 Russian 306: Directed Readings in Russian Literature  
 Russian 320: Introduction to Russian Culture  
 Russian 330: Introduction to Russian Literature  
 Russian 410: Seminar in Russian Literature  
 Spanish 308: Cultural History of Spain  
 Spanish 412: Spanish Literature, 1890-1936 (European topics only)  
 Spanish 413: Contemporary Spanish Literature, 1936-Present (European topics only)
- 9-10. (Select two)  
 Economics 300: Topics in Economics  
 Economics 382: Comparative Economics  
 Economics 400: Topics in Economics  
 English 352: 20th-Century British Literature  
 English 408: Theory of Literature  
 English 436: The World Novel  
 English 475: Seminar in English  
 French 303: Topics in French Language, Civilization or Literature  
 French 308: French Civilization II (from 1643 to 1900)  
 French 310: French Cinema  
 French 388: 20th-Century French Novel and Its Influence in English Translation  
 French 406: Contemporary Spoken French  
 French 431: The French Theater  
 French 450: Seminar in French Women's Literature  
 German 308: Topics in German Civilization  
 German 397: Modern German Authors in Translation I  
 German 398: Modern German Authors in Translation II  
 German 403: German Drama from Romanticism to 1945  
 German 410: Special Topics in German Literature  
 Government 305: Contemporary Political Philosophy  
 Government 334: The Politics of Russia  
 Government 406: Studies in Political Philosophy: Theorists and Movements  
 Government 410: British Government and Politics  
 History 334: History of Germany  
 History 338: The History of France, 1800-Present  
 History 414: The Making of Modern England  
 History 471C: Contemporary Russia: Selected Problems  
 History 472C: The Russian Revolution  
 International Studies (INTL) 495-496: Honors in International Studies (European topics only)  
 International Studies (INTL) 498: Internship (Credits may be applied to only one line)  
 Italian 300: Italian Studies in the Florence Summer Program  
 Italian 303: Topics in Italian Language, Civilization or Literature

Italian 310: Italian Cinema and Postwar Italian Culture  
 Music 387: Music of the 20th Century  
 Philosophy 315: Marxism  
 Philosophy 321: Existentialism  
 Religion 330: Significant Books in Western Religion (European topics only)  
 Religion 332: The World of Medieval Christianity  
 Religion 335: Modern Religious Thought: The Enlightenment to the Present  
 Religion 340: Roman Catholic Thought Since 1840  
 Russian 320: Introduction to Russian Culture  
 Russian 330: Introduction to Russian Literature  
 Russian 402: Russian Poetry, 19th Century to the Present  
 Spanish 310: Seminar in Spanish or Latin American Literature  
 Spanish 413: Contemporary Spanish Literature, 1936-Present  
 Theatre 327: Survey of Western Theatre: The 20th Century

11. In their senior year all concentrators must enroll in an Independent Study in International Studies, INTL 480 (those eligible may fulfill the requirement through Senior Honors), for the purpose of conducting independent research and writing a senior paper which ties together some of the themes in the concentration. For complete information, contact the Reves Center.

**Determination of Area of Concentration.** The area of the concentration is defined as the larger of the total credit hours earned in Area I versus the total credit hours earned in Area II.

### Latin American Studies

The concentration in Latin American Studies features a detailed examination of the cultural, economic, historical, political, and social development of one of the world's most dynamic and diverse regions. The student who wishes to specialize in Latin American Studies should be prepared to pursue advanced work in a variety of disciplines such as anthropology, economics, government, history, Spanish, sociology, and religion.

A concentration requires 33 hours, which must include one course from each of the following numbered lines:

- 1-2. (Select two)

Anthropology 314: Archaeology of Mesoamerica  
 Anthropology 330: Caribbean Cultures  
 Anthropology 338: Native Cultures of Latin America  
 Anthropology 429: Exploring the Afro-American Past (Latin American topics only)  
 Anthropology 482: Arts of the African Diaspora (Latin American topics only)

3. History 309: Survey of Latin American History

4. History 310: Survey of Latin American History

5. Government 338: Latin American Politics and Government

6. Spanish 303: Latin American Literature of the Colonial Period

Spanish 304: Latin American Literature from the Colonial Period to the Present

7. Spanish 303: Latin American Literature of the Colonial Period

Spanish 304: Latin American Literature from the Colonial Period to the Present

Spanish 310: Seminar in Spanish or Latin American Literature (Latin American topics only)

Spanish 311: Cultural History of Latin America from the Colonial Period to the Present

Spanish 414: Spanish American Short Story and Novel of the Modern Period

Spanish 415: Spanish American Poetry, Poetics and Society

Spanish 416: Contemporary Hispanic Drama

8. History 401: Independent Study in History (Latin American topics only)

History 402: Independent Study in History (Latin American topics only)

History 441: The Caribbean

History 442: Brazil

History 477: History of Mexico

History 490C: Seminar in History (Latin American topics only)

History 491C: Seminar in History (Latin American topics only)

International Studies (INTL) 480: Independent Study in International Studies (Latin American topics only)

International Studies (INTL) 495-496: Senior Honors in International Studies (Latin American topics only)

9. International Studies (INTL) 480: Independent Study in International Studies (Latin American topics only)

- International Studies (INTL) 495-496: Senior Honors in International Studies (Latin American topics only)  
 Modern Languages and Literatures 360: Topics in Modern Languages, Literatures and Cultures (Latin American topics only)  
 Portuguese 411: Independent Study (Latin American topics only)  
 Spanish 310: Seminar in Spanish or Latin American Literature (Latin American topics only)  
 Spanish 311: Cultural History of Latin America from the Colonial Period to the Present  
 Spanish 397: Hispanic Topics in English Translation  
 Spanish 398: Hispanic Topics in English Translation  
 Spanish 414: Spanish American Short Story and Novel of the Modern Period  
 Spanish 415: Spanish American Poetry, Poetics and Society  
 Spanish 416: Contemporary Hispanic Drama
10. Anthropology 225\*: Archaeological Field Methods (Latin American topics only)  
 Anthropology 320: The Rise and Fall of Civilizations  
 Anthropology 338: Native Cultures of Latin America  
 Anthropology 429: Exploring the Afro-American Past (Latin American topics only)  
 Anthropology 482: Arts of the African Diaspora (Latin American topics only)  
 International Studies (INTL) 390: Topics in International Studies (Latin American topics only)  
 International Studies (INTL) 480: Independent Study in International Studies (Latin American topics only)  
 International Studies (INTL) 495-496: Senior Honors in International Studies (Latin American topics only)  
 Religion 340: Roman Catholic Thought Since 1800  
 Sociology 319: Population Problems  
 Sociology 354: Social Development of the Third World  
 Sociology 413: Urban Sociology  
 Sociology 416: Revolution and Social Conflict
11. Economics 300: Topics in Economics (Latin American topics only)  
 Economics 355: Population Economics Seminar  
 Economics 382: Comparative Economics  
 Economics 383: Survey of Development Economics  
 Economics 400: Topics in Economics (Latin American topics only)  
 Government 312: Politics of Developing Countries  
 Government 328: International Political Economy  
 Government 391: Topics in Government (Latin American topics only)  
 Government 416: Revolution and Politics  
 Government 491: Seminar in Government (Latin American topics only)  
 International Studies (INTL) 390: Topics in International Studies (Latin American topics only)  
 International Studies (INTL) 480: Independent Study in International Studies (Latin American topics only)  
 International Studies (INTL) 495-496: Senior Honors in International Studies  
 International Studies (INTL) 498: Internship

\*Bermuda/St. Eustatius program (six credits; Latin American Studies concentrations which include the Bermuda/St. Eustatius program will total 36 rather than 33 credits)

Determination of Area of Concentration. The area of the concentration is defined as the larger of the total credit hours earned in Area I versus the total credit hours in Area II.

Minor. Students may obtain a minor in Latin American Studies; see the section on Minors below, or contact the Reves Center for more information.

### **Middle Eastern Studies**

A concentration in Middle Eastern Studies provides systematic interdisciplinary exposure to the diverse Middle East through the study of religion, history, politics, literature, fine arts, archaeology and the primary language of the region, Arabic.

Students concentrating in Middle Eastern Studies will take a minimum of 33 credit hours, which must include one course from each numbered line below:

1. Religion 300: Islam: Faith and Institutions
2. History 379: The Modern Middle East I, 1516-1798
3. History 380: The Modern Middle East II, 1798-Present
4. Government 339: Middle Eastern Political Systems

- 5-6. (Select two)  
 Arabic 309: Survey of Arabic Literature in Translation  
 Arabic 310: Topics in Modern Arabic Literature in Translation  
 Arabic 411: Independent Study  
 Honors 203: Non-Western Honors: The Culture of the Middle East  
 Music 365: Topics in Music: Middle East  
 Religion 365: Early Islamic Art  
 Religion 366: Later Islamic Art, 1258-1800
- 7-8. (Select two)  
 Anthropology 150: Freshman Seminar: Traditional Middle Eastern Societies  
 Anthropology 350: Special Topics in Anthropology (Middle Eastern topics only)  
 History 353/Religion 368: Islam in North Africa  
 History 490C/Religion 344: The Arabs in Islamic History  
 History 490: Topics: Syria and the Modern Middle East I, 1500-1800  
 History 491: Topics: Syria and the Modern Middle East II, 1800-Present
9. Anthropology 150: Freshman Seminar: Traditional Middle Eastern Societies  
 Anthropology 350: Special Topics in Anthropology (Middle Eastern topics only)  
 Arabic 150: Freshman Seminar  
 Arabic 309: Survey of Arabic Literature in Translation  
 Arabic 310: Topics in Modern Arabic Literature (in translation)  
 History 353/Religion 368: Islam in North Africa  
 History 490C/Religion 344: The Arabs in Islamic History  
 History 490: Topics: Syria and the Modern Middle East I, 1500-1800  
 History 491: Topics: Syria and the Modern Middle East II, 1800-Present  
 International Studies (INTL) 390: Topics in International Studies (Middle Eastern topics only)  
 International Studies (INTL) 480: Independent Study in International Studies (Middle Eastern topics only)
- 10-11. (Select two)  
 Anthropology 150: Freshman Seminar: Traditional Middle Eastern Societies  
 Anthropology 319: Archaeology of the Near East  
 Anthropology 350: Special Topics in Anthropology (Middle Eastern topics only)  
 Arabic 150: Freshman Seminar  
 Arabic 309: Survey of Arabic Literature in Translation  
 Arabic 310: Topics in Modern Arabic Literature (in English translation)  
 Arabic 411: Independent Study  
 Government 312: Politics of Developing Countries  
 Government 391: Topics in Government (Middle Eastern topics only)  
 Government 491: Seminar in Government (Middle Eastern topics only)  
 History 490C/391C: Seminar in History (Middle Eastern topics only)  
 History 490: Topics: Syria and the Modern Middle East I, 1500-1800  
 History 491: Topics: Syria and the Modern Middle East II, 1800-Present  
 International Studies (INTL) 390: Topics in International Studies (Middle Eastern topics only)  
 International Studies (INTL) 480: Independent Study in International Studies  
 International Studies (INTL) 495-496: Senior Honors in International Studies (Middle Eastern topics only)  
 International Studies (INTL) 498: Internship (Credit may be applied to one line only)  
 Music 365: Topics in Music: Middle East  
 Religion 303: Introduction to the History of Jewish Thought  
 Religion 317: Women in Islam: Tradition and Change  
 Religion 318/Government 340: Political Theories in Islam  
 Religion 333: Christianity: The Early and Medieval Periods  
 Religion 343: Religion and Politics in the City: Jerusalem  
 Religion 344/History 490C: The Arabs in Islamic History  
 Religion 365: Early Islamic Art  
 Religion 366: Later Islamic Art, 1258-1800  
 Religion 368/History 353: Islam in North Africa

Students are advised to register for cross-listed courses in such a way as to avoid having more than half of the concentration courses in any one department. In cases where a course is cross-listed in Area I and Area II (i.e. Religion 368/History 353: Islam in North Africa), students are urged to register under the department which will facilitate meeting the Sequence Requirements of the College.

**Language Requirement.** The language requirement is met by completing either (1) two semesters of study beyond the 202 level in Arabic, or (2) demonstrating proficiency at the 202 level in Arabic and the 202 level in a second language of the Middle East such as French, Farsi\*, Turkish\*, modern Hebrew\*, or Urdu\*. (\*These languages are not taught at William and Mary.)

**Determination of Area of Concentration.** The area of the concentration is defined as the larger of the total credit hours earned in Area I versus the total credit hours in Area II.

**Minor.** Students may obtain a minor in Middle Eastern Studies; see the section on Minors below, or contact the Reves Center for more information.

### **Russian Studies**

The concentration in Russian Studies offers diverse exposure to the literature, history, politics, and economics of Russia and the former Soviet Union. As one of the most rapidly changing regions of the world, the former Soviet Union's cultural and historical traditions will not only be under pressure to change but will also have roles in shaping the changes. This program attempts to understand these significant issues.

Students concentrating in Russian Studies must take a minimum of 33 credit hours, which must include one course from each of the following numbered lines:

1. Russian 303: Advanced Russian: Conversation, Composition, Reading I (in Russian)
2. Russian 304: Advanced Russian: Conversation, Composition, Reading II (in Russian)  
Russian 320: Introduction to Russian Culture (in Russian)
3. Russian 387: 19th-Century Russian Literature (in English)  
Russian 388: 20th-Century Russian Literature (in English)
4. Russian 330: Introduction to Russian Literature (in Russian)  
Russian 387: 19th-Century Russian Literature (in English)  
Russian 388: 20th-Century Russian Literature (in English)  
Russian 410: Seminar in Russian Literature (in Russian)
5. Russian 280: Russian Cinema in English Translation  
Russian 305: Directed Reading in Russian Literature  
Russian 306: Directed Reading in Russian Literature  
Russian 330: Introduction to Russian Literature (in Russian)  
Russian 390: Russian Literature Since the Death of Stalin (in English translation)  
Russian 396: Chekhov in English Translation  
Russian 397: Dostoyevsky in English Translation  
Russian 398: Tolstoy in English Translation  
Russian 402: Russian Poetry, 19th Century to Present  
Russian 410: Seminar in Russian Literature (in Russian)
6. History 321: The History of Russia to 1861  
History 322: The History of Russia, 1861 to the Present
7. History 321: The History of Russia to 1861  
History 322: The History of Russia, 1861 to the Present  
History 471C: Contemporary Russia: Selected Problems  
History 472C: The Russian Revolution
8. Government 334: The Politics of Russia  
Government 391: Topics in Government (Russian topics only)  
Government 491: Seminar in Government (Russian topics only)
9. Economics 382: Comparative Economics  
Government 150: Freshman Seminar (Russian topics only)  
Government 334: The Politics of Russia  
Government 391: Topics in Government (Russian topics only)  
Government 491: Seminar in Government (Russian topics only)  
Philosophy 315: Marxism
10. Economics 382: Comparative Economics  
Government 150: Freshman Seminar (Russian topics only)  
Government 334: The Politics of Russia  
Government 391: Topics in Government (Russian topics only)  
Government 491: Seminar in Government (Russian topics only)  
International Studies (INTL) 390: Topics in International Studies (Russian topics only)  
International Studies (INTL) 480: Independent Study in International Studies (Russian topics only)  
International Studies (INTL) 495-496: Senior Honors in International Studies (Russian topics only)  
Philosophy 315: Marxism
11. Economics 382: Comparative Economics



History 471C: Contemporary Russia: Selected Problems

History 472C: The Russian Revolution

International Studies (INTL) 390: Topics in International Studies (Russian topics only)

International Studies (INTL) 480: Independent Study in International Studies (Russian topics only)

International Studies (INTL) 495-496: Senior Honors in International Studies (Russian topics only)

International Studies (INTL) 498: Internship (Credit may be applied to one line only)

Philosophy 315: Marxism

**Determination of Area of Concentration.** The area of the concentration is defined as the larger of the total credit hours earned in Area I versus the total credit hours earned in Area II.

**Minor.** Students may also obtain a minor in Russian Studies; see the section on Minors below, or contact the Reves Center for more information.

## **INTERNATIONAL RELATIONS (INRL)**

The concentration in International Relations is designed to illuminate relations between and among states and the nature of the system of states. The degree curriculum consists of two segments: (1) a core of six courses selected from Government, History, and Economics, and (2) a specialization or track of five additional courses focused on a world region, or issues of international development, international political economy, or international relations theory. A minimum of 33 credit hours are required.

**Language Requirement.** In addition to these 33 credit hours, International Relations concentrators must fulfill a modern language requirement as follows: (1) two courses above the 202-level in at least one modern language; or (2) demonstrated proficiency at the 202-level in a modern language other than the one used to fulfill the College language proficiency requirement. Students are encouraged to fulfill the language requirement with a language pertinent to their specialization. Literature in translation courses may not be used to fulfill this requirement.

**Minor.** Students may obtain a minor in International Relations; see the section on Minors below, or contact the Reves Center for more information.

### **Core Curriculum in International Relations**

The core of the International Relations concentration requires a minimum of eighteen hours, which must include one course from each of the following numbered lines:

1. Government 323: Introduction to International Politics
- 2-3. (Select two)
  - Government 324: U.S. Foreign Policy
  - Government 325: International Organization
  - Government 326: International Law
  - Government 328: International Political Economy
  - Government 329: International Security
4. History 374: American Foreign Policy, 1899 to 1945
  - History 376: America and Vietnam
  - History 445: American Foreign Policy in the Cold War Era
5. Economics 375: Introduction to International Economics
  - Economics 474: Seminar in International Economic Integration
  - Economics 475: International Trade Theory and Policy
  - Economics 476: International Finance and Open Economy Macroeconomics
6. Economics 382: Comparative Economics
  - Economics 383: Survey of Development Economics
  - Economics 474: Seminar in International Economic Integration
  - Economics 475: International Trade Theory and Policy
  - Economics 476: International Finance and Open Economy Macroeconomics

Fifteen additional hours to complete the concentration will be selected according to the student's choice of a specialization (or track) within the concentration. The specializations in International Relations are Africa, East Asia, Europe, International Development, Latin America, Middle East, Political Economy, Russia, South and Southeast Asia, and Theory. A degree in International Relations will require at least one course from each numbered line in one of the following ten tracks:

**International Relations: Africa**

- 1-6. Core Curriculum in International Relations (see listing above)
7. Anthropology 335: Peoples and Cultures of Africa
8. Economics 300: Topics in Economics (African topics only)  
Economics 383: Survey of Development Economics  
Economics 400: Topics in Economics (African topics only)  
Government 327: Africa in International Relations  
Government 337: Politics in Africa  
Government 391: Topics in Government (African topics only)  
Government 491: Seminar in Government (African topics only)
9. Economics 300: Topics in Economics (African topics only)  
Economics 383: Survey of Development Economics  
Economics 400: Topics in Economics (African topics only)  
Government 327: Africa in International Relations  
Government 337: Politics in Africa  
Government 391: Topics in Government (African topics only)  
Government 491: Seminar in Government (African topics only)
10. History 308: African History  
History 353/Religion 368: Islam in North Africa  
History 405C: Disease, Medicine and Society in Africa  
History 406: Ethnicity and State in the African Context  
History 407C: Gender and Change in Modern Africa  
History 490C: Seminar in History (African topics only)  
International Relations (INRL) 390: Topics in International Relations (African topics only)  
International Relations (INRL) 480: Independent Study in International Relations (African topics only)  
International Relations (INRL) 495-496: Senior Honors in International Relations (African topics only)
11. Anthropology 336: Culture and Tradition in Pre-Colonial Africa  
Anthropology 417: Special Topics in Anthropology: Comparative Colonial Systems  
Economics 300: Topics in Economics (African topics only)  
Economics 383: Survey of Development Economics  
Economics 400: Topics in Economics (African topics only)  
Government 408: Human Destructiveness and Politics  
Government 482: Geostrategic Thought  
History 307: African History  
International Relations (INRL) 390: Topics in International Relations (African topics only)  
International Relations (INRL) 480: Independent Study in International Relations (African topics only)  
International Relations (INRL) 495-496: Senior Honors in International Relations (African topics only)  
International Relations (INRL) 498: Internship  
Religion 300: Islam: Faith and Institutions  
Religion 323: Warfare and Ethics  
Sociology 354: Social Development of the Third World

**International Relations: East Asia**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. History 206: Survey of East Asian Civilization
8. Government 336: Governments and Politics of China and Japan
9. Government 391: Topics in Government (East Asian topics only)  
Government 436: International Relations of East Asia  
Government 491: Seminar in Government (East Asian topics only)
- 10-11. (Select two)  
Anthropology 342: Peoples and Cultures of East Asia  
Anthropology 347: Japanese Society  
Anthropology 348: Japanese Values through Literature and Film  
Anthropology 349: Contemporary Issues in Japanese Society: Japanese Business & Management  
Economics 300: Topics in Economics (East Asian topics only)  
Economics 400: Topics in Economics (East Asian topics only)  
Government 408: Human Destructiveness and Politics  
Government 482: Geostrategic Thought  
History 483: Modern Japanese History

History 484C: Modern Chinese History  
 History 491C: Seminar in History (East Asian topics only)  
 International Relations (INRL) 390: Topics in International Relations (East Asian topics only)  
 International Relations (INRL) 480: Independent Study (East Asian topics only)  
 International Relations (INRL) 495-496: Senior Honors (East Asian topics only)  
 International Relations (INRL) 498: Internship  
 Religion 313: History of Religion in East Asia  
 Religion 323: Warfare and Ethics  
 Religion 416: Modern Religions of East Asia

### **International Relations: Europe**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Government 311: European Political Systems  
 Government 335: Political Economies of Eastern Europe  
 Government 391: Topics in Government (European topics only)  
 Government 482: Geostrategic Thought  
 Government 491: Seminar in Government (European topics only)  
 History 419C: Europe Since 1945
8. Government 311: European Political Systems  
 Government 334: Politics of Russia  
 Government 335: Political Economies of Eastern Europe  
 Government 391: Topics in Government (European topics only)  
 Government 482: Geostrategic Thought  
 Government 491: Seminar in Government (European topics only)  
 History 317: Recent Europe, 1870-1914  
 History 318: Recent Europe, 1914-1974  
 History 419C: Europe Since 1945
9. Economics 300: Topics in Economics (European topics only)  
 Economics 342: European Economic History  
 Economics 382: Comparative Economics  
 Economics 400: Topics in Economics (European topics only)  
 Economics 474: Seminar in International Economic Integration
10. History 317: Recent Europe, 1870-1914  
 History 318: Recent Europe, 1914-1974  
 History 320: The History of England  
 History 323: Intellectual History of Modern Europe  
 History 324: Intellectual History of Modern Europe  
 History 331: History of Spain  
 History 333: History of Germany  
 History 334: History of Germany  
 History 337: History of France, 1648-1800  
 History 338: History of France, 1800 to the Present  
 History 413C: The Making of Modern England, 1780-1850  
 History 414C: The Making of Modern England, 1850-1918  
 History 419C: Europe Since 1945  
 History 471C: Contemporary Russia: Selected Problems  
 History 490: Seminar in History (European topics only)  
 History 491C: Seminar in History (European topics only)  
 International Relations (INRL) 390: Topics in International Relations (European topics only)  
 International Relations (INRL) 480: Independent Study (European topics only)  
 International Relations (INRL) 495-496: Senior Honors (European topics only)
11. Government 408: Human Destructiveness and Politics  
 Government 433: Theories of the International System  
 Government 482: Geostrategic Thought  
 History 318: Recent Europe, 1914-1974  
 History 320: The History of England  
 History 324: Intellectual History of Modern Europe  
 History 331: History of Spain  
 History 334: History of Germany  
 History 338: History of France, 1800 to Present  
 History 414C: The Making of Modern England, 1850-1918  
 History 419C: Europe Since 1945  
 History 471C: Contemporary Russia: Selected Problems

- History 490: Seminar in History (European topics only)
- History 491C: Seminar in History (European topics only)
- International Relations (INRL) 390: Topics in International Relations (European topics only)
- International Relations (INRL) 480: Independent Study (European topics only)
- International Relations (INRL) 495-496: Senior Honors (European topics only)
- International Relations (INRL) 498: Internship
- Religion 323: Warfare and Ethics

### **International Relations: International Development**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Economics 383: Survey of Development Economics
8. Economics 300: Topics in Economics (International Development topics only)  
Economics 400: Topics in Economics (International Development topics only)  
Economics 455: Population Economics Seminar  
Sociology 319: Population Problems  
Sociology 354: Social Development of the Third World  
Sociology 356: Comparative Studies in Gender & Work  
Women's Studies 356: Comparative Studies in Gender & Work
9. Anthropology 331: Peoples & Cultures of Africa  
Anthropology 338: Native Cultures of Latin America  
Anthropology 340: Peoples & Cultures of Southeast Asia  
Anthropology 342: Peoples & Cultures of East Asia  
Anthropology 346: Peoples & Cultures of South Asia  
History 206: Survey of East Asian Civilization  
History 308: African History  
History 309: Survey of Latin American History  
History 310: Survey of Latin American History  
History 353: Islam in North Africa  
History 379: The Modern Middle East I (1516-1798)  
History 380: The Modern Middle East II (1798-Present)  
History 441: The Caribbean  
Religion 368: Islam in North Africa
10. Anthropology 331: Peoples & Cultures of Africa  
Anthropology 338: Native Cultures of Latin America  
Anthropology 340: Peoples & Cultures of Southeast Asia  
Anthropology 342: Peoples & Cultures of East Asia  
Anthropology 346: Peoples & Cultures of South Asia  
Government 337: Politics in Africa  
Government 338: Latin American Politics & Government  
Government 339: Middle Eastern Political Systems  
Government 391: Topics in Government (International Development topics only)  
Government 417: Government & Politics in South Asia  
Government 491: Seminar in Government (International Development topics only)  
History 206: Survey of East Asian Civilization  
History 308: African History  
History 309: Survey of Latin American History  
History 310: Survey of Latin American History  
History 353: Islam in North Africa  
History 379: The Modern Middle East I, 1516-1798  
History 380: The Modern Middle East II, 1798-Present  
History 441: The Caribbean  
International Relations (INRL) 390: Topics in International Relations (International Development topics only)  
International Relations (INRL) 480: Independent Study (International Development topics only)  
International Relations (INRL) 495-496: Senior Honors (International Development topics only)  
Music 365: Music and Culture of the Middle East  
Religion 368: Islam in North Africa
11. Government 312: Politics of Developing Countries  
Government 337: Politics in Africa  
Government 338: Latin American Politics and Government  
Government 339: Middle Eastern Political Systems  
Government 391: Topics in Government (International Development topics only)  
Government 408: Human Destructiveness and Politics

Government 417: Government and Politics in South Asia  
 Government 482: Geostrategic Thought  
 Government 491: Seminar in Government (International Development topics only)  
 International Relations (INRL) 390: Topics in International Relations (International Development topics only)  
 International Relations (INRL) 480: Independent Study (International Development topics only)  
 International Relations (INRL) 495-496: Senior Honors (International Development topics only)  
 International Relations (INRL) 498: Internship  
 Religion 323: Warfare and Ethics

### **International Relations: Latin America**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Government 338: Latin American Politics and Government
8. History 309: Survey of Latin American History  
 History 310: Survey of Latin American History
9. History 309: Survey of Latin American History  
 History 310: Survey of Latin American History  
 History 441: The Caribbean  
 History 442: Brazil  
 History 477: History of Mexico  
 History 490: Seminar in History (Latin American topics only)  
 History 491C: Seminar in History (Latin American topics only)
10. Anthropology 330: Caribbean Cultures  
 Anthropology 338: Native Cultures of Latin America  
 International Relations (INRL) 390: Topics in International Relations (Latin American topics only)  
 International Relations (INRL) 480: Independent Study (Latin American topics only)  
 International Relations (INRL) 495-496: Senior Honors (Latin American topics only)  
 Sociology 354: Social Development of the Third World
11. Economics 300: Topics in Economics (Latin American topics only)  
 Economics 383: Survey of Development Economics  
 Economics 400: Topics in Economics (Latin American topics only)  
 Economics 455: Population Economics Seminar  
 Government 312: Politics of Developing Countries  
 Government 328: International Political Economy  
 Government 391: Topics in Government (Latin American topics only)  
 Government 408: Human Destructiveness and Politics  
 Government 416: Revolution and Politics  
 Government 482: Geostrategic Thought  
 Government 491: Seminar in Government (Latin American topics only)  
 International Relations (INRL) 390: Topics in International Relations (Latin American topics only)  
 International Relations (INRL) 480: Independent Study (Latin American topics only)  
 International Relations (INRL) 495-496: Senior Honors (Latin American topics only)  
 International Relations (INRL) 498: Internship  
 Religion 323: Warfare and Ethics

### **International Relations: Middle East**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Government 312: Politics of Developing Countries  
 Government 339: Middle Eastern Political Systems  
 Government 340/Religion 318: Political Theories in Islam  
 Government 391: Topics in Government (Middle East topics only)  
 Government 491: Seminar in Government (Middle East topics only)
8. History 379: The Modern Middle East I, 1516-1798  
 History 380: The Modern Middle East II, 1798-Present  
 History 490: Topics: Syria and the Modern Middle East I, 1500-1800  
 History 491: Topics: Syria and the Modern Middle East II, 1800-Present
9. Arabic 309: Survey of Arabic Literature in Translation  
 Arabic 310: Topics in Modern Arabic Literature in Translation  
 Government 340/Religion 318: Political Theories in Islam  
 Religion 300: Islam: Faith and Institutions  
 Religion 317: Women in Islam: Tradition and Change  
 Religion 368: Islam in North Africa

10. and 11. (Select two)
  - Anthropology 150: Freshman Seminar: Traditional Middle Eastern Societies
  - Arabic 150: Freshman Seminar
  - Arabic 309: Survey of Arabic Literature in Translation
  - Arabic 310: Topics in Modern Arabic Literature in Translation
  - Economics 300: Topics in Economics (Middle East topics only)
  - Economics 355: Population Economics Seminar
  - Economics 383: Survey of Development Economics
  - Economics 384: Topics in the Economics of Development
  - Economics 400: Topics in Economics (Middle East topics only)
  - Government 312: Politics of Developing Countries
  - Government 339: Middle Eastern Political Systems
  - Government 340/Religion 318: Political Theories in Islam
  - Government 391: Topics in Government (Middle East topics only)
  - Government 408: Human Destructiveness and Politics
  - Government 417: Government and Politics in South Asia
  - Government 482: Geostrategic Thought
  - Government 491: Seminar in Government (Middle Eastern topics only)
  - History 379: The Modern Middle East I, 1516-1798
  - History 380: The Modern Middle East II, 1798-Present
  - History 490: Topics: Syria and the Modern Middle East I, 1500-1800
  - History 491: Topics: Syria and the Modern Middle East II, 1800-Present
  - Honors 203: Non-Western Honors: The Culture of the Middle East
  - International Relations (INRL) 390: Topics in International Relations (Middle East topics only)
  - International Relations (INRL) 480: Independent Study in International Relations (Middle East topics only)
  - International Relations (INRL) 495-496: Senior Honors (Middle East topics only)
  - International Relations (INRL) 498: Internship
  - Music 365: Topics in Music: Middle East
  - Religion 300: Islam: Faith and Institutions
  - Religion 317: Women in Islam: Tradition and Change
  - Religion 323: Warfare and Ethics
  - Religion 344: The Arabs in Islamic History
  - Religion 368/History 353: Islam in North Africa
  - Sociology 354: Social Development of the Third World

### **International Relations: Political Economy**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Business 231: Business Statistics
  - Economics 307: Principles and Methods of Statistics
  - Mathematics 401: Probability and Statistics
  - Mathematics 402: Probability and Statistics
8. Economics 300: Topics in Economics (Political Economy topics only)
  - Economics 400: Topics in Economics (Political Economy topics only)
  - Economics 475: International Trade Theory and Policy
  - Economics 476: International Finance and Open Economy Macroeconomics
9. Government 328: International Political Economy
10. Business 415: International Business Management
  - Business 417: International Banking and Trade Financing
  - Economics 300: Topics in Economics (Political Economy topics only)
  - Economics 342: European Economic History
  - Economics 382: Comparative Economics
  - Economics 383: Survey of Development Economics
  - Economics 400: Topics in Economics (Political Economy topics only)
  - Economics 474: Seminar in International Economic Integration
  - International Relations (INRL) 390: Topics in International Relations (Political Economy topics only)
  - International Relations (INRL) 480: Independent Study (Political Economy topics only)
  - International Relations (INRL) 495-496: Senior Honors (Political Economy topics only)
11. Business 415: International Business Management
  - Business 417: International Banking and Trade Financing
  - Government 327: Africa in International Relations
  - Government 335: Political Economies of Eastern Europe

Government 339: Middle Eastern Political Systems  
 Government 391: Topics in Government (Political Economy topics only)  
 Government 408: Human Destructiveness and Politics  
 Government 417: Government and Politics in South Asia  
 Government 436: International Relations of East Asia  
 Government 482: Geostrategic Thought  
 Government 491: Seminar in Government (Political Economy topics only)  
 International Relations (INRL) 390: Topics in International Relations (Political Economy topics only)  
 International Relations (INRL) 480: Independent Study (Political Economy topics only)  
 International Relations (INRL) 495-496: Senior Honors (Political Economy topics only)  
 International Relations (INRL) 498: Internship  
 Religion 323: Warfare and Ethics  
 Sociology 356: Comparative Studies in Gender & Work  
 Women's Studies 356: Comparative Studies in Gender & Work

### **International Relations: Russia**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Government 334: The Politics of Russia  
 Government 335: Political Economies of Eastern Europe
8. Economics 382: Comparative Economics
9. Government 391: Topics in Government (Russian topics only)  
 Government 425: Arms Control  
 Government 491: Seminar in Government (Russian topics only)  
 History 321: The History of Russia to 1861  
 History 322: The History of Russia, 1861 to the Present
10. History 321: The History of Russia to 1861  
 History 322: The History of Russia, 1861 to the Present  
 History 471C: Contemporary Russia: Selected Problems  
 History 472C: The Russian Revolution  
 International Relations (INRL) 390: Topics in International Relations (Russian topics only)  
 International Relations (INRL) 480: Independent Study (Russian topics only)  
 International Relations (INRL) 495-496: Senior Honors (Russian topics only)
11. Economics 300: Topics in Economics (Russian topics only)  
 Economics 400: Topics in Economics (Russian topics only)  
 Government 408: Human Destructiveness and Politics  
 Government 482: Geostrategic Thought  
 International Relations (INRL) 390: Topics in International Relations (Russian topics only)  
 International Relations (INRL) 480: Independent Study (Russian topics only)  
 International Relations (INRL) 495-496: Senior Honors (Russian topics only)  
 International Relations (INRL) 498: Internship  
 Philosophy 315: Marxism  
 Religion 323: Warfare and Ethics  
 Russian 308: Topics in Russian Literature & Culture ("Spectacular Stalinism" only)

### **International Relations: South and Southeast Asia**

- 1-6. Core Curriculum in International Relations (see previous listing)
7. Anthropology 340: Peoples and Cultures of Southeast Asia  
 Anthropology 346: Peoples and Cultures of South Asia  
 Sociology 356: Comparative Studies in Gender & Work  
 Women's Studies 356: Comparative Studies in Gender & Work
8. Government 312: Politics of Developing Countries  
 Government 391: Topics in Government (South and Southeast Asia topics only)  
 Government 417: Government and Politics in South Asia  
 Government 491: Seminar in Government (South and Southeast Asia topics only)
9. Government 312: Politics of Developing Countries  
 Government 340: Political Theories in Islam  
 Government 391: Topics in Government (South and Southeast Asia topics only)  
 Government 417: Government and Politics in South Asia  
 Government 491: Seminar in Government (South and Southeast Asia topics only)  
 History 376: America and Vietnam  
 International Relations (INRL) 390: Topics in International Relations (South and Southeast Asia topics only)

- International Relations (INRL) 480: Independent Study (South and Southeast Asia topics only)
- International Relations (INRL) 495-496: Senior Honors (South and Southeast Asia topics only)
- Religion 311: Hinduism
- Religion 312: Buddhism
- Religion 318: Political Theories in Islam
- 10. Religion 300: Islam: Faith and Institutions
- Religion 311: Hinduism
- Religion 312: Buddhism
- Religion 414: Buddhism in the Modern World
- 11. Economics 300: Topics in Economics (South and Southeast Asia topics)
- Economics 383: Survey of Development Economics
- Economics 400: Topics in Economics (South and Southeast Asia topics)
- Government 408: Human Destructiveness and Politics
- Government 482: Geostrategic Thought
- History 376: America and Vietnam
- International Relations (INRL) 390: Topics in International Relations (South and Southeast Asia topics only)
- International Relations (INRL) 480: Independent Study (South and Southeast Asia topics)
- International Relations (INRL) 495-496: Senior Honors (South and Southeast Asia topics)
- International Relations (INRL) 498: Internship
- Religion 323: Warfare and Ethics
- Sociology 354: Social Development of the Third World

### **International Relations: Theory**

- 1-6. Core Curriculum in International Relations (see previous listing)
- 7. Government 325: International Organization
- Government 326: International Law
- Government 328: International Political Economy
- Government 391: Topics in Government (IR Theory topics only)
- Government 425: Arms Control
- Government 433: Theories of the International System
- Government 491: Seminar in Government (IR Theory topics only)
- 8. Government 327: Africa in International Relations
- Government 334: Politics of Russia
- Government 335: Political Economies of Eastern Europe
- Government 336: Politics of China and Japan
- Government 337: Politics in Africa
- Government 338: Latin American Politics and Government
- Government 339: Middle Eastern Political Systems
- Government 340/Religion 318: Political Theories in Islam
- Government 391: Topics in Government (IR Theory topics only)
- Government 417: Government and Politics in South Asia
- Government 436: International Relations of East Asia
- Government 491: Seminar in Government (IR Theory topics only)
- 9. History 373: History of American Foreign Policy
- History 374: History of American Foreign Policy
- History 376: America and Vietnam
- History 445: History of American Foreign Policy in the Cold War Era
- 10. Economics 300: Topics in Economics (IR Theory topics only)
- Economics 342: European Economic History
- Economics 383: Survey of Development Economics
- Economics 400: Topics in Economics (IR Theory topics only)
- Economics 474: Seminar in International Economic Integration
- Economics 475: International Trade Theory and Policy
- Economics 476: International Finance and Open Economy Macroeconomics
- International Relations (INRL) 390: Topics in International Relations (IR Theory topics only)
- International Relations (INRL) 480: Independent Study (IR Theory topics only)
- International Relations (INRL) 495-496: Senior Honors (IR Theory topics only)
- 11. Government 408: Human Destructiveness and Politics
- Government 482: Geostrategic Thought
- History 303: United States Military History
- International Relations (INRL) 390: Topics in International Relations (IR Theory topics only)
- International Relations (INRL) 480: Independent Study (IR Theory topics only)
- International Relations (INRL) 495-496: Senior Honors (IR Theory topics only)



International Relations (INRL) 498: Internship  
 Religion 323: Warfare and Ethics  
 Sociology 354: Social Development of the Third World  
 Sociology 356: Comparative Studies in Gender & Work  
 Sociology 416: Revolution and Social Conflict  
 Women's Studies 356: Comparative Studies in Gender & Work

## MINORS IN INTERNATIONAL RELATIONS AND INTERNATIONAL STUDIES

### Minor in African Studies

The African Studies minor is designed to introduce students to the history, culture, and political economy of Africa. The program emphasizes an interdisciplinary approach to the study of unity and diversity among major African cultural and intellectual traditions.

Requirements include a minimum of 18 credit hours distributed as followed:

1. Anthropology 335: Peoples and Cultures of Africa
  2. Government 337: Politics in Africa
  3. History 308: African History
  - 4-6. (Select three)
    - Anthropology 150: Freshman Seminar (African topics only)
    - Anthropology 336: Culture and Tradition in Pre-Colonial Africa
    - Anthropology 417: Special Topics in Anthropology (African topics only)
    - Economics 383: Survey of Development Economics
    - English 405: Descriptive Linguistics (African topics only)
    - English 406: Language and Society (African topics only)
    - French 150: Freshman Seminar (African topics only)
    - French 385: Francophone African Theater I
    - French 386: Francophone African Theater II
    - French 450: Seminar in French/Francophone Literature
    - Government 150: Freshman Seminar (African topics only)
    - Government 327: Africa in International Relations
    - Government 390: Topics in Government (African topics only)
    - Government 491: Seminar in Government (African topics only)
    - History 307: African History
    - History 405C: Disease, Medicine, and Society in Africa
    - History 406: Ethnicity and State in the African Context
    - History 407C: Gender and Change in Modern Africa
    - History 490: Topics in History (African topics only)
    - International Studies (INTL) 480: Independent Study (African topics only)
    - Religion 300: Islam: Faith and Institutions
    - Religion 368: Islam and North Africa
- Courses in Arabic, French and Portuguese are highly recommended.

### Minor in East Asian Studies

An interdisciplinary minor in East Asian studies requires 18 credit hours. History 205 and 206 are required. Twelve additional credits may be selected from the list of courses below. Consultation with a faculty advisor is important. At least three departments must be included.

1. History 205: Survey of East Asian Civilization to 1600
2. History 206: Survey of East Asian Civilization since 1600
- 3-6. (Select four)
  - Anthropology 342: Peoples and Cultures of East Asia
  - Anthropology 347: Japanese Society
  - Anthropology 348: Japanese Values through Literature and Film
  - Anthropology 349: Contemporary Issues in Japanese Society
  - Anthropology 350: Special Topics in Anthropology (East Asian topics only)
  - Anthropology 460: Independent Study (East Asian topics only)
  - Art History 393: The Art of China
  - Art History 394: The Art of Japan
  - Chinese 150: Freshman Seminar
  - Chinese 300: Chinese Studies in Beijing Program

- Chinese 301: Advanced Chinese  
 Chinese 302: Advanced Chinese  
 Chinese 303: Topics in Chinese Language, Civilization or Literature  
 Chinese 309: Survey of Chinese Literature in English  
 Chinese 312: Special Issues in Chinese Poetic Tradition  
 Chinese 410: Advanced Topics in Chinese Language, Civilization or Literature  
 Chinese 411: Independent Study (East Asian topics only)  
 Chinese 413: Advanced Topics in Classical Chinese Texts  
 Economics 300: Topics in Economics (East Asian topics only)  
 Economics 382: Comparative Economics  
 Economics 400: Topics in Economics (East Asian topics only)  
 Government 336: Governments and Politics of China and Japan  
 Government 391: Topics in Government (East Asian topics only)  
 Government 436: International Relations of East Asia  
 Government 491: Seminar in Government (East Asian topics only)  
 History 150: Freshman Seminar (East Asian topics only)  
 History 211: Topics in History (East Asian topics only)  
 History 212: Topics in History (East Asian topics only)  
 History 401: Independent Study in History (East Asian topics only)  
 History 402: Independent Study in History (East Asian topics only)  
 History 483: Modern Japanese History  
 History 484C: Modern Chinese History  
 History 490C: Topics in History (East Asian topics only)  
 History 491C: Topics in History (East Asian topics only)  
 International Studies (INTL) 390: Topics in International Studies (East Asian topics only)  
 International Studies (INTL) 480: Independent Study in International Studies (East Asian topics only)  
 International Studies (INTL) 495-496: Senior Honors International Studies (East Asian topics only)  
 Japanese 301: Advanced Japanese I  
 Japanese 302: Advanced Japanese I  
 Japanese 305: Directed Readings in Japanese Literature  
 Japanese 309: Survey of Japanese Literature in English  
 Japanese 310: Twentieth-Century Japanese Literature (in English translation)  
 Japanese 314: Literary Currents in Early Modern Japan, 1650-1850  
 Japanese 401: Advanced Japanese II  
 Japanese 402: Advanced Japanese II  
 Japanese 411: Independent Study (East Asian topics only)  
 Modern Languages and Literatures 360: Topics in Modern Languages, Literatures, and Cultures (East Asian topics only)  
 Philosophy 324: Classical Chinese Philosophy  
 Philosophy 327: Contemporary Japanese Philosophy  
 Religion 150: Freshman Seminar (East Asian topics only)  
 Religion 312: Buddhism  
 Religion 313: History of Religion in East Asia  
 Religion 314: Taoism  
 Religion 413: Advanced Topics in Classical Chinese Texts  
 Religion 414: Buddhism in the Modern World  
 Religion 416: Modern Religions of East Asia  
 Religion 481-482: Independent Study in Religion (East Asian topics only)

### Minor in Japanese Studies

An interdisciplinary minor in Japanese Studies requires a minimum of 20 credit hours, distributed among the following categories: Required Courses (2), Advanced Language and Literature Courses (1), Culture and History (2) and Electives (2). No course may be counted twice toward the minor, and only one course may be Independent Study. In addition, a minor must include courses from at least three different departments. A minor in Japanese Studies cannot be combined with an East Asian Studies concentration.

1. Japanese 301: Advanced Japanese I
2. Japanese 302: Advanced Japanese I
3. Japanese 305: Directed Readings in Japanese Literature  
 Japanese 309: Survey of Japanese Literature in English  
 Japanese 310: Twentieth-Century Japanese Literature (in English translation)  
 Japanese 314: Literary Currents in Early Modern Japan: 1650-1850

- Japanese 401: Advanced Japanese II  
 Japanese 402: Advanced Japanese II  
 Japanese 411: Independent Study
4. Anthropology 347: Japanese Society  
 Anthropology 348: Japanese Values Through Literature and Film  
 Anthropology 349: Contemporary Issues in Japanese Society  
 History 211-212: Postwar Japan  
 History 483: Modern Japanese History  
 History 490C-491C: Independent Study (Japanese topics only)
- 5-6. (Select two)  
 Anthropology 347: Japanese Society  
 Anthropology 348: Japanese Values through Literature and Film  
 Anthropology 349: Contemporary Issues in Japanese Society  
 Anthropology 460: Independent Study (Japanese topics only)  
 Art History 394: The Art of Japan  
 Government 494: Independent Study (Japanese topics only)  
 History 211-212: Postwar Japan  
 History 401-402: Independent Study in History (Japanese topics only)  
 History 483: Modern Japanese History  
 International Studies (INTL) 390: Topics in International Studies (Japanese topics only)  
 International Studies (INTL) 480: Independent Study (Japanese topics only)  
 International Studies (INTL) 495-496: Senior Honors in International Studies (Japanese topics only)  
 Philosophy 327: Contemporary Japanese Philosophy  
 Religion 481-482: Independent Study in Religion (Japanese topics only)

### Minor in International Relations

The minor in International Relations consists of 18 credit hours, selected from the International Relations core curriculum (lines 1 through 6 of the International Relations concentration):

1. Government 323: Introduction to International Politics
- 2-3. (Select two)  
 Government 324: U.S. Foreign Policy  
 Government 325: International Organization  
 Government 326: International Law  
 Government 328: International Political Economy  
 Government 329: International Security
4. History 374: History of American Foreign Policy, 1899-1945  
 History 376: America and Vietnam  
 History 445: History of American Foreign Policy in the Cold War Era
5. Economics 375: Introduction to International Economics  
 Economics 474: Seminar in International Economic Integration  
 Economics 475: International Trade Theory and Policy  
 Economics 476: International Finance and Open Economy Macroeconomics
6. Economics 382: Comparative Economics  
 Economics 383: Survey of Development Economics  
 Economics 474: Seminar in International Economic Integration  
 Economics 475: International Trade Theory and Policy  
 Economics 476: International Finance and Open Economy Macroeconomics

### Minor in Latin American Studies

An interdisciplinary minor in Latin American Studies requires 21 credit hours selected from the courses listed below.

1. Government 338: Latin American Politics and Government
2. History 309: Survey of Latin American History
3. History 310: Survey of Latin American History
- 4-5. (Select two)  
 Anthropology 314: Archaeology of Mesoamerica  
 Anthropology 330: Caribbean Cultures  
 Anthropology 338: Native Cultures of Latin America
6. Spanish 303: Latin American Literature of the Colonial Period  
 Spanish 304: Latin American Literature from the Colonial Period to the Present

7. Spanish 303: Latin American Literature of the Colonial Period
- Spanish 304: Latin American Literature from the Colonial Period to the Present
- Spanish 310: Seminar in Spanish or Latin American Literature (Latin American topics only)
- Spanish 311: Cultural History of Latin America from the Colonial Period to the Present
- Spanish 414: Spanish American Short Story and Novel of the Modern Period
- Spanish 415: Spanish American Poetry, Poetics and Society
- Spanish 416: Contemporary Hispanic Drama

### Minor in Middle Eastern Studies

The minor in Middle Eastern Studies requires six courses (18 credit hours) selected from the courses below. While not required, students are strongly encouraged to take courses in Arabic language.

1. Religion 300: Islam: Faith and Institutions
2. History 379: The Modern Middle East I, 1516-1798
3. History 380: The Modern Middle East II, 1798-Present
4. Government 339: Middle Eastern Political Systems
- 5-6. (Select two)
  - Anthropology 150: Freshman Seminar: Traditional Middle Eastern Societies
  - Anthropology 350: Special Topics in Anthropology (Middle Eastern topics only)
  - Arabic 150: Freshman Seminar
  - Arabic 301: Intro to Arabic Literature/Society
  - Arabic 302: Intro to Arabic Literature/Society
  - Arabic 309: Survey of Arabic Literature in Translation
  - Arabic 310: Topics in Modern Arabic Literature in Translation
  - Government 391: Topics in Government (Middle Eastern topics only)
  - Government 491: Seminar in Government (Middle Eastern topics only)
  - History 490C: Seminar in History (Middle Eastern topics only)
  - History 491C: Seminar in History (Middle Eastern topics only)
  - History 490: Topics: Syria and the Modern Middle East I, 1500-1800
  - History 491: Topics: Syria and the Modern Middle East II, 1800-Present
  - International Relations (INRL) 390: Topics in International Relations (Middle Eastern topics only)
  - International Studies (INTL) 390: Topics in International Studies (Middle Eastern topics only)
  - Music 365: Topics in Music: The Middle East
  - Religion 317: Women in Islam: Tradition and Change
  - Religion 318/Government 340: Political Theories in Islam
  - Religion 343: Religion and Politics in the City: Jerusalem
  - Religion 344/History 490C: The Arabs in Islamic History
  - Religion 365: Early Islamic Art
  - Religion 366: Later Islamic Art, 1258-1800
  - Religion 368/History 353: Islam in North Africa

### Minor in Russian Studies

An interdisciplinary minor in Russian Studies requires at least 18 credit hours selected from the courses listed below.

- 1-2. (Select two)
  - Russian 303: Advanced Russian: Conversation, Composition, Reading I
  - Russian 304: Advanced Russian: Conversation, Composition, Reading II
  - Russian 320: Introduction to Russian Culture (in Russian)
3. Russian 330: Introduction to Russian Literature (in Russian)
  - Russian 387: 19th-Century Russian Literature (in English)
  - Russian 388: 20th-Century Russian Literature (in English)
4. History 321: The History of Russia to 1861
  - History 322: The History of Russia, 1861 to the Present
- 5-6. (Select two)
  - Economics 382: The Comparative Economics
  - Government 334: The Politics of Russia
  - Government 391: Topics in Government (Russian topics only)
  - Government 491: Seminar in Government (Russian topics only)
  - History 321: The History of Russia to 1861
  - History 322: The History of Russia, 1861 to the Present
  - History 471C: Contemporary Russia: Selected Topics
  - History 472C: The Russian Revolution
  - Philosophy 315: Marxism

# Kinesiology

ASSOCIATE PROFESSOR J. Charles (Chair), PROFESSORS Crowe, Jackson, Roby and Sherman. ASSOCIATE PROFESSORS Kambis, Lambert, McCoy and Shirley. ASSISTANT PROFESSORS Deschenes and Haynie. INSTRUCTORS Burbank, K. Charles, Gavalier and Whitley. ADJUNCT PROFESSORS Jensen and Smith.

## Area Requirements

Students wishing to satisfy Area II requirements in kinesiology may take KIN 204-Introduction to Kinesiology; KIN 335-Play, Sport and Culture or KIN 355-Sport and Gender.

## Concentration Requirements

Kinesiology, the study of human movement, prepares students for a wide variety of academic and professional pursuits. Graduates are found in leadership positions in the public schools, higher education, allied health professions, exercise related fields, the military, business, and medicine. The concentration requires a minimum of 31 hours (KIN 150, KIN 200 and above); BIO 304 is also required and a course in calculus is strongly recommended. All students must complete the core courses listed below. The concentration writing requirement in kinesiology may be satisfied by obtaining a C- or better on the writing grade in KIN 390, 470, 471, 480, 481, 495 or 496. Concentrators will satisfy the computing proficiency requirement by passing KIN 322 and KIN 394.

The kinesiology core requirements include the following:

BIO 308	Human Anatomy
KIN 394	Statistics and Evaluation
KIN 322	Principles of Motor Learning
KIN 493	Philosophy of Physical Activity & Sport

Activity courses – Four courses to include at least one course from three of the following areas: Aquatics, Sports, Dance Technique and Outdoor Activities. Up to six activity courses may be taken for credit. Proficiencies and varsity participation may not count towards the activity requirement.

## Teacher Certification NK - 12

The kinesiology concentration provides the disciplinary basis for the teacher certification program in physical education. Prospective teachers need to fulfill the core requirements listed above and the additional courses listed below:

ED 310	Social and Philosophical Perspectives in Education
ED 319	Early Clinical Experiences in Physical Education
KIN 203	Fundamental Movement Patterns and Progressions
KIN 208	Safety Measures and Emergency Care
KIN 308	Biomechanics of Human Movement
KIN 340	Motor Development
KIN 411	Adapted Physical Education
ED 435	Teaching Physical Education NK-12
KIN 492	Physiology of Exercise
ED 493A	Supervised Student Teaching in Elementary Schools
ED 493B	Supervised Student Teaching in Secondary Schools
ED 499	Seminar in Teaching
	Plus one additional activity hour

The professional or culminating semester of course work in the Certification Program in Physical Education NK-12 occurs during the spring semester of a student's senior year and includes 12 credit hours of course work. The specific courses taken during the professional semester include ED 435, ED 493A, ED 493B, and ED 499. The first of these courses is a methods course in teaching physical education at elementary and secondary school levels; the second two courses are student teaching at the two school levels, and the fourth is the student teaching seminar.

## Requirements for Minor

A minor consists of 21 credits. One course is required from each of the three groups listed below:

Group I:	KIN 150, KIN 204, KIN 493
Group II:	KIN 322, KIN 340, KIN 355, KIN 400
Group III:	BIO 304, BIO 308

The balance of the 21 hours should be chosen from electives in kinesiology (KIN 150, KIN 200 and above). Registration preference will only be given to concentrators. Also, two activity courses are required. These courses must be from different areas. The areas are Aquatics, Sports, Dance Technique and Outdoor Activities.

## Activity Classes

To meet the requirements for an A.B. or B.S. degree, a student must acquire two courses in the activity program. To fulfill the physical activity requirement, a student must:

- A. pass two physical activity courses; (KIN 150 is not an activity course); or
- B. pass two proficiencies (a proficiency is demonstrated either through successful completion of a proficiency test given by the Department of Kinesiology or by a year of participation in a varsity sport) (these carry no credit); or
- C. pass one activity course and one proficiency.

Courses numbered KIN 100 – KIN 187 may not be repeated for credit. Courses numbered 188 to 199 may be repeated for credit. Students may not get credit for a proficiency test if they already have a course credit in that activity. Opportunities to demonstrate skill proficiencies are offered in the fall of each academic year. It is recommended that a student begin this program in the first semester of residence and continue in the program until the requirement has been satisfied. Please see associated dance listings on page 111. KIN 123, 124, 146, 149, DANC 111, 112, 211, 212, 213, 214, 215, and 216 carry **GER 6 credit**.

## Description of Activity Courses

*Note: These courses receive academic credit.*

100 Wellness	135 Badminton I	162 Riding IV
104 Yoga	137 Bowling	164 Rockclimbing I
105 Judo	138 Canoe Camping	165 Rockclimbing II
106 Taichi	139 Flat Water Canoeing	170 Tennis I
107 Sailing	140 White Water Canoeing I	171 Tennis II
108 Squash	141 White Water II	172 Tennis III
114 Volleyball	142 Mountain Biking	173 Tennis IV
115 Swimming I	143 Cycling	174 Triathlon Training
116 Swimming II	144 Square and Line Dance	175 Weight Training
117 Swimming III	145 Folk Dance	176 Windsurfing
118 Competv/Fitness Swim	<b>146 Artistic Gymnastics I*</b>	177 Winter Camping
119 Life Guarding	147 Golf I	178 Racquetball III
120 Water Safety Instructor	148 Golf II	197 Adapted Activities
121 Lifeguard Instructor	<b>149 Artistic Gymnastics II*</b>	<b>Dance 111, 112 Modern I*</b>
122 SCUBA	153 Self-Defense	<b>Dance 211, 212 Modern II*</b>
<b>123 Synchronized Swim I*</b>	154 Kayaking	<b>Dance 213, 214 Ballet*</b>
<b>124 Synchronized Swim II*</b>	157 Racquetball I	<b>Dance 215, 216 Jazz*</b>
130 Adventure Games	158 Racquetball II	Dance 311, 312 Modern III
131 Adventure Games II	159 Riding I	Dance 321, 322 Performance Ensemble
132 Aerobic Exer to Music	160 Riding II	Dance 411, 412 Modern IV
133 Backpacking I	161 Riding III	

### 150. Freshman Seminar.

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

An intensive exploration of a specific topic in kinesiology through reading, writing and discussion. Does not satisfy concentration requirements.

### 201. Basic Athletic Training.

*Spring (3) Cole.*

Basic athletic principles involved in the organization and operation of an athletic training facility. An elective course not applicable to the 120 hour graduation requirement.

**203. Fundamental Movement Patterns and Progressions.**

*Fall (2) K. Charles and Gauthier.*

This course includes the skills and teaching methods of gymnastics and basic movement patterns. Principles of rhythms and dance necessary for elementary and secondary school teaching are covered.

**204. Introduction to Kinesiology.**

*(A) Fall and Spring (3,3) J. Charles.*

An introduction to the study of human movement with emphasis upon historical, philosophical, socio-cultural, physiological, biomechanical and psychological aspects. This course provides an integrated set of general principles which are an appropriate preparation for further study in kinesiology.

**205. Principles of Coaching.**

*Fall and Spring (2,2) Staff.*

An introduction to the scientific and organizational knowledges necessary for prospective coaches. Topics include the physiological principles of training, the biomechanical principles of movement, psychological aspects of learning and motivation, management skills and ethical concerns.

**206. Practicum in Coaching.**

*Fall and Spring (1,1) Haynie. Prerequisite: KIN 205.*

A supervised field experience with an organized athletic team designed to enable students who have completed the course work in principles of coaching to become competent at the entry level in the roles, functions and skills of a coach.

**208. Safety Measures, Emergency Care and Treatment.**

*Spring (3) Jensen. Corequisite: KIN 208L.*

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.

**304. Human Physiology.**

*(GER 2B) (AS) (3) Deschenes. Prerequisite: BIO 100 or BIO 203. Offered only as BIO 304 in 1997-98.*

Detailed study of the manner in which different organ systems of the human body function. A student may not apply both BIO 304 and BIO 432 toward degree requirements. Three class hours. (Cross-listed with BIO 304.)

**305. Human Physiology Lab.**

*(Lab) (ASL) (1) Deschenes. Corequisite: KIN 304. Offered only as BIO 305 in 1997-98.*

Experiments and demonstrations illustrating nerve and muscle function, sensory physiology, reflex activities, heart function and blood pressure and adrenal responses to fluid intake. Does not fulfill a laboratory requirement for biology concentrators. Three laboratory hours. (Cross-listed with BIO 305.)

**308. Biomechanics of Human Movement.**

*Spring (3) McCoy. Prerequisite: BIO 308. Corequisite: KIN 308L.*

A study of the mechanical principles of the human body during movement. Emphasis is placed on analysis of physical skills. Two class hours, two laboratory hours.

**311. Physical Modalities.**

*Spring (3) Cole. Prerequisites: BIO 304, BIO 308, KIN 308.*

A detailed inquiry into modalities currently employed in physical therapy and sports medicine. An elective course not applicable towards the minimum requirement for concentration or minor in kinesiology.

**312. Rehabilitation Techniques.**

*Spring (3) Cole. Prerequisites: BIO 304, BIO 308, KIN 308.*

An in-depth study of therapeutic exercise and techniques employed in rehabilitation. An elective course not applicable towards the minimum requirement for concentration or minor in kinesiology.

**321. A Survey of Contemporary Topics in Health.**

*Fall (3) Deschenes.*

A survey of several contemporary topics in health including but not limited to mental/emotional health, cardiovascular health, human sexuality, nutrition, psychoactive drugs, alcohol, and ethical issues.

**322. Principles of Motor Learning.***Fall (3) Crowe. Corequisite: KIN 322L.*

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. Two lecture and two laboratory hours.

**335. Play, Sport and Culture.***(A) Summer (3) J. Charles.*

An interdisciplinary examination of the significance of play, sport and other forms of human movement as socio-cultural phenomena. The course incorporates cross cultural analysis of play as an acculturation process and sport as an established institution.

**340. Motor Development.***(GER 3) Fall (3) Crowe.*

This course is designed to examine the growth and development of motor skills throughout the entire life span, and to investigate the changes in motor development from childhood and adolescence through older adulthood.

**\*345. Laboratory Assessment Techniques.***Fall and Spring (1,1) Deschenes.*

Principles and techniques of assessing physiological parameters. Students will serve as assistants in wellness laboratories.

**350. Science of Nutrition.***(GER 2B) Fall and Summer (3,3) Kambis.*

An introductory course beginning with the anatomy and physiology of the gastrointestinal system. Individual nutrients will be discussed and there will be an in depth treatment of life cycle nutrition issues.

**355. Sport and Gender.***(A) Fall and Spring (3,3) Jackson.*

A study of women's involvement in sport, the meaning of this participation and the social ramifications of women's inclusion and exclusion from sport.

**\*365. Current Issues in Kinesiology.***Fall and Spring (1,1) Staff.*

Issues will be studied in conjunction with attendance at a regional or national professional meeting. This class may be repeated for credit.

**390. Writing in Kinesiology.***Fall and Spring (1,1) Jackson, Kambis.*

Techniques of writing and inquiry skills. A paper is required. This is a writing intensive course.

**394. Statistics and Evaluation.***Fall (3) Deschenes.*

Evaluation techniques are studied with emphasis placed on tests of physical performance, knowledge and affect. The basic tools of statistical analysis will be studied.

**400. Sport Psychology.***(GER 3) Fall and Spring (3,3) 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.

**408. Organization and Administration of Physical Education.***Spring (3) Smith.*

This course examines organizational and administrative policies and procedures for physical education and athletic programs.

**411. Adapted Physical Education.***Spring (2) K. Charles.*

An examination of teaching adaptations necessary to allow disabled children to participate in the normal physical education program. Some study is made of remedial exercises and activities.



**420. Mechanics of Human Locomotion.**

*Fall (3) McCoy. Prerequisites: KIN 308, MATH111. Corequisite: KIN 420L.*

Analysis of the mechanics of human locomotion using techniques of three-dimensional video, force platform analysis and electromyography. Two class hours, two laboratory hours.

**460. Topics in Kinesiology.**

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

Topics not covered in regular offerings. Subjects, prerequisites and instructor will vary from year to year. Course may be repeated if the topic varies.

**+470, 471. Readings in Kinesiology.**

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

An independent study program for the advanced student involving reading, research and the writing of a paper. The student must obtain permission from the chair of the department and a faculty supervisor before registering for the course.

**+480, 481. Kinesiology Research.**

*Fall and Spring (3) Staff.*

A course for the advanced student affording an opportunity for independent laboratory or field research under the supervision of a faculty member.

**492. Physiology of Exercise.**

*Fall (4) Kambis. Prerequisite: BIO 304. Corequisite: KIN 492L or permission of instructor.*

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 Activity and Sport.**

*(GER 7) Fall and Spring (3,3) J. Charles*

Philosophical principles in the context of human movement, with special emphasis on sport. Examination of the nature of play and sport, the relationship of the mind and body and the distinctions between western and eastern attitudes towards the physical. Analysis of the ethics underlying sporting behavior and the aesthetics of the kinesthetic dimension.

**494. Environmental Physiology.**

*Spring (3) Kambis. Prerequisite: KIN 492 or permission of instructor. Corequisite: KIN 494L.*

Lectures and applied research will determine how heat, cold, high terrestrial altitude, hyperbaric conditions, and air pollution affect human performance. Two lecture hours, two laboratory hours.

**\*495, 496. Honors.**

*Fall and Spring (3,3) J. Charles.*

Students admitted to Honors study in kinesiology will enroll for both semesters of their senior year. Requirements include (a) supervised readings in the field of interest, (b) the preparation and presentation by April 15 of an Honors essay or an Honors thesis based on the student's own research, and (c) satisfactory performance in an oral examination based on the Honors project and related background. Consult the chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see page 58.

**497. Issues in Health.**

*Spring (3) Kambis.*

Contemporary issues in health are examined. These issues include immunity and AIDS; cancer and genetics; cardiovascular health and assisted suicides and abortion.

**+498. Internship.**

*Fall and Spring (3,3) J. Charles. Prerequisite: 12 hours in kinesiology.*

A structured off-campus learning experience designed to complement and expand on the student's academic course work. The course may be repeated for credit.

## Linguistics

PROFESSOR Taylor, Coordinator

An interdisciplinary concentration in linguistics provides the student with comprehensive exposure to a range of topics concerning the structure, history, acquisition, and cultural use of language. Linguistics students learn how to use both the analytical methods that are proper to the formal study of language structures as well as a variety of investigative methods deriving from interdisciplinary perspectives on the function and significance of language in human affairs.

The concentration in linguistics requires 34 credit hours. Courses are to be selected by the student in consultation with an advisor on the Linguistics Committee (J. Martin, A. Reed, T.J. Taylor). At least 24 of the 34 credits must be chosen from among courses numbered 300 or higher. A grade of C<sub>+</sub> or better in English 464 will fulfill the Concentration Writing Requirement. Each concentrator must fulfill the Computing Proficiency Requirement by earning a grade of C- or better in the course designated by the student as the computing proficiency course within their program of study. The Linguistics Committee and the Director of the Charles Center must approve the designation of courses which fulfill the Computing Proficiency Requirement.

Careful attention should be paid to course prerequisites and the semester of course offerings, which are listed with the course descriptions elsewhere in this catalog. Each concentrator is normally expected to select courses in accordance with the following plan:

- a. 4 credits of Anth/Eng 220;
- b. 15 credits consisting of Eng 304, Eng 307, Anth 412/Eng 405, Anth 413/Eng 406, and Eng 464 (which may be taken more than once with different topics, although all other courses under this heading must also be taken);
- c. at least 3 credits from Eng 303, French 410, German 406, Spanish 410;
- d. at least 3 credits from Anth 411/Eng 404, Eng 409, Phil 301, Phil 406, Interdisciplinary 480 (independent study: strongly recommended), and Interdisciplinary Honors (Interdisciplinary 495-496). The student may propose other courses which make a coherent addition to the concentration, such as Phil 336; Psych 310, 311, or 411; Comp Sci 442; or Anth 350 (Primate Communication and Cognition).

Students with appropriate qualifications can pursue Honors work in Linguistics. After approval of their program of study by the Linguistics Committee and the Director of the Charles Center, they will be enrolled during their senior year in Interdisciplinary Studies 495 and 496.

## Literary and Cultural Studies

ADVISORY COMMITTEE **Bongie** (Program Director), **Baron** (Classical Studies), **Burns, Heacox, Knight, M. Potkay, Walker** (English), **Anemone, Guenther, Monson, Nichols, Stock** (Modern Languages and Literatures), **Weiss** (Anthropology).

The program in Literary and Cultural Studies (formerly Comparative Literature) brings a cross-cultural and interdisciplinary perspective to the study of literature. Courses that involve more than one national literature are central to the program, as are courses that explore the intersections of literature and theory. Moreover, students are encouraged to expand their definition of the “text” to include not just literature but also other media such as film, music, and the visual arts, as well as to take courses in related disciplines that help situate texts in terms of their cultural and historical context. Whereas the program in Comparative Literature limited students to taking a selection of courses from the three literature departments (Classical Studies, English, Modern Languages and Literatures), students concentrating in Literary and Cultural Studies will be able to count courses from a range of disciplines toward the major.

Administered through the Charles Center, the major consists of two central components: first, a required sequence of core courses in Literary and Cultural Studies (201, 301, 401); second, at least 27 additional credits chosen in close consultation with a member of the Advisory Committee. Students collaborate with their advisor to design an individualized and focused plan of study, supplementing coursework in the literature departments with offerings in related departments such as Anthropology, Art, History, Music, Philosophy, and Theatre (see Sample Programs of Study).

A major in Literary and Cultural Studies prepares students to pursue advanced degrees in literature and its allied academic disciplines. It is also appropriate preparation for any profession that emphasizes critical analysis and effective oral and written communication. A minor in Literary and Cultural Studies may be taken to enhance concentrations in any Area I and some Area II departments, as well as in most interdisciplinary programs (see Minor Requirements).

### Concentration Requirements

A concentration in Literary and Cultural Studies requires successful completion of at least 36 credits, as follows:

1. A core for all concentrators of three courses totaling 9 credits: namely, Literary and Cultural Studies 201, 301, and 401.
2. A minimum of 27 additional credits, chosen in consultation with a member of the Advisory Committee to form a coherent program of study. Of these, at least 24 credits must be in courses numbered 300 and above. (Any additional courses in Literary and Cultural Studies, such as a 351 or an additional 401, will be automatically counted toward both the major and the minor.)

A list of courses of particular interest to Literary and Cultural Studies students will be published each semester and will be available from the Charles Center.

A student who satisfies all requirements for concentration in Literary and Cultural Studies will also satisfy the Concentration Writing Requirement.

English concentrators may include Literary and Cultural Studies 201 and 301 in the first 36 credits of their concentration program.

Students with the appropriate qualifications can pursue Honors work in Literary and Cultural Studies. After approval of their program of study by the Advisory Committee and the Director of the Charles Center, they will be enrolled during their senior year in Interdisciplinary Studies 495 and 496.

### Sample Programs of Study

As stated, no two Literary and Cultural Studies degrees will look exactly alike: the student’s interests and goals will determine the courses taken to supplement the core requirements. However, in order to provide students with a sense of how to construct a focused concentration, here are three sample programs of study:

Student 1 is fluent in French, very interested in critical theory, and has constructed a major out of courses in modern European literature and a wide range of theory-oriented courses:

LCST 201

LCST 301

LCST 401 Topic: Postcolonial Literature and Theory

Art 375 Contemporary Art and Art Criticism

English 408 Theory of Literature

English 436 World Novel

French 342 The Nineteenth Century: The Novel

French 388 The Twentieth-Century French Novel and Its Influence

French 455 Seminar in Literary Theory

Philosophy 321 Existentialism

Russian 397 Dostoevsky in English Translation  
 Women's Studies 405 Feminist Theory

Student 2 is interested in the study of Africa and its Diaspora, and has constructed a major that brings together courses on literature, culture, and history from a wide array of departments:

LCST 201

LCST 301

LCST 401 Topic: African Women Writers

Anthropology 330 Caribbean Cultures

Anthropology 335 Peoples and Cultures of Africa

English 460 Early Black American Literature

English 461 Modern Black American Literature

French 386 Francophone African Literature in Translation

History 308 African History

History 465 Slavery in the American South

Music 241 Worlds of Music

Religion 300 Islam: Faith and Institutions

Student 3 is fluent in Spanish, very interested in film and drama, as well as the cultural relations between North and South America:

LCST 201

LCST 301

LCST 401 Topic: Postmodern Cinema

LCST 401 Topic: Black African Cinema

Classical Civilization 403 Origins and Philosophy of Greek Theater

English 437 Literature of the Americas

English 459 Modern Drama since 1940

Italian 310 Italian Cinema and Post-War Italian Culture

Spanish 311 Cultural History of Latin America from Colonial Period to the Present

Spanish 416 Contemporary Hispanic Drama

Spanish 417 Hispanic Cinema

Theatre 410 Theater and Society in 20th-Century America

## Language Requirements

Not every cross-cultural and interdisciplinary program of study completed under the rubric of Literary and Cultural Studies will require the advanced knowledge of another language that is necessary in order to take most upper-level literature courses in the Departments of Classical Studies or Modern Languages and Literatures. However, students are strongly urged to become fluent enough to take at least one upper-level course in a foreign language appropriate to their program of study. Knowledge of at least one foreign language not only facilitates the comparative sort of inquiry that is central to Literary and Cultural Studies, it is also a prerequisite of graduate-level study in every literary discipline, including English.

## Minor Requirements

Students concentrating in all Area I, some Area II departments (Anthropology, History), and most interdisciplinary programs (e.g., American Studies, Latin American Studies) can choose to supplement their major with an add-on minor in Literary and Cultural Studies. This minor requires 18 credits: 9 credits being the three core courses (201, 301, 401) and the remaining 9 being elective courses that in some way enhance and broaden the scope of the student's concentration; these electives, all of which must be numbered 300 and above, are to be chosen in consultation with a member of the Advisory Committee. (Courses from the department in which the student is majoring cannot be counted toward the minor; in the case of students majoring in other interdisciplinary programs, courses being counted toward the student's concentration requirements cannot also be counted toward the LCST minor.)

To refer back to the sample programs of study for Literary and Cultural Studies concentrators, Student 1 might decide to major in French, but still wish to pursue her interest in literary theory. Thus, along with the three core courses, she might take Art 375, English 408, and Philosophy 321 and receive the minor in Literary and Cultural Studies. Student 2 might decide to major in Anthropology but supplement his interest in literature with English 460, English 461, and French 386, in addition to the three core courses. Student 3 might decide to major in Spanish, but develop her interest in drama by taking Classical Civilization 403, English 459, and Theatre 410, along with the core courses.

Students from Area II departments other than Anthropology and History, or from Area III departments, may also obtain a Literary and Cultural Studies minor by petitioning the Advisory Committee and arguing for its relevance to their own concentration.

## Description of Courses

### 201. Introduction to Literary and Cultural Studies.

(GER 5) (A) Fall and Spring (3) *Bongie, Burns, Guenther, Heacox, Lowry.*

Introductory level course examining how literature and other forms of artistic expression (e.g., film and music) reflect, shape, and contest cultural values.

### Topic for 1997-98: Literary and Cultural Constructions of Crime.

Works chosen from both European and non-European traditions to reflect changing cultural constructions and definitions of crime. Readings, films, and music range from Greek tragedy to the contemporary detective novel and gansta rap.

### 301. Theoretical Approaches to Literary and Cultural Studies.

(A) Spring (3) *Bongie. Prerequisite: LCST 201 or permission of instructor.*

Premised on the notion that methods of literary analysis can be used to "read" cultural "texts" (such as film and television), this course introduces students to the critical methodologies associated with what has come to be known as "cultural studies."

### 351. Special Topics in Literary and Cultural Studies.

(S) Fall or Spring (1-3) Staff.

Exploration of a particular topic in Literary and Cultural Studies. This course may be repeated for credit. Topic for spring course to be announced in early fall by Charles Center.

### 401. Seminar in Literary and Cultural Studies.

(S) Fall or Spring (3) Staff. Prerequisite: LCST 201 or permission of instructor.

#### Seminars for Fall, 1997:

##### Section 1: The Cultures of Postmodern America: Film and Fiction. *Burns.*

The course examines the relations between literature and postmodern cultures from the late 1950s to the present. It will study divergent responses to social fragmentation and alienation, tracing the alternating presence of political apathy and paranoia in American Culture.

##### Section 2: Tropical Images: Cinematic Constructions of Latin America. *Stock.*

The region of Latin America conjures up a variety of images of Latin lovers and spicy señoritas, machine gunning guerrillas and oppressive dictators, savage natives and lush rainforests. This course examines the discursive construction of Latin America through cinema, drawing upon cultural studies theories and praxis.

#### Seminars for Spring, 1998:

##### Section 1: Holocaust Fiction: Representation and the Destruction of European Jewry. *J. L. Taylor.*

Who should represent the destruction of European Jewry in the Holocaust and how should they do this? Between "The Diary of A Young Girl" and "Schindler's List," which do you find more "authentic," more "realistic," more "artistic"? With these questions in mind, we will examine Holocaust texts including Spiegelmann's "Maus," Roth's "The Counter Life" and Becker's "Jacob the Liar."

##### Section 2: To be announced.

## Mathematics

ASSOCIATE PROFESSOR Rublein (Chair). PROFESSORS Drew, C. Johnson, (Class of 1961 Professor of Mathematics), Kincaid, Leemis, Li, Lutzer, Rodman, Spitkovsky and Stanford. ASSOCIATE PROFESSORS Lawrence, Mathias, Rabinowitz, Sanwal, Schaefer, and Woerdeman. VISITING ASSISTANT PROFESSORS Gekhtman and Kimura. LECTURERS G. Avioli, Gates, Hoyle, and Hunter. SENIOR RESEARCH ASSOCIATE Andersen.

### Area and Sequence Requirements

Students wishing to offer mathematics courses toward the Area III requirement may select any courses from Math 104, 106, 111, 112, 211, or 212. Note that Math 106 and 111 may be taken in either order. Also, Math 104 and 106 may be taken in either order.

If the two-course Area requirement has been satisfied in the Department of Mathematics, then the in-depth or sequence requirement may be satisfied by taking any two other courses labeled Mathematics and designated (S) or (AS).

### Concentration

The study of mathematics is motivated by its wide applicability and its intrinsic beauty. Mathematical theories often grow out of problems that appear in physical sciences, engineering, economics 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 social sciences.

Mathematics concentrations can be tailored to various individual preferences and needs. The 300 and 400 level classes may roughly be categorized as follows:

Analysis	Algebra	Application oriented
311, 403,	307, 408,	302, 323, 401, 402,
405, 426, 428	412, 430, 432	413, 414, 417, 424,
		441, 442

Information on mathematical career choices and appropriate courses of study is available from Career Services, academic advisors, the Mathematics Advising Handbook available at <http://www.math.wm.edu>, and informally from the mathematics faculty.

The concentration requirements are:

- 1) A core consisting of Math 111, 112, 211, 212, 214, 307, 311, and Computer Science 141.
- 2) Excluding Math 490 and Math 495/496, 3 Mathematics courses numbered 400 or above and one more Mathematics course numbered 300 or above.
- 3) Math 490 or Math 495/496.

This results in a minimum of 38 semester hours of Mathematics courses in addition to the 4 semester hours of Computer Science 141. A well-prepared student may elect to skip Math 111 or Math 111-112. Each skipped course for which the student does not receive Advanced Placement credit or credit by examination must be replaced by a 3-credit course labeled Mathematics and numbered above 300.

A student satisfies the Concentration Writing Requirement in mathematics by completing either Math 490 or Math 495/496 with a grade of C- or better.

**In-depth study program:** Following the recommendation of the report of the Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of America the department encourages concentrators to pursue in-depth study in mathematics. The requirement for in-depth study in mathematics is met by replacing concentration requirement 3) above with either 3a) or 3b):

- 3a) Math 490 and two additional courses;
- 3b) Math 495/496 and one additional course.

Each additional course in 3a) and 3b) must be a mathematics course numbered 400 or above.

## Minor

At least 4 courses above 110 level and another two courses above 300 level labeled Mathematics. A well-prepared student may elect to skip Math 111 or Math 111-112. No skipped course can count toward the requirement unless advanced placement credit or credit by examination has been received for that course.

## Description of Courses

### 103. Pre-calculus Mathematics.

*Fall and Spring (3,3).*

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. This course is designed only for students intending to take Math 111, and whose background is deficient in algebra and trigonometry. Juniors and seniors must obtain permission from the instructor to enroll. This course may not be applied either towards concentration in mathematics or towards satisfaction of College area or GER requirements. A student may not receive credit for this course after successfully completing a mathematics course numbered above 107.

### 104. The Mathematics of Powered Flight.

*(GER 1) (A) Fall and Spring (3,3).*

Wind and its effect on airport design and aircraft operation. Maps and map projections. Static air pressure: lift, drag, buoyancy and middle ear problems. Magnetic declination and its relationship to compass navigation.

### 106. Elementary Probability.

*(GER 1) (A) Fall and Spring (3,3).*

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.

### 110. Topics in Mathematics I.

*(A) Fall and Spring (3,3).*

An introduction to mathematical thought with topics not routinely covered in existing courses. Material may be chosen from calculus probability, statistics and various other areas of pure and applied mathematics.

### 111. Calculus.

*(GER 1) (A) Fall and Spring (4,4). Corequisite: MATH111C. (The Calculus Lab.)*

Standard functions and their graphs: Linear, polynomial, trigonometric, exponential, logarithmic. Tangents, derivatives, the definite integral and the fundamental theorem. Formulas for differentiation. Applications to physics, geometry and economics. Requires graphing calculator.

### 112. Calculus.

*(GER 1) (A) Fall and Spring (4,4). Prerequisite: MATH111. Corequisite: MATH112C. (The Calculus Lab.)*

Methods of integration. Applications of the integral to geometry, physics and economics. Slope fields and the qualitative behaviour of solutions to differential equations. Approximations: Taylor series. Requires graphing calculator.

### 150. Freshman Seminar: Topics in Mathematics.

*(A) Fall and Spring (3,3).*

Each seminar is devoted to a specific mathematical topic. Writing of mathematics is emphasized. Normally only available to first-year students.

### 211. Linear Algebra.

*(AS) Fall and Spring (3,3). Prerequisite: MATH112.*

Linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues, orthogonality. Optional topics include least squares problems, matrix factorization, applications. A computer lab using the software package Matlab may accompany the class.

**212. Introduction to Multivariable Calculus.***(AS) Fall and Spring (3,3). Prerequisite: MATH112.*

Functions of several variables, surfaces in three-space, vectors, techniques of partial differentiation and multiple integration with applications.

**214. Foundations of Mathematics.***Fall and Spring (3,3). Prerequisite: MATH112.*

Fundamentals of advanced mathematics: Propositional logic, quantifiers and methods of proof; naive set theory including mathematical induction, relations, orders, functions and countability. Time permitting, Zorn's lemma and the real line may be studied.

**302. Ordinary Differential Equations.***(AS) Fall and Spring (3,3). Prerequisite: MATH212.*

First order differential equations, linear differential equations of higher order, initial value problems, power series method. Additional topics selected from systems of linear differential equations, Laplace transforms, numerical methods, stability.

**307. Abstract Algebra.***(S) Fall and Spring (3,3). Prerequisites: MATH211, MATH214. Or consent of instructor.*

Groups, rings, fields, isomorphisms; polynomials, modules. Additional topics chosen from group theory and ring theory, as time permits.

**309. Nonparametric Statistics.***Fall and Spring (3,3). Prerequisite: MATH112.*

Techniques presented are mainly rank tests of the Wilcoxon type, and the estimation and simultaneous inference procedures based on these tests. Topics will include the Wilcoxon rank-sum test, Siegel-Tukey, and Smirnov tests for comparing two treatments; use of ranks in randomized complete blocks; tests of randomness and independence.

**311. Elementary Analysis.***(AS) Fall and Spring (3,3). Prerequisites: MATH212, MATH214. Or consent of instructor.*

An introduction to the theory of real variables. The topology of the real line, convergence and uniform convergence, limits and continuity, differentiation, Riemann integration and the Fundamental Theorem of Calculus.

**323. Operations Research I—Deterministic Models.***(S) Fall (3). Prerequisite: MATH211.*

An introduction to deterministic Operations Research techniques and applications. Topics include search algorithms, simplex search for linear programs, duality and sensitivity analysis for linear programs, shortest path problems, network models, and discrete optimization.

**401. Probability.***(S) Fall and Spring (3,3). Prerequisites: MATH211, MATH212, MATH214. Or consent of instructor.*

Topics include: combinatorial analysis, discrete and continuous probability distributions and characteristics of distributions, sampling distributions. See page 45 for note concerning credit for statistics courses. Students who plan to take Math 402 are strongly encouraged to take Math 401 in the preceding fall semester.

**402. Statistics.***(S) Spring (3). Prerequisite: MATH401. Or consent of instructor.*

Topics include: estimation, hypothesis testing, confidence intervals, regression and analysis of variance. See page 45 for note concerning credit for statistics courses. Students who plan to take Math 402 are strongly encouraged to take Math 401 in the preceding fall semester.

**403. Intermediate Analysis.***(S) Spring (3). Prerequisite: MATH311.*

Sequences and series of functions; analysis in metric spaces and normed linear spaces; general integration and differentiation theory.

**405. Complex Analysis.***(S) Fall (3). Prerequisite: MATH311. Or consent of instructor.*

The complex plane, analytic functions, Cauchy Integral Theorem and the calculus of residues. Taylor and Laurent series, analytic continuation.



**408. Advanced Linear Algebra.**

(S) Fall (3). Prerequisites: MATH211, MATH214. Or consent of instructor.

Eigenvalues, singular values, matrix factorizations, canonical forms, vector and matrix norms; positive definite, hermitian, unitary, and nonnegative matrices.

**410. Special Topics in Mathematics.**

Fall and Spring (3,3).

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from topology, algebra, differential equations, and various other areas of pure and applied mathematics.

**412. Introduction to Number Theory.**

(S) Fall (3). Prerequisite: MATH214. Or consent of instructor.

An elementary course in the theory of integers, divisibility and prime numbers, a study of Diophantine equations, congruences, number-theoretic functions, decimal expansion of rational numbers and quadratic residues.

**413. Introduction to Numerical Analysis I.**

(S) Fall of odd-numbered years (3). Prerequisites: MATH212, CSC1141, MATH214. Or consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: roots of equations, systems of linear equations, interpolation and approximation, and numerical integration. Students planning to take 414 are strongly encouraged to take 413 first.

**414. Introduction to Numerical Analysis II.**

(S) Spring (3). Prerequisites: MATH212, CSC1141, MATH214. Or consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: iterative methods for linear systems, eigenvalue computations, and differential equations. Students planning to take 414 are strongly encouraged to take 413 first.

**416. Topics in Geometry.**

(S) Fall of even-numbered years (3). Prerequisites: MATH211, MATH212, MATH214. Or consent of instructor.

A treatment of topics selected from Euclidean geometry, non-Euclidean geometry, projective geometry, finite geometry, differential geometry, or algebraic geometry.

**417. Vector Calculus for Scientists.**

(S) Spring of each year. Prerequisites: MATH211, MATH212 and MATH302. Or consent of instructor.

Directional derivatives, differential forms and the Poincaré lemma, chain rule: Jacobians, change of variable and application to Lagrangian mechanics; path integrals and the deformation theorem, surface integrals and Stokes' theorem. Additional topics will be covered if time permits.

**424. Operations Research II—Stochastic Models.**

(S) Spring (3). Prerequisite: MATH401.

A survey of probabilistic operations research models and applications. Topics include stochastic processes, Markov chains, queueing theory and applications, Markovian decision processes, inventory theory, and decision analysis.

**426. Topology.**

(S) Fall of odd-numbered years (3). Prerequisite: MATH 311. Or consent of instructor.

A study of topological spaces, metric spaces, continuity, product spaces, compactness, connectedness, and convergence. As time permits, additional topics may be chosen from homotopy theory, covering spaces, manifolds, and surfaces, or other topics in algebraic or set topology.

**428. Functional Analysis.**

(S) Spring of odd-numbered years (3). Prerequisite: MATH311.

Introduction to the geometry of Hilbert spaces, bounded linear operators, compact operators, spectral theory of compact self-adjoint operators, integral operators and other applications.

**430. Abstract Algebra II.**

(S) Spring of odd-numbered years (3). Prerequisite: MATH307.

The theory of groups, rings, fields and their applications. Topics may include fundamental theorem of Abelian groups, Sylow theorem, field extensions, Galois theory and coding theory.

**432. Combinatorial Theory.**

(S) *Spring of even-numbered years (3). Prerequisites: MATH211, MATH214. Or consent of instructor.*

A discussion of combinatorial theory and applications to practical problems. Topics covered include: graph theory, graphical algorithms, elementary principles of enumeration, the inclusion-exclusion principle, Polya counting principle, recurrence relations, generating functions. Additional topics such as combinatorial designs, coding theory, Boolean algebra and switching functions, may be included as time permits.

**441. Introduction to Applied Mathematics I.**

*Fall (3). Prerequisites: MATH 211, MATH 212. MATH 302 is recommended.*

A study of mathematical principles and techniques common to different scientific disciplines. The central topics are differential and matrix equations. Beginning with symmetric linear systems and associated matrix theory, the course continues with equilibrium equations, least squares estimation, vector calculus, calculus of variations, Fourier series, and complex variables. Applications to structures, electrical networks, data analysis, etc. are included. (Same as Applied Science 441.) (Students cannot receive credit for both Applied Science/Mathematics 441.)

**442. Introduction to Applied Mathematics II.**

*Spring (3). Prerequisite: MATH/APSC 441.*

A continuation of Mathematics/Applied Science 441. Topics are numerical methods for linear and nonlinear equations and eigensystems, finite elements, initial-value problems with introduction to the phase plane and chaos, stability analysis, network flows, and optimization. Applications to simple fluid flow, heat transfer, assignment and transportation problems, etc. are included. (Same as Applied Science 442.) (Students cannot receive credit for both Applied Science/Mathematics 442.)

**+490. Seminar.**

*Fall and Spring (3,3).*

Sections of this course will treat a single narrow topic. Possible areas of interest include linear algebra, operator theory, applied analysis, combinatorial theory, operations research, mathematical pedagogy and computational mathematics. Students will present written and oral work for discussion in class. May be repeated with permission.

**+495-496. Honors.**

*Fall and Spring (3,3).*

Students admitted to Honors study in mathematics will be enrolled in this course during both semesters of their senior year. The course comprises:

- (a) supervised research in the student's special area of interest;
- (b) presentation by April 15 of an Honors thesis; and

(c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. For College provisions governing the Admission to Honors, see page 58.

**Graduate Program**

See the Computational Operations Research Track description in the Department of Computer Science.

## Medieval & Renaissance Studies

Professor **George D. Greenia**, Director

The Interdisciplinary concentration in Medieval & Renaissance Studies shall consist of not less than thirty-four credit hours, of which sixteen are required and eighteen are elective.

The sixteen required credit hours must include one course from each of groups 1, 2, 3, 4 and 5. Eighteen additional elective hours are chosen by each student according to guidelines available at the Charles Center or from the Director of the Program. Special topics courses in any department in the College can be applied as elective credit with the consent of the Director of the Program. No more than fifteen credit hours from any one department can be counted toward the concentration, and students may use no more than three one-credit courses (e.g., INTR 350) toward their major. Each concentrator must fulfill the Concentration Writing Requirement by earning a grade of C- or better in the course designated by the student as the writing course within their program. Each concentrator must also fulfill the Computer Proficiency Requirement by earning a grade of C- or better in the course designated by the student as the computer proficiency course within their program.

In addition, concentrators must complete two college-level courses in Latin or the equivalent, as well as one course above the 202 level in a modern European language including Arabic, ancient or modern Hebrew, or ancient Greek (but not including literature in translation courses). Concentrators who intend to pursue graduate studies are strongly encouraged to seek language training beyond the minimum requirement, and also to prepare a second concentration, or at least a minor, in one of the traditional disciplines represented.

Students will have a designated faculty advisor in Medieval & Renaissance Studies to help them arrange a coherent program in keeping with the degree requirements of the College and to certify that progress is being made toward graduation. The Director of the Program in Medieval & Renaissance Studies will help concentrators choose an advisor corresponding to the department of their greatest academic interest (including second concentration or minor, if any). Concentrators who do not easily fit into an area will be advised by the Director of the Program in Medieval & Renaissance Studies. For more information contact the Director of the Program in Medieval & Renaissance Studies, Prof. George D. Greenia, in the Department of Modern Languages.

### 1 \_ Historical Context

HIST 311 Europe in the Middle Ages I  
 HIST 312 Europe in the Middle Ages II  
 HIST 313 Renaissance & Reformation Europe

### 2 \_ Art History and Music (all are four-credit courses)

ARTH 351 Medieval Architecture  
 ARTH 352 Medieval Figure Arts  
 ARTH 353 Early Christian & Byzantine Art  
 ARTH 360 Italian Renaissance Art  
 ARTH 362 Northern Renaissance Painting & Sculpture  
 ARTH 363 Renaissance and Baroque Art  
 ARTH 364 Renaissance & Baroque Architecture and Town Planning  
 ARTH 390 Early Islamic Art (= REL 365)  
 MUS 381 Medieval & Renaissance Music

### 3 \_ Language and Literature

ENG 303 History of the English Language  
 ENG 312 Medieval Literature  
 ENG 323 English Renaissance  
 ENG 409 Old English  
 ENG 410 Beowulf  
 ENG 413 Chaucer  
 ENG 435 Epic and Romance  
 FR 316 Middle Ages  
 FR 318 Renaissance  
 FR 410 French Philology  
 GER 301 German Literature from the Beginning to 1700  
 GER 406 History of the German Language  
 ITAL 301 Italian Literature from the Beginning to the 17th Century  
 ITAL 307 Italian Civilization in English  
 ITAL 309 Dante & the Medieval Tradition

ITAL 312 Italian Renaissance Literature in Translation  
LAT 310 Medieval Latin  
SPAN 301 Spanish Literature from the Beginning to 1700  
SPAN 401 Medieval Spanish Literature  
SPAN 402 Cervantes  
SPAN 410 History of the Spanish Language

**4 \_ Religion and Philosophy**

REL 300 Islam: Faith and Institutions  
REL 303 Intro History of Jewish Thought  
REL 329 The Rabbinic Mind  
REL 331 The World of Early Christianity  
REL 332 The World of Medieval Christianity  
REL 334 Christianity: Protestant/Catholic Reformation  
REL 339 Midrash: Jewish Interpretation of Scriptures  
REL 365 Early Islamic Art (= ARTH 390)  
PHIL 332 Medieval Philosophy

**5 \_ Seminars in Medieval & Renaissance Studies**

Designated upper-level seminars in the Departments of History, Art & Art History, English, Modern Languages, Religion, and Philosophy. A list of seminars for each semester will be available before pre-registration from the Charles Center, the Director of the Program in Medieval & Renaissance Studies, or participating faculty.

The remaining hours for the concentration must be chosen from a list of courses available at the Charles Center or from the Director of the Program in Medieval & Renaissance Studies.

**Minor in Medieval & Renaissance Studies**

A minor in Medieval & Renaissance Studies consists of seven courses, four of which are required and three of which are elective. Students are required to take one course from each of the first four Medieval & Renaissance Studies groups and three additional courses selected from any of the five groups. In addition, students may petition the Director of the Program in Medieval & Renaissance Studies to include non-listed courses in their minor (such as departmental independent studies courses) when appropriate.

## Military Science

**PROFESSOR Lieutenant Colonel Leonard** (Chair). **ASSISTANT PROFESSORS Major R. Wood, Major J. Wood, Major Gray, Major Perkuchin.**

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 students for positions of leadership and management in the United States Army. By participating in the ROTC elective program, a student may earn a commission as a Second Lieutenant in the Active Army, the United States Army Reserve, or the Army National Guard, while pursuing an academic degree. Participation includes:

1. \$3,000 subsistence allowance during junior and senior years; some books and all uniforms are furnished by the Department of Military Science.
2. A leadership and management skills development program that includes education, training, and experience that prepares a student for leadership in military service and civilian life.
3. An opportunity to earn a commission as a Second Lieutenant in the United States Army.
4. Newly commissioned officers may request a delay in their entry on active duty in order to pursue graduate studies.

## Scholarships

Four-, three-, and two-year scholarships are available. Students compete for several thousand scholarships nationwide. Freshmen and sophomores may apply for the three- and two-year scholarships, respectively. The scholarship pays for:

1. Tuition: Up to \$12,800 annually.
2. Books
3. Most fees
4. Expense stipend (\$150 per month)

## Requirements for Enrollment

Any full-time freshman or sophomore student who is physically qualified and not already holding a commission in any Armed Force may enroll in the Basic Courses. Students who have had prior military service or who have completed courses in another ROTC program may be granted placement credit. Sophomores may attend Basic Camp in lieu of taking the Basic Courses. Advanced Course students complete loyalty oath statements, contractual agreements, and must be selected by the Professor of Military Science.

## 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. Effective fall 1997, all Military Science courses are letter grade only.*

### Basic Courses

The following Military Science Basic Courses are designed for freshmen and sophomores. Upperclassmen may not be admitted to 101, 102, 201, and 202. The Basic Courses introduce freshmen and sophomores to the fundamentals of leadership and management while they learn about the opportunities and prospects of ROTC and commissioned service. Students complete these courses without service obligation (except Army scholarship students) while qualifying for the Advanced Program. All students must participate in the Leadership Laboratory in the Basic Courses.

#### 101. Introduction to the U.S. Army and American National Security Policy.

*Fall (1) Perkuchin.*

Study of organizational and administrative Army systems. Theory and studies in international threats to national security and how the United States government organizes for national defense. Study of the issues, policies, structure, and execution of national security. Analysis of organization and functions of defense organizations.

#### 102. Basic Leadership and Management Theory and Map Reading.

*Spring (1) Perkuchin.*

Study of basic leadership and management principles, including practical exercises. Emphasis is placed on interpersonal communication, time management, and stress management. Map reading portion of class is designed to develop a basic familiarity with military maps and their use.

**103. MS I Leadership Laboratory.**

*Fall/Spring. Perkuchin.*

Taken with Military Science 101 and 102. Presents basic leadership skills in practical situations. Introduces standard Army equipment, marksmanship, orienteering, and small unit tactics, and functioning as a team member.

**201. Advanced Leadership and Management I.**

*Fall (2) Gray.*

Presents problem-solving and decision-making processes. Focuses on goal setting, performance counseling, writing, and briefing skills.

**202. Advanced Leadership and Management II.**

*Spring (1) Gray.*

Study of leadership principles. Topics of discussion include: emphasis on professional and ethical values, sexual harassment, the Code of Conduct, and the ability to negotiate the ethical resolution of conflicts.

**203. MS II Leadership Laboratory.**

*Fall/Spring. Gray.*

Taken with Military Science 201 and 202. Develops intermediate leadership skills by placing cadets in small unit leadership roles in practical situations. Emphasizes acquisition of intermediate individual soldier skills and tactical theory.

**Advanced Courses**

These courses are designed to prepare juniors and seniors who have agreed to seek a commission as officers in the United States Army.

**302. Advanced Military Skills.**

*Fall and Spring (0,0) Wood. Prerequisites: MIL 101, MIL 102, MIL 201, MIL 202 or equivalent.*

Study of general military leadership subjects to reinforce skills in preparation for Advanced Camp. Among subjects presented are practical leadership, training techniques, marksmanship, land navigation, orienteering, drill and ceremonies, and physical conditioning.

**303. MS III Leadership Laboratory.**

*Fall, Spring. Wood.*

Taken with Military Science 302. Develops advanced leadership skills by requiring cadets to train and lead units of 10 to 40 fellow cadets. Includes intensive study of Army equipment, techniques, and operational doctrine to achieve advanced proficiency.

**401. U.S. Military Justice, the Laws of Land Warfare, and the Army Training System.**

*Fall (2) Leonard. Prerequisite: MIL 302.*

Studies in the fundamentals of military justice and in civil-military relations. Emphasizes the international laws of war and military law as they relate to civilian and military communities. Introduction to the Army Training System and the development of training programs for Army units.

**402. Organizational Management Studies.**

*Spring (1) Leonard. Prerequisite: MIL 302.*

Advanced studies in the management of military organizations. Emphasizes the structure of the Army, safety and risk management, personnel evaluations, property management, maintenance system, and studies in military leadership issues including professional and ethical values of the profession of arms.

**403. MS IV Leadership Laboratory.**

*Fall, Spring. Leonard.*

Taken with Military Science 401 and 402. Develops advanced leadership and management expertise in the evaluation of subordinates, performance counseling, mentoring, and development of programs of training for units of 100 or more members.

## Requirements for Commissioning

There are two ways to qualify for a commission, which is granted upon graduation from The College of William and Mary:

1. Four-year program
  - a. Complete all of the above courses in sequence, one during each semester.
  - b. Attend a five-week Advanced Camp during the summer between junior and senior years.
  - c. Be enrolled in a two-hour leadership laboratory each semester.
  - d. Complete a designated military history course, computer literacy course, and written communications course.
2. Two-year program
  - a. Attend a five-week Basic Camp during the summer between sophomore and junior years. This attendance validates the Basic Courses.
  - b. Complete all the above Advanced Courses.
  - c. Attend a five-week Advanced Camp during the summer between junior and senior years.
  - d. Be enrolled in a one-hour leadership laboratory each semester of the junior and senior years.
  - e. Complete a designated military history course, computer literacy course, and a written communications course.

## Career Placement

Graduates who have completed the Military Science electives may be commissioned as Second Lieutenants in the United States Army. They perform their service in one of two ways: Active Duty or Reserve Forces Duty.

## Modern Languages and Literatures

ASSOCIATE PROFESSOR **Kulick** (Chair). PROFESSORS **Fraser** (NEH Chair), **Houle**, **Lavin**, **Monson**, and **St. Onge**. ASSOCIATE PROFESSORS **Anemone**, **Buck**, **Cate-Arries**, **Eger**, **Fauvel**, **Greenia**, **Griffin**, **Hallett**, **Jian**, **Longo** (Excellence in Teaching Chair), **G. Smith**, **J. Smith**, **Triolo**, and **Welch**. ASSISTANT PROFESSORS **Arries**, **Eisele**, **Gallucci**, **Guenther**, **Kelley**, **Kleeman**, **M. Leruth**, **Stock**, **Tang**, and **Taylor**. VISITING ASSISTANT PROFESSOR **Bree**. INSTRUCTORS **Cherkaoui**, **Ginzburgsky-Blum**, **Enyo Kobayashi**, **Li**, **Nichols**, and **Pérez-Gamboa**. LECTURERS **Johansson-Santini**, **A. Leruth**, and **Lopez-Canete**.

### The Program

*The proficiency requirements for foreign languages are indicated on page 46. All language requirements for a degree should begin in the freshman year.*

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 and intermediate courses.

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 the following policies. Students having four high school units may not take 101-202 in that language for credit. Exceptions are permitted only with permission from the chair of the department. Students having three high school units may not take 101-201 in that language for credit.

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 civilization, 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, Japanese, or Spanish, the College has established language houses where such students may request residence with others who share an interest in the same language and cultures. 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, literature and culture 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, international studies, 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 for a career in the secondary school teaching of foreign languages will find especially in the advanced language classes a necessary complement to their professional education courses. Many students are using the double-major option, combining modern languages with the social sciences and the humanities.

Concentrators in French, German and Spanish are required to take two additional College courses taught in a second foreign language; French concentrators may substitute two related departmental literature or civilization/culture courses in translation for the two courses taken in another language. Concentrators in modern languages and literatures are required to take MLL 250 (1 credit) to satisfy the concentration Computing Proficiency Requirement.

To satisfy the concentration writing requirement in German or Spanish, a student must earn a grade of C or better on the writing component of one course numbered 301 or higher, which the student selects from a departmental listing of approved courses. The concentration writing requirement in French will be satisfied by a grade of C or better in the writing component of French 450.

### Interdisciplinary Programs

The department is actively engaged in courses of comparative literary and cultural studies 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, Asian, and Latin communities.

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 Arabic, Chinese, French, German, Italian, Japanese, Spanish, and Russian literature otherwise not readily available to students who do not major in language study.



## Description of Courses

### MODERN LANGUAGES

#### 150. Freshman Seminar.

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

Topic of this course will vary year to year. An exploration of a specific topic in literary, culture, or linguistic studies. Writing is emphasized. Normally available to first-year students. Course may be repeated for credit if topic varies.

#### 250. The Impact of New Technology on Modern Languages.

*Spring (1) Staff. Prerequisite: Declared concentration in French, German or Spanish.*

An introduction to ways in which modern technology is transforming the teaching and learning of foreign languages, literatures and cultures.

#### 360. Topics in Modern Languages, Literatures and Cultures.

*(A) Fall and/or Spring (3,3) Staff.*

The topic of this course will vary from year to year, but will cover material related to literary, linguistic, or cultural aspects of world civilizations. Course may be repeated for credit if topic varies.

#### 490. Intensive Foreign-Language Institute for Teachers.

*Staff.*

A seminar in foreign language teaching methodology that focuses on the study and application of pedagogical methods and theories concerning the evaluation of learning.

#### 510,511. Graduate Seminar for Foreign Language Teachers.

*Summer only (3,3) Staff.*

Seminars on technological, pedagogical and cultural topics related to teaching of foreign languages. These courses may be repeated for credit if topic varies.

### ARABIC

#### 101. Elementary Arabic.

*Fall (4) Staff. Corequisite: ARAB101D.*

Training in reading, writing, and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading, and speaking. Three hours in class, two hours in drill class and sessions in the language laboratory.

#### 102. Elementary Arabic.

*Spring (4) Staff. Prerequisite: ARAB102, or consent of instructor. Corequisite: ARAB102D.*

Training in reading, writing, and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading, and speaking. Three hours in class, two hours in drill class and sessions in the language laboratory.

#### 150. Freshman Seminar: The Arab World through Film.

*(GER 4B) (A) Fall (3) Eisele.*

An introduction to cultural and political trends of the modern Arab world through the medium of film, along with supplementary readings.

#### 201. Intermediate Arabic.

*Fall (4) Eisele. Prerequisite: ARAB102 or consent of instructor. Corequisite: ARAB201D.*

Continued training in grammar, reading, writing, and aural-oral skills. An emphasis on standard Arabic introduction of the spoken idiom is continued from Arabic 102. Reading and discussion focuses on modern texts with introduction to Classical texts. Three hours in class, two hours in drill class and sessions in the language laboratory.

#### 202. Intermediate Arabic II.

*Spring (4) Eisele. Prerequisite: ARAB102 or consent of instructor. Corequisite: ARAB202D.*

Continued training in grammar, reading, writing, and aural-oral skills. An emphasis on standard Arabic introduction of the spoken idiom is continued from Arabic 102. Reading and discussion focuses on modern texts with introduction to Classical texts. Three hours in class, two hours in drill class and sessions in the language laboratory.

**301. Advanced Arabic I: Introduction to Arabic Literature and Society.**

*Fall (3) Staff. Prerequisite: ARAB 202 or consent of instructor.*

Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts, and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

**302. Advanced Arabic II: Arabic Literature and Society.**

*Spring (3) Staff. Prerequisite: ARAB 301 or consent of instructor.*

Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts, and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

**305. Directed Readings in Arabic.**

*(AS) Fall (3) Staff. Prerequisite: Arabic 302 or consent of instructor.*

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

**306. Directed Readings in Arabic.**

*(AS) Spring (3) Staff. Prerequisite: Arabic 302 or consent of instructor.*

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

**309. Survey of Arabic Literature in Translation.**

*(GER 4, 5) (AS) Fall (3) Eisele.*

A survey of Arabic literary tradition from the 7th century to the present, with a focus on continuity and change, influence, and major trends, themes, and genres.

**310. Topics in Modern Arabic Literature in Translation.**

*(GER 4, 5) (AS) Spring (3) Eisele.*

An in-depth study of genre/theme in modern Arabic literature emphasizing the importance of literature as a representation of modern Arab culture and society. May be repeated for credit when topic varies.

**311. Special Topics in Arab Culture.**

In-depth study of a limited topic in Arab culture and civilization and its relationship to other cultures. It is taught in English. Open to all students, no prerequisites, and may be repeated when topic varies.

**\*411. Independent Study.**

*Fall and Spring (3,3) Eisele.*

This course is designed to permit in-depth study of Arabic texts in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

**CHINESE****Requirements for the Minor in Chinese Language and Literature**

A minor in Chinese Language and Literature requires 20 hours beyond 202, no more than 6 of which may be taken in courses taught in English. No course for the minor may be taken pass/fail. Transfer credits will be reviewed by the department chair.

**101. Elementary Chinese (Mandarin).**

*Fall (4) Jian. Corequisite: CHI 101D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

**102. Elementary Chinese (Mandarin).**

*Spring (4) Jian. Corequisite: CHI 102D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

**150W. Freshman Seminar Topics.**

*(GER 4B) (A) Fall or Spring (4) Tang.*

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first year students.

**201. Intermediate Chinese (Mandarin).**

*Fall (4) Tang. Prerequisite: CHI 102 or permission of instructor. Corequisite: CHI 201D.*

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

**202. Intermediate Chinese (Mandarin).**

*Spring (4) Tang. Prerequisite: CHI 201 or permission of instructor. Corequisite: CHI 202D.*

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

**300. Chinese Studies in Beijing Program.**

*(AS) Summer and Fall (3,3) Staff. Prerequisites: CHI 202 and acceptance by Selection Committee.*

This number is intended for courses completed in China. Intensive oral-aural training at the upper-immediate level. This course may be repeated for credit.

**301. Upper-Intermediate I.**

*(AS) Fall (4) Staff. Prerequisite: CHI 202 or consent of instructor. Corequisite: CHI 301D.*

Continued training in conversation, grammar and composition with special emphasis on reading. Three hours in the Master Class, two hours in the drill class, two sessions in the language laboratory.

**302. Upper-Intermediate II.**

*(AS) Spring (4) Staff. Prerequisite: CHI 301 or consent of instructor. Corequisite: CHI 302D.*

Continued training in conversation, grammar and composition with special emphasis on reading. Three hours in the Master Class, two hours in the drill class, two sessions in the language laboratory.

**303. Topics in Chinese Language, Civilization or Literature.**

*(AS) Fall and Spring (3,3) Staff. Prerequisites: CHI 202 and acceptance by Selection Committee.*

This course is offered every fall in Beijing and/or every spring at the College. Topics include current newspaper readings, radio broadcast comprehension, and radio video plays. Course may be repeated for credit if the topic varies.

**309. Survey of Chinese Literature in English.**

*(GER 4B, 5) (AS) Fall or Spring (3) Tang.*

An introduction to major works of Chinese literature, including the Confucian classics, poetry, drama, short stories and the novels, with emphasis on its cultural and historical context.

**312. Special Issues in Chinese Poetic Tradition.**

*(AS) Spring (3) Tang.*

An examination of selected issues in Chinese poetic tradition through extensive reading of classical Chinese poetry and comparison between traditional Chinese poetics and contemporary Western literary theories.

**322. Twentieth-Century Chinese Literature (in English Translation).**

*(AS) Fall or Spring (3) Jian.*

A study of major 20th century works, trends, and movements. Pays special attention to the period from the end of the Cultural Revolution (1976) to present.

**401. Advanced Chinese I.**

*(S) Fall (3) Staff. Prerequisite: CHI 302 or permission of instructor.*

Continued training in conversation, grammar, and composition, with special emphasis given to reading and writing in a variety of situations and materials. NOTE: this course is designed for students who have not studied in China.

**402. Advanced Chinese II.**

*(S) Spring (3) Staff. Prerequisite: CHI 401 or permission of instructor.*

Continued training in conversation, grammar, and composition, with special emphasis given to reading and writing in a variety of situations and materials. NOTE: this course is designed for students who have not studied in China.

**\*410. Advanced Topics in Chinese Language, Civilization or Literature.**

*(S) Fall and Spring (3,3) Jian. Prerequisite: CHI 303 or permission of instructor.*

An in-depth study of a limited topic in Chinese language, civilization or literature. Topics include classical Chinese language and Chinese cinema. This course may be offered locally at the College or abroad in the Chinese Studies in Beijing Program. Course may be repeated for credit when topics differ.

**\*411. Independent Study.**

(S) *Fall and Spring (3,3) Jian, Tang. Prerequisite: CHI 302 or CHI 303.*

This course is designed to permit an in-depth study of the Chinese language or literature not available in current course offerings. A written petition to the instructor and approval of the department chair is required before registration. Course may be repeated for credit if topic varies.

**French****Requirements for Concentration**

A concentration in French requires a minimum of 33 credit hours of course work in French, 1 credit hour of course work to satisfy the Concentration Computing Requirement (MLL 250) and 6 credit hours in another foreign language or literature in translation (40 credit hours total).

The courses to fulfill these requirements are chosen as follows:

1. French 305, and either 151 or 315 (formerly 301), and either 307 or 308 or 309 or 390.
2. Two advanced literature courses:
  - a) 1 pre-1800, taken from 316 (formerly 311), 318 (formerly 312), 321, 322, 331, 332, 391 (with appropriate topic).
  - b) 1 post-1800, taken from 341, 342, 350, 351, 352, 355, 385, 391 (with appropriate topic).
3. *Literature option:* 2 additional literature courses, 1 pre-1800 and 1 post-1800 (see #2 above), 455 is highly recommended.  
*Civilization/Culture option:* 2 additional courses from among the following: 307, 308, 309, 310, 390, 393, one of which must be 307, 308.  
*Language option:* 2 additional courses from among the following: 392, 407, 408, 410.
4. French 450 (this course satisfies the concentration writing requirement).
5. 3 electives from French 300 and above (excluding 306).
6. MLL 250 (1 credit) (this course satisfies the concentration computing proficiency requirement).
7. 2 semesters in a second foreign language or, 2 related departmental literature or culture courses chosen in consultation with a faculty advisor, chosen from among the following: Modern Languages and Literatures 150, 360; Arabic 150, 310; Chinese 150, 309, 322; German 150; Italian 150, 307, 309, 310, 312; Japanese 309, 314; Russian 150, 388, 390, 397, 398; Spanish 150, 397, 398.

*Students will choose their faculty advisor from among the French faculty and select an option from among the three choices when declaring their concentration in French. Students considering a career in teaching are strongly encouraged to consult with Professor Kulick when designing their concentration in French. All concentrators are strongly encouraged to consider a study abroad option.*

**Requirements for the Minor**

A minor in French requires a minimum of 18 credit hours, including 151 or 315, and 305, and 12 additional credit hours at the 300 and/or 400 level. Students may not take 386 or 388 as part of a minor in French.

**Competency in French**

Students concentrating in Art and Art History, in the Social Sciences, or those who select an interdisciplinary program such as International Studies, Western European Studies, Literary and Cultural Studies and who wish primarily to acquire competency in French will find a variety of French courses designed to give them the competency they seek. After having completed French 210 or 206 the following sequence is recommended: 305, 306, 406, 407.

**Alternate Schedule of Courses**

Tentative schedule of advanced courses in French, subject to change:

- Fall 1997: 151, 305, 306, 315, 322, 332, 350, 390, 406, 450  
 Spring 1998: 151, 305, 306, 309, 315, 318, 342, 352, 390, 406, 450  
 Fall 1998: 151, 305, 306, 308, 310, 315, 331, 355, 406, 407, 450  
 Spring 1999: 151, 305, 306, 307, 315, 316, 321, 351, 406, 450

**FRENCH****101. Elementary French.**

*Fall (4) Staff. Corequisite: FR 101D.*

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. Four class hours.

**102. Elementary French.**

*Spring (4) Staff. Corequisite: FR 102D.*

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. Four class hours.

**151. Freshman Seminar Topics.**

*(AS) Fall and Spring (3) Staff.*

Intended for freshmen with advanced skills in French, e.g., AP scores of 4 or 5, or completion of French V in high school.

**Topic for Fall 1997: Quebec and It's Quest for Identity (Guenther).**

This seminar will explore the claim that the French spoken in Québec sets (cultural and linguistic) trends in France rather than simply imitating French norms. A wide range of francophone Canadian texts will be used: literary works, "popular" texts: *chansons* and films. We will focus in particular on the tensions emerging from Québec's drive toward national identity and sovereignty. *Course taught in French.*

**201. Intermediate French I.**

*Fall (4) Staff. Corequisite: FR 201D.*

A review of basic French grammar through development of writing, speaking, comprehension, and reading skills, with additional emphasis on cultural and literary readings. Three class hours, two laboratory sessions.

**202. Intermediate French II.**

*Fall and Spring (4,4) Staff. Prerequisite: FR 201. Or placement by Achievement Test score or by department chair. Corequisite: FR 202D.*

Continued review of basic French grammar through development of writing, speaking, and comprehension skills, with additional emphasis on cultural and literary readings. Four class hours.

**206. Upper-Intermediate Conversation.**

*(A) Fall, Spring, Summer in Montpellier (3,3,3) Staff. Prerequisite: FR 202. Or placement by Achievement Test score or consent of instructor.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary French life.

**210. Introduction to Writing and Reading.**

*(A) Fall, Spring, Summer in Montpellier (3,3,3) Staff. Prerequisite: FR 202. Or placement by Achievement Test score or by department.*

Continued development of all four language skills, with a special emphasis on reading and writing. This course will incorporate work with applied grammar, interactive video, film, and French and Francophone readings. Three class hours. (Formerly FR 205.)

**300. French Studies in the Montpellier Summer Program.**

*(AS) Summer (1-3 credits variable) Staff. Prerequisites: FR 210. And acceptance by Selection Committee.*

This number is intended for courses completed in France. May be repeated for credit.

**305. Advanced Writing.**

*(AS) Fall and Spring (3,3) Staff. Prerequisite: FR 210. Or placement by Achievement Test score or its equivalent.*

Applied grammar and intensive written work. French 305 is a prerequisite for upper-level French courses.

**306. Advanced Conversation.**

*(AS) Fall and Spring (3,3) Staff. Prerequisites: FR 210, FR 206.*

Intensive oral-aural training. This course cannot be included in the 33 hours required for a concentration in French.

**307. French Civilization I.**

(AS) *Fall or Spring (3) Leruth. Prerequisite: FR 305.*

Study of the evolution of French civilization (history, fine arts, music, architecture, etc.) from early times to 1643.

**308. French Civilization II.**

(AS) *Fall or Spring (3) Leruth. Prerequisite: FR 305.*

Study of the evolution of French civilization from 1643-1900.

**309. French Civilization III.**

(AS) *Fall or Spring (3) Leruth. Prerequisite: FR 305.*

Study of the history, fine arts, politics, institutions, and everyday life of 20th-century France.

**310. French Cinema.**

(AS) *Fall or Spring (3) Staff. Prerequisite: FR 305.*

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.

**315. Introduction to French Literature.**

(AS) *Fall and Spring (3,3) Staff. Prerequisite: FR 305.*

An introduction to the study of literature in France through representative texts, including explication de texte.

**316. The Middle Ages.**

(AS) *Spring (3) Monson. Prerequisite: FR 315.*

A study of French literature up to 1500: representative works. (Most texts are read in modern French translation.) (Formerly FR 311.)

**318. The Renaissance.**

(AS) *Spring (3) Hallett. Prerequisite: FR 315.*

A study of the major writers of the French Renaissance. (Formerly FR 312.)

**321. Seventeenth-Century French Literature I.**

(AS) *Spring (3) Houle. Prerequisite: FR 315.*

Mostly theatre, chosen from among plays by Corneille, Moliere, and Racine.

**322. Seventeenth-Century French Literature II.**

(AS) *Fall (3) Houle. Prerequisite: FR 315.*

Special topics.

**331. Eighteenth-Century French Literature I.**

(AS) *Fall (3) Welch. Prerequisite: FR 315.*

Study of the novel and the theater of the 18th century.

**332. Eighteenth-Century French Literature II.**

(AS) *Spring (3) Welch. Prerequisite: FR 315.*

A study of the major writers of the French Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau, and others.

**341. The Nineteenth Century: Romanticism.**

(AS) *Spring (3) Guenther. Prerequisite: FR 315.*

A study of the major romantic writers in France.

**342. The Nineteenth Century: The Novel.**

(AS) *Spring (3) Guenther. Prerequisite: FR 315.*

The novel of the 19th century: Stendhal, Balzac, Flaubert, Zola, Maupassant and others.

**350. Modern French Poetry.**

(AS) *Fall (3) St. Onge. Prerequisite: FR 315.*

From the post-romantic poets to the present with special emphasis on Baudelaire, the Symbolists, and the Surrealists.

**351. Twentieth-Century French Literature I.**

(AS) Spring (3) St. Onge. Prerequisite: FR 315.

A study of the principal novelists up to 1950: Colette, Gide, Proust, Sartre, Camus.

**352. Twentieth-Century French Literature II.**

(AS) Spring (3) Staff. Prerequisite: FR 315.

A study of major post-World War II contemporary novelists and critics in relation to the political and social currents of the age from Camus, Robbe-Grillet, Butor to Duras, Modiano, Toussaint, and Redonnet, with reference to critics such as Barthes, Foucault, Derrida and Cixous.

**355. Contemporary Women Writers in France.**

(AS) Fall (3) Staff. Prerequisite: FR 315.

Readings selected from French women writers of the second half of the 20th century. The course will focus in particular on feminist issues.

**385. Francophone African Literature I.**

(AS) Spring (3) Nichols. Prerequisite: FR 315.

A survey of works representative of contemporary Francophone African literature, from its renaissance mid-century in the Negritude movement through its creative explosion in the hands of second generation writers of the 1970s and 1980s.

**386. Francophone African Literature II.**

(AS) Spring (3) Nichols.

See course description for French 385. The works for French 386 will be read in English translation, and will not duplicate those covered in French 385. This course cannot be included in the 34 hours required for concentration.

**388. Twentieth-Century French Novel and Its Influence in English Translation.**

(AS) Fall or Spring (3,3) Staff.

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.

**390. Topics in French/Francophone Culture and Civilization.**

Fall or Spring (3) Staff. Prerequisite: FR 305.

**Topic for Fall 1997: Québec's Culture War (Guenther).**

Québec's struggle to redefine its political status often plays itself out in the cultural arena. The quest for sovereignty has generated diverse, sometimes contradictory, even parodic ways of defining "national identity." This course will track the different strategies used in Québec's quest to attain sovereignty and to define its difference through the study of many forms of representation: sociological texts; political and journalistic documents; "high" and "popular" narratives; theater; *chansons*; and films.

**391. Topics in French/Francophone Literature.**

Fall or Spring (3) Staff. Prerequisite: FR 315.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**392. Topics in French/Francophone Language.**

Fall or Spring (3) Staff. Prerequisite: FR 305.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**393. Topics in French/Francophone Cinema.**

Fall or Spring (3) Staff. Prerequisite: FR 310.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

**406. Contemporary Spoken French.**

(AS) Fall and Spring (3,3) Staff. Prerequisite: FR 306.

Intensive training in the contemporary French idiom.

**407. French Phonetics and Diction.**

(AS) Fall (3) Kulick. Prerequisites: FR 305, FR 306. Or their equivalent.

Intensive study of concepts in articulatory phonetics and phonology in modern standard French. Readings in phonetic theory. Diagnostic evaluation of each student's pronunciation. Corrective phonetics.

**408. Comparative Stylistics and Translation.**

(AS) Fall or Spring (3) Staff. Prerequisite: FR 305. Or consent of instructor.

An intensive course in writing and language analysis. Basic concepts in stylistics applied to writing in French and to the problems of translation.

**410. French Philology.**

(AS) (3) Monson. Prerequisite: FR 305. Or consent 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 and Spring (3,3) Staff.

This course is designed to permit an in-depth study in an area of literature culture or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration. May be repeated for credit if topic varies.

**450. Seminar in French/Francophone Literature, Language or Culture.**

(A/S) Fall and Spring. (3,3) Prerequisite for Literature Topic: at least 9 hours of 300 and/or 400 literature courses. Prerequisite for Language Topic: at least 9 hours of advanced level courses including 6 hours of language courses (or permission of instructor). Prerequisite for Cultural Topic: at least 9 hours of advanced-level courses including 6 hours of civilization/culture courses (or permission of instructor).

**Topic for Fall 1997: Le Rayonnement culturel et linguistique de la France (Kulick).**

A geo-political study of France and its linguistic and cultural influence throughout the French-speaking world. A sociolinguistic analysis of recent trends in the French language. Focus on issues of prescriptivism, gender and language, and regional variations and dialects. An examination of French and the migrant languages of Paris. The ways in which French is adapting to the future, whether as a language of new technology, or as a vehicular language on another continent. Issues relating to language varieties that have been marginalized.

**Topic for Spring 1998: Seduction in the Ancien Régime (Bree).**

Through a parallel study of both literary texts and social evolution (the rise and fragmentation of centralized court society), this course will explore the development and transformation of "seduction" as a pattern of social interaction (i.e., its relationship to other social doctrines such as *politesse and obligation*) and as a literary device (both structural and rhetorical). Authors will include Mme de LaFayette, Guilleragues, Saint-Simon, Diderot, LaClos, Sade.

**Topic for Fall 1998: La Chanson Française (Monson).**

Aspects of French popular song since World War II, with particular emphasis on the works of Georges Brassens and Jacques Brel.

**Topic for Spring 1999: The Existentialist Spirit in French Literature from Montaigne to Robbe-Grillet. (Hallett).**

An examination of the writers who call in to question the ability of human reason to know the world and of the consequences for life of this skepticism. Other writers to be studied: Rousseau, Hugo, Breton, Proust, Camus, and Sartre.

**450W. Seminar in French/Francophone Literature, Language or Culture.**

(AS) Fall and Spring (0,0).

**455. Seminar in Literary Theory.**

(AS) Spring (3) Staff. Prerequisite: at least 9 hours of 300 and/or 400 literature courses.

A study of issues of representation, semiology, and narrative strategy in literature. Theoretical emphasis will vary, but has included structuralist, psychoanalytic, feminist, and other post-structuralist approaches to textual analysis. Literary and theoretical works will be considered. (In English).

**490. Intensive Foreign-Language Institute for Teachers of French.**

(1-3 variable) Staff.

A workshop for language or cultural enhancement through content studies in French. May be repeated for credit.



**495. Honors.***Fall (3) Staff.***496. Honors.***Spring (3) Staff.***German****Requirements for Concentration**

Thirty semester credits are required for concentration in German, including German 301, 302, 303, and either 305 or 306, 307, at least three 400-level courses, one other course above 301 and one other course above 202. As indicated above, concentrators in German are required to take at least two college courses in a second foreign language.

**Requirements for the Minor**

A minor in German requires a minimum of 21 credit hours in courses above 202. These courses must include 305 or 306, and 307.

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.

**GERMAN****101. Elementary German I.***Fall (4) Staff. Corequisite: GER 101D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class and two hours in the drill class, and two sessions in the language laboratory.

**102. Elementary German II.***Spring (4) Staff. Corequisite: GER 102D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class and two hours in the drill class.

**150W. Freshman Seminar Topics.***Fall and Spring (4,4) Staff.*

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first-year students. When taught as a 4-credit course, GER 150W meets the freshman writing requirement.

**150. Topic for Fall 1997.***Fall (3). Eger.*

Germany has been a land of contradictions: great accomplishments in science, art, and philosophy on the one hand, wars and savagery on the other. German literature in its search for answers, meaning, and fulfillment is also filled with opposites. Development of the individual and the role of the group; search for reality and escape from reality; good and evil; intellect and emotion; religion and cruelty; tolerance and prejudice; determinism and responsibility. We will study these themes in the works of Austrian, German, and Swiss authors. The fall 1997 course does not meet the freshman writing requirement.

**201. Intermediate German I.***Fall (4) Staff. Prerequisite: GER 102 or equivalent. Corequisite: GER 201D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, one hour in the drill class and two lab sessions.

**202. Intermediate German II.***Fall and Spring (4,4) Staff. Prerequisite: GER 201 or equivalent.*

Readings of German cultural and literary texts. Training in pronunciation, speaking, aural comprehension, reading and writing. Three hours in the Master Class, two sessions in the language lab.

**205. Upper-Intermediate Grammar and Composition.**

(A) *Fall and Spring (3,3) Kelley. Prerequisite: GER 202 or equivalent.*

A course beyond the College's foreign language requirement proficiency level stressing written discourse and the rhetorical notions necessary for grammatical and cultural competence in writing. Practice in the writing of essays on literary and/or cultural themes.

**206. Upper-Intermediate Conversation.**

(A) *Fall and Spring (3,3) Feyock. Prerequisite: GER 202 or equivalent.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary German life.

**208. Introduction to German Literature.**

(AS) *Fall and Spring (3,3) J. Smith, Kelley. Prerequisite: GER 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) *(Variable) Staff. Prerequisite: Acceptance into the program.*

This number is intended for directed study courses in Germany. May be repeated for credit.

**301. German Literature from the Beginning to 1700.**

(GER 4A) (AS) *Spring (3) J. Smith. Prerequisite: GER 208 or GER 307.*

A survey of German literature from its beginning to the end of the Baroque.

**302. German Literature from 1700 to 1832.**

(GER 4A) (AS) *Spring (3) G. Smith. Prerequisite: GER 208 or GER 307.*

A survey of German literature covering the periods of Enlightenment, Classicism, and Romanticism.

**303. German Literature from 1832 to 1945.**

(GER 5) (AS) *Fall (3) Eger, G. Smith. Prerequisite: GER 208 or GER 307.*

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 (3) G. Smith, Guenther. Prerequisite: GER 205 or GER 206.*

Advanced training in grammar, composition and conversation.

**306. Grammar, Composition and Conversation in the Muenster Summer Program.**

(AS) *(Variable) Staff. Prerequisite: Acceptance into the program.*

Advanced training in grammar, composition and conversation in the total immersion environment of the Muenster Summer Program.

**307. The German Speaking Peoples and Their Civilization.**

(AS) *Fall (3) Taylor. Prerequisite: GER 206 or GER 208.*

This course presents the most important elements of Germanic civilization and is designed as an introductory step to other 300-level courses. It includes illustrated lectures, readings, and films.

**308. Topics in German Civilization.**

(AS) *Spring (3) Staff. Prerequisite: GER 307 or permission of instructor. Course may be repeated for credit when topics differ.*

**401. Goethe.**

(AS) *Fall (3) Eger. Prerequisite: GER 302.*

Reading and interpretation of major works by Goethe (prose, drama, lyric poetry).

**402. German Poetry.**

(AS) *Fall (3) J. Smith. Prerequisite: GER 302 or GER 303.*

Reading and interpretation of outstanding lyric poetry from Goethe to the present.

**403. German Drama from Romanticism to 1945.**

(AS) *Spring (3) Eger. Prerequisite: GER 302 or GER 303.*

A study of German drama from Romanticism to Expressionism and the epic theater, emphasizing such authors as Kleist, Grillparzer, Hauptmann, Zuckmayer and Brecht.

**404. Twentieth-Century German Literature.**

*(AS) Spring (3) Eger. Prerequisite: GER 303.*

An intensive study of the literature of our own age, with emphasis on the drama and the novel since 1945.

**405. Twentieth-Century German Women Writers.**

*(AS) Fall (3) Taylor. Prerequisite: GER 303.*

Reading and interpretation of literature written by 20th century women in Germany (West and East), Austria, and Switzerland.

**406. History of the German Language.**

*(AS) Spring (3) Kelley. Prerequisites: Two courses beyond 202 in any foreign language. Some background in German and permission of the instructor is recommended.*

A study of the history of the German language from its origins to the present. (In English.)

**407. The German Novelle.**

*(AS) Fall (3) J. Smith. Prerequisite: GER 302 or GER 303.*

An intensive study of the German Novelle and its theory from the Romantic Age to 1945, encompassing such authors as Kleist, E.T.A. Hoffman, Eichendorff and Thomas Mann.

**410. Special Topics in German Literature.**

*(AS) (3) Staff. Prerequisite: One 300-level course in German literature.*

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 and Spring (3,3) Staff. Prerequisites or corequisites: Two other 400-level German courses.*

This course is designed to permit an in-depth study in an area of literature not available in current course offerings. A written petition to the instructor and approval of the coordinator for German are required before registration. Course may be repeated for credit if topic varies.

**490. Intensive Foreign-Language Institute for Teachers of German.**

*Staff.*

A workshop for language or cultural enhancement through content studies in German.

**495. Honors.**

*Fall (3) Staff. Prerequisites or corequisites: Two other 400-level German courses (401-410).*

**496. Honors.**

*Spring (3) Staff. Prerequisite: GER 495.*

**Italian**

**Requirements for an Interdisciplinary Minor in Italian Studies**

The Interdisciplinary Minor in Italian Studies requires a minimum of 18 credit hours. A total of 12 credits from the Italian Language Section must include Italian 301 or 302, plus nine additional credits from Italian 206, 150, 150W, 300, 301, 302, 303, 305, 306, 307, 308, 309, 310, 312, 411. The remaining nine credits must include courses from at least two other departments or programs, and must be chosen from among the following list. Students may submit courses for approval to be added to the list of courses for the Interdisciplinary Minor.

Art History	360, 363, 364, 367, 471, 490-01, 490-03
Economics	342
Government	311
History	311, 312, 313, 317, 318
Interdisciplinary Studies	consult Italian Coordinator
International Studies	consult Italian Coordinator
Literary & Cultural Studies	consult Italian Coordinator
Medieval & Renaissance Studies	consult Italian Coordinator
Music	313, 365, 381, 385
Religion	340

Some of the courses listed above may have "prerequisites." Students are advised to consult with their respective academic advisors to resolve such matters.

## Requirements for the Minor in Italian Language, Literature and Culture

A minor in Italian Language, Literature and Culture requires 21 credit hours beyond 202, no more than six credits of which may be in translation. No course for the minor may be taken Pass/Fail. Transfer credits will be reviewed by the Department Chair.

### ITALIAN

#### 101. Elementary Italian.

*Fall (4) Johansson-Santini, Triolo. Corequisite: ITAL101D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

#### 102. Elementary Italian.

*Spring (4) Johansson-Santini, Triolo. Corequisite: ITAL102D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

#### 150W. Freshman Seminar.

*Fall or Spring (4) Gallucci, Triolo.*

Seminar focuses on specific Italian Literary and/or Cultural Studies topics and issues which may vary from semester to semester. Topic and issue will be indicated in the schedule of classes. The course may be repeated for credit if topic and issue vary. Knowledge of Italian is not required. Course is taught in English.

#### Topic for Fall 1997: Dante and the Medieval Tradition (*Gallucci*).

Readings, in translation, and discussion of representative works and trends in Courtly Love and Scholastic traditions to focus attention on Dante's cultural and literary roots, and aesthetics and historical milieu vis-à-vis his own artistic productions and achievements.

#### 200. Italian Studies in the Florence Summer Program: Language and Literature.

*Staff. Prerequisite: Acceptance by Selection Committee.*

This number is intended for courses completed in Italy. Course may be repeated for credit.

#### 201. Intermediate Italian I.

*Fall (4) Gallucci. Prerequisites: ITAL101, ITAL102. Or placement by Achievement Test score, or consent of instructor.*

A review of basic Italian grammar through development of writing, speaking, comprehension, and reading skills. Three class hours and two lab sessions.

#### 202. Intermediate Italian II.

*Spring (4) Gallucci. Prerequisite: ITAL201. Or placement by Achievement Test score, or consent of instructor.*

A review of basic Italian grammar through development of writing, speaking, and comprehension skills, with additional emphasis on cultural and literary selections. Three class hours and two lab sessions.

#### 206. Upper-Intermediate Conversation.

*(A) Fall and Spring (3,3) Johansson-Santini, Triolo. Prerequisite: ITAL201 or ITAL202. Or the equivalent, or consent of instructor.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary Italian life.

#### 300. Italian Studies in the Florence Summer Program.

*(1-3 credits, variable) Staff. Prerequisite: Acceptance by Selection Committee.*

This number is intended for courses completed in Italy. Course may be repeated for credit.

#### 301. Masterpieces of Italian Literature from the Beginnings to the 17th Century.

*(AS) Fall and Spring (3,3) Triolo. Prerequisite: ITAL202, four high school units, 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) Gallucci. Prerequisites: ITAL202 or ITAL301, four high school units, or the equivalent.

Survey of Italian literature. An introduction to the major writers of Italy from the 17th century to the present; including such authors as Goldoni, Leopardi, Pascoli, Carducci, Manzoni, Pirandello and Moravia.

**303. Topics in Italian Language, Civilization or Literature.**

(AS) Fall and Spring (3,3) Gallucci, Johansson-Santini, Triolo. Prerequisite: ITAL206 or consent of instructor.

This course may be offered during a regular semester or during the Summer Study Program in Florence. Topic will be indicated in the schedule of classes. The course may be repeated if topic differs.

**\*305. Directed Readings in Italian Literature.**

(AS) Fall (3,3) Staff. Prerequisites: ITAL301, ITAL302. Or the equivalent, or consent of instructor.

This course is designed to permit the student to pursue in depth an area of literature in which s/he has a major interest.

**\*306. Directed Readings in Italian Literature.**

(AS) Spring (3,3) Staff. Prerequisites: ITAL301, ITAL302. Or the equivalent, or consent of instructor.

This course is designed to permit the student to pursue in depth an area of literature in which s/he has a major interest.

**307. Italian Civilization in English.**

(A) Fall (3) Gallucci, 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.

**309. Dante and the Medieval Tradition.**

(S) Fall (3) Triolo, Gallucci.

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.

**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 laboratory hours, one class hour.

**312. Italian Renaissance Literature in Translation.**

(AS) Spring (3) Triolo.

The course is designed to expose the students to and offer them direct contact with the nature and form of Italian Renaissance literary and aesthetic genres and phenomena by studying relevant and available texts and authors in English translation.

**411. Independent Study.**

Fall and Spring (3,3) Gallucci, Triolo. A written petition to instructor and approval of section coordinator required before registration.

**JAPANESE****101. Elementary Japanese.**

Fall (4) Staff. Corequisite: JAPN101D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and sessions in the language laboratory.

**102. Elementary Japanese.**

Spring (4) Staff. Prerequisite: JAPN101. Or permission of instructor. Corequisite: JAPN102D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and sessions in the language laboratory.

**201. Intermediate Japanese.**

*Fall (4) Staff. Prerequisite: JAPN102. Or permission of instructor. Corequisite: JAPN201D.*

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class, and sessions in the language laboratory.

**202. Intermediate Japanese.**

*Spring (4) Staff. Prerequisite: JAPN201. Or permission of the instructor. Corequisite: JAPN202D.*

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class, and sessions in the language laboratory.

**301. Advanced Japanese I.**

*(AS) Fall (4) Staff. Prerequisite: JAPN202. Or consent of instructor. Corequisite: JAPN301D.*

Continued training in conversation, grammar and composition with special emphasis on reading. Three hours in the Master Class, two hours in the drill class, and sessions in the language laboratory.

**302. Advanced Japanese I.**

*(AS) Spring (4) Staff. Prerequisite: JAPN301. Or permission of instructor. Corequisite: JAPN302D.*

Continued training in conversation, grammar and composition with special emphasis on reading. Three hours in the Master Class, two hours in the drill class, and sessions in the language laboratory.

**305. Directed Readings in Japanese Literature.**

*(AS) Spring and Fall (3) Kleeman. Prerequisite: JAPN 302 or permission of instructor.*

An advanced course reading modern Japanese poetry, fiction, drama, and literary criticism as well as expository essays in the original, with special attention to stylistics, rhetoric, and poetics.

**309. Survey of Japanese Literature in English.**

*(AS) Fall (3) Kleeman.*

Traditional and modern Japanese literature, with special emphasis on narrative fiction from *The Tale of Genji* (11th century) to modern works by Mishima, Kawabata, Tanizaki and other leading authors.

**310. Twentieth Century Japanese Literature (in English translation).**

*(GER 5) (A) Spring (3) Kleeman.*

A course reading works in translation from various modern Japanese genres, including short stories, novels, poetry, drama, and new media from the Meiji, post-War, and contemporary periods.

**314. Literary Currents in Early Modern Japan: 1650-1850.**

*(S) Spring (3) Staff.*

Readings in translation of works from various early modern Japanese genres. Focus will be on Japanese attitudes toward literary creativity, and how those attitudes shifted vis-a-vis renewed interest in literary forms imported from continental Asia, particularly China.

**\*401. Advanced Japanese II.**

*(S) Fall (3) Staff. Prerequisite: JAPN302. Or consent of instructor.*

Continued training in conversation, grammar, and composition, with special emphasis on reading and writing in a variety of situations and materials. Note: separate section offered for students with substantial experience in Japan.

**\*402. Advanced Japanese II.**

*(S) Spring (3) Staff. Prerequisite: JAPN401. Or consent of instructor.*

Continued training in conversation, grammar, and composition, with special emphasis on reading and writing in a variety of situations and materials. Note: separate section offered for students with substantial experience in Japan.

**411. Independent Study.**

*(S) Fall and Spring (3,3) Staff.*

This course is designed to permit an in-depth study in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

## PORTUGUESE

### 101. Elementary Portuguese.

*Fall (4) Fraser. Corequisite: PORT101D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

### 102. Elementary Portuguese.

*Spring (4) Fraser. Corequisite: PORT102D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class, and two sessions in the language laboratory.

### 201. Intermediate Portuguese I.

*Fall (3) Fraser. Prerequisite: PORT102. Or consent of instructor.*

A review and continuation of the study of Portuguese grammar, incorporated with the continued development of reading, writing, speaking, and comprehension skills.

### 202. Intermediate Portuguese II.

*Spring (3) Fraser. Prerequisite: PORT201. Or consent of instructor.*

Selected readings from Portuguese and Brazilian literature.

### \*411. Independent Study.

*(A) Fall and Spring (3,3) Fraser.*

This course is designed to permit an in-depth study in an area of literature not available in current course offerings. Written permission of the instructor is required before registration.

## Russian

Students may pursue an interdisciplinary concentration or minor in Russian Studies, or in International Relations with a specialization in the Former U.S.S.R., under the auspices of the International Studies program. For further information, please contact the Reves Center.

## Requirements for the Minor

A minor in Russian Language and Literature requires 21 credit hours beyond 202, only 3 credits of which may be in translation. No courses for the minor may be taken pass/fail.

## RUSSIAN

### 101. Elementary Russian I.

*Fall (4) Staff. Corequisite: RUS 101D.*

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. Includes significant language lab component. Three master classes, two drill sessions weekly.

### 102. Elementary Russian II.

*Spring (4) Staff. Corequisite: RUS 102D.*

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. Includes significant language lab component. Three master classes, two drill sessions weekly.

### 150W. Freshman Seminar.

*Fall and Spring (4) Staff.*

An exploration of some of the essential issues and problems of Russian civilization as it has developed over several centuries. Literary texts, films, works of art and music will be examined. No knowledge of Russian required. This course satisfies the freshman writing requirement.

**201. Intermediate Russian I.**

*Fall (4) Staff. Prerequisite: RUS 102. Or placement by Achievement Test score, or three years of high school Russian. Corequisite: RUS 201D.*

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. Three master classes, two drill sessions weekly.

**202. Intermediate Russian II.**

*Spring (4) Staff. Prerequisite: RUS 201. Or placement by Achievement Test score, or three years high school Russian. Corequisite: RUS 202D.*

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. Three master classes, two drill sessions weekly.

**280. Russian Cinema (in English Translation).**

*(A) Fall or Spring (3) Anemone. (Not offered 1997-98.)*

History of the Russian cinema, from the silent period to the present, emphasizing the complex and shifting relationship between the cinema and Russian, Soviet and Post-Soviet society.

**303. Advanced Russian: Conversation, Composition, Reading I.**

*(AS) Fall (3) Staff. Prerequisite: RUS 202 or consent of instructor.*

Continued study of Russian grammar, weekly compositions, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component (films and SCOLA TV broadcasts). Conducted entirely in Russian.

**304. Advanced Russian: Conversation, Composition, Reading II.**

*(AS) Spring (3) Staff. Prerequisite: RUS 303 or consent of instructor.*

Continued study of Russian grammar, weekly compositions, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component (films and SCOLA TV broadcasts). Conducted entirely in Russian.

**\*305. Directed Readings in Russian Literature.**

*(S) Fall (3) Staff. Prerequisite: RUS 330 or permission of instructor.*

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses. May be repeated if topic varies.

**\*306. Directed Readings in Russian Literature.**

*(S) Spring (3) Staff. Prerequisite: RUS 330 or permission of instructor.*

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses. May be repeated if topic varies.

**308. Topics in Russian Literature and Culture (in English).**

*(AS) Fall or Spring (3) Anemone.*

An in-depth study of a major author, a genre, a period, or a theme in Russian literature and culture that is not covered in regularly offered courses. Lecture and discussion. May be repeated for credit if topic varies.

**310. Advanced Conversation.**

*(A) Fall or Spring (3) Staff. Prerequisite: RUS 304 or permission of instructor.*

Intensive oral-aural training for students who have completed at least three years of college-level Russian study. Especially recommended for students returning to William and Mary after a semester or summer of language study abroad.

**320. Introduction to Russian Culture.**

*(AS) Fall (3) Ginsbursky-Blum, Olshanskaja. Prerequisite: RUS 303 or permission of instructor.*

An exploration of particular topics in Russian literature, art and cinema. Emphasis on the interaction between Russian culture and society. Conducted entirely in Russian. (Formerly RUS 207-208.)

**330. Survey of Russian Literature.**

*(AS) Spring (3) Anemone. Prerequisite: RUS 304 or permission of instructor.*

An introduction to the study of literature in Russia through readings and discussions of representative texts in prose and poetry from the 19th and 20th centuries. Writers studied to include Pushkin, Tolstoy, Dostoevsky, Chekhov, Nabokov, Brodsky. Conducted entirely in Russian. (Formerly RUS 301, 302.)



**387. Nineteenth-Century Russian Literature (in English).***(GER 5) (AS) Fall (3) Anemone.*

Readings, lectures, and discussions of stories and novels by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov, with an emphasis on the development of psychological realism. Conducted in English, no knowledge of Russian required.

**388. Twentieth Century Russian Literature (in English).***(GER 5) (AS) Spring (3) Anemone. (Not offered 1997-98.)*

Readings, lectures, and discussions of representative stories, plays, and novels by major Soviet, Emigre and post-Soviet writers, with an emphasis on the relationship between the writer and Russian society. Conducted in English, no knowledge of Russian required.

**390. Russian Literature Since the Death of Stalin (in English translation).***(GER 5) (AS) Spring (3) Anemone. (Not offered 1997-98.)*

A study of selected Soviet and post-Soviet Russian writers from the time of "The Thaw" to the present day, with emphasis on the ideological uses (and abuses) of literature in modern Russia. Lecture and discussion.

**396. Chekhov in English Translation.***(GER 5) (AS) Fall or Spring (3) Anemone.*

A study of the life and major works (short stories, novellas, plays) of Anton Chekhov. Special attention given to Chekhov's innovations and experiments with narrative and dramatic forms. Lecture and discussion.

**397. Dostoevsky in English Translation.***(GER 5) (AS) Fall (3) Anemone. (Not offered 1997-98.)*

A study of the major prose works, including *Crime and Punishment* and *The Brothers Karamazov*. Lecture and discussion.

**398. Tolstoy in English Translation.***(GER 5) (AS) Spring (3) Anemone. (Not offered 1997-98.)*

A study of Tolstoy's major prose works, including *War and Peace* and *Anna Karenina*. Lecture and discussion.

**402. Russian Poetry.***(AS) Spring (3) Staff. Prerequisite: RUS 303 or RUS 304, or consent of instructor. (Not offered 1997-98.)*

Reading and interpretation of major poetic works from the 19th century to the present, with an emphasis on Pushkin, Tiutchev, Blok, Mandelstam, Akhmatova, and Brodsky.

**410. Seminar in Russian Literature.***(S) Fall or Spring (3) Anemone. Prerequisite: RUS 302 or consent of instructor.*

Topics, which change from year to year, may include an author, a single text, or a genre. Conducted entirely in Russian. May be repeated for credit if topic varies.

**\*411. Independent Study.***Fall and Spring (4,4) Anemone, Staff.*

This course is designed to permit in-depth study in an area of literature, linguistics or culture not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

## Spanish

### Requirements for Concentration

Thirty semester credits are required for concentration in Spanish including Spanish 301, 302, 303, 304, 305 and at least five other additional courses at the 300 and 400 levels, excluding 397 and 398. Of these five, a minimum of two must be at the 400 level or seminars (Spanish 310), or a combination thereof. Courses required for concentration (301, 302, 303, 304, 305) will be offered every year; other 300 and 400 level courses will normally be offered every other year. 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 credits including 301 or 302, 303 or 304, and at least 15 additional credits chosen from courses numbered 208 and above, with the exception of 397 and 398. Spanish 151 may also count towards the minor.

**SPANISH****101. Elementary Spanish.**

*Fall (4) Pérez-Gamboa, Arries. Corequisite: SPAN101D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

**102. Elementary Spanish.**

*Spring (4) Lopez-Canete, Pérez-Gamboa, Arries. Corequisite: SPAN102D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

**150W. Freshman Seminar.**

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

Exploration of specific topics in literary and cultural studies to be conducted in English. Writing intensive. Normally available only to freshmen. Cannot be used for concentration or minor in Spanish.

**151. Freshman Seminar.**

*(A) Fall and Spring (3,3) Staff.*

Introduction to literary analysis of Hispanic texts to be conducted in Spanish. Writing intensive. Normally available only to freshmen with advanced skills in Spanish, such as those with AP scores of 4 or 5. Cannot be used for concentration in Spanish.

**201. Intermediate Level Spanish I.**

*Fall (4) Staff. Prerequisite: SPAN102. 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 II.**

*Fall and Spring (3,3) Staff. Prerequisite: SPAN201 or placement.*

A review and continuation of the study of Spanish grammar, incorporated with the continued development of reading, writing, speaking, and comprehension skills. Selected readings from Spanish and Spanish-American Literature.

**206. Upper-Intermediate Conversation.**

*(A) Spring (3) Staff. Prerequisite: SPAN202 or equivalent. Or placement by Achievement Test score, or consent of instructor.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentation on themes in contemporary Hispanic life.

**207. Cross-Cultural Perspectives: The U.S. and the Spanish-speaking World.**

*(GER 4C) Fall and Spring (3,3) Cate-Arries, Griffin. Prerequisite: SPAN202 or equivalent.*

An introduction to the Hispanic cultures of Latin America, Spain and the United States which stresses oral and written discourse and grammatical and cultural competence. Practice in the writing of analytical essays on cultural themes. (Formerly SPAN205.)

**208. Fundamentals of Literary Criticism.**

*(GER 5) (AS) Fall and Spring (3,3) Staff. Prerequisite: SPAN202 or equivalent.*

An examination of selections of Hispanic literature to develop an understanding of methods of evaluating literary works.

**300. Spanish Studies in the Valencia Program.**

*(AS) Spring (3) Staff. Prerequisite: SPAN202 or approval of Selection Committee.*

Spanish studies in the William and Mary program in Valencia. Course may be repeated for credit.

**301. Spanish Literature from the Beginnings to 1700.**

*(AS) Fall (3) Staff. Prerequisite: SPAN208 or SPAN151.*

Survey of Peninsular Spanish literature before 1700.

**302. Spanish Literature from 1700 to the Present.**

(AS) Spring (3) Staff. Prerequisite: SPAN208 or SPAN151.

Survey of Peninsular Spanish literature since 1700.

**303. Latin American Literature of the Colonial Period.**

(AS) Fall (3) Staff. Prerequisite: SPAN208 or SPAN151.

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) Staff. Prerequisite: SPAN208 or SPAN151.

Survey of Latin American literature from the end of the colonial period to the present.

**305. Advanced Composition and Grammar.**

(AS) Fall and Spring (3,3) Staff. Prerequisite: SPAN207. Or placement by Advanced Placement score.

Intensive practice of registers and styles of Spanish prose composition with a review of grammar and syntax.

**\*306. Advanced Conversation.**

(AS) Spring (3) Staff.

Intensive oral-aural training with special attention to the Hispanic cultural context. Advanced training in the spoken language that builds upon skills acquired in SPAN205-206.

**307. Cultural History of Spain.**

(AS) Fall (3) Staff. Prerequisites: Previous or current enrollment in SPAN301. Completion of HIST101-102 is encouraged.

A survey of artistic and literary trends as they relate to the history of Spain.

**308. Cultural History of Spain.**

(AS) Spring (3) Lavin. Prerequisites: Previous or concurrent enrollment in SPAN301. Completion of HIST101-102 is encouraged.

A survey of artistic and literary trends as they relate to the history of Spain.

**309. Cultural History of Spain during the Modern Period.**

(AS) Fall and Spring (3,3) Cate-Arries. Prerequisites: Previous or current enrollment in SPAN302. Completion of HIST 101-102 is encouraged.

A survey of artistic and literary trends as they relate to the modern history of Spain.

**310. Seminar in Spanish or Latin American Literature.**

(AS) Fall and Spring (3,3) Buck, Griffin. Prerequisite: Completion of another 300 level course, excluding 305-306.

**311. Cultural History of Latin America from Colonial Period to the Present.**

(AS) Spring (3) Staff. Prerequisite: SPAN207 or SPAN208.

A survey of Latin American civilization and culture from the colonial period to the present.

Prerequisite for 400-level courses: completion of a 300-level course, excluding 305-306.

**401. Medieval Spanish Literature.**

(AS) Fall (3) Greenia. Prerequisite: SPAN301.

Spanish literature and cultural context from the 13th century and Gonzalo de Berceo through Celestina (1499). Study of representative works.

**402. Cervantes.**

(AS) Spring (3) Lavin.

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) Lavin.

Prose, poetry and drama of the 16th and 17th centuries from Garcilaso de la Vega to Calderon de la Barca. Study of representative works.

**405. Spanish Romanticism, Realism, and Naturalism.**

(AS) Fall (3) Buck, Cate-Arries.

An in-depth study of representative works of Spanish Romanticism, Realism, and Naturalism.

**407. Spanish Phonetics and Phonology.**

*Fall (3) Arries. Prerequisite: SPAN305. (Not offered fall 1997.)*

A study of the sound system of Spanish from applied and theoretical perspectives. Intensive practice in pronunciation and contrastive analysis of Spanish and English. Course may be used to fulfill the linguistics requirement for teaching majors.

**410. Modern Spanish Phonology and History of the Spanish Language.**

*(AS) Fall or Spring (3,3) Greenia. Prerequisite: SPAN305.*

Analysis of articulation and teaching of the sound system of Spanish and the study of the history of the Spanish language through the Poema de mio Cid. Course may be used to fulfill the linguistics requirement for teaching majors.

**\*411. Independent Study.**

*Fall and Spring (3,3) Staff. Prerequisite: Another 400-level course or equivalent prior to registration.*

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. Course may be repeated for credit if topic varies.

**412. Spanish Literature (1890-1936).**

*(AS) Spring (3) Cate-Arries.*

A study of the poetry, prose and drama of representative writers from the generation of 1898 to 1936.

**413. Contemporary Spanish Literature (1936-Present).**

*(AS) Spring (3) Buck, Cate-Arries.*

A study of the poetry, prose and drama of representative post-Civil War writers.

**414. Spanish American Short Story and Novel of the Modern Period.**

*(AS) Spring (3) Fraser.*

A study of the short story and novel in Spanish America, with particular emphasis on the development of these genres in the 20th century.

**415. Spanish American Poetry, Poetics and Society.**

*(AS) Fall (3) Longo.*

A study of the modern poetry of Spanish America, with particular focus on poetic theory and the relationship between poetry and contemporary civilization.

**416. Contemporary Hispanic Drama.**

*(AS) Spring (3) Stock. (Not offered spring 1998.)*

A study of theater in 20th-century Spain and Latin America.

**417. Hispanic Cinema.**

*(AS) Fall (3) Stock.*

A study of the cultural and political developments in 20th-century Spain and Latin America through the medium of film. The course will address film's relation to literature, art, history, and politics.

**490. Workshop Language Enhancement.**

*Staff.*

**495. Honors.**

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

**496. Honors.**

*Fall and Spring (3,3) Staff. Prerequisite: SPAN495.*

# Music

**PROFESSORS** Oja (David N. and Margaret C. Bottoms Professorship in Music), Chair. **Tucker** (David N. and Margaret C. Bottoms Professorship in Music). **ASSOCIATE PROFESSORS** DeFotis (on leave 1997-98), Gutwein, Preston, Williams. **ASSISTANT PROFESSORS** Armstrong, Rasmussen. **VISITING ASSISTANT PROFESSOR** Hall. **DIRECTOR OF BANDS** Rexroth. **DIRECTOR OF CHOIRS** Armstrong. **DIRECTOR OF ORCHESTRAS** Williams. **MUSIC PERFORMANCE COORDINATOR** Niehaus. **MUSIC LIBRARIAN** Harris. **ADJUNCT ASSISTANT PROFESSOR** Stevens. **LECTURERS** Beckner, Bourque, Carlson, Cary, Connolly, Cross, Curtis, Darling, Dickson, Dowdy, DuBeau, Edwards, M. Fletcher, R. Fletcher, Griffioen, Hibbard, Kester, Koch, Lindberg, Martell, Marshall, Meister, Mott, Nesbit, Niehaus, Olbrych, Perkins, Simon, Toomey, Vermeulen, Weaver, Wick, Zwelling.

The Department of Music offers a concentration for students interested in a liberal arts program with emphasis on music and for students preparing for graduate work in music composition, music history, ethnomusicology, performance, or music theory.

## Requirements for Concentration

The concentration requires 40 credits, 24 of which are core requirements consisting of four 4-credit courses (MUSIC 201 - Common Practice Tonal Theory, MUSIC 301 - Common Practice Tonal Theory II, MUSIC 310 - Problems and Methods in Music History, and either MUSIC 213 - History of Western Music or MUSIC 241 - Worlds of Music), and 8 music performance credits (6 credits in a single performance area at least two semesters of which must be at the 300- or 400-level, and 2 department ensemble credits). The remaining 16 credits constitute the concentration track, a sequence of courses designed by the student in consultation with her or his concentration advisor. "Tracking" offers the student the opportunity to pursue her or his own course of study, which may be traditional or nontraditional. After the proposal is completed, it is submitted to the department for further refinement or approval. All concentrators in Music plan and carry out under faculty direction a senior project which may be a thesis in history or theory, a composition, or a recital. Each student completing a senior project must enroll in MUSIC 491 - Senior Project in Music. Students completing a thesis or composition will be expected to enroll in MUSIC 491 for between one (1) and four (4) credits in MUSIC 491 as determined by the faculty member directing their senior project. Students completing a senior recital will normally enroll in two credits of music performance and two (2) credits of MUSIC 491 in the semester in which they perform their recital. Students satisfying the senior project requirement with a recital must have attained the 400-level in their performance area at least one full semester before the semester of the recital.

The concentration writing requirement and the computing proficiency requirement for the concentration are fulfilled by earning a C- or better in MUSIC 310.

## Requirements for Minor

A minor in Music requires 20 credits: 8 credits being MUS 201 and either MUS 213 or MUS 241, 4 credits being Music history or theory at the 300- or 400-level, and the remaining 8 credits being electives. If more than 4 elective credits are in music performance, at least two semesters must be at the 300- or 400-level.

### ANTICIPATED THREE-YEAR CYCLE OF MUSIC COURSE OFFERINGS:

Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000
150W	150W	150W	150W	150W	150W
150W	150W	150W	150W	150W	150W
173	171	173	171	173	171
201	181	201	181	201	181
207-407	207-407	207-407	207-407	207-407	207-407
213	213	213	213	213	213
241	365	241	301	241	365
309	301	309	365	309	301
310	373	310	381	310	373
320	420	320	420	320	420
381	385	383	387	383	385
391	391	391	391	391	391
401	403	401	403	401	403
491	491	491	491	491	491
495	496	495	496	495	496

## Music Concentration Sample Tracks

### Western European Art Music

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)

MUS 491. Senior Thesis in Music

MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)

MUS 381. Medieval and Renaissance

MUS 383. Music of the 17th and 18th Centuries

MUS 385. Music of the 19th Century

MUS 387. Music of the 20th Century

### Music of the United States

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)

MUS 491. Senior Thesis in Music

MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)

MUS 385. Music of the 19th Century

MUS 387. Music of the 20th Century

MUS 373. Music in the United States

MUS 171. American Popular Music

### Composition

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)

MUS 491. Senior Thesis in Music

MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)

MUS 401. 19th Common Practice Tonal Theory II

MUS 403. Modern Music Theories

MUS 307. Composition

MUS 309. Instrumentation and Orchestration

### Music Theory

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)

MUS 491. Senior Thesis in Music

MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)

MUS 401. 19th Common Practice Tonal Theory II

MUS 403. Modern Music Theories

MUS 391. Projects in Music (theory)

MUS 465. Seminar in Music, or 1 Music History elective, or MUS 207. Independent Composition I

## Description of Courses

### 101. Introduction to Tonal Theory.

*Fall and Spring (2,2) Hall.*

The staff, clef, key signatures, scales, intervals, triads, meter signatures, rhythm, and the notational conventions of Western music. May not be included in the music concentration.

### 150W. Freshman Seminar in Music.

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

An exploration of a specific topic in music. Writing is emphasized. This course satisfies the lower-division writing requirement. Normally only available to first-year students.

### 171. American Popular Music.

*(GER 4A) (A) Fall and Spring (4,4) Oja, Preston, Rasmussen, Tucker.*

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

### 173. Jazz.

*(A) Fall (4) Tucker.*

A survey of jazz from its origins to the present, focusing on the most influential improvisors and composers. Issues of race, class, and gender will arise as we examine the attitudes of listeners, jazz musicians, and promoters.

**181. Introduction to Electro-acoustic Music.**

(A) Spring (4) Gutwein.

This course assumes no prior knowledge of the subject. The first half of the course will focus on the historical development of music technology and its relation to the composition of art music and the rise of the Avant Garde during the first two-thirds of the 20th century. The last half of the course will focus on computer-music with an emphasis on the musical applications of multimedia personal computers and MIDI.

**201. Common Practice Tonal Composition.**

(GER 6) (A) Fall (4) Gutwein. Prerequisite: MUS 101 or exemption.

The student will study functional tonality and small musical forms and procedures through the writing of short compositions and the analysis of the works of 17th and 18th century composers. The works typically include the chorale harmonizations of J.S. Bach and the piano sonatas of Haydn and Mozart.

**\*207. Independent Composition I.**

(A) Fall and Spring (4,4) Hall. Prerequisite: MUS 201.

The student will pursue original work and engage selected analytical issues raised by this work.

**213. History of Western Music.**

(A) Fall and Spring (4,4) Armstrong.

A survey of the music of Western culture from its original in plainchant through medieval, renaissance, baroque, classic, romantic, and the latest 20th-century developments; including important composers, compositions, and the ideas that influenced them. No previous musical training required.

**\*223. Topics in Musical Performance.**

(A) Fall and Spring (4,4) Staff. (Not offered 1997-98.)

A performance-oriented course. Different course-sections cover different topics, for example: 223-01 Big Band Jazz, 223-02 The Early Guitar, 223-03 Accompanying. This course may be repeated for credit.

**241. Worlds of Music.**

(GER 4C) (A) Fall (4) Rasmussen.

This course will introduce students to musical cultures of the non-Western world. Topics will include: native concepts about music, instruments, aesthetics, genres, relationship to community life, religion, music institutions and patronage. Course goals will be to develop skills useful for a cross-cultural appreciation and analysis of music, and to bring questions about music into the domain of the humanities and social sciences. (Same as ANTH241.)

**301. Common Practice Tonal Composition II.**

(AS) Spring (4) Gutwein. Prerequisite: MUS 201.

Continues the study of functional tonality begun in MUS 201 with the addition of more sophisticated contrapuntal procedures. Balances the composition and analysis of two-voice invention and three-voice fugue with analysis. Typically study several early and middle period works of Beethoven.

**307. Independent Composition II.**

(S) Fall and Spring (4,4) Hall. Prerequisite: MUS 207.

The student will pursue original work and engage selected analytical issues raised by this work.

**\*309. Instrumentation and Orchestration.**

(AS) Fall (4) Hall. Prerequisite: MUS 201.

The rudiments of instrumental usage: their written application to pure and mixed ensembles in general and the modern orchestra in particular.

**310. Problems and Methods in Music History.**

(AS) Fall (4) Oja, Preston, Rasmussen, Tucker. Prerequisite: MUS 213 or 241 or permission of instructor.

This course offers instruction in identifying research problems and the methods to solve them. Important aspects treated are building bibliographies, evaluating sources, critical thinking, and writing strategies. Each class will focus on an area of specialized research.

**\*320. Conducting I.**

(GER 6) (AS) Fall (4) Rexroth.

Students will conduct their classmates using available instruments and include: basic conducting gestures, score-reading, meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left-hand independence, and face/eye usage.

**365. Topics in Music.**

(S) Spring (4) Staff. Prerequisites: Two 4-credit music courses or permission of instructor.

An exploration of a limited historical or theoretical topic in music. The topic to be offered will be announced the semester prior to its being taught. Example topics: Music of the Middle East, Chamber Music, the Symphony, Beethoven, Opera, Keyboard Music, or Mahler. This course may be repeated for credit.

**373. Music in the United States.**

(GER 5) (S) Spring (4) Oja, Preston, Tucker. Prerequisites: Two 4-credit music courses or permission of instructor.

An inclusionary study of the history, culture, and literature of music in the United States. American folk, popular, sacred, and art musics will be studied. A special emphasis will be on the "American experience" and its cultural relationship to musical expression.

**381. Medieval and Renaissance Music.**

(S) Spring (4) Preston. Prerequisites: Two 4-credit music courses or permission of the instructor.

The development of Western religious music from chant and the beginnings of polyphony to Palestrina and Byrd, and the corresponding growth of secular vocal and instrumental music. Forms, styles, composers, modes of performance, and the place of music within the cultural context will be studied.

**383. The Baroque and Classic Period.**

(S) Fall (4) Armstrong, Oja, Preston, Tucker. Prerequisites: Two 4-credit music courses or permission of instructor.

This course covers the development of Western European music within the social and cultural context of the 17th and 18th centuries. Major composers include Monteverdi, Lully, Purcell, Handel, Bach, Haydn, and Mozart.

**385. The Romantic Period.**

(S) Spring (4) Armstrong, Oja, Preston, Tucker. Prerequisites: Two 4-credit music courses or permission of the instructor.

A survey of classical music of the 19th century in Western Europe and the United States. Major composers studied include Beethoven, Schubert, Schumann, Gottschalk, Liszt, Wagner, Verdi, Brahms, and Mahler.

**387. Music of the Twentieth Century.**

(GER 5) (S) Spring (4) Oja, Tucker. Prerequisites: Two 4-credit music courses.

The development of European and American art-music from Debussy, Stravinsky, Schoenberg, and their contemporaries, through the post-World War II avant-garde, to the present.

**\*391. Projects in Music.**

(S) Fall and Spring (v,v) Staff. Prerequisites: Two 4-credit music courses.

Directed independent study resulting in a research paper in music history, theory, conducting or a composition.

**401. Tonal Chromaticism: Analysis and Composition.**

(S) Fall (4) Williams. Prerequisite: MUS 301.

The study of functional tonality continues from MUS 301 with the composition and analysis of art song and chamber music, especially those employing a rich chromatic tonal vocabulary. This will be balanced by analysis of portions of large works drawn from the 19th-century symphonic and operatic repertoires.

**403. Modern Music Theories and Compositional Approaches.**

(S) Spring (4) Staff. Prerequisite: MUS 301.

One or more topics pertaining to modern music theory and composition will be examined. For example: non-tonal composition and theory, extensions of late 19th and early 20th century tonality, jazz harmonic practices, processes as compositions, computer-assisted and algorithmic composition. A component of this course is the development of aural skills through critical listening, singing, and dictation.

**\*407. Independent Composition III.**

(S) Fall and Spring (4,4) Hall. Prerequisite: MUS 307.

The student will pursue original work and engage selected analytical issues raised by this work.

**\*420. Conducting II.**

(S) Spring (4) Rexroth. Prerequisite: MUS 320.

Conducting techniques for instrumental literature. Score preparation and interpretation, rehearsal techniques, advanced baton techniques. Study of characteristic examples from standard orchestra and band literature. Observation of conducting faculty and practical student experience conducting instrumental.



**465. Seminar in Music.**

(S) *Spring (4) Staff. Prerequisites: Two 4-credit music courses or permission of instructor.*

Intensive exploration (intended for upper division students) of a limited historical or theoretical topic. Topics to be offered will be announced in the semester previous to the one in which they are to be scheduled. Previous topics have been: Musical Cultures of Eastern and Southern Asia, The Political Economy of Modernism. This course may be repeated for credit.

**\*491. Senior Thesis in Music.**

(S) *Fall and Spring (v,v) Staff. For senior music concentrators only.*

Directed independent study resulting in a thesis in music history, theory, or composition.

**+495. Senior Honors in Music.**

*Fall (3) Staff.*

Supervised work in an area of special interest. This may be in performance, theory, music history, composition, or a combination of these. The student will be examined orally on the study and closely related materials. Information about the program along with applications and examples of avenues of study are available from the chair. Applications should be submitted by April of the junior year. For College provisions governing the Admission to Honors, see p. 58.

**+496. Senior Honors in Music.**

*Spring (3) Staff.*

Students admitted to Honors Study in Music are expected to complete supervised work in an area of special interest. This may be in performance, theory, music history, composition, or a combination of these. The student will be examined orally on the study and closely related materials. Information about the program along with applications and examples of avenues of study are available from the chair. Applications should be submitted by April of the junior year. For College provisions governing the Admission to Honors, see p. 58.

**498. Internship.**

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

**Ensembles**

All music ensembles satisfy the GER 6 requirement.

**\*E01. Pep Band.**

*Fall and Spring (1,1) Rexroth.*

**\*E03. Concert Band.**

*Fall and Spring (1,1) Rexroth.*

**\*E04. Concert Choir.**

*Fall and Spring (1,1) Armstrong.*

**\*E05. Women's Chorus**

*Fall and Spring (1,1) Armstrong.*

**\*E06. Orchestra.**

*Fall and Spring (1,1) Williams.*

**\*E07. Botetourt Chamber Singers.**

*Fall and Spring (1,1) Armstrong.*

**\*E08. Jazz Ensemble.**

*Fall and Spring (1,1) Rexroth.*

**\*E09. Jazz Improvisation Lab.**

*Fall and Spring (1,1) Nesbit.*

**\*E10. Brass Ensemble.**

*Fall and Spring (1,1) Bourque.*

**\*E11. Woodwind Ensemble.**

*Fall and Spring (1,1) Carlson.*

**\*E12. String Ensemble.**

*Fall and Spring (1,1) Cary.*

**\*E13. Mixed Ensemble: Gallery Players.**

*Fall and Spring (1,1) Kester.*

**\*E14. Percussion Ensemble.**

*Fall and Spring (1,1) Lindberg.*

**\*E15. Classical Guitar Ensemble.**

*Fall and Spring (1,1) Olbrych.*

**\*E16. Early Music Ensemble: Vocal.**

*Fall and Spring (1,1) Weaver.*

**\*E17. Early Music Ensemble: Instrumental.**

*Fall and Spring (1,1) Griffioen.*

**\*E18. Middle Eastern Music Ensemble.**

*Fall and Spring (1,1) Rasmussen.*

**\*E19. Opera Workshop.**

*Fall and Spring (1,1) R. Fletcher.*

**\*E20. Saxophone Ensemble.**

*Fall and Spring (1,1) Dowdy.*

## Music Lessons

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). There is a fee for these lessons. (Up to six credits of the fee will be waived for concentrators.) All 10-level music lessons and GO1, KO1, and KO2 satisfy the *GER 6* requirement.

**G01. Group Instruction in Guitar.**

*Fall and Spring (1,1) Olbrych.*

**K01-K02. Group Instruction in Piano.**

*Fall and Spring (1,1) Niehaus.*

**M10-M40. Individual Instruction in Musicianship.**

*Fall and Spring (v,v) Perkins.*

**B10-B40. Individual Instruction in Trumpet.**

*Fall and Spring (v,v) Bourque.*

**B11-B41. Individual Instruction in Horn.**

*Fall and Spring (v,v) Wick.*

**B12-B42. Individual Instruction in Trombone.**

*Fall and Spring (v,v) Martell.*

**B13-B43. Individual Instruction in Tuba/Euphonium.**

*Fall and Spring (v,v) Dubeau.*

**G10-G40. Individual Instruction in Guitar.**

*Fall and Spring (v,v) Olbrych.*

**H10-H40. Individual Instruction in Harp.**

*Fall and Spring (v,v) Dickon.*

**J10-J40. Individual Instruction in Jazz: Brass.**

*Fall and Spring (v,v) Nesbit.*

**J12-J42. Individual Instruction in Jazz: Woodwind.**

*Fall and Spring (v,v) Nesbit.*

**J14-J44. Individual Instruction in Jazz: Keyboard.***Fall and Spring (v,v) Simon, Toomey.***J15-J45. Individual Instruction in Jazz: Voice.***Fall and Spring (1,1) Staff.***J16-J46. Individual Instruction in Jazz: Guitar.***Fall and Spring (v,v) Beckner.***J17-J47. Individual Instruction in Jazz: Blues Harmonica.***Fall and Spring (v,v) Simon.***J18-J48. Individual Instruction in Jazz: Bass.***Fall and Spring (v,v) Edwards.***J19-J49. Individual Instruction in Jazz: Percussion.***Fall and Spring (v,v) Curtis.***K10-K40. Individual Instruction in Piano.***Fall and Spring (v,v) Marshall, Niehaus, Stevens, Vermeulen, Zwelling.***K11-K41. Individual Instruction in Organ.***Fall and Spring (v,v) Darling, Marshall.***K12-K42. Individual Instruction in Harpsichord.***Fall and Spring (v,v) Darling, Marshall.***P10-P40. Individual Instruction in Percussion.***Fall and Spring (v,v) Lindberg.***S10-S40. Individual Instruction in Violin.***Fall and Spring (v,v) Fong, Mott.***S11-S41. Individual Instruction in Viola.***Fall and Spring (v,v) Mott.***S12-S42. Individual Instruction in Cello.***Fall and Spring (v,v) Cary.***S15-S45. Individual Instruction in Viola da Gamba.***Fall and Spring (1,1) Staff.***V10-V40. Individual Instruction in Voice.***Fall and Spring (v,v) Connolly, M. Fletcher, R. Fletcher.***W10-W40. Individual Instruction in Flute.***Fall and Spring (v,v) Cross, Kester.***W11-W41. Individual Instruction in Oboe.***Fall and Spring (v,v) Koch.***W12-W42. Individual Instruction in Bassoon.***Fall and Spring (v,v) Kester.***W13-W43. Individual Instruction in Clarinet.***Fall and Spring (v,v) Carlson.***W14-W44. \*Individual Instruction in Saxophone.***Fall and Spring (v,v) Dowdy.***W15-W45. Individual Instruction in Recorder.***Fall and Spring (1,1) Griffioen.*

## Philosophy

PROFESSORS **G. Harris** (Chair), **Becker**, **Cobb**, **Fuchs**, and **J. Harris**. ASSOCIATE PROFESSORS **Bohl**, **Coleman**, and **Fowler**. ASSISTANT PROFESSORS **Davies**, **Gertler**, and **Sisko**. VISITING ASSISTANT PROFESSOR **Furrow**.

The department, through a varied and extensive program of courses, presents students with past and present attempts to think critically and reflectively about fundamental questions of knowledge and value in order that they will be led to examine their own views. The study of philosophical problems in the spirit of free inquiry requires the student to develop and exercise the powers of precise discrimination, creative imagination, logical organization, and evaluative judgment.

Several sections of the introductory course are offered. All use a topical approach to the problems of philosophy. A large number of middle-level courses are offered to meet the needs of students who wish to 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 30 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 a member of the philosophy faculty acting as a concentration advisor. Each program of concentration must fulfill the following requirements:

1. at least three courses in the history of philosophy, selected from 324 (Chinese), 331 (Greek), 332 (Medieval), 352 (17th and 18th Century), or 353 (Kant and his Successors); one course must be either 331 or 332;
2. at least one course in contemporary philosophy, selected from 313 (Science), 321 (Existentialism), 322 (American), 327 (Contemporary Japanese), 336 (Contemporary Analytic), 401 (Theory of Knowledge), 405 (Phenomenology), 406 (Philosophy of Language), or 413 (Philosophy of Mind);
3. a logic course, either 210 (Introduction to Critical Thinking) or 301 (Symbolic Logic). 301 (Symbolic Logic) is especially recommended for those students who contemplate graduate study in Philosophy;
4. at least two 400-level seminars (exclusive of 441, 442, 495, and 496);
5. successful completion of the departmental writing requirement, which consists of a grade of C- or better in two 400-level courses.

Concentrators are strongly encouraged to complete requirements 1), 2), and 3) before the end of the junior year.

### Computer Proficiency Requirement

In order to pass the Concentration Computing Proficiency Requirement in Philosophy, concentrators must pass two 400-level seminar courses with a grade of C- or better, and each student must produce at least one paper of each of these courses by word processor and certify that the paper was produced by the student in that manner.

### Requirements for Minor

A minor in philosophy is also offered. A student who wishes to complete a minor in philosophy must complete the minimum minor requirement of 21 hours in philosophy. Each minor program must fulfill the following requirements:

1. at least one course in the history of philosophy selected from among Philosophy 324, 331, 332, 333, 352, and 353;
2. at least one course in contemporary philosophy selected from among Philosophy 313, 321, 322, 327, 336, 401, 405, 406, and 413;
3. at least one course at the 400 level;
4. Declaration of intention to minor filed with either the chair or secretary of the department.

## Description of Courses

### 150W. Freshman Seminar in Philosophy.

(GER 7) (A) Fall and Spring (4,4) Sisko, J. Harris.

An introduction to the problems, methods and scope of philosophical inquiry through readings from historical and contemporary sources. This is a writing intensive course; a grade of C- or better satisfies the College Writing Proficiency Requirement.

### 160. Eastern Philosophy and the Game of Go.

Fall (1) Cobb.

A study of basic Eastern philosophical concepts, especially Buddhist principles, as they are concretely manifested in the ancient Eastern game of GO. Students will read philosophical essays about the game while they learn to play it.

### 201. Introduction to Philosophy.

(GER 7) (A) Fall and Spring (3,3) Bohl, Davies, Furrow, Gertler.

An introduction to the problems, methods, and scope of philosophical inquiry through readings from historical and contemporary sources.

NOTE: Seniors may take this course only with the permission of the instructor. Students may not receive credit for both 150W and 201.

### 202. Introduction to the History of Modern Western Philosophy.

(GER 7) (Not offered 1997-98.)

A critical introduction to philosophy that is structured as a critical survey of the development of Western philosophy from the 17th century to the present.

### 210. Introduction to Critical Thinking.

(A) Fall and Spring (3,3) Sisko.

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 and Spring (3,3) J. Harris, Sisko.

An introduction to the principles of valid reasoning. Special emphasis will be given to modern symbolic techniques and some of their applications.

### 303. Ethics.

(GER 7) (AS) Fall and Spring (3,3) Fuchs, Furrow, 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.

(GER 7) (AS) Fall (3) Staff. Prerequisites: One course in philosophy, extensive experience in/of arts or permission of instructor. (Not offered 1997-98.)

A philosophical examination of aesthetic perception and criteria of value. Special attention will be given to the elements of art and the function of form, symbol, expression, and truth in art.

### 305. Social and Political Philosophy.

(GER 7) (AS) Spring (3) Fuchs.

A philosophical examination of major theories dealing with social and political issues such as governmental authority, individual rights, distributive justice, democracy, and the importance of community.

### 306. Philosophical Problems.

(AS) Fall (3) Jones. Prerequisites: Variable by topic.

A study of some major philosophical problems such as those concerning knowledge and reality, morality and conduct, and art and beauty. Special attention will be devoted to philosophical method. This course may be repeated for credit.

**307. Contemporary Moral Problems.**

(AS) Fall and Spring (3) Fowler, Gertler. Prerequisite: PHIL303.

A course in applied moral philosophy that presupposes the moral theory introduced in Philosophy 303. Topics may include such issues as those relating to sex and gender, the idea of a just war, the U.S. response to South Africa's apartheid, etc. Particular topics will vary. This course may be repeated for credit.

**309. Interpretation and Rhetoric in Philosophy I.**

(A) Fall (3) Becker. (Not offered 1997-98.)

Four texts will be analyzed each term focusing on ancient and medieval authors. Each text will be given four readings: an ahistorical, philosophical analysis; a formal and rhetorical analysis; a biographical or historical analysis; and a structural (e.g., Marxist, feminist, psychoanalytic) analysis. This course may be repeated for credit. (Same as Honors 309.)

**310. Interpretation and Rhetoric in Philosophy II.**

(A) Fall (3) Becker.

Four texts will be analyzed each term focusing on authors from the Renaissance to the present. Each text will be given four readings: an ahistorical, philosophical analysis; a formal and rhetorical analysis; a biographical or historical analysis; and a structural (e.g., Marxist, feminist, psychoanalytic) analysis. This course may be repeated for credit.

**311. Philosophy of Religion.**

(AS) Spring (3) J. Harris. Prerequisite: PHIL201 or PHIL150W. Or consent of instructor.

A philosophical investigation of the nature of religious experience, activity, and belief. The course will also include an examination of such topics as those of God, freedom, immortality, arguments for existence of God, and the problem of evil.

**313. Introduction to the Philosophy of Science.**

(AS) Fall (3) Davies. Prerequisite: PHIL201 or PHIL150W. 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.

**315. Marxism.**

(GER 7) (S) Spring (3) Staff. (Not offered 1997-98.)

A philosophical examination of the central tenets of Marxism as they are expressed in the works of Marx and Engels and developed and interpreted by such thinkers as Lenin, Trotsky, Lukacs, Gramsci, and Marcuse.

**321. Existentialism.**

(GER 4A) (S) Fall and Spring (3) Bohl, Furrow. Prerequisites: PHIL201 or PHIL150W. And one other course in philosophy, or consent of instructor.

An examination of important aspects of existentialism with readings in such philosophers as Kierkegaard, Nietzsche, Heidegger, and Sartre. Some attention will also be given to the impact of these philosophical movements upon contemporary literature, religious thought, and psychology.

**322. American Philosophy.**

(GER 4A) (S) Spring (3) J. Harris. Prerequisites: PHIL201 or PHIL150W. And one other course in philosophy, or consent of instructor. (Not offered 1997-98.)

A study of readings selected from the works of 20th-century American philosophers such as Peirce, James, Dewey, Santayana, and Whitehead.

**324. Classical Chinese Philosophy.**

(GER 4B) (S) Spring (3) Bohl. Prerequisites: PHIL201 or PHIL150W. And one other course in philosophy, or consent of instructor.

A study of the major philosophers of the classical period of Chinese philosophy. Study will be devoted to Confucius, Mencius, and Chuang Tze.

**327. Contemporary Japanese Philosophy.**

Fall (3) Cobb. Prerequisites: PHIL201 or PHIL150W. And one other course in philosophy, or consent of instructor. (Not offered 1997-98.)

A study of such contemporary Japanese philosophers as Nishida Kitaro, Nishitani Keiji, and Abe Masao, with special emphasis on their critique of Western philosophical traditions from a Buddhist perspective.

**331. Greek Philosophy.**

(GER 4A) (S) Fall and Spring (3,3) Cobb, Sisko. Prerequisites: PHIL201 or PHIL150W. And one other course in philosophy, or consent of instructor.

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle.

**332. Medieval Philosophy.**

(GER 4A) (S) Spring (3) Staff. Prerequisites: PHIL201 or PHIL150W. And one other course in philosophy, or consent of instructor.

Analysis of selected writings of major medieval philosophers such as Augustine, Erigena, Anselm, Maimonides, Aquinas, Duns Scotus, and Occam.

**336. Contemporary Analytic Philosophy.**

(S) Fall (3) J. Harris. Prerequisites: PHIL201 or PHIL150W, and one other course in philosophy, or consent of instructor.

An examination of the major philosophical writings of 20th-century analytic philosophers such as Russell, Ayer, Austin, and Wittgenstein.

**+341. Directed Readings in Philosophy.**

(S) Fall (Credit to be arranged.) G. Harris. Prerequisite: Consent of department required.

Individually supervised readings and study of philosophical subjects that are not available through regular course offerings. This course may be repeated for credit. (Detailed description of requirements available from the department office.)

**+342. Directed Readings in Philosophy.**

(S) Spring (Credit to be arranged.) G. Harris. Prerequisite: Consent of department required.

Individually supervised readings and study of philosophical subjects that are not available through regular course offerings. This course may be repeated for credit. (Detailed description of requirements available from the department office.)

**352. 17th and 18th Century Philosophy.**

(GER 4A) (S) Fall (3) Coleman. Prerequisites: PHIL150W or PHIL201. And one other course in philosophy, or consent of instructor.

An examination of rationalism (e.g., Descartes), empiricism (e.g., Hume) and their culmination in Kant.

**353. Kant and his Successors.**

(GER 4A) (S) Spring (3) Coleman. Prerequisites: PHIL150W or PHIL201. And one other course in philosophy, or consent of instructor.

An examination of Kant and some of the 19th-century philosophical responses to his philosophy.

**360. Advanced Logic.**

(S) Spring (3) Staff. Prerequisite: PHIL301. Or consent of instructor. (Not offered 1997-98.)

Systematic investigation of topics in logic drawn from such areas as system construction, proof theory, modal and deontic logic, and abstract set theory.

**401. Theory of Knowledge.**

(S) Fall (3) J. Harris. Prerequisites: PHIL201 or PHIL150W and three other courses in philosophy, or consent of instructor.

An examination of contemporary philosophical theories about such topics as the nature of knowledge, criteria for truth, perception, meaning, knowledge, validation of belief, and skepticism.

**403. Advanced Ethics.**

(S) Fall (3) Becker. Prerequisites: PHIL303. 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.

**405. Phenomenology.**

(S) Fall (3) Staff. Prerequisites: PHIL201 or PHIL150W. And three other courses 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) Spring (3) Gertler. Prerequisites: PHIL301. And three 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. Focus will be on such figures as Russell, Austin, Quine, and Wittgenstein.

**410. Morality and Law.**

(S) Spring (3) Becker. Prerequisites: PHIL303. And three other courses in philosophy, or consent of instructor.

An inquiry into the ethical content of law and the way in which moral standards shape legal systems. Consideration will be given to the moral foundations of positive law, the permissible moral scope of law, and the ethical content of our existing legal system.

**413. Philosophy of Mind.**

(S) Spring (3) Staff. Prerequisites: PHIL201 or PHIL150W. And three other courses in philosophy, or consent of instructor. (Not offered 1997-98.)

Critical analysis of contemporary theories concerning the nature of consciousness, the concept of the person and personal identity, and some theories of the relation of the mind to the body.

**416. Philosophical Problems in Physical Science.**

(S) Spring (3) Staff. Prerequisites: Two courses in philosophy or physics.

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.)

**422. Great Philosophers.**

(S) Fall and Spring (3) Coleman, Fuchs, Sisko. Prerequisite: Variable by topic.

A systematic study of the thought of a great philosopher such as Descartes, Spinoza, Hume, or Wittgenstein. The particular philosopher to be studied is designated each time the course is offered. This course may be repeated for credit.

**431. Advanced Seminar in Philosophy.**

(S) Fall (3) Staff. Prerequisite: Variable by topic. (Not offered 1997-98.)

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion. This course may be repeated for credit.

**432. Advanced Seminar in Philosophy.**

(S) Spring (3,3) Bohl, G. Harris. Prerequisite: Variable by topic.

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion. This course may be repeated for credit.

**+441. Independent Study in Philosophy.**

Fall (3) G. Harris. Prerequisites: Senior standing or eight courses in philosophy and departmental approval prior to registration.

Individually supervised study of special topics. This course may be repeated for credit. (Detailed description of requirements available from department office.)

**+442. Independent Study in Philosophy.**

Spring (3) G. Harris. Prerequisites: Senior standing or eight courses in philosophy or departmental approval prior to registration.

Individually supervised study of special topics. This course may be repeated for credit. (Detailed description of requirements available from department office.)

**+495. Honors.**

Fall (3) G. Harris. Prerequisite: Departmental approval prior to registration.

See section on Department Honors Program (p. 58) for general requirements and procedures. Students wishing to do Honors work in philosophy should submit a written request to the chairperson by February 15 of their junior year. Students 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.



**+496. Honors.**

*Spring (3) G. Harris. Prerequisite: Departmental approval prior to registration.*

See section on Department Honors Program (p. 58) for general requirements and procedures. Students wishing to do Honors work in philosophy should submit a written request to the chairperson by February 15 of their junior year. Students 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.

## Physics

PROFESSORS Walecka (Governor's Distinguished CEBAF Professor) (Chair), Carlson (Class of 1962 Professor), Champion (Chancellor Professor), Cooke, Delos, Eckhause, Finn, Funsten, Gross, Isgur (Governor's Distinguished TJNAF Professor), Kane, Kossler, Krakauer, Manos (CSX Professor of Applied Science), McKnight, Perdrisat, Petzinger, Remler, Schone, Siegel (Walter F. C. Ferguson Professor), Tracy, Vahala, von Baeyer, (Chancellor Professor), and Welsh (Chancellor Professor). ASSOCIATE PROFESSORS Griffioen, Hoatson, and Sher. ASSISTANT PROFESSORS Armstrong, Brown (Joint with Applied Science), Carone, and Zhang (Joint with Applied Science). TJNAF PROFESSOR Cardman. TJNAF ASSOCIATE PROFESSOR Carlini. DISTINGUISHED VISITING PROFESSOR Piel. ADJUNCT PROFESSORS Bisognano, Dylla, Heyman, Levine, and Wolf. ADJUNCT ASSOCIATE PROFESSOR Majewski. RESEARCH ASSOCIATE PROFESSORS Benner and Venkataraman. RESEARCH ASSISTANT PROFESSORS Hancock, Kuang, and Yu. RESEARCH ENGINEER Bensel.

## Program

Traditionally, many physics undergraduates continue in graduate school in pursuit of Ph.D. degrees. Students who complete a physics concentration also enter a variety of other fields, including among many others, archaeology, astronomy, biology, mathematics, computer science, high school teaching, law, medicine, environmental sciences, operations research, technical sales, industrial management, engineering, and oceanography. Because physicists are scientific generalists, undergraduate work in physics followed by specialization in other areas has become one of the preferred preparations for many activities that are setting new directions in society. The requirements for concentration in physics are relatively flexible, and are designed to prepare people for either graduate work in physics or for later specialization in other areas.

Students completing a concentration in physics must take Physics 101, 102, 201, 208, 251, 252, 313, 401, two of the four courses Physics 303, 314, 402, 403, and either the Senior Project (Physics 451-2) or Honors (Physics 495-6) (substitutions for these requirements must be approved by the departmental undergraduate committee and the chair). The requirement of Senior Project or Honors insures that all majors will engage in independent research during the senior year. Because of the extensive facilities available through the graduate program of the department, the senior projects generally deal with problems at the frontiers of physics. It is only through being actively involved in such pursuits that a student can appreciate the nature of the discipline.

The departmental computing proficiency requirement is incorporated in the physics concentration requirements. Details may be obtained from the department office. The concentration writing requirement may be satisfied by taking Physics 451-2 or Physics 495-6.

Students who plan to attend graduate school in physics should take all of the courses listed above (including Physics 303, 314, 402, and 403) as well as the junior laboratories (Physics 351-2) and the Undergraduate Seminar (Physics 309). To prepare for some engineering or professional programs it may be appropriate to substitute courses or elect additional courses.

Suitable mathematics courses should also be taken, including Math 111, 112, 212, 302, and 211.

The minor in physics consists of 20 credits and includes Physics 101, 102, 201 and three other courses, one of which is numbered above 201.

Information on the program can be obtained through the World Wide Web at the address <http://www.physics.wm.edu>.

## Description of Courses

### 101-102. General Physics.

(102 satisfies GER 2A, Lab) (AL) Fall-Spring (4,4) Armstrong, Staff. Corequisites: MATH111-112 recommended.

This course is designed to develop an understanding of the fundamental concepts of physics. Emphasis is placed upon Newtonian mechanics, thermodynamics, electricity and magnetism and modern physics; current research and applications are discussed. Designed for students who are considering concentrating in one of the sciences or mathematics. An honors section of the PHYS 102 lecture and honors sections of the laboratories are open to students that have a good preparation for and a strong interest in physics.

### 105. Great Ideas of Physics.

(GER 2A) (A) Fall (3) von Baeyer.

Introduction to the fundamental laws and dominant themes of modern physics, illustrated with selections from the classics of science writing. The course is intellectually sophisticated, but requires no math beyond ratios. (Not appropriate for science and math concentrators.)

**107-108. Physics for the Life-Sciences.**

(108 satisfies GER 2A, Lab) (AL) Fall-Spring (4,4) Sher, Staff.

Covers the fundamental concepts of physics. Newtonian mechanics, wave motion, electric and magnetic fields, simple circuits, and some modern physics are discussed. Designed for students in the life-sciences, including pre-meds. High school science as well as algebra and trigonometry are assumed.

**109. Practical Physics.**

(GER 2A) (A) Spring (3) Welsh.

Bicycles, guitars, cameras and other ordinary objects are studied and explained to obtain an appreciation of the underlying laws of nature. Mechanics, wave motion, optics, acoustics, thermodynamics and some electromagnetism and nuclear/particle physics are discussed and demonstrated by understanding the functioning of objects of everyday experience. The required mathematics is limited to algebra. The associated laboratory is strongly encouraged but not required.

**110. Experimental Practical Physics.**

(Lab) (L) Spring (1) Welsh. Corequisite: PHYS109.

A series of experiments employing common objects of general, everyday experience is undertaken with the goal of understanding both the scientific method of measurement and the laws of nature. Student-generated projects will be encouraged.

**121. Physics of Music.**

(GER 2A) (A) Fall (3). (Not offered 1997-98.)

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.

**150. Freshman Seminar: Time.**

(A) Fall (3) Tracy.

This seminar will examine the nature of time from several perspectives, ranging from the scientific to the artistic and literary. Time in modern physics will be discussed, with topics to include the theory of relativity, the arrow of time, black holes, time warps, and time machines. We will also discuss the psychology of time perception, and its relation to memory and self. Readings in speculative and science fiction will be used to illuminate these concepts.

**150W. Freshman Seminar: The Modern Scientific World View.**

(A) Fall and Spring (4) Remler.

The origin and meaning of the modern scientific world view. Topics include: science and technology from the viewpoint of human evolution and neurophysiology; the scientific revolution; the meaning of physical theory; the historic battle between science, monotheism and mysticism.

**175. Development of Physics and Cosmology.**

(GER 2A) (A) Fall and Spring (3) Perdrisat, Staff.

The evolution of ideas about the structure and nature of the universe from the time of the Renaissance to the present. The role of modern physics in understanding the history of the universe is stressed.

**176. Introductory Astronomy.**

(GER 2A, Lab) (AL) Fall and Spring (4) Welsh, Staff.

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.

**201. Modern Physics.**

(S) Fall (3) Walecka. Prerequisites: PHYS101, PHYS102 or PHYS107, PHYS 108.

20th-century developments in physics. Relativity theory; the nature of space and time, the paradox of the twins, the equivalence of mass and energy. Introductory quantum theory; the particle nature of light, the wave nature of electrons, atomic and molecular structure, the structure of the nucleus and the discovery of new particles. This course is appropriate for all those majoring in Area III.

**208. Classical Mechanics of Particles and Waves I.**

(S) Spring (4) Griffioen.

Newton's laws, the simple harmonic oscillator, the central force problem, multi-particle systems including coupled oscillators and rigid bodies.

**251. Experimental Atomic Physics.***Fall (2) Kane. Corequisite: PHYS201.*

Fundamental experiments in atomic physics. Modern scientific methods and instruments are used in such classic experiments as the measurement of the speed of light, the Millikan oil drop experiment, the photoelectric effect and optical spectroscopy.

**252. Electronics I.***Spring (2) Kossler.*

Introduction to passive analysis and electrical networks, application of circuit analogs to mechanical systems, including wave motion.

**303. Classical Mechanics of Particles and Waves II.***(S) Fall (3) Griffioen. Prerequisite: PHYS208.*

Mechanics of continuous media, waves, lagrangian and hamiltonian mechanics, tensors.

**309. Undergraduate Seminar.***Fall and Spring (1) Remler.*

Discussion of contemporary research in physics. Faculty members give survey talks during the first part of the semester. During the second part, students give talks based on their reading and research. May be repeated for credit.

**313-314. Introduction to Quantum Physics.***Fall-Spring (3,3) Schone. Prerequisites: PHYS201, PHYS208.*

Introduction to non-relativistic quantum mechanics, emphasizing basic principles with illustrations from atomic, solid state and nuclear physics.

**351. Electronics II.***Fall (1) Kossler.*

Design and construction of active circuits and devices used in experimental research. This course includes instruction in machine shop.

**352. Experimental Modern Physics.***Spring (2) Kane.*

Experiments in atomic, nuclear, solid state and elementary particle physics.

**401-402. Electricity and Magnetism.***Spring and Fall (3,3) Champion. Prerequisite: PHYS208.*

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) Eckhause. Prerequisite: PHYS201.*

The principles of thermodynamics, kinetic theory of gases, and elementary statistical mechanics.

**404. Quantum Physics.***Spring (3) Staff. Prerequisites: PHYS313, PHYS314.*

The quantum theory in its application to atomic, condensed matter, nuclear and elementary particle physics.

**416. Philosophical Problems in Physical Science.***Spring (3) Staff. Prerequisites: One course in physics, philosophy or permission of instructor is required. (Not offered in 1997-98.)*

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 PHIL 416.)

**417. History of Physical Science: Its Origins, Sixth Century B.C. through the Renaissance.***Spring (3) Staff. (Not offered in 1997-98.)*

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 HIST 481.)

**418. History of Physical Science: The Classical Period, 1687-1900.***Fall (3) Staff. (Not offered in 1997-98.)*

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 institutions of society, and on the interrelations between the development of science and that of mathematics and philosophy. (Same as HIST 482.)

**451-452. Physics Research.***Fall and Spring (1-3, 1-3) Staff.*

Independent study including bibliographic and experimental or theoretical research and a research paper. The student will be required to submit a preliminary draft of the research paper during the first semester and will be expected to work closely with an advisor both in the actual research and in preparation of an acceptable report. If satisfactorily completed, this course will meet the College writing requirement. May be repeated for credit.

**475. Introduction to Mathematical Physics.***Spring (3) von Baeyer.*

Vector analysis, complex variables, matrices, series solutions of differential equations, orthogonal functions and partial differential equations. (Same as APSC 446.)

**476. Modern Astrophysics.***Spring (3) Sher. Prerequisites: PHYS303, PHYS313. Corequisite: PHYS401.*

An introduction of modern astrophysics. Topics may include stellar characteristics and evolution, galactic structure, cosmology, general relativity and the tools and techniques of astronomy and astrophysics. May not be counted toward a concentration in Physics.

**481. Topics in Physics.***Fall (3) Staff.*

May be repeated for credit when the instructor determines that there will not be a duplication of material.

**482. Topics in Physics.***Spring (3) Staff.*

May be repeated for credit when the instructor determines that there will not be a duplication of material.

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

Students admitted to Honors study in physics will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of the literature of physics; (b) the preparation and presentation by April 15 of an Honors essay based on the student's own research, or part of a major research project; (c) satisfactory completion of a comprehensive oral examination on essay and related topics. If successfully completed this course will satisfy the College writing requirement. For College provisions governing the Admission to Honors, see page 58.

**Graduate Program**

The department offers the degrees of Master of Science and Doctor of Philosophy. Degree requirements and a full description of graduate courses in physics can be obtained through the World Wide Web at <http://www.physics.wm.edu> or you may request application forms by e-mail at [grad@physics.wm.edu](mailto:grad@physics.wm.edu) or by writing to the chair of the Graduate Admission Committee in Physics.

## Psychology

PROFESSORS Johnston (Chair), Derks, Nezek, Nichols, Rosen, Shaver, Shean, and Ventis. ASSOCIATE PROFESSORS Dubas, Galano\*, Green, Kirkpatrick, Pilkington\*, and Watson\*. ASSISTANT PROFESSORS Crystal, Feist, Hunt, Langholtz, and Rosenberg. RESEARCH PROFESSOR Gillikin. LECTURERS Bierenbaum, Brown, Crace, Liljequist, Morgan, and Quanty. VISITING ASSOCIATE PROFESSOR Frieden.

### 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, 301, 302, and one advanced research course (410-422). An additional intermediate course may be specified when it is a prerequisite for a specific advanced research course. At least 29 credits must be other than practicum courses (402, 404, 407, or 498). All students preparing for graduate study in psychology, whether or not they are concentrators, are advised to obtain practical experience in areas appropriate to their interest.

#### Degree of Bachelor of Science

Concentration requirements for the B.S. are those listed above for the A.B. and in addition to satisfying Area III requirements, the student must complete three additional courses in Area III. The preferred science is Biology. A combined interdisciplinary degree in Biological Psychology is also available, as described on page 87 of this catalog.

#### Normal Program Recommended for Concentration

Psychology 201 and 202, 301, 302, one advanced research course (410-422), and a selection of intermediate and advanced courses appropriate to the student's interests and career goals. Students planning to attend graduate school should speak to their advisor about the specific curriculum best suited to their plans.

To fulfill the Concentration Writing Requirement concentrators must earn a grade of "C-" or better in either Psychology 302 or any advanced research course in Psychology.

Concentrators will satisfy the computing proficiency requirement by passing Psychology 301.

### Minor and Area Requirements

Minor: At least 21 credits of Psychology, including Psychology 201 and 202, and two courses numbered 370 to 390 or 450 to 470. After taking the necessary courses, students may declare a Psychology minor in their senior year when they declare their intent to graduate.

Sequence: The recommended courses are Psychology 201, 202, and two of 310-330.

Area: Students should take Psychology 201 and 202.

### Description of Curriculum

Courses numbered 310-330 are lecture courses, intended for both concentrators and non-concentrators. Courses numbered 370-395 are small lecture courses intended primarily for concentrators, although non-concentrators interested in the subject matter are encouraged to enroll. Courses numbered 401-409 are practica courses, in which students gain practical experience. They are intended primarily for concentrators, although non-concentrators with appropriate qualifications can enroll. Courses numbered 410-425 are seminar-sized laboratory courses intended primarily for concentrators. Each of these courses provides students with advanced training in the scientific methods of a particular subdiscipline within psychology. Courses numbered 440-469 are seminars, and audiences for these courses will vary from course to course. Contact individual instructors for details.

NB. Most course numbers were changed in the 1995-96 academic year. Students who took psychology courses prior to the 1995-96 academic year should attend carefully to course titles and descriptions when selecting courses because the present numbering is very different from the previous system.

## Description of Courses

### 150. Freshman Seminar: Topics in Psychology.

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

### 201. Introduction to Psychology as a Natural Science.

*(GER 2B) (A) Fall and Spring (3,3) Nezelek, Pilkington.*

A study of basic principles of behavior, in sensation and perception, conditioning and learning, drives and motivation, response mechanisms and cognitive processes.

### 202. Introduction to Psychology as a Social Science.

*(GER 3) (A) Fall and Spring (3,3) Nezelek, Pilkington, Ventis.*

An examination of basic concepts in abnormal, developmental, personality and social psychology, normality and deviation, behavior modification, stages of development, personality traits, motives, attitudes and social perceptions.

### \*211. Introductory Research Seminar.

*Fall and Spring (1,1) Staff. Corequisite: PSY 201.*

Taken with PSY 201, PSY 202 by selected students interested in extra study and independent scholarship. Enrollment by invitation only. Hours to be arranged.

### \*212. Introductory Research Seminar.

*Fall and Spring (1,1) Staff. Corequisite: PSY 202.*

Taken with PSY 201, PSY 202 by selected students interested in extra study and independent scholarship. Enrollment by invitation only. Hours to be arranged.

### 301. Elementary Statistics.

*(GER 1) Fall and Spring (3,3) Dubas, Johnston, Kirkpatrick. Prerequisites: PSY 201 or PSY 202. Corequisite: PSY 301L.*

An introduction to statistics, both descriptive and inferential, including analysis of variance and correlation. Hypothesis testing and the analysis of research data are strongly emphasized. See page 45 for note concerning credit for statistics courses. (Previously numbered PSY 331.)

### 302. Experimental Methods.

*(S) Fall and Spring (4,4) Langholtz. Prerequisites: PSY 201, PSY 202, PSY 301. Corequisite: PSY 302L.*

An introduction to empirical research with emphasis upon the methods by which psychological data are obtained. The course will consider naturalistic and correlational methods as well as experimental techniques. (Previously numbered PSY 340.)

### 310. Developmental Psychology.

*(GER 3) (S) Fall and Spring (3,3) Dubas. Prerequisite: PSY 202.*

A lifespan survey of human development, with emphasis on perceptual, cognitive, and social processes. This course may be used to meet state teaching certification requirements. (Previously numbered PSY 362.)

### 311. Learning and Memory.

*(S) Fall and Spring (3,3) Derks. Prerequisite: PSY 201.*

An opportunity to engage in research and theorizing about learning and memory. (Previously numbered PSY 351.)

### 312. Personality Theory.

*(S) Fall and Spring (3,3) Feist, Johnston. Prerequisite: PSY 202.*

A survey of contemporary theory in the field, with emphasis upon its empirical foundations and future possibilities. (Previously numbered PSY 363.)

### 313. Physiological Psychology.

*(GER 2B) (S) Fall (3) Hunt. Prerequisite: PSY 201. Corequisite: PSY 313L recommended.*

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. (Previously numbered PSY 352.)

**314. Social Psychology.**

(S) *Fall and Spring (3,3) Neulek, Quany. Prerequisite: PSY 202.*

This course examines the effects of social context on the behavior of the individual, with emphasis on prominent theories and research. Topics include social perception, attitude organization and change, the social consequences of individual motives, interpersonal influence, and the application of social psychology to contemporary social issues. (Previously numbered PSY 364.)

**316. Psychology of Organizational Behavior.**

(GER 3) (S) *Fall (3) Shaver. Prerequisite: PSY 202.*

The basic unit of analysis for this course will be the human organization: corporate, educational, civil, and others. Individual behavior is considered as it reflects and impinges upon the behavior of the organization. Systems analysis provides the basic analytic framework. (Previously numbered PSY 342.)

**318. Abnormal Psychology.**

(GER 3) (S) *Fall and Spring (3,3) Frieden, Bierenbaum, Nichols. Prerequisite: PSY 202.*

A survey of behavior pathology including the neuroses and psychoses and their relationship to current conceptions of normal personality. (Previously numbered PSY 361.)

**320. Community Psychology and Prevention.**

(S) *Fall (3) Brown. Prerequisite: PSY 202.*

This course explores community psychology and the role of prevention in mental health. Contemporary prevention theory emphasizing an ecological and developmental approach to understanding risk and protective factors is presented. State-of-the-art model programs and community-based approaches are highlighted. Community-based preventionists make presentations. (Previously numbered PSY 365.)

**370. Advanced Abnormal Psychology.**

*Spring (3) Staff. Prerequisites: PSY 201, PSY 202, PSY 318.*

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. (Previously numbered PSY 401.)

**371. History and Systems of Psychology.**

(S) *Spring (3) Staff. Prerequisites: PSY 201, PSY 202.*

From Greek Philosophy to the present with special emphasis on the 19th and 20th centuries. The rise of the major systems: Existential and Humanistic Psychology, Structuralism, Functionalism, Gestalt Psychology, Psychoanalysis, Behaviorism. Some current issues such as the "cognitive revolution," dialectics, genetic epistemology, and phenomenological research will be discussed. (Previously numbered PSY 403.)

**372. Motivation and Emotion.**

(S) *Spring (3) Johnston. Prerequisites: PSY 201, PSY 202. Junior or senior standing or permission of instructor.*

Theories and facts of motivation and emotion and consideration of their differences. Emphasis on theory and research. (Previously numbered PSY 404.)

**373. Sexuality.**

(GER 3) (S) *Fall and Spring (3,3) Frieden. Prerequisites: PSY 201, PSY 202. Junior or senior standing.*

The study of behaviors associated with courtship and reproduction with an emphasis on humans. Topics include biological and environmental determinants of sexual behavior, physiology and psychology of sexual response, and gender differences. (Previously numbered PSY 406.)

**374. Close Relationships.**

*Spring or Fall (3) Pilkington. Prerequisites: PSY 201, PSY 202, PSY 314.*

Examines the scientific body of knowledge concerning the development, maintenance, and deterioration of friendships and romantic relationships. Specific topics include attraction, romantic love, models of relationship satisfaction, and individual differences in approaches to close relationships. (Previously numbered PSY 414.)

**375. Psychology of Decision Making.**

(GER 3) *Spring (3) Langholtz. Prerequisites: PSY 201, PSY 202. Business Statistics or Psychology Statistics or junior standing. Enrollment will be split 13 from Business and 13 from Psychology.*

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered. (Previously numbered PSY 488.)



**376. Health Psychology.**

(GER 3) (S) Fall (3) Galano. Prerequisites: PSY 201, PSY 202.

An overview of psychological theory, research and practice concerning the prevention, treatment, and progression of illness and the promotion of health. Specific topics include changing health habits, stress, pain, chronic and terminal illness, and the health-care delivery system. (Previously numbered PSY 413.)

**378. Psychology of Religion.**

(S) Fall (3) Ventis. Prerequisites: PSY 201, PSY 202.

Examines the works of William James, Freud, Jung, and Gordon Allport in light of current psychological theory and research, emphasizing religious development and the nature, modes, and consequences of individual religious experience. (Previously numbered PSY 415.)

**\*391. Advanced Statistics.**

Spring (3) Kirkpatrick. Prerequisites: PSY 201, PSY 202, PSY 301. This course is a graduate level course that is open to undergraduates. Corequisite: PSY 391L.

An advanced course in statistics and experimental design. Three class hours, one laboratory hour. (Previously numbered PSY 431.)

**\*392. Multivariate Statistics.**

Fall (3) Kirkpatrick. Prerequisites: PSY 201, PSY 202, PSY 301. Corequisite: PSY 392L.

An introduction to multivariate statistics including such topics as multiple regression, multivariate analysis of variance, and factor analysis. (Previously numbered PSY 433.)

**402. Exceptional Children.**

(S) Fall and Spring (3,3) Shean. Prerequisites: PSY 201, PSY 202, PSY 310.

A consideration of the problems involved in providing psychological programs for the care of exceptional children. An overview of relevant research and treatment techniques will be combined with practical experience in field settings with exceptional children.

**404. Practicum in Community Psychology and Prevention.**

(S) Spring (3) Galano. Prerequisites: PSY 201, PSY 202, PSY 320.

Supervised learning experiences provide opportunities to relate theoretical knowledge with the delivery of psychological services in the community. Students combine practicum with readings tailored to their service setting. A wide range of community based psychological training opportunities is available. One lecture hour, four-six hours in the community. (Previously numbered PSY 408.)

**\*406. Interpersonal Communication and Helping Skills.**

Fall (3)Crace. Prerequisites: PSY 201, PSY 202.

This course is a practical and theoretical examination of interpersonal communication and helping skills in the context of peer social support in a college community. (Previously numbered PSY 410.)

**\*407. Peer Counseling Practicum.**

Spring (1) Crace. Prerequisites: PSY 201, PSY 202, PSY 406.

Supervised peer counseling opportunity, combining the theoretical knowledge gained in PSY 406 with the delivery of services. (Previously numbered PSY 411.)

**410. Research in Developmental Psychology.**

Fall or Spring (4) Dubas. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 310. Corequisite: PSY 410L.

An examination of contemporary issues in developmental research. Research methods are considered in conjunction with a review of current literature in areas such as early socialization, cognitive development, and behavior problems. Three lecture hours, two laboratory hours. (Previously numbered PSY 462.)

**411. Cognition and Thinking.**

Fall or Spring (4,4) Derks. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 311. Corequisite: PSY 411L.

An examination of the research and theory that helps describe and explain the structure and function of the mind. Three lecture hours, two laboratory hours. (Previously numbered PSY 451.)

**412. Research in Personality.**

Fall or Spring (4) Feist. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 312. Corequisite: PSY 412L.

An overview of research methods in the study of personality. Specific research topics such as achievement, motivation, aggression, anxiety, cognitive styles, intelligence and abilities, interpersonal attraction, locus of control, personology, self concept, and gender differences will be reviewed in detail. Three lecture hours, two laboratory hours. (Previously numbered PSY 463.)

**413. Research in Physiological Psychology.**

*Fall or Spring (4) Staff. Prerequisites: PSY 301, PSY 302, PSY 313. Corequisite: PSY 413L.*

An advanced course in physiological psychology with emphasis on the temporal organization of behavioural and physiological processes. Three lecture hours, two laboratory hours. (Previously numbered PSY 452.)

**414. Experimental Social Psychology.**

*Fall or Spring (4,4) Nezelek, Pilkington, Shaver. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 314. Corequisite: PSY 414L.*

This course considers the methodology of contemporary experimental social psychology, concentrating upon laboratory experimentation, but including selected field techniques. Particular emphasis is 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. (Previously numbered PSY 464.)

**415. Comparative Psychology.**

*Fall or Spring (4) Staff. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302. Corequisite: PSY 415L.*

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. (Previously numbered PSY 453.)

**417. Sensation and Perception.**

*Fall or Spring (4) Staff. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302. Corequisite: PSY 417L.*

This course is concerned with the processes by which persons come to understand their environment. It considers what changes in the environment stimulate the senses and how the nervous system operates on this change to form projections about the real world. 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. (Previously numbered PSY 454.)

**422. Behavior Modification.**

*Fall or Spring (4) Ventis. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 318. Corequisite: PSY 422L.*

This course will acquaint students with both techniques and research issues in behavior modification. Laboratory sessions will be devoted to gaining experience with the processes described and to preparing and implementing individual research projects. Three lecture hours, two laboratory hours. (Previously numbered PSY 461.)

**\*444. Psychology of Entrepreneurs.**

*Spring (3) Shaver. Prerequisites: PSY 201, PSY 202.*

A critical examination of the psychological characteristics of entrepreneurs. Emphasis placed on the psychological processes involved in creating a new business and making it a success. (Previously numbered PSY 486.)

**\*450. Social Psychology and the Law.**

*(GER 3) (S) Spring (3) Shaver. Prerequisites: PSY 202, PSY 314 or PSY 375, or junior standing.*

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. Focus is on discretion on the part of the police, prosecution, courts, and corrections. The course identifies social psychological processes that affect law enforcement and the administration of justice. (Previously numbered PSY 407.)

**\*451. Psychology of Humor.**

*Spring (3) Derks. Prerequisites: PSY 201, PSY 202.*

A discussion of the theories and applications of one of the most intriguing aspects of human behavior. A seminar approach is taken to provide a deeper and broader understanding of both humor and psychology. (Previously numbered PSY 485.)

**\*452. Women's Adult Development.**

*Spring (3) Green. Prerequisites: PSY 201, PSY 202.*

This course provides an overview of developmental changes that occur in women from early adulthood through old age. (Previously numbered PSY 412.)

**\*470. Topics in Psychology.**

*Fall and Spring (3,3) Staff. Prerequisites: PSY 201, PSY 202, as determined by individual professor.*

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.

**\*480. Seminar.**

*Fall and Spring (3,3) Staff. Prerequisites: PSY 201, PSY 202.*

Special topics of interest to staff and students will be discussed in seminar fashion. Course may be repeated; contents will vary but the credit each time is the same; three hours.

**\*490. Directed Readings in Psychology.**

*Fall and Spring (variable credits) Johnston. Prerequisites: PSY 201, PSY 202.*

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 supervisor and student at the time of registration.

**\*491. Independent Research.**

*Fall and Spring (variable credits) Johnston. Prerequisites: PSY 201, PSY 202.*

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 supervisor and student at the time of registration. This course does not meet the advanced research course requirement for the Psychology concentration.

**\*495. Honors.**

*Fall and Spring (3,3) Johnston. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302.*

A student admitted to Honors Study is eligible for an award of Honors in Psychology on graduation. Requirements include: (a) supervised research in the student's special area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. See page 58 of catalog; see dept. for guidelines and application.

**\*496. Honors.**

*Fall and Spring (3,3) Johnston. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 495.*

A student admitted to Honors Study is eligible for an award of Honors in Psychology on graduation.

**\*498. Internship.**

*Fall and Spring (variable credits) Johnston.*

This course is designed to allow students to gain practical experience. The internship includes readings in relevant areas and a written report.

## Public Policy

**PROFESSORS Finifter**, (Director and Professor of Economics), **Campbell** (CSX Professor of Economics and Public Policy), **Amb. Robert E. Fritts** (ret.) (Senior Fellow in Foreign Policy), **James A. Lee** (Adjunct Professor of Science and Public Policy), **Elaine S. McBeth** (Associate Director and Adjunct Professor of Economics and Public Policy) and **Kelly L. Metcalf Meese** (Research Coordinator, Center for Public Policy Research).

### The Thomas Jefferson Program in Public Policy

Undergraduate studies in public policy and public affairs have a long tradition at The College of William and Mary. Many students have followed their studies here with careers in policymaking, public service, and politics. Currently, students can study public policy through a variety of disciplinary and interdisciplinary paths. These include disciplinary concentrations in business administration, economics, government, history, psychology, and sociology and interdisciplinary concentrations in environmental science, international relations, public policy analysis, public policy processes, and urban studies. Students choose a variety of post baccalaureate paths including taking a job in the public sector immediately after graduation, pursuing graduate studies in business administration, economics, environmental studies, health policy and administration, law, political science, psychology, public administration, public policy analysis, social work, sociology, and urban affairs.

In addition to the choice of curricular paths, the Thomas Jefferson Program in Public Policy offers two other opportunities for students interested in public policy:

#### Internships

A variety of internships are available to students. Internships provide a unique experience that enable students to apply their academic studies to a professional setting. These internships are sometimes done for course credit, monetary compensation, or purely for the experience. Typically, internships involve some supervision from a faculty member.

#### Washington Program

The Washington Program provides seminar opportunities for students to view an up-close snapshot of the Washington, D.C., policy arena. The Washington Program is a two-day thematic seminar in which two dozen students meet six to eight speakers who have a major involvement in public policy. These programs are initiated and supervised by faculty members who meet with students prior and subsequent to the trip to discuss the theme. Students are required to write a paper relating to the theme. There are approximately two programs each year on such diverse topics as Federal policy and financial market instability, analysis of the presidential campaign, the congressional agenda, women and politics, the arts and public policy, and U.S. trade relations with Japan and Korea. Students receive one academic credit for successful participation in the Washington Program. In addition, there are other seminar short-courses in public policy offered in conjunction with the series of public policy conferences.

### The Undergraduate Concentration in Public Policy

There are two alternative concentration tracks in public policy – “policy analysis” and “policy processes.” While the two tracks share a common core of courses, there are also requirements within each track and a set of elective courses from which students can choose. A concentration in public policy includes a minimum of 33 semester hours selected from courses listed below. In addition, the implicit requirements of Economics 101 and 102 and Government 201 add nine more required credits for the concentration. There is a set of five common core courses for either track. These include: Statistics (either Economics 307 or Sociology 401); Government 350; Government 457; Economics 321; and Ethics (either Philosophy 303 or Religion 325). Each of the two primary tracks has two additional core courses. The public policy analysis track requires: Economics 303 and Economics 308. The public policy processes track requires: Government 351 and either Sociology 305 or Government 307. The remaining 12 hours of required courses for the concentration must be chosen from the list of approved electives [available in the Public Policy Office, Morton 140] from the Departments of Economics, Government, History, Mathematics, Psychology, Religion, and Sociology and the School of Business. The concentration writing requirement may be satisfied by successful completion of Government 457, Economics 390, or any 400 level Government seminar. The concentration computing requirement may be satisfied by successful completion of Economics 307 or Sociology 401.

#### General Requirements

1. A concentration in public policy shall consist of a minimum of 33 semester hours selected from the courses listed below. In addition, the implicit requirements of Economics 101 and 102 and Government 201 add nine more required credits for the concentration.

2. The concentration consists of two primary tracks: (a) public policy analysis and (b) public policy processes. Students must fulfill the requirements in one of the two tracks.
3. There is a set of five common core courses for either track. This includes: Statistics (either Economics 307 or Sociology 401); Government 350; Government 457; Economics 321; and Ethics (either Philosophy 303 or Religion 325).
4. Each of the two primary tracks has two additional core courses. The public policy analysis track requires: Economics 303 and Economics 308. The public policy processes track requires: Government 351 and either Sociology 305 or Government 307.
5. The remaining 12 hours of required courses for the concentration must be chosen from the list of electives available in the Public Policy Office, Morton 140. While the list of electives includes courses in several topic areas, there is no requirement to take particular sets of courses.
6. The concentration writing requirement can be fulfilled by following the standard procedure for departmental concentrators in either the Department of Economics or Department of Government.
7. The concentration computing requirement can be fulfilled by following the standard procedure for departmental concentrators in either the Department of Economics or Department of Sociology.

## Common Core

Students selecting either the “Policy Analysis” or the “Policy Processes” track are required to take five common core courses as follows:

- \* Statistics – Economics 307–Principles and Methods of Statistics or  
Sociology 401–Social Research II: Statistical Analysis
- Government 350–Introduction to Public Policy
- \*\* Government 457–Public Policy and Administration
- Economics 321–Economics of the Public Sector
- Ethics – Religion 325–Organizations and Ethics, or  
Philosophy - 303–Ethics
- [\* Satisfies concentration computing requirement]
- [\*\* Satisfies concentration writing requirement]

## Additional Core for the Two Tracks

### Policy Analysis Track Requirement:

Economics 303 - Intermediate Microeconomic Theory, and  
Economics 308 - Econometrics

### Policy Processes Track Requirement:

Government 351 - Introduction to Public Administration  
and, either  
Sociology 305 - Social Research I: Research Design, or  
Government 307 - Political Polling and Survey Analysis

## Description of Courses

### \*390. Topics in Public Policy.

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

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester. This course may be repeated for credit.

### \*391. Seminar-Short Course in Public Policy.

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

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester. This course may be repeated for credit.

### +490. Independent Study.

*Fall and Spring (3,3) Finifter.*

Directed readings/research course conducted on individual or group basis on various topics in public policy. Students may petition to have course count toward their concentration in public policy. The course may not be taken more than twice.

**+495. Honors.**

*Fall (3) Finifter.*

Students admitted to the Public Policy Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading a selected bibliography; (b) satisfactory completion by April 15th of an original scholarly essay; and (c) satisfactory performance on a comprehensive oral examination. A student who completes the Honors essay but does not achieve Honors may be given credit for Public Policy 490. For College provisions governing the Admission to Honors, see page 58.

**+496. Honors.**

*Spring (3) Finifter.*

Students admitted to the Public Policy Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading a selected bibliography; (b) satisfactory completion by April 15th of an original scholarly essay; and (c) satisfactory performance on a comprehensive oral examination. A student who completes the Honors essay but does not achieve Honors may be given credit for Public Policy 490. For College provisions governing the Admission to Honors, see page 58.

**+498. Internship.**

*Fall and Spring (3,3) Finifter.*

## Religion

PROFESSORS Tiefel (Chair), Finn<sup>1</sup>, Holmes, Livingston<sup>2</sup>, Raphael<sup>3</sup>, and Williams<sup>4</sup>. ASSOCIATE PROFESSOR Van Horn. ASSISTANT PROFESSORS Galambush and Kleeman. VISITING ASSOCIATE PROFESSOR Carroll. VISITING PROFESSOR Roberts.

### 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, with a variety of approaches to its study, and with several religious traditions. Consultation with a department advisor is expected.

A concentration in Religion requires 30 credit hours in the department which must include the following distribution: 2 courses from 210, 300, 303; 1 course from 202, 203, 204; 1 course from 311, 312, 313; and 3 advanced classes (i.e., with S designation only), 1 of which must be a seminar from the following courses: 304, 305, 308, 331, 332, 335, 355, 358, 403, 404, 411, 414, 490.

The concentration writing requirement in Religion can be fulfilled by passing any one of the following courses with a C- grade or better: 305, 317, 321, 322, 329, 330, 331, 332, 335, 339, 340, 341, 355, 358, 403, 404, 411, 414, 481, 482, 490, 495/496.

The concentration computing requirement in Religion requires that (1) each concentrator must demonstrate basic knowledge of a word processing program which is capable of footnoting. Presentation of a paper using such a word processor in a designated Religion course will fulfill this requirement; (2) each concentrator must demonstrate the ability to search for, identify, and collect data from at least three available electronic resources. Presentation of a bibliography obtained by using LION and two other identified sources will fulfill this requirement. One of the other two sources should include non-print data such as listings of organizations and documents available on the Internet.

One of the following courses will satisfy the concentration computing requirement, if passed with a C- grade or better (though a concentrator may also petition the Department to be allowed to fulfill the requirement in a non-designated course): 305, 322, 329, 331, 332, 334, 339, 340, 341, 345, 346, 355, 358, 411, 414, 416, 490, 495/496.

### Requirements for Minor

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). Consultation with a departmental advisor is expected.

### Areas of Study

**Introductory Studies in Religion:** 150. Freshman Seminar/Colloquium; 201. Intro to Religion; 202. Intro to Biblical Studies; 203. History and Religion of Ancient Israel; 204. Christian Origins; 210. Intro to the History of Christianity; 221. Religion and Ethics; 300. Islam: Faith and Institutions; 303. Intro to the History of Jewish Thought; 311. Hinduism; 312. Buddhism; 313. History of Religion in East Asia.

**Biblical Studies:** 202. Intro to Biblical Studies; 203. History and Religion of Ancient Israel; 204. Christian Origins; 304. The Hebrew Prophets; 305. Biblical Wisdom: Job and Proverbs; 355. Torah; 358. Synoptic Gospels; 403. The Letters of Paul; 404. Jesus in Early Christianity.

**Studies in Asian Religion:** 311. Hinduism; 312. Buddhism; 313. History of Religion in East Asia; 314. Taoism; 411. Modern Hinduism; 413. Advanced Topics in Classical Chinese Texts; 414. Buddhism in the Modern World; 416. Religions of Modern East Asia.

**Studies in Islam:** 300. Islam: Faith and Institutions; 317. Women in Islam; 318. Political Theories in Islam; 344. The Arabs in Islamic History; 365. Early Islamic Art; 366. Later Islamic Art; 368. Islam in North Africa.

<sup>1</sup>Chancellor Professor of Religion

<sup>2</sup>Walter G. Mason Professor of Religion

<sup>3</sup>Sophia and Nathan S. Gumenick Professor of Judaic Studies

<sup>4</sup>William R. Kenan, Jr. Distinguished Professor of Humanities

**Studies in Religious Ethics:** 221. Religion and Ethics; 321. Ecology and Ethics; 322. Medicine and Ethics; 323. Warfare and Ethics; 325. Organizations and Ethics.

**Studies in Western Religious History and Thought:** 330. Significant Books in Western Religion; 331. The World of Early Christianity; 332. The World of Medieval Christianity; 334. Christianity: The Protestant and Catholic Reformation; 335. Modern Religious Thought; 338. Death; 340. Roman Catholic Thought Since 1800.

**Studies in American Religion:** 341. Judaism in America; 345. Religion in American Life and Thought to 1840; 346. Religion in American Life and Thought: 1840 to the Present; 347. Sects, Cults, and Small Denominations in America; 348. African American Religion.

**Judaic Studies:** 303. Intro to the History of Jewish Thought; 304. The Hebrew Prophets; 306. Sexuality, Women and Family in Judaism; 310. Topics in Judaic Studies; 329. The Rabbinic Mind; 339. Midrash; 341. Judaism in America; 343. Religion and Politics in the City: Jerusalem; 351. The Holocaust.

**Special Studies:** 307. Topics in Religion; 308. Topics in Religion; 310. Topics in Judaic Studies; 481, 482. Independent Study in Religion; 495, 496. Honors.

## Description of Courses

### 150. Freshman Seminar.

(A) Fall and Spring (3) Staff. (Some sections may satisfy a GER.)

Seminars offered annually. Although topics vary, the sections emphasize close reading of texts, discussion and writing.

### 150W. Freshman Colloquium.

(A) Fall and Spring (4) Staff.

Seminars offered annually. Although topics vary, the sections emphasize close reading of texts, discussion and writing. The course fulfills the lower-division writing requirement.

### 201. Introduction to Religion.

(A) Fall (3) Livingston.

A cross-cultural study of religion, exploring various theories of religion, its origin, nature, and interpretation. Followed by a comparative analysis of contrasting views of deity, cosmic and social order, the human problem, theodicy, moral norms and authority, and conceptions of liberation and salvation. Open to freshmen only.

### 202. Introduction to Biblical Studies.

(GER 4A, 5) (A) Fall (4) Finn, Galambush.

A study of selected parts of the Jewish and Christian Bibles in the context of Israelite and early Christian history and culture, with emphasis on acquiring a range of skills for understanding biblical texts. (Starting in January 1998 students who take this course may not receive credit for either Religion 203 or 204.)

### 203. History and Religion of Ancient Israel.

(GER 4B, 5) (AS) Spring (3) Galambush.

A study of the history and traditions of ancient Israel, with emphasis upon the setting, transmission, context, and theological self-understanding reflected in biblical texts. (Same as REL 301.) (Starting in January 1998 students who take this course may not receive credit for Religion 202.)

### 204. Christian Origins.

(GER 4A, 5) (AS) Fall and Spring (3) Finn, Carroll.

A study of the origin and development of earliest Christianity. The course focuses on the New Testament and other ancient documents with attention to the Greco-Roman historical contexts of the emerging Christian faith. (Same as REL 302.) (Starting in January 1998 students who take this course may not receive credit for Religion 202.)

### 205. Reading the Bible in Hebrew I.

(S) Fall (3) Staff. Prerequisites: Hebrew 101, 102.

Reading and analysis of selected biblical passages from the Pentateuch. This course reinforces Hebrew syntax and vocabulary and introduces the student to methods of modern biblical interpretation. (Same as Hebrew 201.)



**206. Reading the Bible in Hebrew II.**

(S) Spring (3) Staff. Prerequisites: Hebrew 101, 102.

Reading and analysis of selected biblical passages from the Prophets. This course reinforces Hebrew syntax and vocabulary and introduces the student to methods of modern biblical interpretation. (Same as Hebrew 202.)

**210. Introduction to the History of Christianity.**

(GER 4A) (A) Spring (3) Finn, Livingston.

An introduction to Western Christianity that focuses upon selected periods, critically important movements and events, theological developments, and institutional changes, with attention to the relationship between Christianity and currents in the wider culture.

**221. Religion and Ethics.**

(GER 7) (AS) Fall (4) Tiefel.

An introductory study of western religious ethics. The course examines the relationships between religious belief and ethics in biblical, Jewish, Roman Catholic, Protestant, and humanistic writings. The course emphasizes analytic and critical thinking skills.

**250. Readings in Religious Texts.**

(S) Fall or Spring (1-3) Staff. Prerequisites: Completion of 202-level language. Permission of the instructor is required.

Reading and interpretive study of religious texts in their original languages. Among the languages are Arabic, Greek, Hebrew, Latin and Sanskrit.

**300. Islam: Faith and Institutions.**

(GER 4B) (AS) Fall (3) Williams.

A study of the origins, major ideas, practices, institutions and development of Islam within the context of Muslim history. Students may not take both this course and REL 150: Islam for credit.

**303. Introduction to the History of Jewish Thought.**

(GER 4A, 5) (AS) Fall (3) Raphael.

A study of the biblical origins of Judaism followed by an examination of representative literature from critical periods in the history of Jewish thought: rabbinic, medieval, and modern.

**304. The Hebrew Prophets.**

(S) Fall (3) Raphael. Prerequisite: REL 202 or REL 203 or REL 204.

A study of the function and message of the prophetic books of the Hebrew Bible.

**305. Biblical Wisdom: Job and Proverbs.**

(S) Spring (3) Galambush. Prerequisite: REL 202 or REL 203 or REL 204. (Alternate years.)

A study of the wisdom literature of Ancient Israel, with emphasis on Job and Proverbs. The literature will be examined within its historical, intellectual, and cultural context. The course focuses on the distinctive religious and humanistic characteristics of Israelite wisdom.

**306. Sexuality, Women and Family in Judaism.**

(A) Fall (3) Raphael. (Not offered in 1997-98.) (Alternate years.)

This course will examine sex and sexuality, marriage, divorce and family life in the Bible, Rabbinic literature, Kabbalah, Hasidism and American Judaism.

**307. Topics in Religion.**

(AS) Spring (3) Staff. Generally no prerequisite.

Selected topics and issues in Asian Religions, Islam, Ethics, and Western Religions History and Thought. Consult the bulletin for the topics in up-coming semesters.

**Spring 1998: Conflict and the Revolution in Buddhism. Van Horn.**

A study of the challenges to Buddhism in Sri Lanka (Ceylon) from the time of its arrival in 250 b.c.e. to the present. Topics include early chronicles, Tamil-Sinhala wars, reform sects, heroes, conflicts with the West, and Protestant Buddhism.

**Spring 1998: Modern Christian Thought. Livingston.**

A study of several critical themes in modern Christian thought since the 18th-century Enlightenment such as authority, revelation and history, God and the world, science and faith, and Christianity's relation to other religions.

**Spring 1998: Shamanism in East Asia. Kleeman.**

An introduction to ecstatic religious traditions, including shamanism and spirit mediumship, in China, Japan, and Korea, with a comparison to practices in Siberia and North America. Topics will include spirit possession, divination, spirit flight, healing, exorcism, familiar spirits, and necromancy.

**308. Topics in Religion.**

(S) Fall (3) Staff. Often a prerequisite.

Selected topics and issues in Asian Religions, Ethics, Islam, and Western Religions History and Thought. Consult the bulletin for topics in up-coming semesters.

**310. Topics in Judaic Studies.**

(S) Spring (3) Staff. (Not offered in 1997-98.)

A study of selected topics in Jewish history, life, and thought.

**311. Hinduism.**

(GER 4B) (AS) Fall (3) Van Horn.

A study of the origins and development of Hindu ideas and practices. Topics include Brahmanical ritual, sectarianism, casteism, and Tantrism.

**312. Buddhism.**

(GER 4B) (AS) Fall and Spring (3) 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.**

(GER 4B) (AS) Fall (3) Kleeman.

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.

**314. Taoism.**

(GER 4B) (AS) Fall and Spring (3) Kleeman. Prerequisite: A course dealing with East Asia recommended.

An intensive study of Taoism, China's indigenous elite religion, focusing on the history, ritual, scriptures, and eschatology of this faith, as well as its relationship to Chinese Buddhism, the state cult, and popular religion.

**317. Women in Islam: Tradition and Change.**

(GER 4B) (AS) Spring (3) Williams. (Not offered in 1997-98.)

A study of the changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period, and in the contemporary Islamic experience.

**318. Political Theories in Islam.**

(GER 4B) (S) Spring (3) Williams. Prerequisite: REL 300 or GOVT339.

A study of primary sources in Muslim Law, politics and philosophy on the good state, the good ruler, and the appropriate uses of power. This course includes the theoretical background of contemporary Islamic resurgence movements. (Same as GOVT340.)

**321. Ecology and Ethics.**

(GER 7) (AS) Spring (3) Tiefel. (Not offered in 1997-98.) (Alternate years.)

A study of the moral and religious aspects of such problems in human ecology as pollution, overpopulation, and resource depletion. The course relates these issues to religious perspectives on human nature, responsibilities to the earth and to future generations.

**322. Medicine and Ethics.**

(GER 7) (AS) Spring (4) 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.**

(GER 7) (AS) Fall (3) Tiefel. (Alternate years.)

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.**

(GER 7) (AS) Spring (3) Tiefel. (Alternate years.)

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. Visitors offer case studies.

**329. The Rabbinic Mind.**

(AS) Fall or Spring (3) Raphael. (Alternate years.)

A study of how biblical religion became Judaism. An exploration of the impact of the Talmudic rabbis — the ways they changed existing communal practice, understood their own authority to initiate such change, and consequently transformed Jewish self-understanding.

**330. Significant Books in Western Religion.**

(AS) Spring (3) Holmes.

A writing-intensive study of selected significant works in western religion patterned upon the Great Books Program and its discussion method. Since its content changes annually, students may repeat this course once.

**331. The World of Early Christianity.**

(GER 4A) (S) Fall (3) Finn. Prerequisite: REL 204 or REL 210 or consent of instructor.

A study of Christianity from 100-600 C.E., with special attention to the Greco-Roman cultural and social setting of early Christian thought, belief, life, and institutions. The course emphasizes primary sources, discussion, and writing.

**332. The World of Medieval Christianity.**

(GER 4A) (S) Spring (3) Finn. Prerequisite: REL 210 or REL 331 or consent of instructor.

A study of Christianity from 600-1500 C.E., with special attention to the eastern and western European cultural and social settings of medieval Christian thought, belief, life, and institutions. The course emphasizes primary sources, discussion, and writing.

**334. The Protestant and Catholic Reformations.**

(S) Spring (3) Holmes. (Alternate years.)

A study of personalities, institutional changes, and theological movements in European and British Christianity from the Reformation through the 18th century. Includes Lutheranism, Calvinism, Anabaptism, Protestant Radicalism, the Roman Catholic Reformation, the English Reformation, and Methodism and the Evangelical Revival.

**335. Modern Religious Thought: The Enlightenment to the Present.**

(GER 7) (S) Spring (3) Livingston.

A critical analysis of several important texts in modern western religious thought concerning the nature, origin, explanation, interpretation, and justification of religion. Texts selected from the writings of Hume, Kant, Feuerbach, Coleridge, Kierkegaard, Nietzsche, Newman, Marx, Freud, William James, Tillich, Buber and Feminist writers.

**338. Death.**

(GER 7) (S) Fall (3) Tiefel. (Not offered in 1997-98.) (Alternate years.)

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.

**339. Midrash: Jewish Interpretation of Scriptures.**

(AS) Fall (3) Raphael. (Alternate years.)

An examination of various types of Jewish interpretation of biblical texts. The course will explore not only the changing modes of commentary from Talmudic to modern times, but also the changing concerns of the commentators themselves.

**340. Roman Catholic Thought Since 1800.**

(GER 7) (S) Fall (3) 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.

**341. Judaism in America.**

(A) Spring (3) Raphael. (Alternate years.)

A study of the arrival of the Jews in America, the development of the religion in the new world, and the contemporary Jewish experience in America.

**343. Religion and Politics in the City: Jerusalem.**

(S) Spring (3) Raphael. (Not offered in 1997-98.) (Alternate years.)

This course is an introduction to the general problem of religion and politics in one city, Jerusalem, a sacred center for Judaism, Christianity, and Islam and a national center for Israelis and Palestinians.

**344. The Arabs in Islamic History.**

(AS) Spring (3) Williams. (Not offered in 1997-98.) (Alternate years.)

A study of the history of Islam with special reference to the history of the Arabs from the pre-Islamic Period to modern times.

**345. Religion in American Life and Thought to 1840.**

(GER 4A) (AS) Fall or Spring (3) Holmes. (Not offered in 1997-98.)

A study of the beliefs and development of religious groups in the United States, including the transplanting of English and continental religion; the rise of evangelicalism, voluntarism, and disestablishment; the emergence of restorationist groups; and segments on religion in Virginia, Williamsburg, and at William and Mary.

**346. Religion in American Life and Thought: 1840 to the Present.**

(GER 4A) (AS) Fall (3) Holmes.

A study of topics such as religion and immigration; the churches, slavery, and African American religion; the Social Gospel, Darwinism, and Biblical criticism; Victorian church life and architecture; and religious developments in 20th-century America.

**347. Sects, Cults, and Small Denominations in America.**

(S) Fall or Spring (3) Holmes. Prerequisite: REL 201 or REL 210 or REL 308 or REL 334 or REL 345 or REL 346. (Not offered in 1997-98.)

An examination of the development and teachings of minority groups differing from the mainstream of American religion, such as Adventism, Mormonism, Pentecostalism, and certain traditionalist, restorationist, holiness, and exotic movements.

**348. African American Religion.**

(S) Spring (3) Roberts.

A historical survey of the Afro-American religious experience that will examine African antecedents, slave religion and the development of Black churches and religious organizations from the colonial period to the present.

**351. The Holocaust.**

(S) Spring (3) Raphael. (Alternate years.)

A study of religious and ethical aspects of the destruction of European Jews under Nazi rule. Readings include descriptions of these events and theological responses by Jews and Christians focusing on meaning, religious self-understanding, responsibility and divine and human justice.

**355. Torah.**

(GER 5) (S) Fall (3) Galambush. Prerequisite: REL 202 or REL 203 or REL 204. Or consent of instructor.

A study of the first five books of the Jewish and Christian Bibles, including questions of their composition, literary genres, historical setting, and their place in the communities that preserved them.

**358. The Synoptic Gospels.**

(GER 5) (S) Fall (3) Carroll, Galambush. Prerequisite: REL 202 or REL 203 or REL 204. Or consent of instructor. (Alternate years.)

A study of Matthew, Mark, and Luke-Acts and the multicultural and historical settings in which they were composed. The course will also address similar gospels excluded from the canon.

**365. Early Islamic Art.**

(S) Fall (3) Williams. Prerequisite: REL 300 or consent of instructor.

Religion and Art in Islam from the 7th to the 13th centuries CE. This course studies architecture, ceramics, painting and decorative arts from late classical and Persian antiquity to the development of mature styles as distinctive expressions of Islamic civilization.

**366. Later Islamic Art: 1258-1800.**

(S) Spring (3) Williams. Prerequisite: REL 300 or REL 365. Or consent of instructor.

Religion and Art in Islam following the Mongol invasions and contact with the Far East. The course includes architecture, painting, ceramics, and decorative art of the Muslim renaissance, the sumptuous arts of the 16th and 17th centuries, and their decline.

**368. Islam in North Africa.**

(S) Fall (3) Williams. Prerequisite: REL 300 or HIST307. Or consent of instructor. (Alternate years.)

A study of the expansion of Islam into North Africa, its heterodox developments, eventual domination of the Arabic language, the rise of medieval empires, Hispano-Islamic cultural influence, the encounter with European imperialism, and the emergence of modern states. (Same as HIST 353.)

**403. The Letters of Paul.**

(S) Spring (3) Carroll, Finn. Prerequisite: REL 204.

A study of the letters of Paul. The course will focus on the mission and message of Paul set in the context of Greco-Roman culture. It will also consider the influence of Paul's theology in the later centuries.

**404. Jesus in Early Christianity.**

(S) Fall (3) Finn. Prerequisite: REL 204.

An inquiry into the development of the earliest traditions about Jesus. The course will concentrate on the New Testament Gospels. It will also consider other sources of the period, including Paul, later Gospels, and Christian sources through the 5th century.

**411. Modern Hinduism.**

(GER 4C) (S) Spring (3) Van Horn. Prerequisite: REL 311. Or consent of instructor. (Alternate years.)

A study of classical Hindu traditions in interaction with westernization and modernization. The course emphasizes 19th and 20th century figures, including leaders of current cults.

**413. Advanced Topics in Classical Chinese Texts.**

(S) Fall or Spring (3) Kleeman. (Not offered in 1997-98.)

A detailed study of a Classical Chinese text, including both an exposition of its religious, literary, and philosophical significance, and a grammatical and philological analysis. May be repeated for credit if topic varies. (Cross-listed with Chinese 413.)

**414. Buddhism in the Modern World.**

(GER 4B) (S) Spring (3) Van Horn. Prerequisite: REL 312. Or consent of instructor. (Not offered in 1997-98.) (Alternate years.)

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.

**416. Modern Religions of East Asia.**

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

A seminar involving advanced study of modern East Asian religious traditions, both in East Asia and in America. Students will make direct contact with representatives of these faiths through field trips, mail or phone exchanges, and cyberspace.

**+481. Independent Study in Religion.**

(S) Fall (1-3) Tiefel. Prerequisite: Consent of chairperson.

A program of extensive reading, writing, and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

**+482. Independent Study in Religion.**

(S) Spring (1-3) Tiefel. Prerequisite: Consent of chairperson.

A program of extensive reading, writing, and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

**490. Seminar in Study of Religion.**

(S) Spring (3) Staff. Prerequisite: Religion concentrator or consent of instructor. (Not offered in 1997-98.)

A critical study designed to integrate the concentrator's work in religion. The topics vary; the course may not be repeated for credit.

**+495. Honors.**

*Fall (3) Tiefel.*

Students admitted to Senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chair, (b) presentation of an honors essay acceptable to the examining committee and submitted 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 chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see page 58.

**+496. Honors.**

*Spring (3) Tiefel.*

Students admitted to Senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chair, (b) presentation of an honors essay acceptable to the examining committee and submitted 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 chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see page 58.

## Sociology

ASSOCIATE PROFESSOR Slevin (Chair). PROFESSORS Aday, Faia, Kreps, and Rhyne. ASSOCIATE PROFESSORS Beckhouse, Ito, Kerner, Liguori, and Themo. ASSISTANT PROFESSORS Ozyegin and Hudd. INSTRUCTOR Griffin.

### The Sociology Program

The Department of Sociology prepares students for academic and applied research careers in sociology. It also provides an excellent liberal arts background for careers in public services and administration, law, business, medicine, journalism, and the other professions. The sociology curriculum offers both structure and flexibility for students concentrating or minoring in sociology, and also for students taking sociology courses for area or sequence credit.

A concentration in sociology requires a minimum of 30 semester credits. Students must take the following core courses (and the order is strongly recommended): 210 (Principles of Sociology); 303 (Sociological Theory); 305 (Social Research I: Research Design); and 401 (Social Research II: Statistical Analysis). Students must also take at least four additional courses numbered 300 and above, at least one of which must be a 400 level course. Special topics and readings courses (440, 480, and 481) do not satisfy the 400 level requirement.

A minor in sociology requires a minimum of 18 semester hours. Students must take 210 (Principles of Sociology) and at least five other courses, three of which must be at the 300 or 400 level.

The department identifies five sets of courses relating to common themes. Each set has one course which can be taken for area credit. Students seeking area or sequence credit in sociology therefore have many options. And students majoring or minoring in sociology have the clear opportunity to develop their own emphases within the concentration.

The five themes and related courses are as follows: American Society (203, 326, 328, 332, 333, 335, 360, 402, 409, 413, 424); Social Problems (204, 319, 322, 330, 331, 349, 403, 407, 410, 419); Society and the Individual (205, 322, 329, 332, 350, 386, 407, 410, 415, 438); Comparative Sociology (206, 319, 346, 349, 354, 360, 402, 403, 411, 412, 413, 416, 424); and Professional Sociology (210, 303, 305, 401, 417, 422, 490).

Students satisfy the concentration writing requirement in Sociology by taking any 300 or 400 level course (including Readings, Independent Research and Honors courses) that has been designated in the "Registration Schedule" as writing intensive. The instructor's approval is required in advance. Concentrators will satisfy the computing proficiency requirement by passing Sociology 401.

### Description of Courses

#### 150. Freshman Seminar.

(A) Fall and Spring (3,3) Staff.

An introduction to the concepts and methods of sociology through exploration of a specific topic. Details of each course offering are provided in the registration bulletin.

#### 203. American Society.

(GER 3) (A) Fall and Spring (3,3) Staff.

A survey of selected demographic, historical, cultural, organizational, and institutional features of American society and their consequences for lifestyles, social trends, and public policy. The specific topics covered each semester will vary by instructor.

#### 204. Social Problems.

(GER 3) (A) Fall and Spring (3,3) Staff.

An examination of contemporary problems in American society from a sociological perspective. Focused attention is given to such topics as alienation, poverty, racism and sexism, environmental degradation, and nuclear proliferation.

#### 205. Society and the Individual.

(GER 3) (A) Fall and Spring (3,3) Beckhouse.

An analysis of individual attitude and behavior patterns as they develop through social interaction. Highlighted topics are social control and individuality, socialization across the life span of the individual, cooperation and competition, and social influence in groups and organizations.

#### 206. Comparative Sociology.

(GER 3) (A) Fall and Spring (3,3) Ozyegin.

The study of non-Western societies, including a critical examination of the way in which non-Western cultures have been interpreted in the West. Topics include gender, class, and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities."

**207. Becoming Americans.***(GER 4C) Fall and Spring (3,3) Ito.*

Examines the process by which the nation's motto — e pluribus unum—has been achieved in this ethnically and racially diverse society. A number of non-European origin groups are examined such as East Asians and Native Americans.

**210. Principles of Sociology.***(GER 3) (A) Fall and Spring (3,3) Staff.*

An introduction to sociological perspectives and core principles of the field. Historical traditions, classical writers, and basic concepts are discussed, and links between theorizing and doing research in sociology are illustrated.

**303. Sociological Theory.***(S) Fall (3) Griffin, Kerner. Recommended previous course: SOC 210.*

Modern sociological theories are examined with respect to their grounding in classical writings, the philosophy of science, and contemporary sociological research. Broader paradigms in sociology are discussed also, with the intent of identifying common themes among them.

**305. Social Research I: Research Design.***(S) Spring (3) Hudd. Recommended previous courses: SOC 210 and SOC 303.*

Introduction to research design, including logic of research, methods of data collection, construction and analysis of tabular data, and use of computers for data processing.

**319. Population Problems.***(S) Fall (3) 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.

**322. Criminology.***(S) Fall and Spring (3,3) Aday.*

An analysis of law-based social control and the behaviors to which it is applied. Some issues in the administration of police systems, criminal courts, and correctional institutions are examined.

**326. Ethnicity.***(S) Fall and Spring (3,3) 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) 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 religion).

**329. Changing Gender Roles in Contemporary Society.***(S) Fall and Spring (3,3) Themo. Prerequisite: SOC 210 or PSY 201.*

Examination of contemporary changes in gender roles and consequences of being female and male or a minority member in terms of roles, rewards, costs, and identities. Analysis of biological vs. cultural determination of gender differences; social, economic, political functions of role determinants; reciprocity of gender roles in terms of exchange theory and power bargaining.

**330. Sociology of Mental Illness.***(S) Fall and Spring (3,3) Staff.*

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.



**331. Mental Health in the Community.**

(S) Fall and Spring (3,3) Staff. Prerequisite: SOC 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. Needs assessment and evaluation included. Supervised practicum in a local mental health service.

**332. Marriage and the Family.**

(S) Fall and Spring (3,3) Beckhouse.

An examination of structural and interactional dimensions of interpersonal relationships in premarital, marital, and postmarital situations. Topics covered include dating and mate selection, sex before marriage, family structures, marital satisfaction, parenting, divorce and remarriage, and alternative lifestyles.

**333. Political Sociology.**

(S) Fall (3) 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 of voting behavior and political participation of such variables as age, sex, class, ethnicity, occupation, and region.

**335. Sociology of Education.**

(S) Spring (3) 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) Liguori.

Description and analysis of the lifestyles of people oriented primarily to maritime occupations and environments. Attention is directed to inshore vs. distant-water shipboard lifestyle, the study of specific maritime work organizations distinguished on the basis of technology and research on isolated fishing communities.

**349. Human Geography and the Environment.**

(S) Fall (3) 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) 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.

**354. Social Development of the Third World.**

(S) Spring (3) Rhyne.

Study of social structures, change, and development in the Third World. Critical review of competing theories: Modernization, Mobilization, Dualism, Dependency, Imperialism. Use of research monographs reflecting geographical, cultural, and developmental diversity in the Third World and its contacts with developed societies.

**360. Sociology of Sports.**

(S) Spring (3) Beckhouse.

This course examines the structure, processes and problems of sport as an institutionalized social system. Topics examined include youth sport programs; intercollegiate athletics; sport and deviant behavior, the relationship between sport, education, politics, religion, and the economy; race, gender, and sport; and sport and the media.

**386. Religion, Society and the Individual.***(S) Fall (3) Griffin.*

A study of the social and psychological correlates of religious behavior in institutional, collective, and individual settings. The focus is upon ferreting out the social and psychological sources and consequences of religious institutions, movements, and the religious thoughts, feelings and actions of individuals. Studies of sects, cults and ecclesia.

**401. Social Research II: Statistical Analysis.***(GER 1) (S) Fall (3) Rhyne. Prerequisite: SOC 210.*

Study and application of conventional statistical techniques used by sociologists. Special attention given to the role and uses of bivariate and multivariate techniques for uncovering explanatory relationships among variables. Laboratory assignments using standard statistical packages for the social sciences. See bottom of page 45 for note concerning credit for statistics courses.

**402. Modern Organizations.***(S) Fall and Spring (3,3) Hudd.*

The sociological study of the structure and functioning of organizations and their environments. Individual, group, and system levels of analysis are considered as each relates to respective theories of organization. Case studies and other empirical materials are used to illustrate specific aspects of organizational behavior.

**403. Global Environmental Issues.***(S) Fall and Spring (3,3) Kerner.*

An overview of global environmental problems (e.g., acid rain, the greenhouse effect, ozone depletion, deforestation, soil erosion desertification, toxic waste, nuclear contamination) is followed by an investigation of how different societies and cultures relate to their environment. Students are then asked to search for an environmental ethic that transcends values promoting either exploitation of or dependence on the environment.

**406. Cultural Diversity.***(S) Spring (3) Liguori.*

Critical analysis of cultural and structural diversity in the U.S. Topics include thinking about capital punishment, regional speech and language diversity, romanticizing diversity, offensive communications and diversity which threatens. Also, an examination of "multiculturalism" and "politically correct" in the university.

**407. Sociology of Aging.***(S) Fall and Spring (3,3) Staff.*

Examination of the social, cultural, and social-psychological aspects on human aging. Special emphasis is given to the middle and later years of life. Concepts and theories of aging and the consequences for older persons are analyzed. Lecture three hours; three credits.

**409. The Social Impact of Computers, Cybernation, and the Communications Revolution.***(S) Spring (3) Faia.*

The course emphasizes the "culture and technology" school of sociology. Social impacts of "high-tech" data processing, communication, and control (both social control and quality control) will be examined in several institutional areas, including socialization, economics, politics, the military, and education.

**410. Deviance and Social Control.***(S) Fall (3) Aday.*

A study of behavior which violates social norms, yet is not necessarily illegal. The course focuses on social control and the emergence of deviant lifestyles.

**411. Future Society.***(S) Fall (3) Staff.*

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.

**412. Human Values and Social Change.**

(S) *Spring (3) Staff.*

Analysis of the forms through which people define personal and social meanings in rapidly changing society. Particular attention is given to changes in such values as norms, beliefs, ideals, ideologies, and ethics as these relate to changes in interpersonal relations and social control in such structures as family, law, government, economics, sciences, and religion.

**413. Urban Sociology.**

(S) *Fall and Spring (3,3) 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.

**415. Collective Behavior.**

(S) *Fall (3) Kreps.*

This course emphasizes the study of non-routine social behavior, from narrowly defined events such as community disasters and emergencies to crowds and social movements. The causes, defining characteristics and consequences of various types of collective behavior will be analyzed from both social psychological and sociological perspectives.

**416. Revolution and Social Conflict.**

(S) *Spring (3) 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) Staff.*

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 and Spring (3,3) Hudd.*

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.

**421. Sociology of Work.**

(S) *Spring (3) Slevin.*

This course addresses the social organization of work, change in the world of work is a major focus. It examines economic transformations and the structural, social and cultural consequences, inequalities by class, race and gender are explored.

**422. Sociology of Knowledge.**

(S) *Fall and Spring (3,3) Staff.*

The course consists of an extensive inquiry into the literature of the sociology of knowledge—a tradition emphasizing the relationship 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.

**424. Class, Status and Power.**

(S) *Spring (3) Faia, 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) Staff.*

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.

**440. Special Topics in Sociology.***Fall and Spring (3,3) Staff.*

Selected topics in sociology. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration. This course may be repeated for credit.

**+480-481. Readings in Sociology.***(S) Fall and Spring (3,3) Staff.*

Independent readings directed toward conceptual topics and substantive areas in sociology. Students will read materials in their own area of interest in consultation with an appropriate 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. (480-81 will not satisfy the 400-level course requirements for concentrators.) These courses may be repeated for credit.

**490. Independent Research.***(S) Fall and Spring (3,3) Staff. Prerequisite: SOC 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. This course may be repeated for credit.

**+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. For College provisions governing the Admission to Honors, see page 58.

**498-499. Internship.***Fall and Spring (3,3) Staff.*

This course is designed to allow students to gain knowledge through experience in sociologically relevant settings. Students will be supervised by department faculty members. The internship includes readings in related areas of theory and research as assigned by supervising faculty. This course may be repeated for credit. Requires written permission from faculty coordinator.

## Theatre and Speech

PROFESSORS Palmer (Chair), Bledsoe, and Catron. ASSOCIATE PROFESSOR Wesp. ASSISTANT PROFESSORS Armstrong, Chast, Holliday, Sobnosky, and Wiley. ARTISTS-IN-RESIDENCE McAllister and Weaver. INSTRUCTORS Burk, Clark, Dudley, and Goodlin.

When students decide to become theatre concentrators, they accept the requirements demanded by their art - self-discipline, curiosity, cooperation and a desire for excellence - along with the responsibilities of pursuing a liberal arts education. Indeed, classes and co-curricular work in the theatre provide a firm basis for a liberal education, assuming that students seek to balance commitments in our program with other necessary aspects of their educational growth.

Further, we expect the theatre concentrator to become acquainted with all facets of theatrical practice and to become proficient in many. The many productions and programs of the William and Mary Theatre have been carefully designed to give students several opportunities to develop their art and craft. In addition to four major productions each year, the department sponsors full-length productions by advanced directing students, Premiere Theatre (plays written, directed, and acted by students), and Director's Workshop (one-act plays directed by students in directing classes).

The theatre trains the student to continue working in the theatre, to teach, to pursue graduate studies, or to apply lessons learned to other occupations. The broad scope of theatre at William and Mary provides an excellent base for any pursuit which demands the fusion of hard work, practical expertise and creative intelligence.

### Requirements for Concentration in Theatre

A concentration in theatre requires a minimum of 36 credits in theatre courses which must be according to certain areas that insure a balanced and representative program. Students considering a theatre concentration are advised to take either 101 and 102, or 152 in their freshman year. Students taking 101 and/or 102 may not take 152 for credit and vice versa.

A student concentrating in theatre must take:

1. 101 and 102—Introduction to Theatre Arts  
or  
152—Freshman Seminar: Introduction to Theatre
2. 300—Fundamentals of Design for the Theatrical Arts  
301—Beginning Acting  
305—Stagecraft  
328 and 329—Survey of Theatre History  
380—Practicum in Theatre, two units  
407—Direction
3. One of the following:  
317 or 318—Playwriting  
410—Theatre and Society in 20th-Century America  
461—Topics in Theatre History, Theory, and Criticism  
481—Dramatic and Theatrical Theory
4. And one of the following:  
309—Costume Design  
310—Scene Design  
314—Stage Lighting Design

To fulfill the concentration computing requirement in Theatre and Speech, a student must successfully complete Theatre 306, 314 or 320, or Computer Science 131.

To pass the concentration writing requirement in Theatre and Speech, concentrators must earn a "paper grade" of "C-" or better in two courses from among Theatre 328, 329, 410, 461, and 481. The "paper grade," a part of the final course grade, will be the average of all short and long papers "weighted" according to the course syllabus.

Instructors in the above courses will provide a series of opportunities for students to demonstrate their ability to write essays containing sustained and well-developed thought in clear and effective prose. Instructors will comment upon and direct more than one paper in a course or more than one draft of a long paper, thus giving students the chance to benefit from the instructor's critical assessment.

## Minor Requirements

A student wishing to minor in theatre must complete a minimum of 22 credit hours of courses in theatre, including the following:

1. 101 and 102—Introduction to Theatre Arts  
or  
152—Freshman Seminar: Introduction to Theatre
2. 300—Fundamentals of Design for the Theatrical Arts  
301—Beginning Acting  
328 and 329—Survey of Theatre History  
380—Practicum in Theatre, one unit  
Electives as required

## Description of Courses

### SPEECH

#### 102. Fundamentals of Oral Communication.

*Fall and Spring (2,2) Burk.*

An examination of oral communication within a variety of contexts, including interpersonal, small group, public, and intercultural communication. The course will focus on techniques to achieve competency and on the development of other communication skills such as listening, participating in discussions, and critical thinking.

#### 201. Public Speaking.

*(GER 6) Fall and Spring (3,3) Burk, Clark, Sobnosky.*

Understanding and application of the principles of public speaking. Analysis of speeches based on organization, content, and delivery.

#### 309. Argumentation and Debate.

*Fall and Spring (3) Sobnosky.*

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) Clark.*

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.

*(3) (Not offered 1997-98.)*

An examination of various theories of speech communication and application of those theories or specific social events. Attention will be given to the function of communication models, the dimension of interpersonal and intra-personal communication, nonverbal elements of communication, and analysis of attitude, change, and theory.

#### 312. Persuasive Speaking.

*(3) (Not offered 1997-98.)*

Study of the principles of persuasive speaking, motivation of the audience; the development and organization of the persuasive message; the place of persuasive speeches in persuasive campaigns. Students will give several persuasive speeches.

#### 410. Special Topics in History and Criticism of American Public Address.

*Spring (3) Sobnosky. Prerequisite: SPCH201 or consent of the instructor.*

Survey of significant speakers, speeches, or speech movements. Critical analysis of important rhetorical phenomena in its historical, political, social, and philosophical contexts.

**THEATRE****101. Introduction to Theatre Arts.**

(GER 6) (A) Fall and Spring (3,3) Armstrong, McAllister. Corequisite: THEA101L.

An introduction to the creative process used by artists and viewed by audiences in the theatre. The lectures and presentations focus on the possible choices available to theatre artists and the social effects of these choices on audiences in selected historical and contemporary theatrical formations. In the discussion sections, students create and present projects in playwriting, acting and directing.

**102. Introduction to Theatre Arts.**

(GER 6) (A) Fall and Spring (3,3) Holliday. Corequisite: THEA102L.

An introduction to the creative process used by artists and viewed by audiences in the theatre. The lectures and presentations focus on the possible choices available to theatre artists and the social effects of these choices on audiences in selected historical and contemporary theatrical formations. In the discussion sections, students create and present design projects.

**150/150W. Freshman Seminar: Plays in Context.**

(GER 5) (A) Fall and Spring (3-4, 3-4) Bledsoe, Chast.

An intensive exploration of a specific topic in theatre history and/or dramatic literature. No prior experience in theatre necessary. Four credits when satisfying freshman writing requirement. Does not satisfy concentration requirements. Normally available only to freshmen.

**151/151W. Freshman Seminar: Performance and Design.**

(GER 6) Fall (3-4) McAllister.

An intensive exploration of a specific topic in theatrical performance and/or design for the theatre. No prior performance or design experience necessary. Four credits when satisfying freshman writing requirement. Does not satisfy concentration requirements. Normally available only to freshmen.

**152. Freshman Seminar: Introduction to Theatre.**

(GER 6) (A) Fall and Spring (4) Catron, Chast, Palmer.

A study of theatrical performance for students with special performing interest and aptitude. An examination of the historical, literary, cultural, and theatrical backgrounds for selected plays leads to projects which explore acting, directing, and design choices. Four class hours.

**\*206. Makeup.**

(GER 6) Spring (2) Wesp.

Basic principles of makeup for theatre, television and other performance arts; a varied series of projects to develop individual skills and an awareness of how the actor enhances his "living mask" to create imaginative characterizations. Production involvement required.

**300. Fundamentals of Design for the Theatrical Arts.**

Fall and Spring (3,3) Bledsoe. Prerequisite: THEA102 or THEA152. Corequisite: THEA300L.

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.

**301. Beginning Acting.**

(GER 6) Fall and Spring (3,3) Armstrong, Goodlin, Wiley.

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.**

Fall and Spring (3,3) Goodlin, Wiley. Prerequisite: THEA301, THEA101 or THEA152.

Concentration on the development of performance skills and the use of the dramatic imagination through character studies and preparation of scenes for classroom presentation. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department.

**303. Scene Painting.**

(GER 6) (2) (Not offered 1997-98.)

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 (3,3) Dudley. Prerequisite: THEA102 or THEA152 or consent of the instructor.*

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.

**306. Advanced Stagecraft.**

*Spring (3) Dudley and Holliday. Prerequisite: THEA305.*

Study and practice of advanced technical practices through lecture, discussion, research, and individual projects. Emphasis is placed on construction, analysis, graphics, material selection, theatre sound systems, scene shop topography and maintenance, technical direction.

**307. Costume Patterning and Construction.**

*(S) Fall (3) Wesp. Prerequisite: THEA102 or THEA152 or consent of the instructor.*

An introduction to the principles and skills basic to patterning and construction of costume garments and accessories for both period and modern production. Students prepare exercises and function as technicians for the William and Mary Theatre productions. Two class hours, five laboratory hours.

**308. History of Fashion and Clothing.**

*(S) Fall (3) Wesp.*

History of period costume and clothing from Biblical and Egyptian through contemporary fashion; lecture, research and field trips.

**309. Costume Design for the Theatre.**

*Spring (3) Wesp. Prerequisites: THEA102, THEA300 or THEA152, THEA300 or consent of the instructor.*

Principles of designing costumes for theatre are presented through lecture, demonstration, and discussion. A series of design projects develops skills in research, sketching, and rendering. Two class hours, two laboratory hours.

**310. Scene Design.**

*(3) Prerequisites: THEA102, THEA300 or THEA152, THEA300 or consent of the instructor. (Not offered 1997-98.)*

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.

**313. Introduction to Stage Lighting.**

*(S) Fall and Spring (3,3) Holliday. Prerequisite: THEA102 or THEA152.*

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.

**314. Stage Lighting Design.**

*Fall (3) Holliday. Prerequisites: THEA102, THEA300, THEA313 or THEA152, THEA300, THEA313.*

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.

**\*317. Playwriting.**

*(GER 6) (S) Fall (3) Catron.*

Students write three one-act plays. Worthy scripts may receive Premiere Theatre production. Students are urged, but not required to have had modern drama courses such as THEA329 or ENG 458 or 459; creative writing courses such as ENG 306; and curricular and/or co-curricular experience in play production.

**\*318. Playwriting.**

*(GER 6) (S) Spring (3) Catron.*

Students write three one-act plays. Worthy scripts may receive Premiere Theatre production. Students are urged, but not required to have had modern drama courses such as THEA329 or ENG 458 or 459; creative writing courses such as ENG 306; and curricular and/or co-curricular experience in play production.

**\*319. Stage and Production Management.**

*Fall (1) Holliday.*

Discussion, in-class projects, demonstrations, and guest speakers introduce the organizational, technical and interpersonal skills needed by a theatrical stage manager.



**320. Theatre Administration.**

(3) *Prerequisite: THEA101 or THEA102 or THEA152 or consent of the instructor. (Not offered 1997-98.)*

The principles of management applied to the fields of theatre operations, production, box office procedures and house management.

**328. Survey of Theatre History, 500 B.C. to 1750.**

(GER 5) (S) *Fall (3) Bledsoe. Prerequisites: THEA101 and THEA102, or THEA152 strongly recommended.*

An examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, Neoclassical, Restoration, and early 18th-century periods, and including selected non-western theatrical developments such as Noh theatre and Kathakali.

**329. Survey of Theatre History, 1750 to the Present.**

(GER 5) (S) *Spring (3) Chast. Prerequisites: THEA101 and THEA102, or THEA152 strongly recommended.*

An examination of representative plays and staging practices, focusing on the late 18th century, the Romantic, Modern, and Postmodern periods, and including selected non-western theatrical developments such as Peking Opera, and Malaysian and African forms.

**335. Voice Training and the Actor.**

*Fall (2) Goodlin.*

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.

**\*380. Practicum in Theatre.**

*Fall and Spring (1) Palmer. Prerequisites: 206 for makeup assignments, 300 for assistant design assignments, 301 for acting assignments, 303 for scene painting assignments, 305 for technical production assignments, 307 for costume patterning and construction.*

Substantive participation in a major production sponsored by the department and supervised by faculty. The objective is to apply theoretical knowledge to practical in-depth experience. The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.

**\*381. Intermediate Practicum in Theatre.**

*Fall and Spring (1-2) Palmer. Prerequisite: THEA380 in the same production area. Permission of the supervising faculty member is required.*

More intensive work in an area of production where a THEA380 course has been completed. The course may be repeated twice for credit, but work must be in different production areas each time.

**\*401. Advanced Acting.**

*Spring (3) Wiley. Prerequisite: THEA302.*

Through research and the preparation of scenes, students will develop techniques for acting in period and nonrealistic plays. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department. An audition might be required for enrollment. Details available in the departmental office.

**\*407. Direction.**

*Fall and Spring (3) Catron. Prerequisites: At least one class from: THEA317, 318, 328, 329, and 481, and consent of the instructor.*

Study and practice in the principles of play analysis, play selection, casting, rehearsal techniques, and performance. Special emphasis is placed upon the direction of a one-act play for a Studio Theatre production.

**410. Theatre and Society in 20th-Century America.**

(S) *Fall (3) McAllister. Prerequisites: THEA101 and 102 or THEA152 or consent of the instructor.*

A lecture-discussion course on the significant theatrical formations of the century, including African American, feminist, and commercial musical comedy theatres, with an emphasis on the changing relations among performances and social-political contexts.

**\*411. Independent Studies in Theatre.**

*Fall and Spring (3,3) Palmer.*

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done. Course may be repeated for credit.

**\*417. Advanced Playwriting.**

*Fall (3) Catron. Prerequisite: THEA317 or THEA318.*

Advanced study of form and content in drama, accomplished by readings of dramatic theories and plays as well as by writing original playscripts.

**\*460. Topics in Theatre Production and Performance.**

*Fall and Spring (1-3, 1-3) Chast, Goodlin, Weaver.*

Readings, writings, discussions, and practice in an area of theatrical production or performance. Area of study will vary each time the course is offered. Course may be repeated for credit.

**461. Topics in Theatre History, Theory, and Criticism.**

*Fall (3) Palmer. Prerequisites: THEA328 and THEA329 or consent of the instructor.*

Readings, writings, and discussion on a focused period of theatre history or on an aspect of Dramatic Theory and Criticism. Area of study will vary each time the course is offered. Course may be repeated for credit.

**\*479. Performance Seminar.**

*Fall (3) Weaver. Prerequisites: THEA101 and THEA102, or THEA152 and THEA301 and THEA302, or THEA101 and THEA102, or THEA152 and THEA301 and THEA407. Or consent of the instructor.*

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. Course may be repeated for credit.

**\*480. Advanced Practicum in Theatre.**

*Fall and Spring (2,2) Palmer.*

Students will undertake a major responsibility such as designing scenery, lighting, or costumes, stage managing, serving as assistant director, or acting in a substantive role in a production sponsored by the department and supervised by the faculty. See the departmental office for details. Course may be repeated for credit.

**481. Dramatic and Theatrical Theory.**

*Spring (3) Palmer. Prerequisites: Two courses from THEA317, THEA328, and THEA329, or consent of the instructor. (Alternate years.)*

A survey of the major theories of theatre and drama from Aristotle to the present, with an emphasis on the relationship between theory and theatrical performance.

**+495. Honors in Theatre.**

*Fall (3) Palmer.*

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) take a comprehensive oral examination. Consult the chairman for eligibility, admission and continuance requirements.

**+496. Honors in Theatre.**

*Spring (3) Palmer.*

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) take a comprehensive oral examination. Consult the chairman for eligibility, admission and continuance requirements.

**+498. Theatre Internship.**

*Fall and Spring (3) Palmer.*

Qualified students with appropriate course work, usually after their junior year, may receive credit for a structured learning experience in a professional-quality theatre which provides an opportunity to apply and to expand knowledge under expert supervision. This practicum must be approved in advance by the theatre faculty; monitored, and evaluated by a faculty member. Guidelines available in the departmental office. Course may be repeated for credit.

## Women's Studies

ASSOCIATE PROFESSOR N. Gray (Director). ASSISTANT PROFESSOR G. Ozyegin.

Women's Studies is an interdisciplinary academic program designed to acquaint students with current scholarship on women, gender, feminist theory, epistemology, and research. Each semester a wide variety of courses in humanities and social science departments as well as in Women's Studies offers students the opportunity for cultural and cross-cultural studies of the effects of representations and assumptions about gender, race, class, ethnicity, and sexual orientation on our lives. Courses generally of interest to Women's Studies students and eligible for concentration credit are listed below; in addition, a separate flyer listing each semester's eligible courses is available through the Women's Studies office (221-2457) and on the Women's Studies Web page. Students can declare an interdisciplinary concentration or a minor in Women's Studies.

The following guidelines have been reviewed and approved by the Women's Studies Curriculum Committee, the Women's Studies Advisory Committee, and the Committee for Honors and Interdisciplinary Studies.

### Requirements for Concentration

Because the program's curriculum offers such a wide variety of choices, each concentrator or minor is asked to work closely with a Women's Studies advisor to select related courses in a content area reflecting a specific interest in Women's Studies. For example, students interested in women's history would choose courses or add a concentration or minor in History; similar choices might be made for areas such as Anthropology, Black Studies, English, Literary and Cultural Studies, Psychology, Sociology, and so on.

An interdisciplinary concentration in Women's Studies requires a minimum of 32 credit hours. No more than 10 credits of introductory courses and 6 credits of independent study may count toward the concentration. Successful completion of WMST 405 satisfies the concentration writing requirement. The concentration computing requirement may be satisfied by successful completion of any of the computer science courses designed for this requirement, or by petitioning the Women's Studies Curriculum Committee to substitute a course offered by a department within the student's specific area of emphasis.

All students must complete three required core courses:

WMST 205, Perspectives on Women and Culture (4 credits)

WMST 405, Feminist Theory (3 credits)

At least one of the following, approved by the student's Women's Studies advisor:

Independent Study (WMST 480, 3 credits),

Interdisciplinary Honors (INTR 495, 496, 3 credits each),

Internship (WMST 498, 3 credits),

Senior Seminar in a subject related to the student's specific area of emphasis

(Senior Seminars are offered by a variety of departments).

The remaining credits in the Women's Studies concentration are distributed as follows, depending on the date of the student's entry into The College of William and Mary:

a) Those students who entered the College before fall 1996 and are governed by Area/Sequence requirements must complete at least nine credit hours of course work in Area I departments and at least nine credit hours of course work in Area II departments. (Area I departments include: Art & Art History, Classical Studies, Dance, English, Literary & Cultural Studies, Modern Languages & Literatures, Music, Philosophy, Religion, Theatre & Speech. Area II departments include: Anthropology, Economics, Government, History, Kinesiology, Psychology, Sociology. Women's Studies is an Area I-Area II concentration.) Remaining credits are designated concentration electives in consultation with an advisor.

b) Those students who entered the College fall 1996 or later and are governed by the new General Education Requirements (GERs) may distribute those concentration credits beyond the core requirements among courses selected in consultation with an advisor. Students are encouraged to include both humanities and social science courses, but should in any case consider a specific area of emphasis within their interdisciplinary program of study.

### Requirements for Minor

A minor in Women's Studies consists of a minimum of 19 credit hours. All students must complete WMST 205. Those students who entered the College before fall 1996 must also complete at least six credit hours of course work in Area I departments and six credit hours of course work in Area II departments. Those students who entered the College fall 1996 or later may distribute the remainder of their 19 credit hours among the eligible courses.

## Description of Courses

### 150W. Freshman Seminar.

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

Writing-intensive. Topics vary. Check with Women's Studies or the registration bulletin for topic descriptions. Normally open to first-year students only.

#### Topics for Fall 1997:

*Section 1 - Gender and Science. Higgins.*

*Section 2 - Women and Multiculturalism. O'Dell.*

### 151. Freshman Seminar: Gender in non-Western Cultures.

*Fall (3) Ozyegin.*

An examination of practices and conceptualizations of gender and their social and cultural consequences in selected non-Western societies. Normally open to first-year students only. (Cross-listed as SOC 151.)

### 205. Perspectives on Women and Culture.

*(A) Spring (4) Staff.*

An introductory exploration of women's contributions to cultural and intellectual traditions and an examination of how images of women have helped construct those traditions. Topics include women and religion; women and reproduction; race and gender; and representations of women in art, literature, and popular culture. Small seminars and weekly forums.

### 206. Comparative Sociology.

*(A; 4B) Fall, Spring (3) Ozyegin.*

The study of non-Western societies, including critical examination of the way in which non-Western cultures have been interpreted in the West. Topics include gender, class, and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities." (Cross-listed as SOC 206.)

### 356. Comparative Studies in Gender and Work.

*(4B) Fall or Spring (3) Ozyegin.*

Multidisciplinary study of the New International Division of Labor: structures and processes by which Third World women are integrated into global labor market systems; occupational segregation by gender, race and ethnicity; construction of gender differences through work and movements towards gender equality. Recommended for juniors and seniors. (Cross-listed as SOC 356.)

### 360. Feminist Writings and Women's Movements.

*(AS) Spring (3) Staff. Prerequisite: WMST 205 strongly recommended.*

A study of fictional and theoretical works produced by European and Middle-Eastern women writers of the 20th century.

### 371,372. U.S. Women's History, 1600 to the Present.

*(AS) Fall, Spring (3,3) Meyer.*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879. (Cross-listed as HIST 371, 372.)

### 390. Topics in Women's Studies.

*Fall, Spring (3,3) Staff.*

An in-depth study of a topic in some aspect of feminist scholarship. Check with Women's Studies or the registration bulletin for topic descriptions. May be repeated for credit.

#### Topics for Fall 1997:

*Section 1 - Rhymes with Witch. Gray.*

*Section 2 - Sites of Southern Memory. O'Dell.*

*Section 3 - Feminist Jurisprudence. Ward. (Cross-listed as LAW 593.)*

*Section 4 - Women's Rights in International Law and Society. Malone. (Cross-listed as INRL 390-01 and LAW 491.)*

#### Topic for Spring 1998:

*Section 1 - Women and the New Reproductive Technologies. Prown.*

**405. Feminist Theory.***(GER 7) Spring (3) Gray.*

An in-depth examination of contemporary feminist theories, primarily American and French, in relation to various disciplines of the humanities and social sciences as they interface with complexities of difference raised by issues of gender, race, and class.

**480. Independent Study.***Fall, Spring (3,3) Staff.*

For concentrators who have completed most of their requirements and who have secured approval of the instructor(s) concerned. May be repeated for a total of 6 credits.

**498. Internship.***Fall, Spring (3,3) Staff.***Additional Courses Eligible for Concentration or Minor**

Following is a sample listing of courses that have been counted toward the concentration or minor. Not all of these courses are offered every semester, and additional courses may qualify for Women's Studies credit. Check the Women's Studies flyer or Web page or consult a program advisor for a list of each semester's eligible courses. (Note: Courses in which topics vary should be selected according to the relevance of the topics offered that semester; sample titles are given. Students may request permission from Women's Studies to count a particular course not listed in the flyer if the course's relevance to the student's program of study can be demonstrated.)

Freshman Seminars: in topics related to Women's Studies (most disciplines; check bulletin)  
 American Studies 470: Topics (e.g., Multiculturalism in America)  
 Anthropology 306: Women, Gender, and Culture  
 Classical Studies 315: Women in Antiquity  
 Classical Studies 316: Men in Antiquity  
 Economics 451: Labor Economics (e.g., including studies of effects on women)  
 English 445: Literature and the Formation of Sexual Identity  
 English 459: Modern Drama since 1940 (e.g., The Problem of the Body)  
 English 461: Modern Black American Literature  
 English 465: Special Topics in English (e.g., The 19th C. Novel)  
 English 475: Seminar in English (e.g., Woolf; The Brontes; African American Women Writers)  
 French 355: Contemporary Women Writers in France  
 German 405: 20th-Century German Women Writers  
 Government 360: The American Welfare State  
 Government 390, 391: Topics (e.g., Varieties of Feminist Ideology)  
 Government 464: Political Socialization  
 History 211, 212: Topics (e.g., Southern Women) ·  
 History 371, 372: U.S. Women's History 1600 to the Present  
 History 407: Gender and Change in Modern Africa  
 History 490, 491: Topics (e.g., Women in Modern China; Gendered Frontiers)  
 Interdisciplinary Studies 205: Introduction to Black Studies  
 International Studies 390: Topics (e.g., Women's Rights in International Law and Society)  
 Italian 303: Topics (e.g., Italian Women Writers)  
 Kinesiology 355: Sport and Gender  
 Kinesiology 460: Topics in Kinesiology (e.g., Sport, Body, and Culture)  
 Law 491: Women's Rights in International Law and Society  
 Law 593: Feminist Jurisprudence  
 Literary & Cultural Studies 201, 351, 401: topics vary (check catalog or bulletin)  
 Psychology 373: Sexuality  
 Psychology 452: Women's Adult Development  
 Religion 306: Sexuality, Women and Family in Judaism  
 Religion 308: Topics in Religion (e.g., History of Adam & Eve; Women and Their Bible)  
 Religion 317: Women in Islam: Tradition and Change  
 Sociology 329: Changing Gender Roles in Contemporary Society  
 Sociology 354: Social Development of the Third World  
 Sociology 421: Sociology of Work  
 Sociology 440: Special Topics (e.g., Race, Gender, & Health)  
 Spanish 310: Seminar (e.g., Hispanic Women Writers)  
 Theatre 460: Topics (e.g., Feminist Theory & Theatre)

## School of Business Administration

**PROFESSORS** Page (Dean and T.C. and Elizabeth Clarke Professor), **Boschen** (Director of the Executive MBA Program and Brinkley-Mason Professor), **Bryce** (Life of Virginia Professor), **Dafashy, R. Fulmer** (W. Brooks George Professor), **Haltiner** (Director of the MBA Program), **Jelinek** (Richard C. Kraemer Professor), **Kottas** (J. Edward Zollinger Professor), **McCray, Mallue** (Director of the Undergraduate Program), **Messmer** (J.S. Mack Professor), **O'Connell** (Chessie Professor), **Oldfield** (Richard S. Reynolds, Jr. Professor), **Pearson** (Chancellor Professor), **Pulley, Ring, Robeson** (Hays T. Watkins Professor), **Sims** (Floyd Dewey Gottwald Professor), **Solomon, J. Smith** (John S. Quinn Professor), **Stewart, Strong, Wallace** (John N. Dalton Professor), and **Zaki** (David L. Peebles Professor). **ASSOCIATE PROFESSORS** Brazelton, **Flood, Geary, Guerrero, Hawthorne, Hendricks, Mooradian, Olver, Rahtz, K. Smith, Waxman, White** (Coordinator of the Accounting Program), and **Williams** (Associate Dean). **ASSISTANT PROFESSORS** Aggarwal, **Cheng, Hubner, Kelly, Lie, Locke, Murray, Price, Swan, and Wiedman**. **SENIOR LECTURERS** Grehl, **Stowers** and **Whitehorne**.

### Mission Statement

The mission of the School of Business Administration at The College of William and Mary, a distinguished and historic university, is to serve the Commonwealth, the nation, and the international community by offering high quality educational programs at the undergraduate, graduate, and professional levels. The programs are designed to prepare promising students for positions of increasing responsibility and leadership. The School centers the educational experience on effective decision making and implementation skills. This is accomplished in an environment that fosters individual student development through close working relationships with faculty who excel in their fields and who are dedicated to teaching excellence.

The School's mission includes advancing knowledge and managerial expertise by supporting faculty research and its dissemination.

The College of William and Mary initiated studies in business administration in 1919. The School of Business was formed in 1968 to administer both the undergraduate and graduate degree programs in business administration.

The undergraduate degree program normally leads to a Bachelor of Business Administration (BBA). However students who double-concentrate in Business and an Arts and Sciences discipline may choose either as their primary concentration. Students will receive the degree that corresponds to their primary concentration (BBA for Business, A.B. or B.S. for Arts and Sciences). Business concentrations are offered in four areas: accounting; finance; marketing; and operations and information technology. Minors are offered in five areas: accounting; finance; management; marketing; and operations and information technology.

The graduate program leads to a Master of Business Administration (MBA). For degree requirements and a full description of graduate work in Business Administration, contact the Director of Admissions and Student Services, Blow Memorial Hall.

The School of Business intends to offer a new 150-hour program in Accounting. Students completing the program will earn both BBA and masters degrees with concentrations in Accounting. The new program will comply with CPA licensing regulations that have been adopted by 34 states, and with membership requirements of the American Institute of Certified Public Accountants which go into effect in the year 2000. Admission decisions for the masters-Accounting Program will be separate from BBA Program admission decisions, and will be based on QPA, GMAT (Graduate Management Admissions Test) scores, and personal interviews.

All programs including the undergraduate concentration in accounting are accredited by the American Assembly of Collegiate Schools of Business (AACSB).

### Undergraduate Business Program

#### Admission

All students who wish to concentrate in Business (whether as a primary or secondary concentration) must apply for competitive admission to the School of Business. Minimum requirements for consideration for admission in good standing to the School of Business include the following: junior standing (54 academic credit hours), introductory micro and macro economics, an introductory calculus course, principles of accounting including financial and managerial accounting, computer skills for business, introductory statistics, a 2.0 overall quality point average, and a 2.0 quality point average in business courses. Applicants who do not meet one or more of the requirements should contact the Office of Undergraduate Studies in the School of Business, Tyler Hall (221-2910), for further information.

Students normally apply for admission to the School of Business during the second semester of their sophomore year. Applications are evaluated for admission at the end of the semester or after summer session when all required course work is complete. Transfer students should contact the School of Business directly to obtain application materials. A student who fails to gain admission cannot enroll in the required Business 300 course and will not be considered a candidate for the BBA degree.

Appeals from students who are denied admission should be directed to the Committee on Admissions, Academic Status, and Degrees of the School of Business Administration.

Upon admission to the School of Business Administration all candidates for the BBA degree come under the jurisdiction of the School's administration, including its Committee on Admissions, Academic Status, and Degrees, in all matters appropriately pertaining thereto.

### **Advising**

At the time application is made to the School, students are assigned an academic advisor on the faculty of the School of Business Administration. A student will be assigned an advisor who teaches in the area in which the student intends to concentrate. A new advisor will be assigned if the student initiates a change in concentration. Students should consult with their academic advisor when they prepare their initial program of study leading to the BBA degree. Students are also encouraged to meet regularly with their advisor to discuss their academic program.

### **Study Abroad**

The School of Business strongly encourages study abroad. With advance planning, the business curricula are designed so that the second semester of the junior year can be dedicated to study abroad. Also, the College has a one-year exchange program in business studies with the University of Manchester in England. Students interested in more information should contact the Office of Undergraduate Studies in the School of Business and the International Programs Office in the Reves Center.

### **Student Honors**

Beta Gamma Sigma is the national honorary society which recognizes excellence in academic achievement in schools of business administration. Beta Gamma Sigma was founded in 1907 to encourage and reward scholarship and accomplishment in the field of business studies, to promote advancement of education in the science of business, and to foster principles of honesty and integrity in business practice. Students are initiated into Beta Gamma Sigma in the spring semester.

### **Academic Standing**

Students are required to maintain a 2.0 overall quality point average and a 2.0 quality point average in business courses. A student who fails to maintain these standards will be placed on academic probation by the School of Business Administration. Students on academic probation must satisfy the requirements of their academic probation by the end of the next regular semester. If at the end of the probationary period the student has not met the minimum grade point requirements, the student will be subject to dismissal from the School of Business Administration. In the case of special circumstances, a student can appeal a dismissal to the Committee on Admissions, Academic Status, and Degrees of the School of Business Administration.

### **Second Concentration**

BBA degree candidates may declare two concentrations but only one concentration may be in the business disciplines. The usual rules for GERs, area and sequence credit apply. A course may be counted towards an area or sequence requirement and also towards the second concentration. A maximum of two courses may be counted towards both concentrations.

### **Residency Requirement**

Students admitted to the BBA Program must complete four semesters as full-time admitted business students. A student may petition the Committee on Admissions, Academic Status, and Degrees of the School of Business to waive this residency requirement.

### **Computer Requirement**

It is strongly recommended that all students in the BBA program have their own computer. Beginning in the fall of 1999, BBA students in the class of 2001 will be required to have a computer.

### **Degree Requirements**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and concentration requirements of the School of Business Administration; and earned at least 120 semester hours of academic credits.

The Business Administration Core Program common to all concentrations is as follows:

Subject	Semester Credits
Business 203 Principles of Accounting	4
Business 230 Computer Skills for Business	1
Business 231 Statistics	3

Business 300 Business Perspectives and Applications	1
Business 311 Principles of Marketing	3
Business 317 Organizational Behavior and Management	2
Business 323 Financial Management	3
Business 343 Legal Environment of Business	2
Business 361 Introduction to Operations Technology	3
Business 362 Introduction to Information Technology	3
Business 432 Business Policy	2
TOTAL	<u>27</u>

### Core Program of Study

Core classes are normally taken in the following sequence — fall semester of the sophomore year: Business 203-Principles of Accounting and Business 230-Computer Skills for Business; spring semester of the sophomore year: Business 231-Statistics; junior year: Business 300-Business Perspectives and Applications, Business 311-Principles of Marketing, Business 317-Organizational Behavior and Management, Business 323-Financial Management, Business 361-Introduction to Operations Technology, Business 362-Introduction to Information Technology; senior year: Business 343-Legal Environment of Business, and Business 432-Business Policy.

### Concentration Requirements

All students applying for admission to the BBA Program are required to declare one of the following concentrations: Accounting, Finance, Marketing, or Operations and Information Technology. Those choosing the Operations and Information Technology concentration choose either Operations Management or Information Technology as their primary "track."

Please note that the concentration in Management has been discontinued. Those students who were accepted into the Management concentration prior to fall 1994 will be able to complete their concentration requirements under the 1993-94 *Undergraduate Program Catalog* guidelines.

#### Accounting Concentration

The concentration in Accounting requires the following courses, totaling 24 hours, in addition to the Core Program.

Subject	Semester Credits
Business 301 Intermediate Accounting I	3
Business 302 Intermediate Accounting II	3
Business 303 Cost Accounting	3
Business 404 Auditing and Assurance Services	3
Business 405 Federal Taxation	3
Business 406 Advanced Federal Taxation	3
Business 407 Seminar in Accounting	3
TOTAL	<u>21</u>

#### Finance Concentration

The concentration in Finance requires the following courses, totaling 12 semester hours, in addition to the Core Program.

Business 324	Money and Debt Markets
Business 325	Equity Markets and Portfolio Management
Business 423	Corporate Financial Strategy

One required elective must be chosen from the following:

Business 328	Management Control Systems
Business 417	International Banking and Trade Financing
Business 434	Management of Financial Institutions

#### Marketing Concentration

The concentration in Marketing requires the following courses, totaling 12 semester hours, in addition to the Core Program.

Business 446	Consumer Behavior
Business 448	Marketing Strategy
Business 452	Marketing Research

One required elective must be chosen from the following:

Business 442	Psychology of Decision Theory
Business 450	Global Marketing



Business 454 Retail Management

Business 456 Advertising

### Operations and Information Technology Concentration

The concentration in Operations and Information Technology requires the following courses, totaling 15 semester hours, in addition to the Core Program.

Business 460 Quantitative Modeling for Business

Business 475 Operations & Information Technology Practicum

In addition, concentrators must choose either the Operations Management *or* Information Technology "track." Those choosing the Operations Management track must complete two additional Operations Management courses and one Information Technology course. Those choosing the Information Technology track must complete one additional Operations Management course and two Information Technology courses. These additional courses are to be selected from the following listings:

Operations Management:

Business 462 Manufacturing Planning and Control

Business 463 Quality Management

Business 464 Service Management

Information Technology:

Business 470 Systems Analysis and Design

Business 471 Database Management

Business 472 Decision Support and Expert Systems

### Minors Offered by the School of Business

The School of Business Administration offers a minor in the following areas: accounting; finance; management; marketing; and operations and information technology. The minors program provides students who are not in the BBA program with an opportunity to gain an in-depth exposure to a business discipline. Consistent with the educational mission of the School of Business, students who are pursuing the BBA degree are encouraged to seek a minor or the equivalent in an area outside of the BBA Program; BBA students are not eligible to declare a minor in the School of Business. Students may count up to two courses toward both their concentration and a minor.

#### Admission

Admission to the minors program is administered by the Office of Undergraduate Studies in the School of Business. Applications are evaluated on the basis of established criteria and space available. Students not admitted to the minors program are not eligible to declare a minor in the School of Business Administration even if they technically satisfy the course requirements stated in this Catalog.

#### Application

Applicants to the minors program must have attained junior standing with a minimum overall quality point average of 2.75. Applications are evaluated twice a year — on November 1st and March 1st. Students may not circumvent acceptance into the program.

#### Accounting Minor

A minor in accounting requires 19 hours. Students must complete the following courses:

Business 203 Principles of Accounting 4 hours

Business 301 Intermediate Accounting I 3 hours

Business 302 Intermediate Accounting II 3 hours

Business 303 Cost Accounting 3 hours

Business 404 Auditing and Assurance Services 3 hours

Business 405 Federal Taxation 3 hours

#### Finance Minor

A minor in finance requires 19 hours. Students must complete the following courses:

Business 203 Principles of Accounting 4 hours

Business 323 Financial Management 3 hours

Business 324 Money and Debt Markets 3 hours

Business 325 Equity Markets & Portfolio Mgmt. 3 hours

Business 423 Corporate Financial Strategy 3 hours

Plus one elective to be chosen from the following:

Business 328 Management Control Systems 3 hours

Business 417 Int'l Banking & Trade Finance 3 hours

Business 434 Mgmt. of Financial Institutions 3 hours

(note: introductory statistics is a prerequisite for BUS 323)

**Management Minor**

A minor in management requires 19 or 20 hours. Students must complete the following courses:

Business 203 Principles of Accounting	4 hours
OR	
Business 362 Introduction to Information Technology	3 hours
Business 315 Personnel Management	3 hours
Business 317 Organizational Behavior and Mgmt.	2 hours
Business 343 Legal Environment of Business	2 hours

Plus three electives to be chosen from the following:

Business 316 Organizational Structure and Design	3 hours
Business 328 Management Control Systems	3 hours
Business 342 Commercial Law and Bus. Organizations	3 hours
Business 436 Business and Society	3 hours
Business 438 Leadership	3 hours
Business 440 International Business Management	3 hours
Business 442 Psychology of Decision Theory	3 hours
Business 444 Psychology of Entrepreneurship	3 hours

(note: introductory statistics is a prerequisite or corequisite for BUS 315)

**Marketing Minor**

A minor in marketing requires 19 hours. Students must complete the following courses:

Business 203 Principles of Accounting	4 hours
Business 311 Principles of Marketing	3 hours
Business 446 Consumer Behavior	3 hours
Business 448 Marketing Strategy	3 hours
Business 452 Marketing Research	3 hours

Plus one elective to be chosen from the following:

Business 442 Psychology of Decision Theory	3 hours
Business 450 Global Marketing	3 hours
Business 454 Retail Management	3 hours
Business 456 Advertising	3 hours

(note: micro and macro economics or consent of instructor are prerequisites for BUS 311 and introductory statistics is a prerequisite for BUS 452)

**Operations and Information Technology Minor**

A minor in Operations and Information Technology requires 18 hours. Students may request permission from the instructor to enroll in Business 475-Operations and Information Technology Practicum as an additional course. Students must complete the following courses:

Business 361 Introduction to Operations Technology	3 hours
Business 362 Introduction to Information Technology	3 hours
Business 460 Quantitative Modeling for Business	3 hours

In addition students must complete two Operations Technology courses and one Information Technology course or one Operations Technology course and two Information Technology courses. Courses are to be selected from the following listings.

**Operations Technology:**

Business 462 Manufacturing Planning and Control	3 hours
Business 463 Quality Management	3 hours
Business 464 Service Management	3 hours

**Information Technology:**

Business 470 Systems Analysis and Design	3 hours
Business 471 Database Management	3 hours
Business 472 Decision Support and Expert Systems	3 hours

(note: a computer literacy course or the equivalent and an introductory knowledge of statistics are required for BUS 361 and BUS 362)

## Elective Courses for Non-Business Students

Students who are not pursuing a formal program in the School of Business may enroll in business classes for elective credit. Listed below are classes frequently selected as business electives.

- Business 150 Freshman Seminar
- Business 203 Principles of Accounting
- Business 311 Principles of Marketing
- Business 315 Personnel Management
- Business 316 Organizational Structure and Design
- Business 317 Organizational Behavior and Management
- Business 323 Financial Management
- Business 342 Commercial Law and Business Organizations
- Business 343 Legal Environment of Business
- Business 361 Introduction to Operations Technology
- Business 362 Introduction to Information Technology
- Business 417 International Banking and Trade Finance

## Description of Courses

### 150W. Freshman Seminar: Topics in Business.

*Fall and Spring (4,4) Hendricks, Robeson, Waxman.*

A writing intensive and discussion intensive seminar designed for first-year students that explores a specific topic within the business disciplines. A grade of C- or better satisfies the College Writing Proficiency Requirement. Topical contents of seminars vary.

### 203. Principles of Accounting.

*Fall and Spring (4,4) Brazelton, Dafashy, Hawthorne, Geary, McCray, White. This course was previously listed as BUS 201 and BUS 202. Credit cannot be awarded for BUS 201/BUS 202 and BUS 203. Required for admission to BBA program.*

A study of the use and preparation of financial information and the accounting system as an interpretative tool to communicate information about a variety of economic events to both internal and external users. Topics covered include the preparation and interpretation of financial statements for external users as well as managerial uses of accounting data, cost analysis, budgeting and performance evaluation.

### 230. Computer Skills for Business.

*Fall and Spring (1) Hawthorne, Kottas, Staff. Required for admission to BBA Program.*

A laboratory course that provides an introduction to: file handling, Internet, spreadsheet analysis, and document and presentation enhancement. For information about credit by examination, contact the Office of Undergraduate Studies in the School of Business Administration.

### 231. Statistics.

*Fall and Spring (3,3) Flood, Kottas. Prerequisite or corequisite: BUS 230. Required for admission to BBA Program.*

Basic concepts of statistical analysis within a business environment. Attention is given to solution methods via use of the computer. See bottom of page 45 for note concerning credit for statistics courses.

### \*300. Business Perspectives and Applications.

*Fall and Spring (0,1) Olver. Prerequisites: Admission to BBA Program and junior or senior standing.*

This course is designed to complement functional courses in the BBA Core Program by integrating the business disciplines and ethical considerations and by formally incorporating experiential learning. Typically the course will include an intensive business simulation emphasizing interdisciplinary cognitive development, team interaction, and presentation skills; a speakers' series; plant visits; and discussion classes. This course spans the fall and spring semesters and is graded pass/fail. The one credit is counted upon completion of course.

### 301. Intermediate Accounting I.

*Fall (3) Geary. Prerequisite: BUS 203 or the equivalent.*

An analysis of balance sheets and profit and loss statements, together with the theory of valuation underlying the various accounts used in these statements.

### 302. Intermediate Accounting II.

*Spring (3) Wiedman. Prerequisite: BUS 301.*

A continuation of Intermediate I. Theoretical implications of financial reporting and problem solving skills are developed in relation to topics such as: leases, pensions, deferred taxes, and stockholders' equity.

**303. Cost Accounting.**

*Spring (3) McCray. Prerequisite: BUS 203 or the equivalent.*

Applications of cost analysis to inventory valuation and income determination and planning and control of routine operations and nonroutine decisions. This course emphasizes the relevance of cost concepts to modern decision tools. Substantial use of problems and cases.

**311. Principles of Marketing.**

*Fall and Spring (3,3) Mooradian, Staff. Prerequisites: ECON101, ECON102 or ECON151, ECON152 or consent of the instructor.*

A study of the role of marketing in business and the economy. Emphasis is on the examination of functions, institutions, and policies.

**315. Personnel Management.**

*Spring (3) Sims. Prerequisite or corequisite: Intro Stats (BUS 231 or equivalent) or consent of instructor.*

A course to provide understanding of the principles, policies, and practices used to develop a sound industrial relations program. Topics include job analysis, the employment process, employee development, wage and salary administration, labor relations, and union negotiation.

**316. Organizational Structure and Design.**

*Fall (3) Fulmer.*

This course covers a wide range of organizational issues emphasizing: organizational structure and design, reward systems, communication systems, job design, and management of change.

**317. Organizational Behavior and Management.**

*Spring (2) Locke, Staff. This course was previously listed as BUS 327. Credit cannot be awarded for BUS 327 and BUS 317.*

This course develops the ability to recognize and manage human and behavioral factors in work settings. Topics include: individual differences, group dynamics, motivation, and an introduction to organizational structure and leadership.

**323. Financial Management.**

*Fall and Spring (3,3) O'Connell. Prerequisites or corequisites: BUS 203 or equivalent and BUS 231 or equivalent.*

An examination of the finance function in the firm. Topics include the theory and practice of valuation, current and long term financing, working capital management, capital budgeting, and multinational finance.

**324. Money and Debt Markets.**

*Spring (3) Boschen. Prerequisite: BUS 323.*

An examination of the operation and importance of global money and debt markets including market characteristics, regulation, international differences, international interest and exchange rate behavior, bond analysis and valuation, and risk management with interest rate and currency options and futures.

**325. Equity Markets and Portfolio Management.**

*Spring (3) Haltiner. Prerequisite: BUS 323.*

An examination of the operation and importance of global equity markets including market characteristics, regulation, international differences, investor behavior, portfolio theory and capital asset pricing, asset allocation, security analysis, mutual funds, performance measurement, and equity options and futures.

**328. Management Control Systems.**

*Spring (3) Bryce. Prerequisite: BUS 203 or the equivalent.*

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, and evaluation; systems of rewards and punishments.

**342. Commercial Law and Business Organizations.**

*Spring (3) Staff.*

A study of the law of business organizations, their activities and management. Substantive areas of law covered include: partnerships, corporations; securities, mergers and acquisitions; commercial paper and secured transactions; real and personal property; bailments, antitrust law, and creditors' rights.

**343. Legal Environment of Business.**

*Fall and Spring (2,2) Mallue. This course was previously listed as BUS 341. Credit cannot be awarded for BUS 341 and BUS 343.*

An introduction to the law and the legal practice. Substantive areas of law covered include: contracts, sales of goods, and product liability; business torts and environmental law; bankruptcy and international law.

**361. Introduction to Operations Technology.**

*Fall (3) Hendricks, Staff. Prerequisites: a computer skills for business course or the equivalent and BUS 231 or equivalent. This course was previously listed as BUS 330. Credit cannot be awarded for BUS 330 and BUS 361.*

An introduction to the production and operations aspects of manufacturing and service organizations. Emphasis is on planning, control, and quantitative analysis. Topics include product/process/facilities design, capacity planning, quality and materials management, scheduling, and inventory management.

**362. Introduction to Information Technology.**

*Fall and Spring (3,3) Staff. Prerequisites: a computer skills for business course or the equivalent and BUS 231 or equivalent. This course was previously listed as BUS 334. Credit cannot be awarded for BUS 334 and BUS 362.*

An introduction to current and expected future trends in information technology and their impact on organizations. Topics include the strategic value of information; hardware and software issues; networks and telecommunications; planning, justification, development, and management of information resources. Quantitative analysis is applied to evaluate and justify information resources.

**401. Advanced Accounting.**

*Spring (3) Dafashy. Prerequisite: BUS 302 or consent of the instructor.*

A study of consolidated statements, partnership accounting for special arrangements, fiduciary accounting and fund accounting.

**404. Auditing and Assurance Services.**

*Fall (3) Wallace. Prerequisite: BUS 302.*

Application of technology, modeling, statistics, and other auditing procedures within the framework of generally accepted auditing standards. Reporting, ethics, international practices, and case applications are emphasized.

**405. Federal Taxation.**

*Fall (3) Smith. Prerequisite: BUS 203 or the equivalent.*

An analysis of the federal income tax laws. Development of conceptual awareness of federal income tax structure and tax planning, and gaining ability to determine solutions to problems confronting the individual taxpayer.

**406. Advanced Federal Taxation.**

*Spring (3) Smith. Prerequisite: BUS 405.*

An analysis of the federal income tax laws for partnerships, corporations, and tax-exempt entities. Introduction to estate and gift taxation and to tax research. Tax planning is emphasized.

**407. Seminar in Accounting.**

*Spring (3) Price. Prerequisite: BUS 302.*

Selected topics drawn from contemporary issues in accounting theory and practice.

**417. International Banking and Trade Financing.**

*Fall and Spring (3,3) Lie. Prerequisites: ECON101, ECON102, BUS 203 or the equivalent.*

A study of the operation of the U.S. commercial banks abroad and of U.S. branches of foreign banks. Topics include currency markets, public and private sector loans, export financing, and international payment mechanisms.

**423. Corporate Financial Strategy.**

*Fall (3) Bryce. Prerequisite: BUS 323.*

Advanced topics in the theory and practice of financial decision-making. Cases and readings are used to examine the tools and techniques of financial strategy formulation and implementation under various environmental settings.

**432. Business Policy.**

*Fall and Spring (2,2) Jelinek, Staff. Prerequisites: BUS 311, BUS 317, BUS 323, BUS 361. Senior standing in the School of Business Administration. This course was previously listed as BUS 416. Credit cannot be awarded for BUS 416 and BUS 432.*

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.

**434. Management of Financial Institutions.**

*Spring (3) 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.

**436. Business and Society.**

*Fall (3) Sims. Prerequisite: Senior standing.*

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.

**\*438. Leadership.**

*Fall (3) Locke. Prerequisite: BUS 317. Senior standing. Course ends with a presentation early in the spring semester.*

This field-based course is designed to develop the ability to work with and through others in order to make effective contributions as a member of an organization. The course emphasizes developing a leadership orientation, understanding critical leadership issues, and developing appropriate leadership skills. This course spans the fall and spring semesters.

**440. International Business Management.**

*Spring (3) Staff. Prerequisites: ECON101, ECON102, BUS 203 or the equivalent. This course was previously listed as BUS 415. Credit cannot be awarded for BUS 415 and BUS 440.*

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.

**442. The Psychology of Decision Theory.**

*(GER 3) Fall (3) Langholz. Prerequisites: BUS 231 or the equivalent and senior standing.*

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered. (Cross-listed as Psychology 488.)

**444. The Psychology of Entrepreneurship.**

*Spring (3) Shaver. Prerequisite: BUS 317 or PSY 364.*

A critical examination of the psychological characteristics of entrepreneurs. Emphasis is placed on the psychological processes involved in creating a new business and making it a success. (Cross-listed as Psychology 486.)

**446. Consumer Behavior.**

*Spring (3) Mooradian. Prerequisite: BUS 311. This course was previously listed as BUS 313. Credit cannot be awarded for BUS 313 and BUS 446.*

The consumer-firm relationship is analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from the fields of cultural anthropology, sociology, and psychology are applied to problems encountered in marketing to various consumer groups.

**448. Marketing Strategy.**

*Fall (3) Messmer. Prerequisite: BUS 311 or consent of the instructor. This course was previously listed as BUS 312. Credit cannot be awarded for BUS 312 and BUS 448.*

Managerial techniques in planning and executing marketing programs. Emphasis on decision making related to marketing segmentation, product innovation and positioning, pricing and promotion. Extensive use of cases, readings, and a management simulation.

**450. Global Marketing.**

*Spring (3) Staff. Prerequisite: BUS 311.*

This course includes theories of and justifications for free trade, a study of environments across international markets (including the economic environments, the cultural environments, the political/regulatory environments, and the physical/geographic environments), and the practice of marketing including global marketing management for large, small, and medium sized firms. Topics include globalization, global strategies, international service marketing, and marketing in the developing world.

**452. Marketing Research.**

*Spring (3) Rahtz. Prerequisites: BUS 311 and an introductory course in statistics or consent of instructor. This course was previously listed as BUS 314. Credit cannot be awarded for BUS 314 and BUS 452.*

Introduction to fundamentals of marketing research. Use of research information in marketing decision making. Topics include research design, interrogative techniques, data collection methods, scaling, sampling, and alternative methods of data analysis. Students design and execute their own research projects.

**454. Retail Management.**

*Spring (3) Messmer. Prerequisites: BUS 311, BUS 203 or the equivalent. This course was previously listed as BUS 319. Credit cannot be awarded for BUS 314 and BUS 452.*

The course employs a managerial approach to identify, analyze, plan and control retail problems. While institutional elements are covered, the focus is on developing and executing retail strategy. Concepts will be explored which are applicable to large and small retailers.

**456. Advertising.**

*Fall (3) Rahtz. Prerequisite: BUS 311. This course was previously listed as BUS 320. Credit cannot be awarded for BUS 320 and BUS 456.*

A study of the relationship of demand stimulation to business management. Development of an advertising campaign will emphasize the presentation of products to consumers through relevant media. Target market identification, situation analysis, promotional strategy and tactics, and evaluation within budgetary constraints will be stressed.

**460. Quantitative Modeling for Business.**

*Fall (3) Kottas. Prerequisites: BUS 361, BUS 362.*

This course focuses on developing mathematical models to describe and solve business problems. While the primary emphasis is on deterministic models, stochastic elements of the business environment are also included.

**462. Manufacturing Planning and Control Systems.**

*Fall (3) Guerrero. Prerequisites: BUS 361, BUS 362.*

This course introduces the student to the dominant planning and control systems in manufacturing firms. Topics include quality control, inventory management, demand management, control of complex manufacturing processes, automation of the factory, and the fit of the manufacturing strategy in the business strategy.

**463. Quality Management.**

*Spring (3) Hendricks. Prerequisites: BUS 361, BUS 362.*

The subject of quality is one of the leading issues in business. This course will investigate issues relating to: What is quality? How do we obtain it? and How do we sustain quality in the work place and our products?

**464. Service Management.**

*Spring (3) Hubner. Prerequisites: BUS 361, BUS 362.*

The ability to effectively and efficiently deliver quality service is critical to economic success. This course examines how to develop service operations that guarantee efficiency and effectiveness. Numerous examples of excellent services will be studied and analyzed to determine how excellence is achieved and maintained. The service aspects of manufacturing will also be considered.

**470. Systems Analysis and Design.**

*Spring (3) Cheng. Prerequisite: BUS 362 or the equivalent. This course was previously listed as BUS 335. Credit cannot be awarded for BUS 335 and BUS 470.*

This course considers information systems lifecycle phases which lead to the determination of requirements for and the development of the logical and physical system. Information analysis and the logical specification of the system are emphasized. Exercises and case studies are used to develop proficiency in systems analysis techniques.

**471. Database Management Systems.**

*Fall (3) Staff. Prerequisite: BUS 362 or the equivalent. This course was previously listed as BUS 337. Credit cannot be awarded for BUS 337 and BUS 471.*

This course considers the application, logical structure and physical implementation of database systems. Students use the latest version of a popular database management system to design and build a database application. The course introduces the theoretical aspects of database management and emphasizes hands-on interaction with database systems.

**472. Decision Support and Expert Systems.**

*Spring (3) Staff. Prerequisites: BUS 361, BUS 362.*

This course focuses on the development of decision support systems and expert systems from the perspectives of users, analysts, and information managers. Simulation techniques are used to design and analyze business processes and systems.

**475. Operations and Information Technology Practicum.**

*Spring (3) Hubner. Prerequisites: BUS 361 and BUS 362, six elective credits in Operations Technology or six elective credits in Information Technology, and a declared concentration in Operations and Information Technology or consent of instructor.*

This is a field-based course involving a business project related to operations or information technology. This course includes supporting classes on project analysis, management, and presentation.

**490. Independent Study.**

*Fall and Spring (1, 2 or 3 credits) Staff. Prerequisite: Permission of the professor.*

A course designed to accommodate independent study.

**492. Special Topics.**

*Fall and Spring (1, 2 or 3 credits) Staff. Prerequisite: Permission of the professor.*

A course designed for special topics and for special opportunities to utilize the expertise of a faculty member.



## School of Education

**PROFESSORS** McLaughlin (Dean and Chancellor Professor), Baldwin, Beers, Blouet (Fred Hubby Professor of Geography and International Education), Giese, Gulesian, Hanny, Korinek, Lashinger, Lavach, Leslie, Patton (Associate Dean), Ries, Stronge (Heritage Professor), and VanTassel-Baska (Jody and Layton Smith Professor). **ASSOCIATE PROFESSORS** Bass, Garland, Gressard, Matthews, McEachron, Messier, Walther-Thomas, S. Ward, T. Ward, Wheeler, and Williams. **ASSISTANT PROFESSORS** Burruss, Day-Vines, Finnegan, Foster, Hannafin, Mason, McAdams, and Pelco.

### Statement of Purpose

In its undergraduate programs the School of Education seeks to extend the mission of the College to develop the “abilities that characterize a liberally educated mind: literacy, a command of language and sound argumentation in speech and writing; mathematical and scientific methodology; understanding of foreign languages and cultures; knowledge of the historical roots of our contemporary world; appreciation of the creative arts as an ordering and expression of human perceptions; and the ability to recognize and examine the values which infuse thought and action.” Programs in the School of Education are founded on the conviction that good preparation of teachers requires balanced attention to studies in general education, professional education, and one or more teaching specialties. These studies combine specific investigation of educational ideas and practices with supervised laboratory, clinical, and practicum experiences, and they are designed to develop specific knowledge, skills, and attitudes that are considered to be essential to effective teaching.

The School of Education is the recognized organizational unit in The College of William and Mary charged with responsibility for preparing teachers, administrators, supervisors, and related school personnel. Within the framework of general College regulations, faculty in the School of Education formulate and implement policies and procedures related to the Elementary Education program or concentration and the various certification programs in Secondary and NK-12 Education, including instructional goals, requirements, admissions criteria, and curricula for these programs. The Dean of the School of Education is the Certification Officer for The College of William and Mary in relation to the Virginia Department of Education.

A teacher education advisory council advises the Dean and Faculty of the School of Education on matters related to the preservice preparation of elementary, secondary, and K-12 teachers. Membership in the Council consists of administrative and instructional staff from the School of Education and departments in the Faculty of Arts and Sciences and representatives from area public schools. Its charge includes ensuring ongoing collaboration in future implementation, evaluation and refinement of teacher education programs; formally and informally advocating teaching as a profession and the College’s teacher preparation programs; and consideration of specific needs in teacher education related to children in special populations, including minority groups, the handicapped, and the gifted and talented.

Programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and, through consultation with advisors in the School of Education, students can plan programs of study leading to professional certification by the Virginia Department of Education. By means of the Interstate Certification Compact, graduates who qualify for certification in Virginia may qualify for certification in 38 other states.

### Second Concentration in Elementary Education

Effective for the Class of 1992, the program in Elementary Education leading to endorsement to teach grades K-8 requires a dual concentration. Students are required to select a departmental or interdisciplinary concentration in the Arts and Sciences as a primary concentration. They are also required to declare a second concentration of 30 semester hours in Elementary Education. If the primary concentration is in Area I or Area III, courses in the concentration can be used to meet the College’s area-sequence requirements. In the event, however, that course requirements in the Elementary Education concentration will not be completed prior to graduation, students will not be allowed to use courses in the primary concentration to satisfy the College’s area-sequence requirements. They must adhere to the College’s area-sequence requirements for students who are graduating with a single concentration.

### Program Objectives for Students

Students who complete the Elementary Education program are expected to develop and demonstrate a variety of knowledge, skills, and attitudes considered by the faculty to be essential characteristics of an effective liberally educated elementary school teacher. For instance, students are expected to develop and demonstrate knowledge of the disciplines and subject matter related to elementary school curriculum; the developmental characteristics of children; cultural and individual differences among children; principles of learning; principles of curriculum and instructional theory; principles of measurement and evaluation; principles of classroom management and discipline; the use of media and computers in education; the role

of the school in society; federal, state, and local policies and procedures; and support services, professional organizations, and resources relevant to elementary education. With respect to skills, students are expected to develop and demonstrate their ability to communicate effectively; to assess the characteristics and learning of students; to develop and implement an instructional plan appropriate for elementary school children; to organize and manage a classroom; and to interact effectively with students, parents, and other professionals. Lastly, as they progress through the program, students are expected to develop and demonstrate respect for individual differences; respect for principles of fairness and justice; commitment to teaching and professional growth as evidenced by responsibility and enthusiasm; a positive self-concept; willingness and ability to collaborate professionally; and willingness and ability to consider alternatives judiciously.

## Admissions Criteria and Procedures

Admission to baccalaureate study at The College of William and Mary does not automatically include admission to the Elementary Education program in the School of Education. Rather, students apply for admission to the Elementary Education program during the second semester of their sophomore year by completing an application form that can be obtained from the Office of Admissions and Student Services in Jones Hall 100. Students are encouraged to check with the office in Jones Hall 100 to determine the application deadline date, which is set in the fall semester of each year. Admission to the program requires an overall grade-point average of at least 2.0 in course work completed to date. After the application forms are submitted, the Associate Dean verifies the applicants' prior course work and grade point average. The applicants are then interviewed by faculty members in the program who discuss the applicants' professional goals; evaluate their academic qualifications, personal characteristics, and past experiences; and make a recommendation regarding admission. Following the interviews, the applicants' admission folders and the faculty members recommendations are submitted to the School of Education Admissions and Financial Aid Committee for final action. Questions pertaining to the admissions process should be directed to Dr. James Lynch, Associate Director of Admissions, Jones Hall 100; telephone 221-2308.

## Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Elementary Education program, as rising juniors, individual students are assigned academic advisors who are faculty members in the program. Before registering for the junior year, students meet with their advisors in the Elementary Education program to discuss academic, personal, and professional goals; to review both the academic regulations of the College and the specific course requirements for teacher certification; and to plan a program of studies in Elementary Education. Advisors work with the students throughout their junior and senior years. Students are assigned advisors by the Associate Dean who is located in the Office of Admissions and Student Services in Jones Hall 100.

## Study Abroad

Study abroad opportunities are available for elementary and secondary education students in Bath, England, through the *Advanced Studies in England Program*. Normally, students may earn six hours of education elective credit for the ASE experience beyond the 33 elementary or 24 secondary credits by individually petitioning the Committee on Degrees for transfer credit for ED 400. The total hours for a degree will still be 120. For program information, please contact Gail McEachron at (757) 221-2341 or Ann Moore at (757) 221-3594. Specific information pertaining to transfer credit should be directed to the Associate Dean in the Office of Admissions and Student Services (Jones Hall 100).

## Course Requirements in the Elementary Education Program (K-8)

Course requirements in the undergraduate program in Elementary Education include courses in general studies, an Arts and Sciences concentration, and professional studies in Elementary Education that constitute a second concentration. These categories of courses are delineated on checklists used for advisement of Elementary Education concentrators. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Elementary Education (K-8) Teaching Specialty. Arts and Sciences courses should be selected to meet simultaneously the state's general studies requirements for certification and the College's area-sequence and concentration requirements for the degree.

## General Education Course Requirements

Elementary Education students must include course work specified below, as part of, or in addition to, the College's General Education Course Requirements for the baccalaureate degree.

You must take at least one three-credit course in each of the following

1. Study of the English language (English 220 is recommended, listed under GER 3)

2. Literature (English 201 is recommended, listed under GER 5)
3. American History or American Government
4. Geography (Geology 110 or Government 381 is recommended)

Transfer students and students admitted to The College of William and Mary prior to fall 1996, must meet the College's old area sequence requirements. Please see your advisor for additional information.

## Sequence of Course Requirements in Professional Studies in Elementary Education

*This three semester sequence begins in the fall or spring semester of a student's junior year.*

### I. Semester One (9 semester credit hours)

- Ed 310 Social and Philosophical Foundations of Education (2)
- Ed 313 Clinical Experiences in Early and Middle Education (1)
- Ed 314 Child Development and Learning (3)
- Ed 407 Elementary Mathematics Curriculum and Instruction (2)
- Ed 477 Elementary Mathematics Curriculum and Instruction (Lab)(1)

### II. Semester Two (9 semester credit hours)

- Ed 408 Developmental/Diagnostic Reading Curriculum and Instruction (3)
- Ed 478 Developmental/Diagnostic Reading Curriculum and Instruction (Lab)(1)
- Ed 416 Elementary Language Arts Curriculum and Instruction (2)
- Ed 479 Elementary Language Arts Curriculum and Instruction (Lab) (1)
- Ed 430 Teaching Exceptional Children in Early and Middle Education (2)

### III. Semester Three (12 semester credit hours)

- Ed 405 Elementary Social Studies Curriculum and Instruction (2)
- Ed 475 Elementary Social Studies Curriculum and Instruction (Lab)(1)
- Ed 406 Elementary Science Curriculum and Instruction (2)
- Ed 476 Elementary Science Curriculum and Instruction (Lab) (1)
- Ed 490 Supervised Teaching in Elementary Education (6)

## Concentration Writing Requirement

In order to satisfy the Elementary Education concentration writing requirement, students must earn overall averages of C or better in the following courses: Education 310, 314, 408, and 430.

## Professional Semester

The professional or culminating semester of course work in the Elementary Education program combines 12 credits into one term of the senior year. The courses taken during this Professional Semester include Education 405, 406, 475, 476, and 490. The last of these courses is student teaching. Whether students' Professional Semesters will occur in the fall or spring semester of the senior year is determined by the students, faculty advisors, and the Coordinator of Clinical Placements when the students have been admitted to the program and initially develop their programs of studies.

## Retention Criteria and Procedures

To be permitted to undertake the Professional Semester in the Elementary Education program, students must successfully complete Education 310, 313, 314, 407, 408, 416, 430, 477, 478, and 479. In addition, during the fall semester of the junior year, students must apply for admission to student teaching and complete a tubercular examination. Student teaching applications can be obtained from the Office of Admissions and Student Services, Jones Hall 100. During the fourth week of the Professional Semester, faculty in the Elementary Education program make a formal decision on the readiness of each student to engage in student teaching. This judgment is based on whether the student has met program requirements in the areas of scholarship, teaching specialty, and professional studies, as well as on whether the student possesses the personal characteristics suitable to begin student teaching.

## Exit Criteria and Procedures

To complete the program in Elementary Education, students must successfully complete all of the general studies, Arts and Sciences concentration, and Elementary Education concentration courses described above, including student teaching. The students' College supervisor, cooperating teacher, and school principal are each required to verify and evaluate the students' performance during a full-time student teaching experience of at least 200 contact hours with pupils in a state-accredited elementary or middle school. In addition, students must complete satisfactorily the Praxis I Academic Skills Assessment Tests and the appropriate Praxis II Specialty Area Test.

After verification by the Assistant Dean in the Office of Admissions and Student Services that the students have successfully completed all course and program requirements, including student teaching, general College-wide graduation requirements, and the Praxis I Academic Skills Assessment Tests and the appropriate Specialty Area Test, the Assistant Dean helps the students to obtain the appropriate teaching license in Virginia or other state of their choice. The Admissions and Student Services Office is located in Jones Hall 100.

## Certification Programs in Secondary Education

Students who plan to teach at the secondary school level declare a concentration in the subject area or areas they expect to teach, and they additionally complete 21 semester credits of professional education courses required for one of the following endorsement areas of Secondary Education: English, Foreign Language (French, German, Spanish, Latin), Mathematics, Science (Biology, Chemistry, Earth and Space Science, Physics), Social Studies, History, and Political Science. Students who complete a certification program in Secondary Education may apply no more than 24 semester hours in education toward the 120 academic credits required for graduation.

## Program Objectives for Students

Students who complete a certification program in Secondary Education are expected to develop and demonstrate a variety of knowledge, skills, and attitudes considered by the faculty to be essential characteristics of an effective, liberally educated secondary school teacher. For instance, students are expected to develop and demonstrate knowledge of schools and schooling, including knowledge of schools as changing social systems that have relationships with the larger society and cultures; and knowledge of the social, economic, political, and ethical factors that impinge on schooling. In addition, they are expected to develop and demonstrate an understanding of important concepts related to knowing and learning; adolescence; each student's chosen academic specialization; and curriculum and instruction related to the subject matter of that discipline. With respect to the development of attitudes conducive to effective teaching, students in the program are expected to develop and demonstrate their respect for the unique potential of each human being; a view of students as individuals who need trust, respect, and unconditional positive support; respect for individual differences in a pluralistic culture; and ability to tolerate ambiguity; respect for evidence as a measure of truth and for the use of reason, intuition, and creative intelligence; and excitement for the intellectual life, for learning, and for professional development. As they progress through the program, students are also expected to develop and demonstrate their ability to recognize and apply an appropriate professional code of ethics; appreciate the functions and responsibilities of professional organizations; interact effectively as both individuals and group members; communicate effectively; make rational decisions about classroom instruction; implement instructional skills; and employ a variety of classroom management techniques.

## Admissions Criteria and Procedures

Students who wish to teach at the secondary school level must apply for admission to one of the certification programs in Secondary Education during the second semester of their sophomore year before they declare a concentration in one or more departments in the Arts and Sciences. Students are encouraged to check with the Office of Admissions and Student Services in Jones Hall 100 to determine the application deadline date, which is set in the fall semester of each year. Students who wish to teach in the field of Social Studies at the secondary level please see page 279 for additional admissions criteria and procedures. Application forms can be obtained from the Office of Admissions and Student Services in Jones Hall 100. Admission to a certification program in Secondary Education requires an overall quality-point average of at least 2.0 in course work completed to date. After the application forms are submitted, the Associate Dean verifies the applicants' prior course work and quality-point average. The applicants are then interviewed by a faculty member in the program, who discusses the applicants' professional goals, evaluates their academic qualifications, personal characteristics, and past experiences, and makes a recommendation regarding admission. Following the interview, the applicants' admission folders and the faculty member's recommendation are submitted to the School of Education Admissions and Financial Aid Committee for final action.

## Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Secondary Education program, as rising juniors, individual students are assigned academic advisors who are faculty members in the program and who have special expertise in the students' academic concentrations. Before registering for the junior year, the students meet with their advisors to discuss academic, personal, and professional goals, to review both the academic regulations of the College and the specific course requirements for teacher certification, and to plan their programs of studies leading to certification in one or more subject areas of secondary education. The advisor works with the students throughout their junior and senior years and serves as the students' College supervisor during the culminating student teaching experience. Students are assigned advisors by the Associate Dean of Academic Affairs.

## Course Requirements in Certification Programs in Secondary Education (8-12)

Course requirements in certification programs in Secondary Education include courses in general studies, professional studies, and one or more subject area teaching specialties. These three categories of courses are defined in the "Certification Regulations for Teachers" of the Virginia Department of Education. The courses taken to meet general studies and professional studies requirements may also be applied to teaching specialty course requirements for endorsement in one or more subject areas in secondary education.

### Course Requirements in General Studies

For students pursuing certification in Secondary Education (8-12), the College's general education requirements for the degree constitute the general studies requirements.

### Course Requirements in Professional Studies

*Students may apply no more than 24 semester hours in education toward the 120 academic credits required for graduation.*

1. Foundational Perspectives: 6 semester hours (prerequisites for the Professional Semester)
  - Ed 301—Educational Psychology (3)
  - Ed 310—Social and Philosophical Foundations of Education (2)
  - Ed 320—Early Clinical Experiences in Secondary Education (1)
2. Additional Course for English Education Only: 3 semester hours
  - Ed 423—Literature for Adolescents (3)
3. Professional Semester: 15 semester hours
  - a. Subject Matter Teaching Skills: 4 semester hours
    - One of the following courses in the area of endorsement:
      - Ed 440—Curriculum and Instructional Methods (Social Studies) (4)
      - Ed 441—Curriculum and Instructional Methods (English) (4)
      - Ed 442—Curriculum and Instructional Methods (Foreign Language) (4)
      - Ed 443—Curriculum and Instructional Methods (Mathematics) (4)
      - Ed 444—Curriculum and Instructional Methods (Science) (4)
  - b. Generic Teaching Skills: 5 semester hours
    - Ed 431—Teaching Students with Learning and Behavior Problems in the Mainstream (2)
    - Ed 432—Teaching Students with Learning and Behavior Problems in the Mainstream (Lab) (1)
    - Ed 499—Seminar in Teaching (2)
  - c. Clinical Education: 6 semester hours
    - One of the following courses in the area of endorsement:
      - Ed 494—Supervised Secondary School Teaching (Social Studies) (6)
      - Ed 495—Supervised Secondary School Teaching (English) (6)
      - Ed 496—Supervised Secondary School Teaching (Foreign Language) (6)
      - Ed 497—Supervised Secondary School Teaching (Mathematics) (6)
      - Ed 498—Supervised Secondary School Teaching (Science) (6)

## Subject Area Requirements for Specific Secondary School Teaching Endorsements

**ENGLISH—DR. MARK GULESIAN (Jones Hall 228; Telephone: 221-2333).**

To teach English in secondary schools, students should satisfy the professional studies requirements described above as well as the teaching specialty requirements listed below:

1. A concentration in English that includes a minimum of 36 semester hours.
2. A minimum of six hours of courses in language study.
3. At least one course in composition beyond English 101.
4. A course in speech.

**FOREIGN LANGUAGE—DR. ROBERT HANNY** (*Jones Hall 226; Telephone: 221-2334*).

Students who concentrate in French, German, Spanish, or Latin may become certified to teach in secondary schools by fulfilling the general studies and professional studies requirements described above, and the teaching specialty requirements listed below. It is possible, and students are encouraged to do so, to qualify for endorsements in two languages by concentrating in one and taking at least an additional 24 hours in a second.

As stated in the description of this catalog for each foreign language concentration, students may be required to take prerequisite courses. Although these courses may not be specified as concentration requirements, they may satisfy endorsement regulations for the State of Virginia. Prospective teachers are encouraged to take "intensive" courses of the Department of Modern Languages and Literatures, and/or serve as an apprentice teacher in the intensive language program.

**French**

1. A concentration in French with a minimum of 33 semester hours.
2. As a part of or in addition to the concentration requirements, at least one course in composition, one course in conversation and one course in linguistics.

**German**

1. A concentration in German with a minimum of 30 semester hours.
2. As a part of or in addition to the concentration requirements, at least one course in linguistics.

**Spanish**

1. A concentration in Spanish with a minimum of 30 semester hours.
2. As a part of or in addition to the concentration requirements, at least one course selected from the following: Spanish 306, 307, 308, 309, 311, or 410.

**Latin**

1. A concentration in Latin with at least 30 semester hours that may include up to 6 hours in classical civilization.
2. At least one course in linguistics.

**MATHEMATICS—DR. ROBERT HANNY** (*Jones Hall 226; Telephone: 221-2334*).

Students at The College of William and Mary may satisfy State of Virginia certification regulations to teach mathematics and general mathematics in the secondary school.

**Mathematics**

Those students preparing to teach mathematics must fulfill the concentration requirements in the Mathematics Department. Within the 38 semester hours required for the concentration, students should include the following courses:

- Geometry
- Introduction to Number Theory
- Probability and Statistics

**Computer Science**

At this time there are no specified requirements for endorsement in computer science. Students interested in teaching computer science in high schools should contact Dr. Robert Hanny.

**SCIENCE—DR. RONALD GIESE** (*Jones Hall 214; Telephone: 221-2332*).

Students at The College of William and Mary may satisfy State of Virginia certification regulations to teach (1) Biology, (2) Chemistry, (3) Earth and Space Science (Geology), or (4) Physics, by completing the following:

**Biology**

1. A concentration in Biology (a minimum of 32 hours). In meeting the concentration requirements, students must include both a course in evolution and ecology.
2. Two inorganic chemistry courses with labs (8); two organic chemistry courses with labs (8); and a course in physics (4).
3. At least one calculus course.

### Chemistry

1. A concentration in Chemistry (a minimum of 32 semester hours).
2. A minimum of 16 hours in non-chemistry sciences, including at least one biology and one physics course.
3. At least one course in calculus.

### Earth Science

1. A concentration in Geology (a minimum of 32 semester hours).
2. At least one course in each of the following: Astronomy (e.g., Physics 176), Oceanography (Geology 306) and a course in meteorology.
3. A minimum of 16 hours in non-Geology sciences including at least one biology, one chemistry, and one physics course.
4. At least one course in calculus.

### Physics

1. A concentration in Physics (a minimum of 32 semester hours). In fulfilling the Physics concentration requirements, students must include the study of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic, nuclear physics, radiation and radioactivity, relativity, and quantum mechanics.
2. A minimum of 16 hours in non-Physics sciences, including at least a course in biology and a course in chemistry.
3. At least one course in calculus and introductory differential equations.

Students completing the requirements for an endorsement in biology, chemistry, earth science, or physics may be endorsed in a second of these areas of science by completing a minimum of 18 semester hours in the second endorsement area provided the course work specified above for that particular endorsement is included.

### ***SOCIAL STUDIES — DR. RONALD WHEELER (Jones Hall 234; Telephone: 221-2348).***

Students who wish to teach History, Government, and other subjects in the field of secondary Social Studies must have a state license to do so. To be eligible for a state license, students must fulfill the professional studies requirements described previously. Criteria and procedures for admission to the program are described below.

1. Competitive grade point average (GPA)
2. Three letters of recommendation
3. An interview
4. A writing sample
5. Prior relevant experience

**Undergraduates must apply to the secondary Social Studies teacher licensure program no later than the spring semester of their sophomore year.**

To be eligible for Social Studies endorsement, which entitles the holder to teach History, Government, and other subjects in the field of secondary social studies, applicants must have a concentration (or the equivalent of a concentration) in either History or Government and have a comprehensive social science background, which must include the following courses:

- a. 12 hours in Government (needed if the student's concentration is History)
- b. 18 hours in History (needed if the student's concentration is Government)
- c. 6 hours in Economics
- d. 6 hours in Geography (preferably one course in Physical Geography and one in Cultural Geography)

To be eligible for History endorsement, which entitles the holder to teach only History courses, students must have a concentration in History (of which at least 24 semester hours must be distributed in U.S. History and World History), and 3 semester hours of Economics.

To be eligible for Political Science endorsement, which entitles the holder to teach only Political Science/Government courses, students must have a concentration in Government and 6 semester hours of Economics.

## Professional Semester

The professional or culminating semester of course work in all certification programs in Secondary Education occurs during the second semester of a student's senior year and includes 15 credit hours of course work. The five courses taken during this Professional Semester include Education 431 and 432; either 440, 441, 442, 443, or 444; and either 494, 495, 496, 497, or 498; and 499.

## Certification Program in Physical Education (NK-12)

*For requirements see Department of Kinesiology section.*

## Retention Criteria and Procedures

To be permitted to undertake the Professional Semester in any of the certification programs in Secondary Education, students must successfully complete Education 301, 310, and 320. In addition, during the spring semester of the junior year, students must apply for admission to student teaching and complete a tubercular examination. During the fourth week of the Professional Semester, faculty in the Secondary Education program make a formal decision on the readiness of each student to engage in student teaching. This judgment is based on whether the student has met program requirements in areas of scholarship, teaching specialty, and professional studies, as well as on whether the student possesses the personal characteristics suitable to begin student teaching.

## Exit Criteria and Procedures

To complete a licensure program in Secondary Education, students must successfully complete all of the general studies courses, professional education courses, and academic courses in their particular concentrations described above. The student's College supervisor, cooperating teacher, and school principal are each required to verify and evaluate the student's performance during a full-time student teaching experience of at least 200 contact hours with pupils in a state-accredited secondary school. In addition, the student must complete satisfactorily the Praxis I Academic Skills Assessment Tests and the appropriate Praxis II Specialty Area Test.

After verification by the Assistant Dean in the Admissions and Student Services Office that the students have successfully completed all course requirements, including student teaching, general College-wide graduation requirements, and the Praxis I Academic Skills Assessment Tests and the appropriate Specialty Area Test, the Assistant Dean helps the students to obtain the appropriate entry-level teaching certificate in Virginia or other state of their choice. The Office of Admissions and Student Services is located in Jones Hall 100.

## Minor in Education

Students who do not concentrate in Elementary Education may complete a Minor in Education consisting of a minimum of 18 semester hours. The minor emphasizes the academic study of education as a field of inquiry. Such study is a valuable component of a liberal education and a pertinent support area for several professional fields. Specific information on the minor in Education and a form for declaring that minor are available from the Office of Admissions and Student Services in Jones Hall 100.

## Support Services, Facilities, and Programs

### OFFICE OF ADMISSIONS AND STUDENT SERVICES

This office serves as the point of contact for School of Education undergraduate admissions; course scheduling and other curriculum and programmatic offerings; and advisor assignments. Although the Office of the University Registrar processes registration and any subsequent changes in registration, this office works closely with the Registrar's Office to insure close and effective coordination of all course registration and any changes which might emanate from registration. Further, although specific advisors are assigned to admitted undergraduate students, professionals in this office are prepared to respond to general questions regarding undergraduate curricular programs and academic policies and practice.

### CLINICAL EXPERIENCES

In collaboration with faculty, the Coordinator of Clinical Placements in Jones Hall 100 is responsible for arranging and coordinating all clinical educational experiences, including early field experiences, clinical experiences within courses, and student teaching. These clinical experiences are closely coordinated in an effort to reduce duplication for students, faculty, and public school personnel.



## LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) includes a Curriculum Materials Library in Jones Hall 216, and a Media Preparation Laboratory in Jones Hall 231 and 235. The collection of educational materials in the Curriculum Materials Library is intended to support all instructional programs in the School of Education, and it includes curriculum guides, teaching aids, games, media, elementary and secondary school textbooks, selected periodicals, and testing instruments. Included in the Media Preparation Laboratory are audio-visual equipment and supplies for developing instructional materials in support of all educational programs in the School of Education.

## SWEM LIBRARY

Books and periodicals that support the various teacher education programs in the School of Education are ordered on a continuing basis by faculty in the School of Education for the collection in Swem Library.

## NATIONAL TEACHER EXAMINATION

**Effective July 1, 1996**, candidates for an initial teaching licensure in Virginia must take and pass the Praxis I: Academic Skills Assessments Tests and an appropriate Praxis II Specialty Area Test of the NTE. Applications for and specific information about the Praxis I and Praxis II Specialty Area Tests, which is given each spring in the School of Education, may be obtained from the Assistant Dean in Jones Hall 100. It is recommended that you take the Praxis in your Junior year.

## STATE CERTIFICATION

The Assistant Dean in Jones Hall 100 processes all applications for teaching licenses in Virginia and in other states. Completed applications and all required fees should be filed with the Assistant Dean by June 1 of the year of graduation.

## OFFICE OF CAREER SERVICES

The Office of Career Services located in Blow Hall 128 assists both current students who plan to teach and graduates who wish to change their employment. No registration fee is charged, and all students and graduates of the School of Education are urged to avail themselves of this service by filing and maintaining complete and current placement records with the office. Undergraduates are urged to begin developing their placement files as early as the first semester of their junior year.

## KAPPA DELTA PI — ALPHA XI CHAPTER

Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at The College of William and Mary was chartered in 1927. The purpose of Kappa Delta Pi is to encourage high professional intellectual and personal standards and to recognize graduates of the College for their outstanding contributions to education. To this end, the organization invites to membership persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship. The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion of at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.25.

The Alpha Xi Chapter of Kappa Delta Pi annually sponsors grants and initiates service projects to benefit members of the School of Education. Inquiries about this scholarship and the organization should be forwarded to either Dr. Jill Burruss (221-2361) or Dr. Chriss Walther-Thomas (221-2310), the Chapter's co-counselors, or Dr. James Lynch, Associate Counselor (221-2308).

## Graduate Study

Graduate study in education is available to all who have completed with merit an undergraduate degree program at an accredited institution. The School of Education awards a *Master of Arts in Education* in the fields of Elementary Education (with an emphasis in Reading, Language, and Literacy), Secondary Education and Gifted Education; a *Master of Education* in the fields of Counseling, Educational Leadership (with concentrations in Education K-12 administration & supervision and Higher Education), School Psychology, and Special Education; and both an *Educational Specialist* (30 semester hours beyond the Master's degree in School Psychology) and a *Doctor of Education/Doctor of Philosophy* in the fields of Counselor Education and Educational Policy, Planning & Leadership (with concentrations in General Administration, Gifted Education, Higher Education, and Special Education). For detailed information about these graduate programs, interested persons are advised to consult the School of Education *Graduate Program Catalog* or contact Dr. James Lynch, Associate Director of Admission, at the School of Education in Jones Hall 100. Information is also provided on the School of Education's World Wide Web home page site (<http://www.wm.edu/education/index.html>).

## Description of Courses

### 301. Educational Psychology.

*Fall and Spring (3) Bass, Ries. Open only to students in the secondary teacher certification program or those pursuing a minor in education.*

Examines selected theories and research findings dealing with human learning. Special emphasis is placed upon the basic factors of motivation, learning, retention, and transfer and the ways in which theoretical and empirical findings have been translated into educational practice. A student may not apply both Ed 301 and Psych 341 toward degree requirements.

### 310. Social and Philosophical Foundations of Education.

*Fall and Spring (2) Garland. Corequisites: ED 313 or ED 320. Restricted to students in the teacher education program.*

An introduction to historical, sociological/anthropological, legal, and philosophical perspectives on education. Topics include the roles, organization, and curriculum of schools viewed as social systems.

### 313. Clinical Experiences in Early and Middle Education.

*Fall and Spring (1) Garland. Corequisite: ED 310. Restricted to students in the teacher education program.*

A course designed to acquaint the elementary school concentrator with the personnel, policies, and practices of the elementary school by means of on-site experiences. The student will become aware of the schools and their operations.

### 314. Child Development and Learning.

*Fall and Spring (3) Bass. Open only to elementary education concentrators.*

A course which analyzes selected theories of human learning and development. Special emphasis is placed on current theories of learning, cognition, and social development as they apply to children and preadolescents.

### 319. Early Clinical Experiences in Physical Education.

*Fall (1) Crowe. Prerequisites: Junior standing and permission of instructor.*

A course designed to acquaint the physical education concentrator with the personnel, policies, and practices of elementary and secondary schools by means of on-site experiences, including weekly observations in selected public schools with scheduled conferences, special assignments, and reports.

### 320. Early Clinical Experiences in Secondary Education.

*Fall and Spring (1) Garland. Corequisite: ED 310. Restricted to students in the teacher education program.*

An introduction to the public secondary school for prospective classroom teachers. Students undertake 20 hours of intensive, field-based participant-observation over a 10-week period in a local secondary school. The course is required for secondary school certification.

### 400. Problems in Education.

*Fall and Spring (3) Patton. Prerequisites: Enrollment in School of Education program and permission of the instructor.*

A course designed for students who are capable of independent study under the direction of, and in consultation with, staff specialists. Students undertake study and research of educational problems of individual concern resulting from previous study or experience.

### 403. Teaching Methods.

*Fall and Spring (3) Kulick.*

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.

### 405. Elementary Social Studies Curriculum and Instruction.

*Fall and Spring (2) Wheeler. Prerequisites: Completion of the first two semesters of professional studies in elementary education. Corequisites: ED 406, 475, 476, and 490. Open to students admitted to the Teacher Education program.*

An exploration of the objectives, instructional strategies, and evaluation of social studies education at the early and middle school levels. Included are experiences in the design of instructional materials for use in the classroom.

### 406. Elementary Science Curriculum and Instruction.

*Fall and Spring (2) Giese. Prerequisites: Completion of the first two semesters of professional studies in elementary education. Corequisites: ED 405, 475, 476, and 490. Open to students admitted to the Teacher Education program.*

A course which examines the goals, objectives, instructional strategies, student and teacher behaviors, philosophies, strengths, and shortcomings of selected exemplary elementary school science curricula.

**407. Elementary Mathematics Curriculum and Instruction.**

*Fall and Spring (2) Flanagan. Corequisite: ED 477.*

Assists the beginning teacher to develop appropriate skills and knowledge for teaching mathematics at the early and middle school levels.

**408. Developmental/Diagnostic Reading Curriculum and Instruction.**

*Fall and Spring (3) Beers, Lashinger. Prerequisites: ED 310, ED 313 or permission of the instructor. Corequisites: ED 478, ED 479, ED 416.*

A course on the fundamentals of developmental and diagnostic reading instruction in elementary and middle schools. Included is study of the entire school reading program from reading readiness to reading in content areas. Classroom diagnostic techniques and corrective methods are an integral part of the course.

**416. Elementary Language Arts Curriculum and Instruction.**

*Fall and Spring (2) Beers, Lashinger. Prerequisites: Completion of the first semester of professional studies in elementary education. Corequisites: ED 478, ED 479, ED 408.*

An examination of the processes of communicating (speaking, listening, reading and writing) along with specific methods to promote growth in communication skills in elementary and middle school children. Includes study of selected children's literature.

**421. Children's Literature.**

*Occasionally (3) Staff. Cross-listed as ED R21 in the graduate catalog.*

This course provides a thorough look at the field of children's literature including the value of children's books, criteria for selecting and evaluating children's books, a survey of the categories of children's literature, and discussion of issues involving children's literature.

**422. Museums: Functions and Operations.**

*Fall (3) Staff. Cross-listed as ED M71 in the graduate catalog.*

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.

**\*423. Literature for Adolescents.**

*Fall (3) Gulesian. Prerequisite: Permission of the instructor. Cross-listed as ED S77 in the graduate catalog.*

Allows participants to read and discuss books which have proven appeal to adolescents; to investigate the role of adults 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.**

*Occasionally (3) Gulesian. Cross-listed as ED S74 in the graduate catalog.*

A course for secondary teachers which addresses the means by which writing enhances learning in all disciplines. Participants have opportunities to write, to study writing as a process, and to develop writing lessons and curriculum for their classroom.

**425. Current Trends and Legal Issues in Special Education.**

*Fall and Spring (3) Messier. Cross-listed as ED X48 in the graduate catalog.*

An examination of current practices and patterns in education and life styles of children and youth with learning and behavioral problems. The course deals with educational issues of a sociological and psychological nature and development of more effective educational programs.

**426. Characteristics and Psychology of Mental Retardation.**

*Spring (3) Messier. Cross-listed as ED X50 in the graduate catalog.*

A course which considers the nature and behavior of mentally retarded children and youth. Emphasis is placed upon new dimensions and recent advances in the fields of biochemistry, genetics, and special education.

**427. Psychopathology and Emotional Disorders of Children and Adolescents.**

*Fall and Spring (3) Messier. Prerequisites: ED 301, PSY 362. Or permission of the instructor. Cross-listed as ED X47 in the graduate catalog.*

Deals with emotional, psychological, genetic, neuro-biological, behavioral, and sociocultural bases for psychopathology in children and adolescents. Consideration is given to procedures for comprehensive assessment and intervention planning in public schools. Research findings in child and adolescent psychopathology will be stressed.

**428. Museum Education.**

*Spring (3) Garland. Prerequisite: ED 422. Cross-listed as ED M72 in the graduate catalog.*

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.

**430. Teaching Students with Learning and Behavior Problems in the Mainstream (Elementary Education).**

*Fall and Spring (2) McLaughlin, Staff. (Elementary Education). Cross-listed as ED X30 in the graduate catalog.*

Designed to acquaint students with the needs of exceptional children and the continuum of special services available. Students also develop specific strategies for teaching exceptional children in regular classroom settings.

**431. Teaching Students with Learning and Behavior Problems in the Mainstream (Secondary Education).**

*Spring (2) Walther-Thomas, Staff. Corequisite: ED 432. Cross-listed as ED X31 in the graduate catalog.*

Designed to acquaint secondary education students with the needs of exceptional learners and the continuum of special services available. Students will also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

**432. Teaching Students with Learning and Behavior Problems in the Mainstream (Lab).**

*Spring (1) Walther-Thomas, Staff. Corequisite: ED 431. Cross-listed as ED X32 in the graduate catalog.*

A field-based course designed to provide students with opportunities to observe, record, and plan strategies to change behaviors which interfere with learning.

**433. Theory and Practice in American Museums: Roles and Function in Society.**

*Spring (3) Staff. Prerequisite: ED 422. Or permission of the instructor. Cross-listed as ED M78 in the graduate catalog.*

A critical inquiry into the nature of museums examining precedent, theory, contemporary practice, and public perceptions presented in a two-semester sequence. ED 433, the second of the two courses, features investigation of the socio-cultural-economic aspects of museums in their role as a public institution. Topics include museum education, audience development, the art market, legal issues of ownership and repatriation, marketing, funding, and ethics. The course requires a 20-hour practicum in a local museum.

**435. Teaching Physical Education K-12.**

*Spring (4) Crowe. Prerequisites: ED 319. Senior standing.*

This course is designed to develop teaching strategies and skills, K-12. Emphasis is on the processes of planning, instructing and evaluating content and methods.

**440. Curriculum and Instructional Methods (Social Studies).**

*Spring (4) Wheeler. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 494, ED 499. Cross-listed as ED S00 in the graduate catalog.*

A basic course in instructional methodology and an introduction to secondary social studies teaching methods and materials.

**441. Curriculum and Instructional Methods (English).**

*Spring (4) Gulesian. Prerequisites: ED 301, ED 310, ED 320, ED 423. Corequisites: ED 431, ED 432, ED 495, ED 499. Cross-listed as ED S01 in the graduate catalog.*

A basic course in instructional methodology and an introduction to secondary English teaching methods and materials.

**442. Curriculum and Instructional Methods (Foreign Language).**

*Spring (4) Kulick. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 496, ED 499. Cross-listed as ED S02 in the graduate catalog.*

A basic course in instructional methodology and an introduction to secondary foreign language teaching methods and materials.

**443. Curriculum and Instructional Methods (Mathematics).**

*Spring (4) Flanagan. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 497, ED 499. Cross-listed as ED S03 in the graduate catalog.*

A basic course in instructional methodology and an introduction to secondary mathematics teaching methods and materials.

**444. Curriculum and Instructional Methods (Science).**

*Spring (4) Giese. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 498, ED 499. Cross-listed as ED S04 in the graduate catalog.*

A basic course in instructional methodology and an introduction to secondary science teaching methods and materials.

**453. Students with Learning Disabilities.**

*Fall and Spring (3) Korinek. Prerequisite: ED 425. Or permission of the instructor. Cross-listed as ED X53 in the graduate catalog.*

A course in which an interdisciplinary approach is taken to learning problems associated with various disabling conditions.

**475. Elementary Social Studies Curriculum and Instruction (Lab).**

*Fall and Spring (1) Wheeler. Corequisite: ED 405.*

A course designed to acquaint the prospective elementary school teacher with the purposes and practices of social studies education by means of on-site experience.

**476. Elementary Science Curriculum and Instruction (Lab).**

*Fall and Spring (1) Giese. Corequisite: ED 406.*

A field-based course designed to provide students with a first opportunity to apply their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

**477. Elementary Mathematics Curriculum and Instruction (Lab).**

*Fall and Spring (1) Flanagan, Staff. Corequisite: ED 407.*

A course designed to provide students with an opportunity to apply, refine, and modify their preliminary beliefs about teaching mathematics.

**478. Developmental/Diagnostic Reading Curriculum and Instruction (Lab).**

*Fall and Spring (1) Beers, Lashinger. Prerequisites: ED 310, ED 313. Or permission of the instructor. Corequisites: ED 416, ED 479, ED 408.*

This course is designed to provide opportunities for students to observe and participate in developmental/diagnostic reading instruction in an elementary school classroom.

**479. Elementary Language Arts Curriculum and Instruction (Lab).**

*Fall and Spring (1) Beers, Lashinger. Corequisites: ED 416, ED 478, ED 408.*

This course is designed to provide opportunities for students to observe and participate in language arts instruction in an elementary classroom and setting.

**480. Psychology and Education of the Gifted Learner.**

*Fall (3) Burrus. Cross-listed as ED G80 in the graduate catalog.*

A course focusing on the nature of gifted learners and how they differ in cognitive, affective, developmental and behavioral ways from more typical learners. The course emphasizes general theories of intelligence, development, and learning and how they apply to gifted learners.

**489. Mentorship for Gifted and Talented Students.**

*Occasionally (3) Staff. Cross-listed as ED 689 in the graduate catalog.*

A study of the educational needs of gifted and talented students and the provision of services via the mentorship model.

**490. Supervised Teaching in Elementary Education.**

*Fall and Spring (6,6) Staff. Prerequisites: Completion of the first two semesters of professional studies in elementary education. Corequisites: ED 405, ED 406, ED 475, ED 476. Cross-listed as ED L20 in the graduate catalog.*

A field-based experience designed to enable pre-service NK-8 teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

**\*491. Independent Study in Education.**

*Fall and Spring (Var.) Patton.*

Hours and credits arranged.

**493A. Supervised Teaching in Elementary Physical Education.**

*Spring (3) Crowe. Prerequisites: ED 310, ED 319. Senior standing, and 24 credits in Education and Kinesiology. Corequisite: ED 499.*

Involves daily observation and teaching in a public school system with weekly conferences, special assignments, and reports.

**493B. Supervised Teaching in Secondary Physical Education.**

*Spring (3) Crowe. Prerequisites: ED 310, ED 319, ED 435 and senior standing. Corequisite: ED 499.*

Involves daily observation and teaching in a public school system. Weekly conferences, special assignments, and reports will be required.

**494. Supervised Secondary School Teaching (Social Studies).**

*Spring (6) Wheeler. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 440, ED 499. Cross-listed as ED L24 in the graduate catalog.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom social studies teachers.

**495. Supervised Secondary School Teaching (English).**

*Spring (6) Gulesian. Prerequisites: ED 301, ED 310, ED 320, ED 423. Corequisites: ED 431, ED 432, ED 441, ED 499. Cross-listed as ED L25 in the graduate catalog.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom English teachers.

**496. Supervised Secondary School Teaching (Foreign Language).**

*Spring (6) Kulick. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 442, ED 499. Cross-listed as ED L26 in the graduate catalog.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom foreign language teachers.

**497. Supervised Secondary School Teaching (Mathematics).**

*Spring (6) Flanagan. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 443, ED 499. Cross-listed as ED L27 in the graduate catalog.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom mathematics teachers.

**498. Supervised Secondary School Teaching (Science).**

*Spring (6) Giese. Prerequisites: ED 301, ED 310, ED 320. Corequisites: ED 431, ED 432, ED 444, ED 499. Cross-listed as ED L28 in the graduate catalog.*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom science teachers.

**499. Seminar in Teaching.**

*Spring (2) Staff. Corequisites: ED 497, ED 498, ED 494, ED 495, ED 496. Cross-listed as ED S21 in the graduate catalog.*

A course designed to provide student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers, and of students.

## School of Marine Science/Virginia Institute of Marine Science

**PROFESSORS** Wright (Dean), Austin, Boon, Burreson, Chittenden, Diaz, Ducklow, DuPaul, Huggett, Kaattari, Kuehl, Kuo, Lynch, MacIntyre, Mann, Milliman, Musick, Orth, Roberts, Silberhorn, Taylor, Theberge, Wetzel. **ASSOCIATE PROFESSORS** Bauer, Brubaker, Chu, Evans, Faisal, Graves, Hale, Hershner, Kator, Kirkley, Lipcius and Maa. **ASSISTANT PROFESSORS** Canuel, Chisholm-Brause, Dickhut, Friedrichs, Schaffner, Van Veld and Vogelbein.

### 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 the Chesapeake Bay and the nearby Atlantic. The Institute and the School are ideally 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 at the graduate level. The degrees offered are the Master of Science and Doctor of Philosophy in Marine Science. Specialization in biological oceanography (marine biology), physical sciences (physical, chemical or geological areas), marine fisheries science, and marine resource management are available at both levels. Within these general areas, study of several specialties may be undertaken—for example, marine pollution biology, wetlands ecology, etc. The curriculum available to students working toward either degree includes nearly 100 formal course offerings.

Though the courses offered by the School are primarily for graduate students, advanced undergraduates (juniors and seniors) may participate. For instance, biology, chemistry, geology and physics majors may enroll in suitable 500 level courses with the permission of the instructor. An undergraduate major in chemistry, geology, physics or biology may work on a marine problem in his or her field of specialization. Consent of the chair of the student's major department is required to take problems courses in marine science.

As in most marine institutions, activities are accelerated in the summer. Several scientists are usually added to the research and teaching staff. Qualified undergraduate students may take advanced training in subjects as scheduled. In addition to the regular academic courses offered, special summer courses in marine science may be arranged. Opportunities exist for qualified undergraduate students to experience the intellectual stimulations and challenges of marine research through the School's REU program.

The faculty is actively engaged in research as well as teaching; as such, 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 21st 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. Students interested in biological oceanography or marine fisheries science should plan to take, in addition to the quantitative courses listed above, organic chemistry, biochemistry and a suite of contemporary biology courses.

The prospective chemical, geological, or 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

Undergraduate students can take MS 501-550 level courses with the permission of the instructor. The interested student is referred to the School of Marine Science catalog. In addition, the following courses are offered at the advanced undergraduate level.

### **409. Program Design and Data Structures Using Pascal.**

*Spring (2) Staff.*

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.

### **410. Applied Computing for Marine Scientists.**

*Fall (1) Mr. Anderson.*

An introduction to the use of computers in scientific research. Topics covered include software systems for data analysis, spatial analysis, word processing, and graphics. Class assignments will be carried out in the microcomputer laboratory and on various computing platforms across VIMS campus-wide networks. The role of computing and information resources on the Internet will also be discussed. One lecture hour and two laboratory hours weekly.

### **497. Problems in Marine Science.**

*Fall, Spring and Summer (1-3) Staff.*

Supervised projects selected to suit the need of the upper level undergraduate student. Projects are chosen in consultation with the student's supervising professor and the instructor. Credit hours depend upon the difficulty of the project and must be arranged with the instructor in advance of registration.

### **498. Special Topics in Marine Science.**

*Fall, Spring and Summer (1-3) Staff.*

This is the avenue through which subjects not covered in other formal courses are offered. These courses are offered on an occasional basis as demand warrants. Subjects will be announced prior to registration. Hours to be arranged.

## Graduate Program

The School of Marine Science offers the degrees of Master of Science 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 Graduate Studies, School of Marine Science, Gloucester Point, Virginia 23062.



## MISCELLANEOUS INFORMATION

### Enrollment of the College

#### Session 1996-97

Classification	Men	Women	Total
Freshman	635	909	1544
Sophomore	524	815	1339
Junior	545	765	1310
Senior	548	748	1296
Unclassified			
Undergraduate	54	75	129
Law	286	244	530
Graduate	675	679	1354
Unclassified Graduate	60	160	220
<b>TOTAL</b>	<b>3327</b>	<b>4395</b>	<b>7722</b>

#### GEOGRAPHICAL DISTRIBUTION OF STUDENTS (BY FOREIGN COUNTRY)

##### Session 1996-97

Argentina ..... 1	Ecuador ..... 1	Japan ..... 46	Saudi Arabia ..... 4
Armenia ..... 1	El Salvador ..... 5	Jordan ..... 1	Scotland ..... 1
Australia ..... 19	England ..... 62	Latvia ..... 1	Singapore ..... 3
Austria ..... 3	Estonia ..... 1	Lebanon ..... 2	SomoLia ..... 1
Bahamas ..... 6	Ethiopia ..... 1	Malaysia ..... 4	South Africa ..... 4
Bahrain ..... 1	Finland ..... 2	Mexico ..... 4	South Korea ..... 16
Bangladesh ..... 1	France ..... 59	Monaco ..... 1	Spain ..... 54
Barbados ..... 1	French W Indies ..... 1	Morocco ..... 1	Sri Lanka ..... 1
Belgium ..... 8	Germany ..... 40	Nepal ..... 1	Sudan ..... 1
Bermuda ..... 4	Ghana ..... 1	Nether Antilles ..... 10	Sweden ..... 4
Bolivia ..... 4	Great Britain ..... 1	Netherlands ..... 11	Switzerland ..... 14
Bosnia-Hercegovina... 1	Greece ..... 11	Nigeria ..... 1	Taiwan ..... 4
Brazil ..... 5	Guatemala ..... 3	Norway ..... 13	Thailand ..... 9
British West Indies .... 4	Honduras ..... 2	Oman ..... 1	Turkey ..... 4
Canada ..... 43	Hong Kong ..... 5	Pakistan ..... 11	U.A. Emirates ..... 9
Chile ..... 3	Hungary ..... 2	Peoples Republic of China ..... 55	U.S. Virgin Islands .... 4
Colombia ..... 1	India ..... 35	Peru ..... 3	Ukraine ..... 3
Costa Rica ..... 7	Indonesia ..... 4	Philippines ..... 5	United Kingdom ..... 27
Croatia ..... 1	Ireland ..... 2	Puerto Rico ..... 4	Uruguay ..... 1
Cyprus ..... 8	Israel ..... 3	Romania ..... 2	Venezuela ..... 3
Czech Republic ..... 1	Italy ..... 4	Russia ..... 5	Yugoslavia ..... 2
Dominican Republic . 2	Jamaica ..... 2		Zimbabwe ..... 2

#### GEOGRAPHICAL DISTRIBUTION OF STUDENTS (BY STATE AND TERRITORY)

##### Session 1996-97

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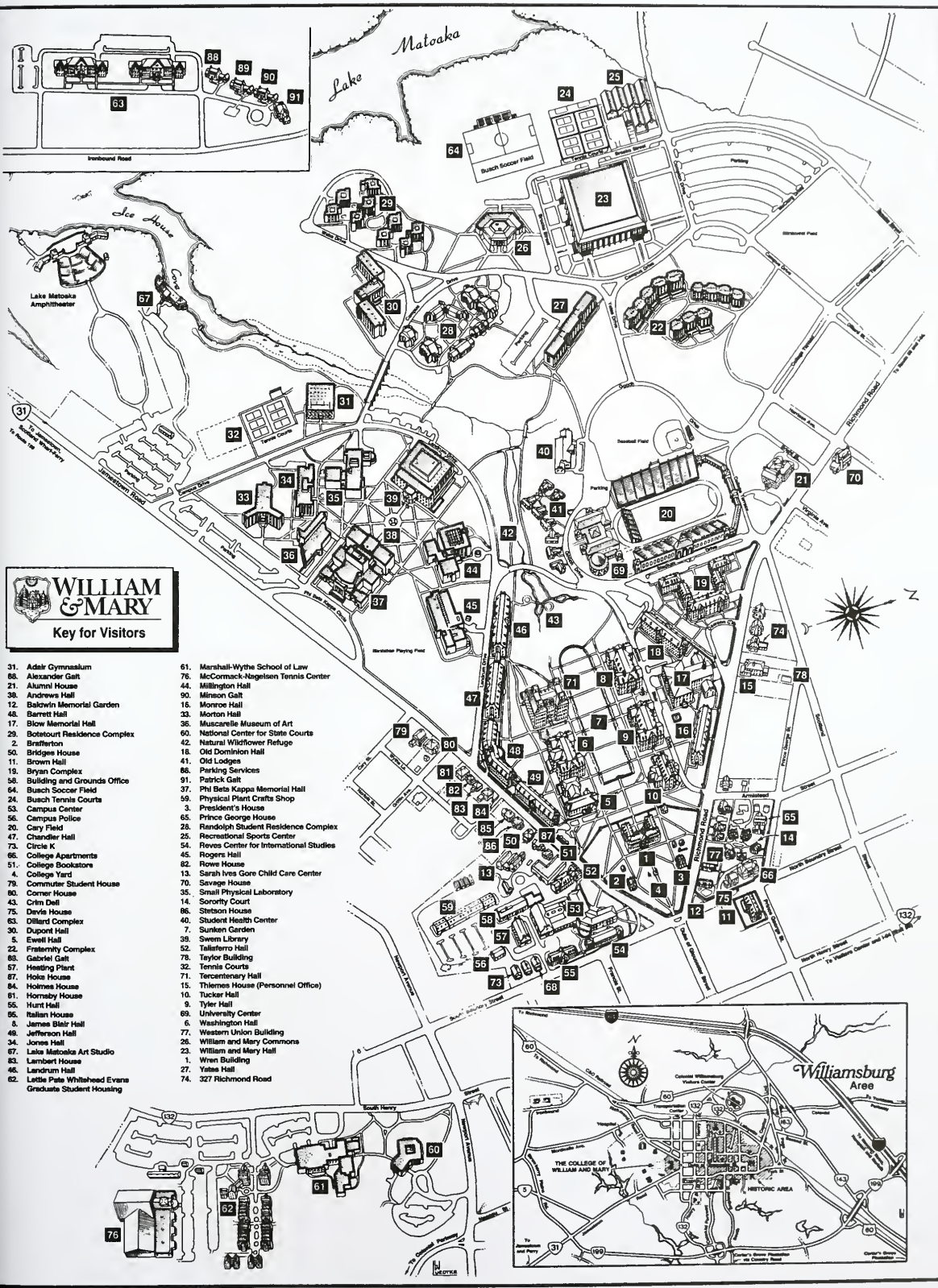
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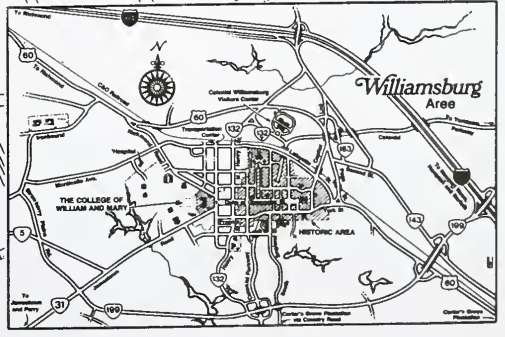






**WILLIAM & MARY**  
Key for Visitors

- 31. Adelphi Gymnasium
- 88. Alexander Galt
- 21. Alumni House
- 38. Andrews Hall
- 12. Baldwin Memorial Garden
- 48. Barrett Hall
- 17. Blow Memorial Hall
- 29. Botsourt Residence Complex
- 2. Brattleton
- 50. Bridges House
- 11. Brown Hall
- 19. Bryan Complex
- 58. Building and Grounds Office
- 64. Busch Soccer Field
- 24. Busch Tennis Courts
- 63. Campus Center
- 56. Campus Police
- 20. Cary Field
- 47. Chandler Hall
- 73. Circle K
- 66. College Apartments
- 51. College Bookstore
- 4. College Yard
- 79. Commuter Student House
- 90. Corner House
- 43. Crim Dell
- 75. Davis House
- 63. Dillard Complex
- 30. Dupont Hall
- 5. Ewell Hall
- 22. Fraternity Complex
- 88. Gabriel Galt
- 87. Heating Plant
- 87. Holis House
- 84. Holmes House
- 61. Hornsby House
- 55. Hunt Hall
- 85. Italian House
- 8. James Blair Hall
- 49. Jefferson Hall
- 34. Jones Hall
- 87. Lake Matoaka Art Studio
- 83. Lambert House
- 66. Landrum Hall
- 62. Little Pale Whitehead Evans
- Graduate Student Housing
- 61. Marshall-Wythe School of Law
- 76. McCormack-Nagelsen Tennis Center
- 44. Millington Hall
- 14. Mirson Galt
- 16. Monroe Hall
- 33. Morton Hall
- 36. Muscarelle Museum of Art
- 60. National Center for State Courts
- 42. Natural Wildflower Refuge
- 18. Old Dominion Hall
- 41. Old Lodges
- 86. Parking Services
- 91. Patrick Galt
- 37. Phi Beta Kappa Memorial Hall
- 59. Physical Plant Crafts Shop
- 3. President's House
- 65. Prince George House
- 28. Randolph Student Residence Complex
- 25. Recreational Sports Center
- 54. Reeves Center for International Studies
- 45. Rogers Hall
- 82. Rome House
- 13. Sarah Ines Gore Child Care Center
- 70. Savage House
- 35. Small Physical Laboratory
- 14. Sorovity Court
- 86. Stebbins House
- 40. Student Health Center
- 7. Sunken Garden
- 30. Swann Library
- 52. Talliferro Hall
- 78. Taylor Building
- 32. Tennis Courts
- 71. Tercentenary Hall
- 15. Thienes House (Personnel Office)
- 10. Tucker Hall
- 9. Tyler Hall
- 69. University Center
- 6. Washington Hall
- 77. Western Union Building
- 26. Williams and Mary Commons
- 23. Williams and Mary Hall
- 1. Wren Building
- 27. Yates Hall
- 74. 327 Richmond Road





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