Sweet Briar’s Mission

Sweet Briar College prepares women (and at the graduate level, men as well) to be productive, responsible members of a world community. It focuses on personal and professional achievement through a customized educational program that combines the liberal arts, preparation for careers, and individual development. The faculty and staff guide students to become active learners, to reason clearly, to speak and write persuasively, and to lead with integrity. They do so by creating an educational environment that is both intense and supportive and where learning occurs in many different venues, including the classroom, the community, and the world.

Approved by the Board of Directors, May 2004

Statement of Purpose in Support of the Mission

Sweet Briar’s curriculum is organized on the premise that a foundation in the liberal arts enhances the development of critical and creative abilities, develops the ability to synthesize disparate information, equips the student for graduate and professional education, and encourages the individual to continue to learn long after leaving Sweet Briar.

A broadly based academic program teaches her to view her experience within wide contexts, to appreciate the achievements of the past, to understand the methods and major theories of science, to gain an appreciation of the arts, and to communicate with precision and cogency. At Sweet Briar this study takes place within a residential environment that encourages physical well-being, ethical awareness, sensitivity to others, responsibility for one’s actions, personal initiative, and the assumption of leadership.

A highly qualified faculty, committed to the highest standards of teaching, engages individuals on a human scale. In small classes, students receive the attention that encourages self-confidence and the improvement of skills for life and livelihood.

Sweet Briar continues its commitment as an independent undergraduate women’s college in order to devote its resources to the education of women in the full range of the liberal arts, including those subjects that have been traditionally considered as male domains. It welcomes men as well as women in selected graduate programs. The College continues to seek a diverse student body, which is drawn from a national and international pool of applicants.

The College

Sweet Briar College grants the Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Master of Arts in Teaching, and Master of Education. The College offers more than 35 programs of study as well as self-designed and interdisciplinary majors. Students create and learn with an exceptional faculty, almost all of whom hold the doctorate or the appropriate terminal degree. An 8:1 student/faculty ratio insures that classes are small and each student’s educational program is customized. Each academic year consists of two semesters. Students are guided in the pursuit of special interests, not only in academic coursework, but also through internships, research opportunities, summer fellowships, service experiences, and independent study. The College strongly encourages study abroad, at one of Sweet Briar’s distinguished programs or through another approved international program.

Sweet Briar is a residential community. Sweet Briar women have enough ideas and enthusiasm to
support nearly 50 student-led and student-managed organizations—everything from art and musical groups to student publications and cultural awareness organizations. A strong leadership program helps students develop leadership skills. Many students take part in volunteer service projects during school terms and vacations, putting these skills to work.

Nearly 30 percent of Sweet Briar students play sports at the varsity level. The College is a member of the National Collegiate Athletic Association (NCAA) Division III and competes in the Old Dominion Athletic Conference (ODAC). The College’s Riding Program is recognized as one of the best collegiate programs in the nation.

Sweet Briar College offers cultural events including plays, concerts, theater, dance, and other presentations throughout the year, by students, faculty, and visiting artists, performers, and lecturers. These as well as sports events are open to the general public and, with rare exceptions, free of charge. The College’s art galleries and museum serve both as resources for the surrounding community and as laboratories for students in arts management and related fields. For information on current events go to our Web site www.calendar.sbc.edu.

The Campus

Sweet Briar’s intellectually and socially vibrant campus is a true community, home not only to students but also to approximately half of our faculty as well as many staff members. It is a living laboratory, which provides hands-on opportunities for exploration and discovery in nearly every discipline from the classics and anthropology to the sciences and engineering. History and archaeology students have a particularly rich setting in which to do research inasmuch as the campus was a working plantation in the 18th and 19th centuries. The main campus buildings are nestled at the center of 3,250 acres of rolling hills and meadows in the foothills of Virginia’s Blue Ridge Mountains. The broad landscape includes two lakes, six nature sanctuaries, and an extensive network of walking, horseback riding, and hiking trails.

The campus, designed in the early part of the 20th century, is dominated by the architecture of Ralph Adams Cram, whose work is also seen at MIT, Princeton, Wellesley, Rice, and West Point. Twenty-one of Sweet Briar’s 30 campus buildings have been placed on the National Register of Historic Places. Within these historic buildings are housed impressive academic facilities. Our science laboratories contain some of the best instrumentation in the nation for liberal arts colleges.

The Mary Helen Cochran Library is the cornerstone of the College’s library services. The Junius P. Fishburn Music library, located in the Mary Reynolds Babcock Fine Arts building houses music materials. The Martin C. Shallenberger library in the Anne Gary Pannell building holds the Fanny B. Fletcher College Archives, the Fergus Reid Rare Book collections and the College’s book arts collection. Older journals, microform resources, and government resources are housed in the Wick Closed Stack facility. Together with Cochran, these resources provide students with one of the finest private college libraries in Virginia. The collections include over 250,000 volumes, 400,000 microforms; subscriptions to more than 1,000 current periodical titles; and 8,000 audio-visual materials. The library system also provides the College community with access to an enormous range of electronic databases and full text resources through the library Web page <www.library.sbc.edu>.

The 700-seat Murchison Lane Auditorium, located in the Babcock Fine Arts Center, is host to cultural and intellectual events from student dance and theatre productions to world-renowned speakers and the Babcock Season, which brings visiting performing artists, theatre troops, and music ensembles to
Rotating art exhibitions are research-, studio-, and community-based and are presented in one of three galleries: Babcock, Benedict, and Pannell; the latter houses the Sweet Briar Collection and larger touring exhibitions. Located in the Boxwood Alumnae House, the Sweet Briar Museum contains an excellent teaching collection of 18th-, 19th-, and 20th-century American decorative arts, including artifacts of the College’s founders and memorabilia from throughout the College’s history.

The Virginia Center for the Creative Arts (VCCA), the only artists’ retreat in the nation with direct ties to a college or university, is located adjacent to the Sweet Briar campus. Writers, visual artists, and composers working at the VCCA come to the College to teach in its interdisciplinary Bachelor of Fine Arts program, and to take part in campus life. The Florence Elston Inn and Conference Center complex, located on campus, provides a 10,000 square foot state-of-the-art conference facility and an inn featuring 38 comfortable rooms.

The College is centrally located within the state of Virginia, 50 miles south of Charlottesville and 165 miles southwest of Washington, D.C., on U.S. 29.

**A Brief History of Sweet Briar College**

Sweet Briar College was founded in 1901, the legacy of Indiana Fletcher Williams, who left her entire estate to found an institution in memory of her only daughter, Daisy, who died at the age of 16 in 1884. At the time of Mrs. Williams’ death in 1900, her estate consisted of more than a million dollars, and over 8,000 acres of land, including the Sweet Briar Plantation. The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards. Sweet Briar would unite classical and modern ideals of education and, in the words of its founder, prepare young women “to be useful members of society.”

Sweet Briar College opened formally in September 1906 with 51 students, including 15 day students. Its A.B. degree, granted for the first time in 1910, was immediately recognized by graduate programs at leading universities. Three of Sweet Briar’s first five graduates went on to pursue advanced degrees.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on Education, and was approved by the Association of American Universities. Its chapter of Phi Beta Kappa authorized in 1950, the Theta of Virginia, is one of fewer than 250 chapters nationwide. In 1952, Sweet Briar became a charter member of the Virginia Foundation for Independent Colleges (VFIC).

An early leader in international study, Sweet Briar established an exchange program with the University of St. Andrews, Scotland, in 1932. In 1948 it began its renowned Junior Year in France Program, to be followed in 1984 by a Junior Year in Spain Program in Seville.

In 1978, the Virginia Center for the Creative Arts opened to Fellows. The center is affiliated with Sweet Briar and located at Mount San Angelo, a nearby estate belonging to the College. Today, the VCCA is one of the foremost working retreats for artists in the world, and the only one with direct ties to a college or university.

In 1995, 21 of the College’s buildings were listed on the Virginia Landmarks Register and the National
Register of Historic Places as a National Historic District.

Sweet Briar College celebrated its centennial in 2001, and moved vigorously into its second century both in terms of its physical facilities and educational programs. In 2002, the College completed a new quad around a Student Commons, a village green that links residence halls with student services, dining facilities, a bookshop and cafe, post office, and student organizations. In 2006, a new studio arts facility was opened. These new facilities exemplify Sweet Briar’s commitment to an educational environment that is integrated, intentional, and rooted.

Sweet Briar’s leadership in student engagement is reflected in a new mission statement, adopted in 2004, refocusing the College on its first principles, but recognizing that in the 21st century, students who will become “useful members of society” must, as liberally educated women, be well equipped to move into professional life. The College inaugurated its first graduate programs, a Master of Arts in Teaching and a Master of Education, in 2004, and also that year, became only the second women’s college in the nation to offer a program in engineering.

Institutional Accreditation

Sweet Briar College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts in Teaching, and Master of Education. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Sweet Briar College.

It is a member of the College Entrance Examination Board and a contributing member of the American School of Classical Studies at Athens.

General Policies Non-Discrimination

In accordance with federal laws and the law of the Commonwealth of Virginia, discrimination in educational programs or in employment on the basis of race, religion, nationality, sex, age, handicap, veteran status, or sexual orientation by one member of the Sweet Briar community against any other member of the Sweet Briar community will not be tolerated. Discrimination encompasses any difference in treatment on a prohibited basis. This prohibition against unlawful discrimination shall not in any way alter, affect, or negate the at-will status of any employee. Individuals who require accommodation should notify the director of Human Resources (for employment matters) or the Dean’s Office (for education programs).

Student confidentiality Policy

Confidentiality of Education Records
In compliance with the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA), Sweet Briar College’s policy as outlined herein establishes certain prerequisites and limitations on the release of education records and personal identification data. The act was designed to protect the
privacy of education records and to provide guidelines for the correction of inaccurate or misleading data.

Annual Notice — The College will annually notify students of their rights under the act by providing each student with a copy of this policy or a summary thereof.

Public Access — Certain information is considered public, and the College may release such information at its discretion. The College has designated the following information as directory information:

- name
- addresses (permanent, campus, local, email)
- associated telephone numbers
- date and place of birth
- dates of attendance
- previous institution(s) attended
- major and minor field(s) of study
- full or part-time enrollment status
- class
- participation in officially recognized activities and sports
- academic honors and awards
- degree sought
- expected date of completion of degree requirements and graduation
- degree(s) conferred (including dates)
- photograph and video images

A student may request that designated directory information be kept confidential by filing written notification with the Registrar’s Office. Once restricted, this information cannot be released without the written consent of the student.

Disclosure to Third Parties — Except as described above, the College will not release personally identifiable information from education records to third parties without the student’s prior written consent. The College may disclose personally identifiable information from education records:

a) to College officials, including faculty, with a legitimate interest;
b) to certain federal, state, and local officials;
c) to organizations conducting certain educational studies or accrediting functions;
d) to parents who submit documentation that the student is claimed as a dependent for income tax purposes;
e) in connection with a student’s application for or receipt of financial aid;
f) pursuant to a court order or subpoena, upon a reasonable attempt to give advance notice to the student;
g) in connection with a health or safety emergency as necessary for the protection of the student or others;
h) to organizations or individuals as authorized in writing by the student; and
i) to other persons or entities as authorized by the legislation.

Student Access — Students may review their academic records by requesting this in person at the
Office of the Registrar. The College will comply with a student’s request to inspect and review other education records under this policy within a reasonable period of time, not to exceed 45 days from receipt of the request.

Limitations and Restrictions on Disclosure and Access — The term “education records” as defined by law and as used herein does not include:

a) records made and maintained by individual faculty or administrative personnel;
b) law enforcement records;
c) records that contain information only after an individual is no longer a student;
d) employment records; or
e) treatment records submitted directly to or maintained solely by the Student Health Center, except that a student may request treatment records to be reviewed by a physician or appropriate professional.

Student access to records that are not education records is strictly within the College’s discretion. In addition, students are not entitled to inspect and review certain education records, including confidential letters and recommendations (if a student has signed a written waiver), and parental financial records.

The College may, at its discretion, require payment of all delinquent tuition and other outstanding amounts prior to providing copies of records in connection with any disclosure or access. Students are also responsible for paying reasonable copying charges.

Records of Disclosure — Except for access or disclosure as described above, the College will maintain a record of requests for access to and disclosure of personally identifiable information from education records.

Types and Locations of Education Records — The College maintains the following types of education records at the locations indicated: the academic transcript is maintained in the Registrar’s Office and the academic file is maintained in the Dean’s Office.

Requests for Amendment of Records — A student may request the College to amend an educational record believed to be inaccurate, misleading, or in violation of the student’s rights. Such a request must be directed to the Dean of the Faculty. Appropriate offices will be notified if changes are made. Upon request, a student shall have the opportunity for a hearing to challenge the content of education records on the grounds of information being inaccurate or misleading or in violation of the student’s rights. If the student does not prevail at the hearing, the student may add a statement to the record describing the student’s challenge. Students also have a right to file with the U.S. Department of Education a complaint concerning non-compliance with the Act or regulations.

Student Disability Policy

Academic Policies on Disabilities
Sweet Briar College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and accepts students with documented disabilities who can successfully pursue the College’s academic program. Sweet Briar recognizes its responsibility to provide individuals with disabilities with equivalent access while maintaining the standards that are essential to the academic
Admission
Admission to Sweet Briar College is based on the requirements outlined in this catalog. Sweet Briar does not discriminate on the basis of disability in the admissions process. If an applicant believes that an accommodated admission review is warranted, the applicant must initiate the process (by law, the Admissions Office can not address a disability unless the applicant is self identified). The applicant must submit a written request for an accommodated admissions review to the Dean of Admissions and enclose with that request the appropriate documentation. The request will be evaluated by the Dean of the Faculty, who will forward a recommendation to the Dean of Admissions for inclusion in the admissions review process.

Accommodations in Specific Courses and Support Services for Enrolled Students with Disabilities
Students with documented disabilities, identified either before or after their admission to the College, may request accommodations in the structure of a course or courses. The responsibility for initiating such requests rests with the student. Students with disabilities who seek course-based accommodations must meet with the Dean of the Faculty to request accommodations. The student must submit appropriate documentation of the disability to the Dean, who will review the documentation and will then discuss with the student which accommodations and support services are appropriate.

The Dean of the Faculty, with the student’s written permission, will notify the faculty members involved of the specific classroom or course-based accommodations or both that have been authorized. The student will also be referred to the Academic Resource Center to arrange need-based support services outside the classroom. All specific course-based accommodations should be established at the beginning of each academic term. It is the responsibility of the student to contact her professors to arrange for the necessary accommodations. Accommodations identified at the beginning of the term may be adjusted on an as-needed basis.

The types of legal accommodations available to students in specific courses and outside the classroom can include, but are not limited to, the following possible accommodations:

- In Class — Tape recording of lectures, use of a note taker, seating location, extended time for assignments, use of a word processor for written work and taped texts.
- For Examinations — Use of a reader, extended time, private room, use of a word processor, alternative formats, or adaptive equipment.
- Outside the Classroom — Taped texts, note transcription, tutoring, learning strategies instruction, reduced course load, and use of adaptive equipment.

Modifications
Students with documented disabilities may request modifications in academic requirements as are necessary to ensure that such requirements do not discriminate against students with disabilities, or have the effect of excluding students solely on the basis of disability. Modifications may include changes in the length of time permitted for completion of degree requirements, reduced course loads, substitution of specific courses for degree requirements, waivers of specific requirements, or utilization of the pass/credit/no credit grading option.

Students requesting modifications must submit a written request to the Office of the Faculty complete with appropriate documentation of the disability. The College’s guidelines for reviewing all requests for modifications are:
1. The modification must be directly related to the student’s disability.
2. In cases involving courses required for the degree, the student must pass an authorized substitute course or requirement.
3. In cases where students have been approved to take courses on the pass/credit/no credit basis, the office of the Dean will notify the Registrar in writing of this modification.
4. Grades earned in courses identified as affected by a specific disability and attempted before the disability was diagnosed and confirmed by the Dean of the Faculty or Director of Academic Advising may be converted to the pass/credit/no credit grade, and the grade-point average may be adjusted at the request of the student and with the approval of the Dean of the Faculty. The Dean will consult with the faculty member who recorded the original grade to verify that clear evidence exists to support the student’s claim that the disability, rather than other factors, directly interfered with the student’s ability to perform on an equal basis with other students in the course. This policy will not apply to students diagnosed with disabilities after they have completed the degree.

Other Guidelines
In order for Sweet Briar College to consider requests for accommodations or modifications or both, the student must provide documented evidence of the disability or disabilities based on an evaluation done by an appropriate professional within four years of the date the request is submitted. In cases of learning disabilities or other “hidden disabilities” the required evaluation must also include specific test results.

The Office of the Dean will submit an annual report to the Instruction Committee, including the number of students diagnosed with learning disabilities, and summarizing the nature and scope of accommodations, modifications, and support services provided to students under this policy.

Academic Policies & Procedures

Here, you'll find information on the advanced placement test (AP), International Baccalaureate (IB), class attendance, credits and grades, course repeats, grade reports, grade appeal policy, academic eligibility and class standing, examinations, registration, withdrawal, conduct and readmission. Advanced Placement and Exemption
Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Board, the International Baccalaureate (IB) Program, transfer credit, or, in some cases, placement tests taken at Sweet Briar. Neither academic credit nor placement is awarded for the College Level Examination Program (CLEP), experiential learning, or Armed Services experience. Requests for information about the Advanced Placement Tests should be made to the College Board or the student’s high school counselor.

Since the College wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement or International Baccalaureate programs, but believes that she is capable of doing the work of an advanced course or should be exempted from a degree requirement, may so indicate to the Dean. Placement tests and conferences with department chairs will be arranged to meet the needs of such students.

Advanced Placement Test (AP)
A student who receives a score of 4 or 5 on an Advanced Placement Test will be granted credit for a
year’s course or for a term’s course, as well as exemption from both the department’s introductory course, if there is one, and any appropriate general education requirement. Students must request that ETS send official score reports to the Registrar’s Office.

**International Baccalaureate (IB)**
Sweet Briar College recognizes the challenging nature of the International Baccalaureate program of study. Six semester hours of credit will be granted to a student presenting a score of five or higher on any of the International Baccalaureate higher-level examinations. On the recommendation of the individual department, advanced placement or credit or both may be awarded to a student presenting a score of 4 on any of the International Baccalaureate higher-level examinations.

**Class Attendance**
The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend all classes and to keep up her work. Faculty may take class participation into account in grading.

**Credits, Grades, and Quality Points**
The College requires 120 semester credit hours to be presented for graduation. Grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
<th>Affect GPA</th>
<th>Earn Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>Excellent(-)</td>
<td>3.7</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>Good(+)</td>
<td>3.3</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>Good (-)</td>
<td>2.7</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory(+)</td>
<td>2.3</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>Satisfactory(-)</td>
<td>1.7</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
<td>Poor(+)</td>
<td>1.3</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D-</td>
<td>Poor(-)</td>
<td>0.7</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0.0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>0.0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete*</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>TR</td>
<td>Transferred</td>
<td>0.0</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* Incomplete indicates that a substantial piece of required work in a course has not been completed because of exceptional circumstances which merit an extension of time.

A minimum grade point average of 2.00 in the major and overall is required for graduation. Grade point averages are calculated to the second decimal point and are not rounded up or down. With specified exceptions, only graded work pursued at Sweet Briar is used in determining the grade point average. A minimum of two years of residence and 60 credit hours earned at Sweet Briar are required for the degree.

**Pass/Credit/No Credit Grading Option**

A student with a cumulative grade point average of at least 2.00 may, with the approval of her advisor and the instructor, choose to take a total of two courses on a “Pass/Credit/No Credit” basis. A student in her first term at Sweet Briar is not eligible for this option. Under this grading option, students who earn grades of “C-” or higher will receive a final grade of “P;” those who earn grades of “D+,” “D,” or “D-” will receive a final grade of “CR;” and those who earn a grade of “F” will receive a final grade of “NC.” Courses offered on a P/CR/NC grading option only are excluded from the two courses limit.

Some academic departments have policies which further limit or prohibit the use of this grading option on courses that could count toward a major or minor. Consult the major and minor requirements listed under each department for such restrictions.

**Course Repeats**

If a student earns a grade below C- in a course, she may repeat the course. Course repeats are subject to the following conditions:
a) The repeated course must be the same course or its equivalent and must be taken at Sweet Briar College. Topical seminars repeated under this policy must have the same course content. When course content differs, the topical seminar may be repeated and is not subject to the conditions of this policy.

b) Grades for all course attempts will appear on the student’s transcript and will be included in all GPA calculations, but credit will be applied only once toward fulfilling degree requirements.

c) A student cannot repeat a course that is a prerequisite for a course already completed.

d) Grades earned in all course attempts will be included in the calculation for all honors.

e) Departments may designate a course as nonrepeatable. This exclusion must be included in the course description in the Catalog.

f) Students must designate at the time of registration her intent to repeat a course under the conditions of this policy. Forms for this purpose are available from the Office of the Registrar.

**Grade Reports**

The Family Education Rights and Privacy Act of 1974 as Amended (FERPA) provides that academic transcripts may be furnished to parents (or legal guardians) of a student without the student’s written consent only when the parents establish the student’s status as a dependent according to the Internal Revenue Service code.

It is Sweet Briar’s expectation that each student should take the responsibility to inform her parents of her academic progress. However, if parents wish to receive copies of final grade reports, they should contact the Registrar’s Office for information on how to receive them.

**Grade Appeal Policy**

A student who feels that a grade reported to the Registrar’s Office is incorrect and is prepared to present evidence to support this grievance, must use the following procedure:

1. Initiate the procedure by voicing the complaint to the instructor before the end of the subsequent semester.

2. If the complaint is not resolved at the first level, the student may then take the matter to the chair of the department for mediation. If the instructor is the chair of the department, proceed to the next level.

3. If the matter is still not resolved at the department level, the student may then refer the matter to the Dean of the Faculty for further mediation.

The Dean will investigate the matter and take appropriate action. A grade may be changed only if such change is necessitated by a clerical error or other oversight. Grade changes are limited to the semester subsequent to that in which the work was done.
**Academic Eligibility and Class Standing**

Any student who fails to achieve a cumulative credit ratio of 2.00 at the end of any term will be reported by the Dean to the Eligibility Committee, which may place the student on academic warning, academic probation, academic suspension, or declare her ineligible to continue her college course. Normally, a student with a GPA below 1.80 shall be placed on academic probation.

The status of a student who has been placed on academic warning or academic probation for three consecutive semesters shall be reviewed by the Eligibility Committee, who may suspend the student or declare her ineligible to continue.

Students not making satisfactory progress toward the degree or who experience extreme academic difficulty in a given term may be placed on academic warning or academic probation even if their cumulative GPA is greater than 2.00.

No student on academic warning or academic probation may hold any extracurricular office or compete on club or varsity teams.

Class standing is determined by completion of credit hours as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credit Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>0.00-26.99</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27.00-59.99</td>
</tr>
<tr>
<td>Junior</td>
<td>60.00-89.00</td>
</tr>
<tr>
<td>Senior</td>
<td>90.00 or more</td>
</tr>
</tbody>
</table>

**Satisfactory Progress Requirement**

Students must demonstrate progress toward the degree by completing a minimum number of semester hours and maintaining a minimum credit ratio. Only courses taken for credit will be used in calculating the minimum hours earned: withdrawals, incompletes, and noncredit courses will not be included.

For full-time students, satisfactory academic progress is demonstrated by advancing to the next class each year. Students who fail to meet this standard are ineligible to receive need-based financial aid. They may regain eligibility to receive need aid once they regain satisfactory academic progress.

In the fall term of her fourth year, a student must have passed at least 87 semester credit hours, must have a cumulative credit ratio of not less that 1.90.

In the fall term of her third year, a student must have passed at least 54 semester credit hours and have a cumulative credit ratio of not less than 1.80.

In the fall term of her second year, a student must have passed at least 21 semester credit hours and
have a cumulative credit ratio of not less than 1.70.

For part-time students, satisfactory progress is demonstrated by compliance with the following schedule:

<table>
<thead>
<tr>
<th>End of Year</th>
<th>Minimum semester hrs</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>1.70</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>54</td>
<td>1.80</td>
</tr>
<tr>
<td>4</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>97</td>
<td>1.90</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students who fail to meet this standard are ineligible to receive need-based financial aid. They may regain eligibility to receive need aid once they regain satisfactory academic progress.

The academic progress of all students shall be monitored twice a year by the Eligibility Committee. The status of a student, who at the beginning of the academic year, has failed to demonstrate satisfactory progress toward the degree shall be reviewed by the Eligibility Committee, who shall place her on warning, probation, or declare her ineligible to continue at the college.

**Examinations**

Examinations are given in all courses at the end of each term, unless the instructor decides upon some other means of assessment. Students self-schedule their examinations within the period provided in the official calendar for the term. All tests and examinations are given under the Honor System. Violation of its requirements constitutes a serious offense.

**Registration**

Students, both new and returning, must complete their registration for courses on the dates specified by the Registrar’s Office each year. To carry more than 18 credit hours per semester, a student must have special permission from her advisor and the Dean.

**Withdrawal from the College**

A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal and must clear all financial obligations before her transcripts will be released.

**Conduct**
The College reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

**Readmission to the College**

Readmission after withdrawal from Sweet Briar is not automatic. To request readmission, students should write to the Dean of the Faculty.

**General Requirements**

**The Sweet Briar Degree**

- The Honor Code
- General Requirements
- Degree Requirements

**General Requirements**

The purpose of the General Education Program at Sweet Briar College is to provide all students with a common pattern of skills, experiences and knowledge, which prepares them to be informed, active members of the world community. The program goals include:

- To help students develop strong skills in communication and quantitative reasoning
- To provide experiences that enhance the academic program
- To clarify the basis for a broad liberal arts background
- To encourage students to reflect upon their goals and progress
- To integrate the various aspects of a Sweet Briar education in a comprehensive program

Students benefit more from the college experience if they understand the value of a liberal arts curriculum and actively cultivate, in and out of the classroom, their intellectual, cultural, physical, social and creative potential to prepare for a life of continual growth, responsibility and fulfillment. Students will be more confident of their ability to express their ideas, more competent to make decisions based on their enhanced knowledge of themselves and the world, and thus better able to derive the maximum benefits from their Sweet Briar education.

Students begin the General Education Program during their first year and follow it throughout their college career. The program is designed so that every student progresses beyond the skills, experiences and knowledge with which she entered Sweet Briar. The requirements are not completely separate — in many cases these areas will overlap and will coincide with the major and minor requirements.

The General Education Program has four components:

- First-Year Writing Requirement
- Skills Requirement
- Physical Activity Requirement
- Knowledge Areas Requirement

Faculty are encouraged to emphasize whenever possible the relationships between the different aspects of the General Education Program and their application across the curriculum, especially in the requirements for the respective majors. In this way the General Education Program and the major
programs form a coherent, integrated educational experience.

**Academic Advising**

The advising program at Sweet Briar encourages students to make informed decisions about their own academic progress. Coordinated by the Director of Academic Advising, the program provides assistance for students as they develop their educational objectives and integrate their academic and co-curricular experiences.

Prior to her arrival, each student is matched with a first-year academic advisor on the basis of shared interests. Upon declaration of a major, her principal academic advisor will become a faculty member from that program. Supplementary advising of first-year students and sophomores is normally the responsibility of the Director of Academic Advising. Supplementary advising of juniors and seniors is normally the responsibility of the Dean of the College.

In the process of helping students make their own choices, academic advisors interpret College requirements, assist with course selections, monitor advisees’ academic progress, and make referrals to campus resources.

The responsibility for advising students about graduate programs and career plans is shared among the Dean of the College, the Director of Academic Advising, members of the faculty, and the Career Services staff.

**First-Year Academic Advising**

Sweet Briar students actively participate in planning their own education. For this reason, the College’s advising program maintains a strong focus on self-assessment and decision-making. A first-year student receives information about her pre-major academic advisor and the advising process when she arrives on campus for Orientation. During Orientation, a student will meet with her advisor to begin planning her program.

As the process unfolds, each student creates a network of key individuals who will help her to make informed decisions about her academic work, pre-professional experiences, and co-curricular activities.

**Academic Resource Center**

The Academic Resource Center (ARC) offers peer tutoring services and assistance in writing and study skills. The ARC is available for help with current projects and for long-term skill development.

The ARC staff and trained assistants are available at designated hours, weekdays and evenings. Walk-ins are possible, but appointments are encouraged. Sweet Briar students regularly use the ARC for tutoring, help in writing papers, effective testing strategies, and reading and study skills.

**Honors**

The Honors Program is designed for students of exceptional initiative and ability who enter the program as first-year students by invitation, or by application within the first two years of their college
career. The Honors Program is designed to foster the kinds of critical thinking, cross-disciplinary curiosity, analytical and creative rigor expected in Honors courses in all disciplines, to enrich the experiences for entering and lower-division Honors students through intellectually challenging course work, and to provide significant opportunities to interact with an academically energetic cohort during four years of Honors study. Sweet Briar students who are not accepted into the program as incoming first-year Honors students may apply for admission after the fall semester. Students who transfer to Sweet Briar from another institution also may apply for admission to the program.

There are four types of Honors courses. With the exception of the First-year Honors Inquiry and First-year Seminar, Honors courses are open to all interested students, with permission of the instructor.

1) **First-year Honors Inquiry:** Incoming Honors students begin an Honors course of study by enrolling in a one-credit Honors Inquiry class in the fall. The Honors Inquiry class provides a foundation in critical and creative thinking across and among disciplines. By engaging with issues related to a theme, current news events, or the research interests of Sweet Briar faculty, students will be introduced to practices of scholarship expected in a sustained Honors course of study at Sweet Briar.

2) **Honors Seminars:** seminars developed especially for the Honors Program designed to foster critical and creative thinking. Honors seminars are offered at the 100-, 200-, and 300-level. Honors seminars are often interdisciplinary and some are team-taught. All Honors seminars require the permission of the instructor to enroll.

a) First-year Honors Seminar: all first-year Honors students enroll in the 100-level first-year seminar in the spring semester. This three-credit course provides first-year Honors students with a shared academic experience designed to foster intellectual curiosity and to develop analytical skills. The course will take a topical approach that looks beyond the approaches of a single discipline, and will further develop critical and creative thinking, and the research and writing skills necessary for upper-level Honors course work.

3) **Honors Sections:** departments with multiple sections of regularly offered introductory courses may offer one of the sections as an Honors section.

4) **Honors Variants:** individual or small group tutorials attached to regularly offered courses. Students may request that a course be offered as an Honors variant.

At the conclusion of an Honors course of study, Honors student at Sweet Briar College have two options for programmatic recognition: I.) The Honors Degree and II.) Departmental Honors

**I. The Honors Degree**

The Honors Degree is the culmination of an Honors course of study at Sweet Briar College. A student wishing to pursue the Honors Degree should consult with her advisor and the director of the Honors Program as early in her college career as possible. The Honors Degree may be sought in conjunction with or without Departmental Honors (the Honors thesis component).

1) Successful completion of seven Honors courses which will include:
   a) the First-year Honors Inquiry
   b) the First-year Honors seminar
   c) one 200-level Honors seminar
d) one 300-level Honors seminar  
e) two additional Honors courses (seminar, variant, or section) and  
f) the 470 Advanced Honors course in the student's major department  

2) A cumulative grade point average of 3.4 or higher at graduation  

Students who are not admitted to the Honors Program at the start of their first year may petition the Honors Committee to accept alternate work as the equivalent of the first-year Honors course(s) in fulfillment of the Honors Degree requirements, if they are accepted into the program after their first semester. Transfer students may also petition the Honors Committee for Honors equivalency credit for appropriate work completed at their previous institution to count toward the course requirements for the Honors Degree. Students who complete a Sweet Briar approved course abroad may petition the Honors Committee to accept it as the equivalent of an Honors course.  

Students must earn a grade of B or higher in the first-year sequence (the Inquiry and seminar, overall) and in all subsequent Honors courses in order to receive Honors credit.  

The award of the Honors Degree is noted on both the student's transcript and diploma. A student who also successfully completes the Senior Honors Thesis project in her major department will be awarded the Honors Degree with Honors in the major (Departmental Honors).  

II. Departmental Honors  
In order to receive Departmental Honors at graduation, a student must successfully complete the Senior Honors Thesis project. A student may earn Departmental Honors independent of the Honors Degree. The student will work closely with her faculty thesis advisor in developing her topic and executing her Senior Honors Thesis project. Departmental Honors at one of three levels (Honors, High Honors, Highest Honors) will be indicated on the transcript of those students who have successfully completed the Senior Honors Thesis project and these honors will be announced at Commencement. A student who is interested in completing Departmental Honors should consult with the department chair in her major, her faculty thesis advisor, and the director of the Honors Program early in her college career, particularly if she plans to spend a semester or more abroad. Students should confirm whether their major department requires the 470 Advanced Honors course as a prerequisite to initiating a Senior Honors Thesis project. If required by the department, the course must be completed before the start of the student's senior year. In no case shall a student be enrolled simultaneously in both 470 and 472.  

To be eligible to initiate a Senior Honors Thesis project, a student must meet the following requirements by the start of the fall term of her senior year:  

1) Completion of at least three courses that count toward the major  
2) If required by the department, completion of the 470 Advanced Honors course in the major, or an approved substitution. If the Advanced Honors course is not required by the department, then the student may propose a Senior Honors Thesis project without having completed that experience.  
3) A minimum cumulative grade point average of 3.0  

Senior Honors Thesis Project  
The Senior Honors Thesis project provides the Honors student with the opportunity to design and complete a long-term project in her major department. At the beginning of the fall semester of her senior year, the student submits a thesis proposal based on preliminary work done during her junior year. If the thesis proposal is approved, the year-long research project of creative endeavor moves forward under the direction of a faculty member from, or approved by, her major department.
Periodically, she may meet with other students doing thesis work and with the director of the Honors Program. The Senior Honors Thesis project must be completed in a form specified by the major department no later than two weeks before the end of classes in a student’s final semester. The thesis project is evaluated by a committee made up of the candidate’s thesis advisor, a second reader from the College, and a third reader from outside the College, most often faculty from another college. The committee also conducts an oral examination on the thesis and determines the level of honors (Honors, High Honors, Highest Honors) to be awarded. To be recognized for Honors work, the student must earn a grade of B+ or higher on her Senior Honors Thesis project. A candidate who does not meet the requirements for successful completion of the Senior Honors Thesis project is transferred to candidacy for the regular degree and will receive credit for independent study for her work.

Y:1

y:1 is an exciting program that offers participating first-year students a head start on their college careers.

The program is specifically designed to promote students’ intellectual and academic engagement by offering them the opportunity to engage in a series of coordinated activities. Students selected to participate in the program complete a summer reading-and-response assignment and an orientation program of discussions, collaboration and presentations; enroll in small, coordinated first-year seminars; and participate in yearlong assessment activities — all tied to the College’s annual Common Reading book.

2014 y:1 Common Reading book: "Strength in What Remains" by Tracy Kidder

International Programs & Study Abroad

Study Abroad

As a corollary to its mission to prepare women to be active, responsible members of a world community, Sweet Briar encourages qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and Junior Year in Spain programs and has special relationships with universities in Italy, Germany, Japan, and Scotland. Some Sweet Briar financial aid may be used by students to pursue studies in these programs. Students interested in participation in other programs may apply for special study abroad scholarships. These scholarship opportunities are limited and competitive. The College also approves other programs for credit under the sponsorship of accredited four-year domestic colleges, universities, or other educational organizations, or by direct admission to accredited foreign institutions, including internships abroad. General foreign study information is available from the Director of International Studies, who works to match each student to a program that fits her academic and career goals.
In general, to qualify for approved study abroad in the junior year, a student should have a 3.0 cumulative grade point average by the end of her sophomore year. She must also have shown strength in her major area of study. Her proposed program should include at least one course in her major or in related fields.

Although study abroad is in keeping with the liberal-arts tradition, in some fields of specialization other options may be preferable. For this reason and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Director of International Studies, as well as an academic advisor in her intended major at an early date, preferably in her first year, but no later than November 30 of her sophomore year.

Each student wishing to study abroad, whether for an entire year or for a single term, must submit a dossier of supporting materials and forms to the Director of International Studies. The dossier and forms must be completed no later than December 15 of her sophomore year.

Students who participate in a study abroad program must still pass three writing intensive courses in addition to the first-year writing requirement as required by the General Education Program.

In all cases, the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. In exceptional cases, modifications to the guidelines described above may be requested from the International Studies Advisory Committee.

**Junior Year in France**

Sweet Briar’s Junior Year in France offers a program of foreign study in Tours and Paris and in Nice for an academic year or a term to well prepared students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. Students from more than 35 colleges and universities across the nation study in this distinguished program each year.

A candidate is expected to have at least two years of high-school French and two full years of college-level French, including an introductory literature course, by June of the sophomore year. The candidate should be studying French during that year. A course in European or French history is also recommended. Minimum requirements include a 3.0 grade point average in French and a 3.0 cumulative grade point average. Recommendations from the Department of Modern Languages and Literatures and her major advisor are needed before she can be recommended to the program by the Office of the Dean. Detailed information is available in the Sweet Briar Junior Year in France Office and the International Studies Office.

**Junior Year in Spain**

The Sweet Briar Junior Year in Spain is an intercollegiate, coeducational study abroad program. For an academic year or a term, students can enroll in two types of courses at the University of Seville: regular university courses in a wide range of fields and special courses for foreign students. Both are taught in Spanish by University of Seville faculty, in the areas of language, literature, history, art history, economics, geography, and Latin-American studies.

A candidate is expected to have at least two years of high-school Spanish and two full years of college-level Spanish, including an introductory literature course. These requirements should be met by June of the sophomore year; study of Spanish during that year is highly recommended. A course in European or Spanish history is also recommended. Minimum requirements include a 3.0 grade point average in Spanish with a 3.0 cumulative grade point average. Recommendations from the Department of Modern Languages and Literatures and the major advisor are needed before the candidate can be recommended by the Office of the Dean. Detailed information is available in the Sweet Briar Junior Year in Spain Office.
Office and the International Studies Office.

Other Semester/Academic Year Programs

Study in Scotland
Since the early 1930s, Sweet Briar has had a special relationship with St. Andrews University in Scotland. Up to 10 students each year are recommended to the faculties of St. Andrews for admission as visiting students for the junior year. Candidates for study at St. Andrews must have a 3.0 cumulative GPA and will be considered on the basis of their fields of study and academic records, as well as their capacity for independent work and their maturity. Application information and forms are available from the Director of International Studies.

Heidelberg University, University of Munich, Germany
Sweet Briar students of German may study for one term or for the entire academic year at Heidelberg University through the Heidelberg University exchange program or for one academic year in Munich with a program sponsored by Wayne State University.

Programs are also available at other universities in Germany and Austria. Interested students should contact the German faculty in the Department of Modern Languages and Literatures and the Director of International Studies.

Doshisha Women’s College of Liberal Arts, Japan
The Japanese Studies Program at Doshisha Women’s College was started in 1992. This fall semester program offers both Japanese language courses, and courses in Japanese culture conducted in English. Prior knowledge of Japanese is not required. All students stay with Japanese families whose daughters attend the college. The campus is located midway between Kyoto, Nara, and Osaka, and provides students with easy access to these major cultural centers. For more information and application, contact the Director of International Studies.

Intercollegiate Center of Classical Studies
The Intercollegiate Center for Classical Studies in Rome (ICCS), established in 1965 by representatives of 10 American colleges and universities, provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history, and archaeology and ancient art in Rome.

The Rome Center operates two terms each academic year, one from early September to mid-December, the other from late January to the end of May. Each term allows about 15 weeks of instruction and provides one full term’s academic credit. For more information and an application, contact the Classics, Religion, and Philosophy Department and the Director of International Studies.

Wake Forest/SASASAAS Program in China-Beijing
The Wake Forest/SASASAAS in China Program is a one-semester (Fall) program in Chinese language, culture, and current affairs designed exclusively for students who attend schools that are members of the Southern Atlantic States Association for Asian and African Studies. This program is different from most study abroad programs in China in that students do not need a background in the language. Except for the language courses (Beginning to Advanced), all other courses are taught in English.

Middlebury Program in Florence
Middlebury College’s Italian Program in Florence will accept Sweet Briar students recommended by the Department of Modern Languages and Literatures and the Director of International Studies. Classes are taught only in Italian, and students take courses in literature, art, and history. This program requires a minimum grade point average of 3.0 and the completion of first and second year Italian. Several other programs are available for Sweet Briar students in other cities of Italy.

Summer Programs
Sweet Briar Summer Program in Paris, France
Sweet Briar offers an intensive summer program in Paris, France—the City of Lights. The four-week home-stay program entails intensive study in the Sweet Briar College Center at the Alliance française in the Latin Quarter. Excursions to the neighboring cities of Versailles and Tours, in addition to guided tours of castles in the Loire Valley, the Luxembourg gardens, the Louvre, the Orsay museum, and other famous Paris monuments, are included in the fee. Students who successfully complete the program receive four hours (two courses) or six hours (three courses) of Sweet Briar College credit. Open to college students who have completed an intermediate level of college French with a 2.75 GPA, and the recommendation of the instructor.

Sweet Briar Summer Program in Seville, Spain
Sweet Briar offers an intensive summer program with the opportunity to study in Seville, one of Spain’s most beautiful cities. The five-week home-stay program entails intensive study in the Sweet Briar College Center across from the University of Seville. Excursions to the neighboring cities of Granada, Córdoba, and Chiciana, in addition to guided tours of Seville’s cathedral, Giralda, Alcázar and a trip down the Guadalquivir River, are included in the fee. Students who successfully complete the program receive six hours of Sweet Briar College credit. Open to college students who have completed a beginning level Spanish, or the equivalent, and the recommendation of the instructor.

Virginia Summer Program at Oxford
Sweet Briar is one of six Virginia colleges that sends a select group of students to St. Anne’s College, University of Oxford, England, for summer study. The program follows the English system, combining lectures and weekly tutorials conducted by British dons. The literature, history, and society of late 16th- and early 17th-century England are the central themes of both lectures and tutorials. The program is designed for rising seniors and juniors, though exceptionally qualified rising sophomores may be considered. All applicants are strongly urged to take background courses in English history and literature before applying. Applications are due February 15. Information may be obtained from the International Studies Office or the Department of English.

German Summer Program in Munster
Sweet Briar, in conjunction with Vassar College and the College of William and Mary, conducts an intensive seven-week summer program of travel and study in Germany. The program entails a five-day informal trip through Germany, a five-week home-stay with a German host family, and a five-day excursion to Berlin. While in Munster, students take courses in German conversation, literature, grammar, and culture. Students who successfully complete the program receive six semester hours of credit. Minimum requirements are the completion of GRMN 101 and GRMN 102 or the equivalent, and the recommendation of the instructor. For more information, consult the German faculty in the Department of Modern Languages and Literatures.

The American School of Classical Studies Summer Program at Athens
The School offers annual six-week summer sessions, usually two to twenty students each, from late June to early August. These sessions are designed for those who wish to become acquainted with Greece and its antiquities and to improve their understanding of the relationship between the country (its monuments, landscape, and climate) and its history, literature, and culture.

Each session is divided between the study of sites, monuments, and museums in Athens and trips to places chosen by the Director of the session in Central Greece, the Peloponnese, Macedonia, Northwest Greece, and the islands. Participants are required to deliver oral reports on assigned monuments or other topics. The class carries a fee, which includes room, board, travel, and theatre admissions.
The Sweet Briar International Theatre Tour
The Sweet Briar International Theatre Tour is offered every other summer. This class, which carries three hours of credit, travels to international destinations where students attend a wide variety of theatrical experiences.

Other Study Abroad Programs
Sweet Briar also offers students a number of opportunities for study abroad throughout the world including, but not limited to, Australia, Austria, Bermuda, Canada, China, Costa Rica, Cuba, Czech Republic, Denmark, Greece, Guam, Holland, India, Jamaica, Korea, Mexico, Mongolia, Morocco, Nepal, New Zealand, Panama, Russia, South Africa, Tanzania, Trinidad, and Tobago. Students should meet with the Director of International Studies for further information.

Internships Abroad
Students may earn Sweet Briar academic credit for participating in an internship abroad, provided they have faculty supervision and approval. For fall or spring semester internships, students are eligible for a proportionate amount of their Sweet Briar merit scholarships, if they are billed by Sweet Briar for the internship credits. Please contact the Director of International Studies or the Financial Aid Office to learn more about this option.

Off-Campus Study in the United States
Seven-College Exchange Consortium
Sweet Briar participates with six other colleges (Hampden-Sydney College, Hollins University, Mary Baldwin College, Randolph-Macon College, Randolph College, and Washington and Lee University) in a program that allows students, usually juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of this consortium is to pool resources, thereby making it possible to expand and extend the offerings of the individual colleges. Information is available from the Office of the Dean.

Tri-College Consortium
A student at Sweet Briar may take a course at Lynchburg College or Randolph College in the spring or fall semester, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar, but the student must pay any extra fees or charges. Grades earned at these colleges are accepted in transfer. The College will assist Sweet Briar students in making travel arrangements. The Tri-College Consortium program is not available for courses offered in terms other than fall or spring.

American University Washington Term
An upper-class student may spend a term in one of several American University programs in the areas of public law, American politics, journalism, international and environmental development, or economic, foreign, or domestic policy determination. Applications should be made by the middle of the term prior to the Washington Term to the Department of Government.

Summer Study
Subject to the stipulations set by the faculty, up to 18 credit hours toward the Sweet Briar degree may be obtained in summer study in accredited American colleges and universities, in approved summer programs abroad, and for internships and independent study projects. All such work must have prior approval from the academic department and the Registrar's Office. Information may be obtained from the Registrar’s Office.
Internships

Internships
At Sweet Briar, internships are defined as a work experience related to a student’s academic program. These are serious academic experiences which must be sponsored by a member of the faculty and approved by an academic department. To be eligible for an internship, a student must be a rising sophomore, junior, or senior and have a cumulative grade point average of at least 2.0. She must have completed at least three semester hours of course work in the field of study to which her internship is related, and she must have a grade point average of at least 2.0 in this field. Students who are on any type of academic probation are not eligible for internships.

An internship shall consist of a minimum of 40 hours of work per earned credit hour, either at the work place or in related field work, and shall usually receive one to three semester hours of credit. With the recommendation of the faculty sponsor, and approval of the academic department and the Dean, internships of longer duration which are more academically substantive may be awarded more credit, up to a maximum of six semester hours for any one internship. No more than 12 semester hours of internship credit may be counted toward the undergraduate degree. Internships are graded on a Pass/Credit/No Credit basis.

Students may initiate the process of obtaining an internship by completing and Internship Proposal form from the Office of Career Services. This form must be signed by the faculty sponsor and the Chair of the Department or the Director of the Program. To receive credit for the internship, a student must submit a written report of assigned reading related to the academic discipline in which the internship is taken and to the internship itself; a journal which provides a detailed description of what the intern did; a paper in which the intern attempts to make sense of the internship experiences recorded in her journal by relating them to her academic discipline and to any assigned literature; and a form signed by the on-site supervisor verifying satisfactory completion of the internship. The student must also request her supervisor send an evaluation of her work directly to the faculty sponsor. The deadline to complete the approval process and register for an internship is the fifth day of classes for the fall and spring semester, and one week before the end of spring term classes for summer internships.

Internships provide opportunities for students to explore career possibilities and gain work experience. Because of Sweet Briar’s proximity to Washington, D.C., a large number of students are able to serve as political, legal, or public service interns. Students work there and elsewhere for U.S. senators and representatives, attorneys, and local political organizations.

Economics interns often gravitate to the banks and brokerage houses of New York City. For example, students have worked at Chase Manhattan Bank, Merrill Lynch, and Paine Webber Mitchell Hutchins Assets Management. Economics interns have also worked for such companies as the international accounting firm Coopers and Lybrand in Washington, D.C.; Bear Stearns Securities in Boston; and Resort Real Estate Development in Pawleys Island, S.C.

In recent years, arts management interns have gained a better understanding of museum work at the Mint Museum of Art in Charlotte, N.C.; Hirschl and Adler Galleries in New York; and the National Gallery of Art in Washington, D.C.

Students interested in journalistic or editorial careers have worked at Southern Accents magazine, Atlanta; the Wiley Press, New York; and the Nashville Banner in Tennessee.

Other internships have ranged from work for the District Attorney’s Office in Dallas; marketing IBM software in Washington, D.C.; and assisting the managing director of a regional theatre in Pennsylvania, to making farm calls with an equine veterinarian in South Carolina.
**Internships Abroad**

Students may earn Sweet Briar academic credit for participating in an internship abroad, provided they have faculty supervision and approval. For fall or spring semester internships, students are eligible for a proportionate amount of their Sweet Briar merit scholarships, if they are billed by Sweet Briar for the internship credits. Please contact the Director of International Studies or the Financial Aid Office to learn more about this option.

---

**Libraries and Media Services**

Sweet Briar’s Mary Helen Cochran Library contains an outstanding liberal arts collection. All items are housed in open stacks and arranged for easy student access. The library is open 106 hours each week, 24 hours a day during exams. Reference librarians are available to help students organize their research efforts and to assist them with information needs. Bibliographic instruction to individuals and classes at scheduled times and by appointment help students gain the skills necessary to use effectively the vast information resources available. The library faculty also offers a series of non-credit courses in library instruction. The Basic Library Skills course is required of all incoming students. Library lab sessions are offered in conjunction with the courses for the writing requirement. Those students exempting from the requirement must take the course in stand-alone sessions. The resources of the Mary Helen Cochran Library are supplemented by those in two branch libraries: the Junius P. Fishburn Music Library in the Babcock Fine Arts Center and the Martin C. Shallenberger Library in the Pannell Center, which houses rare books and the College archives.

The rare book collection includes more than 5,000 volumes and thousands of manuscripts to support the curriculum. Of special note are the Virginia Woolf Collection, the W.H. Auden Collection, the George Meredith Collection, and the Evelyn Day Mullen T.E. Lawrence Collection.

The Fanny B. Fletcher Archives hold the records of the College. Students who take the course in historical research methods use these records as primary research materials.

The Sweet Briar College libraries are leaders in the use of advanced technology to improve the accessibility of information for students and faculty. A shared automated catalog, LION (Lynchburg Information Online Network), established in cooperation with Randolph College, the County of Amherst, and the City of Lynchburg Public Library, allows students to search and borrow items from their combined library holdings. Borrowed items are delivered to Sweet Briar. Access to the catalog is available to students in branch libraries and computer labs on campus and via personal computer in the residence halls.

The Online Computer Library Center (OCLC) system provides access to millions of titles in libraries throughout the United States, Canada, Mexico, Great Britain, and Europe. Online search services provide access to thousands of databases, indices, and abstracts, and offer full texts of information in hundreds of disciplines.

The John B. and Irene Vongehr Vincent ’40 collection features more than 4,000 books and ephemera in English on Chinese culture and history.

The Media Services Department provides training in simple video production and editing techniques, media equipment, and support to the College. Resources include video projection facilities, broadcast capability on the campus cable system, and interactive computer-driven multimedia workstations. The library also maintains extensive collections of audio and videotape programs, sound recordings, DVDs, and multi-media software.
Technology

The College is dedicated to preparing students to be active, responsible members of a world that is rapidly changing through technology. Access to a well-equipped computer and computer literacy are necessary for course work and research, as well as for using the Internet, the web and e-mail.

The role of technology at Sweet Briar is not only to teach specific software and systems, but also to prepare students to function competently in a complex world of diverse technologies. Toward this goal, the College integrates computers throughout the curriculum. Students become adept at learning technology whenever it is needed.

Windows/Intel Pentium and Macintosh computers are available to students across the campus—in large, ergonomically designed computer labs, the libraries, study rooms, academic buildings, and other locations. Students with their own computers have a direct connection to the Sweet Briar network from their rooms in the residence halls.

Student Life and Athletics

Sweet Briar College blurs the distinction between formal classroom learning and student life. From serving on a judiciary committee, to hiking the Blue Ridge Mountains, to having a campus job, many of the experiences students engage in outside the classroom complement their academic pursuits and broaden their understanding of the world in general. Because these experiences enhance the curriculum, they are called co-curricular experiences and grouped under the heading of Co-Curricular Life.

At Sweet Briar, curricular and co-curricular programs work together to further the educational mission of the College. Students are given opportunities to connect classroom learning with student life, as well as to contribute to a diverse campus community through participation in social, cultural, and recreational activities. Students are also encouraged to test their knowledge and skills in off-campus internships, volunteer activities, and outdoor adventure programs.

Academic life, involvement in sports and recreation, and participation in a rich variety of co-curricular opportunities are all parts of the Sweet Briar experience.

Sweet Briar College is an outstanding setting for an active lifestyle balanced with moments of quiet and contemplation. The College campus covers 3,250 acres and includes woodlands, nature sanctuaries, farmland, lakes, a mountain outing cabin, the Rogers Riding Center, recreational facilities, and trails for hikers, bicycles, and horses.

Co-Curricular Life

Through participation in co-curricular opportunities, students gain both self-knowledge and a greater sense of personal and social responsibility. They are challenged to assume positions of leadership in student government, peer judicial boards, clubs and organizations, and athletics. Volunteer opportunities are available to community members.

The Division of Co-Curricular Life encourages student creativity and the generation of new ideas. Staff members work closely with individual students, faculty, staff, as well as clubs, organizations, and groups to create innovative and engaging programs, including events that offer nothing more than fun.
and relaxation.

The Division of Co-Curricular Life consists of the following areas: Career Services, Chaplain’s office, First Year and Sophomore Student Programs, Health Center and Counseling Services, Leadership Programs, Outdoor Programs, Residence Life, and Student Involvement and Programs.

**Orientation**

Orientation is the first step in a new student’s collegiate career. This program is designed to familiarize new students with the Sweet Briar campus. In addition, New Student Orientation is designed to help students become comfortable with one another as roommates, classmates, and members of the Sweet Briar community.

During this time, students meet with academic advisors, learn the ins and outs of campus life, how to use the computer network, how to navigate the library, and gain an understanding of the Honor Code. In one Orientation activity, Learning on the Land, students participate in a experiential education session that examines the Sweet Briar environment from different perspectives including anthropology, art, ecology, sustainability, history, horticulture and music. These sessions are created and taught by faculty, administrators and staff members with a goal of combining learning, recreation, and service. Session topics and instructors vary from year to year. This outdoor component of New Student Orientation also helps make new students aware of these natural and recreational resources.

Students also become acquainted with the many services, resources, and opportunities offered at the College.

**Residence Life**

Sweet Briar is a residential college and the student residences provide a unique opportunity for students to learn, live and grow in a dynamic and diverse community. Residential living offers students more than just a room; it is a vital component of a total educational experience. Living in a residence hall or apartment gives students the opportunity to establish meaningful relationships, to develop self discipline, and become responsible members of the community. The community includes all students, both those who live on campus and those who enroll as non-residential and Turning Point students.

The College provides housing for students in eight different facilities. In addition to single- and double-occupancy rooms, there are a number of triple and quad suites that include a common living area, as well as apartment style living.

The Office of Residence Life employs professional staff, most who live in the residence halls or on campus live-in staff members who help to create and maintain community within student residence areas. These staff members have a high degree of visibility and serve as resources for students:

- Resident Coordinators (RCs) are part-time professionals who live in the residence halls and support the work of the RA’s. They also serve on-call after hours duty, including weekends. These staff members are selected for their expertise and interest in counseling, conflict mediation and community development.

- Resident Advisors (RA’s) are the student members of the Residence Life staff who live and work with new students and serve as Orientation leaders and as community resources. They also live and work with upper class women to help educate and empower fellow students. RA’s assist the College in its overall operation of the Residence Life program and work collaboratively to provide balance, support and fun to the residential community.
Career Services

The comprehensive career services program is available to all students and alumnae. It is based on the premise that career planning for women is highly individual and lifelong. The Career Services staff helps students formulate their plans for careers, future study, or both.

Permanent credential files for graduates are maintained and pertinent information is forwarded to prospective employers and graduate schools for all seniors and alumnae who register for this service. Students are encouraged to consult Career Services early and often. The formal program begins in the fall semester of a student’s first year at Sweet Briar.

A four-year plan introduces students to the concept of career services:

- First Year students engage in Self Assessment. Students can take inventory tests that provide insightful information regarding career preferences and technical strengths. They are encouraged to begin exploring career fields of interest. Through carefully planned workshops, students take the first steps toward establishing career goals and constructing effective résumés.

- Second Year students conduct Exploration. Students continue to explore career fields of interest, attend advanced workshops on such topics as developing résumés and cover letters, interviewing, and networking. Students may also participate in internship opportunities or explore career fields through work experiences.

- Third Year students focus more directly on their Experiences. Students are expected to participate in either focused career research or begin preparing for graduate school. Interviewing and job searching techniques are enhanced while students continue to work on these areas. Internship opportunities consisting of on- and off-campus employment are emphasized. Students receive assistance with graduate and professional school entrance exams, applications and interviews.

- Fourth Year students focus on Lifetime Applications of Skills and Interests. These students are assisted in the formal aspects of job searching. Information gathered over their previous three years—inventory tests, internship experiences, résumés, and other experiences—provide the documented references seniors need to prepare for job fairs and interviews. Sweet Briar participates in major job-search opportunities such as field/major specific career events, campus interviews, and the annual CHALLENGE job fair. Through mock interviews and transition to the world of work programs, Sweet Briar students are provided with many opportunities to manage the transition from college to careers.

Health and Counseling Services

Health and Counseling Services provide comprehensive primary care with an emphasis on women’s health. The staff offers general ambulatory medical care, gynecological services, and other health-related practices.

The Health Center is staffed by a nurse practitioner, RN, and a medical office manager. The center contracts with a local family-practice physician for on-site visits and consultation. A licensed mental health professional offers counseling and assistance to students with personal, family, social, or educational concerns. An additional agreement with a psychiatrist provides consultation services and care. Student leaders, known as SweetPEAs, promote wellness and healthy lifestyle choices through a range of programs.

All services are confidential. Health and Counseling Services offices are open Monday through Friday during normal college business hours. After-hours emergencies are handled by trained campus safety
officers, residence hall staff, and the Amherst Rescue Squad.

The Outdoor Program
The Sweet Briar Outdoor Program (SWEBOP) provides outdoor recreational activities and adventures that foster personal growth, leadership, and environmental responsibility. SWEBOP’s popular series of outdoor programs include backpacking and hiking, rock climbing, caving, whitewater rafting, kayaking, and a variety of other activities. These adventures are available to students at all skill levels. Students are given additional opportunities to become outdoor instructors who build group dynamics, communication and leadership skills. They are also trained in the technical aspects needed for each adventure program.

Student Leadership
Sweet Briar student leadership programs encourage new students to become campus leaders, enable returning leaders to enhance their skills, and prepare all students for leadership positions within their areas of interest.

Leadership Certificate Program
Sweet Briar College's Leadership Certificate Program prepares women to become responsible and influential members of a global community. Through an intense and supportive educational environment, students are empowered to learn to lead with integrity, honor, and commitment. They do so by integrating the knowledge offered to them through the College's strong liberal arts curriculum, diverse experiences both on and off campus, and the development of individual and team building skills. Together, these experiences will provide them a strong foundation on which to build as they become leaders in their chosen endeavors while students at Sweet Briar as well as after graduation and throughout their lives.

The Leadership Certificate Program is a program that:

- Combines academic and experiential learning which encourages an understanding of the theory and foundations of leadership;
- Fosters personal development such as communication skills, time management, and ethical decision making;
- Provides for the acquisition of the organizational skills necessary to work well with others and to motivate groups to work toward a common goal.

The Annual Student Leadership Conference is a one-day conference planned and hosted by students in the Leadership Certificate Program, and open to all students. This event is held in the Florence Elston Inn and Conference Center on campus each spring and features a keynote speaker and a variety of professional level workshops and sessions.

Additionally, many opportunities for leadership are available in various program areas, campus leadership positions in Student Government and clubs, through Civic Engagement and Volunteerism, and through participation in both Who’s Who Among American Colleges & Universities, and the National Leadership Honor Society, Omicron Delta Kappa.
Volunteerism
Whatever the interest, whatever the need, Sweet Briar staff are willing to help students become involved with a volunteer project or civic engagement opportunity. Information regarding resources is available through the Chaplain’s Office.

Student Involvement and Programs
The office of Student Involvement and Programs promotes engagement in social, cultural, academic and wellness activities which enhance the classroom experience and helps students to create rich and interesting lives on and off campus. Students are encouraged to design and produce a variety of events including social events and parties, concerts, comedy nights, game nights, poetry readings, athletic activities, and more. Funding is available to support student initiatives.

Campus Events Organization
Student events are developed and produced by the student-run Campus Events Organization (CEO) with guidance from the Director of Student Involvement and Programs. Funded by the student activity fee, CEO provides a range of programming: comedy, novelty, main stage concerts, solo performers, cultural enrichment and wellness.

CEO also supports Sweet Briar’s belief in the importance of experiential learning. Students gain training and experience in event planning and management, finances, publicity, time management, organizational behavior, and advertising. These opportunities are personally enriching and have the potential to lead to internships and career employment.

Student Organizations
Among the advantages of a women’s college are the unlimited opportunities for students to participate and assume leadership roles in many types of organizations and activities. At Sweet Briar, students are urged to actively engage in existing co-curricular and departmental offerings. They are also encouraged to establish groups and clubs if existing offerings do not correspond to their interests. Examples of organizations initiated by students include Environmental Club, Model UN, Business Club, Christian Fellowship, Amnesty International and the Cooking Club. Campus organizations are funded through the Student Life Fund and are part of the Inter-Club Council. In addition, Student Involvement and Programs offers specialized training, resources, and professional development activities to student organizations and their advisors throughout the academic year.

Media
Students are welcome to join the staff of the student publications. Red Clay, the College literary magazine, publishes student poetry, stories, photography, and artwork. The Sweet Briar Voice, the College newspaper, and The Briar Patch, the College yearbook, are published in the spring.

Students interested in broadcasting can take part in writing, producing, and announcing documentary or entertainment programming for the College’s student-run radio station.

The opinions expressed in any Sweet Briar College publication or other forms of media are not necessarily those of the students, faculty, staff or administration. Therefore, Sweet Briar College is not responsible for its content. Editorials represent the opinion(s) of the editor(s).
Late Night Programs
The Student Activities Representatives in the Office of Student Involvement and Programs coordinate activities on campus each Saturday night, including concerts, movies, game nights and open mic events. Many of the activities take place in the Fitness and Athletics Center (FAC).

Student Government
Students in all class years participate in the governance of the College through the many offices and committee positions of the Student Government Association (SGA). The Association and its committees are largely responsible for the self-governance of the student body.

Honor System
The Student Government Association is founded upon a highly developed concept of honor which applies to all phases of academic and social life. It is based on the fundamental belief that community harmony is best achieved when it has as its basis honor and mutual trust and respect. Each entering student becomes a full member of the Student Government Association upon taking the Honor Pledge, which in essence states that Sweet Briar women do not lie, cheat, steal, or violate the rights of others.

College Chaplain
Sweet Briar has a part-time chaplain who serves to support the spiritual lives of students. The Chaplain’s Office sponsors weekly opportunities for worship, study, volunteer service and ethical reflection. Because we live in an increasingly diverse world, the College Chaplain works intentionally to develop programs that speak to the needs of students from all faith backgrounds.

On campus, students may take part in Sunday night worship services in the Chapel, Roman Catholic campus ministries, Bible studies, support groups, lectures, and special Friday Night Torah Study and Shabbat Observance events related to religion and spirituality. Students have many opportunities for leadership in campus ministry by serving as a Sweet Spirit or becoming involved with Habitat for Humanity or other service opportunities. A student-led chapter of Campus Christian Fellowship meets weekly for worship and fellowship. The Chaplain is available to students for confidential pastoral counseling.

In addition to on-campus spiritual opportunities, the Chaplain’s Office serves as a liaison to many area churches, synagogues, and mosques which welcome Sweet Briar students. The Chaplain’s Office also assists students interested in taking part in mission trips throughout the United States or to international venues during holiday, spring, and summer breaks.

Athletics
At Sweet Briar, athletics and physical education are an important part of the education of the total student. Department faculty and staff are committed to enhancing the physical, mental and emotional well-being of all students as an integral part of their educational experience. The Instructional Program offers a wide range of activities allowing each student to develop skills and knowledge that will contribute to a healthy lifestyle.
The Intercollegiate Athletics Program provides opportunities for competitive excellence for students with advanced skills. Through high quality coaching, facilities and funding, student-athletes are afforded the opportunity to succeed both as individuals and as team members. Sweet Briar College is a member of the Old Dominion Athletic Conference and NCAA Division III, sponsoring six varsity sports for women in field hockey, lacrosse, soccer, softball, swimming and tennis.

Sweet Briar’s 3,250-acre campus provides a superb natural setting for jogging, hiking, biking, tennis, soccer, swimming, and many other sports and outdoor activities. The new expanded Fitness and Athletics Center facilities include basketball, tennis, badminton, racquetball, squash, and volleyball courts, weight-training equipment, a cardio-fitness center, fencing and aerobics room, elevated track, and a 25-meter pool. Located on campus are fields for hockey, lacrosse, softball, and soccer, as well as 14 tennis courts. The fencing club team plays a club schedule against a variety of colleges. Recreational, fitness and student club opportunities include basketball, volleyball, cross-country running, tennis, touch football, soccer, spinning, aerobics, and other sports.

Public Events

From informative, entertaining talks by leading authors and scholars to dynamic dance concerts and cutting-edge art exhibitions, Sweet Briar’s events schedule reflects the rich diversity and tastes of the College and its surrounding community.

Distinguished speakers and professional companies visit our theater and lecture halls each year. Recent presenters include environmental journalist Michael Pollan, environmental lawyer Robert F. Kennedy Jr., filmmaker John Waters, authors Zakes Mda and Manil Suri, Pulitzer Prize-winning author and naturalist Edward O. Wilson, and performing artists Bread and Puppet Theater, the Ying Quartet, and the American Shakespeare Center on Tour.

Plays, lunchtime music concerts, sporting events, art exhibits, film festivals, museum activities and more await. Visit our Web site for a list of current events.

Responsibility for Property

Students are responsible for any damage to College property, beyond normal wear and tear, and an assessment in the amount of $5 or the cost of repair, whichever is greater, will be charged against the $75 room deposit. Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student.

Campus Cashier

For the convenience of the College community, the Business Office operates a cashier’s window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason; in addition, there is a $25 fine for returned checks. It is recommended that students open checking accounts with their home banks or with local banks. Checks drawn on foreign banks will be subject to a $35 service charge to cover the cost of sending the check overseas for collection.

Student Life and Athletics
Sweet Briar College blurs the distinction between formal classroom learning and student life. From serving on a judiciary committee, to hiking the Blue Ridge Mountains, to having a campus job, many of the experiences students engage in outside the classroom complement their academic pursuits and broaden their understanding of the world in general. Because these experiences enhance the curriculum, they are called co-curricular experiences and grouped under the heading of Co-Curricular Life.

At Sweet Briar, curricular and co-curricular programs work together to further the educational mission of the College. Students are given opportunities to connect classroom learning with student life, as well as to contribute to a diverse campus community through participation in social, cultural, and recreational activities. Students are also encouraged to test their knowledge and skills in off-campus internships, volunteer activities, and outdoor adventure programs.

Academic life, involvement in sports and recreation, and participation in a rich variety of co-curricular opportunities are all parts of the Sweet Briar experience.

Sweet Briar College is an outstanding setting for an active lifestyle balanced with moments of quiet and contemplation. The College campus covers 3,250 acres and includes woodlands, nature sanctuaries, farmland, lakes, a mountain outing cabin, the Rogers Riding Center, recreational facilities, and trails for hikers, bicycles, and horses.

Co-Curricular Life

Through participation in co-curricular opportunities, students gain both self-knowledge and a greater sense of personal and social responsibility. They are challenged to assume positions of leadership in student government, peer judicial boards, clubs and organizations, and athletics. Volunteer opportunities are available to community members.

The Division of Co-Curricular Life encourages student creativity and the generation of new ideas. Staff members work closely with individual students, faculty, staff, as well as clubs, organizations, and groups to create innovative and engaging programs, including events that offer nothing more than fun and relaxation.

The Division of Co-Curricular Life consists of the following areas: Career Services, Chaplain’s office, First Year and Sophomore Student Programs, Health Center and Counseling Services, Leadership Programs, Outdoor Programs, Residence Life, and Student Involvement and Programs.

Orientation

Orientation is the first step in a new student’s collegiate career. This program is designed to familiarize new students with the Sweet Briar campus. In addition, New Student Orientation is designed to help students become comfortable with one another as roommates, classmates, and members of the Sweet Briar community.

During this time, students meet with academic advisors, learn the ins and outs of campus life, how to use the computer network, how to navigate the library, and gain an understanding of the Honor Code. In one Orientation activity, Learning on the Land, students participate in an experiential education session that examines the Sweet Briar environment from different perspectives including anthropology, art, ecology, sustainability, history, horticulture and music. These sessions are created and taught by faculty, administrators and staff members with a goal of combining learning, recreation, and service. Session topics and instructors vary from year to year. This outdoor component of New Student
Orientation also helps make new students aware of these natural and recreational resources. Students also become acquainted with the many services, resources, and opportunities offered at the College.

**Residence Life**

Sweet Briar is a residential college and the student residences provide a unique opportunity for students to learn, live and grow in a dynamic and diverse community. Residential living offers students more than just a room; it is a vital component of a total educational experience. Living in a residence hall or apartment gives students the opportunity to establish meaningful relationships, to develop self-discipline, and become responsible members of the community. The community includes all students, both those who live on campus and those who enroll as non-residential and Turning Point students.

The College provides housing for students in eight different facilities. In addition to single- and double-occupancy rooms, there are a number of triple and quad suites that include a common living area, as well as apartment style living.

The Office of Residence Life employs professional staff, most who live in the residence halls or on campus live-in staff members who help to create and maintain community within student residence areas. These staff members have a high degree of visibility and serve as resources for students:

- Resident Coordinators (RCs) are part-time professionals who live in the residence halls and support the work of the RA’s. They also serve on-call after hours duty, including weekends. These staff members are selected for their expertise and interest in counseling, conflict mediation and community development.

- Resident Advisors (RA’s) are the student members of the Residence Life staff who live and work with new students and serve as Orientation leaders and as community resources. They also live and work with upper class women to help educate and empower fellow students. RA’s assist the College in its overall operation of the Residence Life program and work collaboratively to provide balance, support and fun to the residential community.

**Career Services**

The comprehensive career services program is available to all students and alumnae. It is based on the premise that career planning for women is highly individual and lifelong. The Career Services staff helps students formulate their plans for careers, future study, or both.

Permanent credential files for graduates are maintained and pertinent information is forwarded to prospective employers and graduate schools for all seniors and alumnae who register for this service. Students are encouraged to consult Career Services early and often. The formal program begins in the fall semester of a student’s first year at Sweet Briar.

A four-year plan introduces students to the concept of career services:

- First Year students engage in Self Assessment. Students can take inventory tests that provide insightful information regarding career preferences and technical strengths. They are encouraged to begin exploring career fields of interest. Through carefully planned workshops, students take the first steps toward establishing career goals and constructing effective résumés.

- Second Year students conduct Exploration. Students continue to explore career fields of interest, attend advanced workshops on such topics as developing résumés and cover letters, interviewing, and
networking. Students may also participate in internship opportunities or explore career fields through work experiences.

- Third Year students focus more directly on their Experiences. Students are expected to participate in either focused career research or begin preparing for graduate school. Interviewing and job searching techniques are enhanced while students continue to work on these areas. Internship opportunities consisting of on- and off-campus employment are emphasized. Students receive assistance with graduate and professional school entrance exams, applications and interviews.

- Fourth Year students focus on Lifetime Applications of Skills and Interests. These students are assisted in the formal aspects of job searching. Information gathered over their previous three years—inventory tests, internship experiences, résumés, and other experiences—provide the documented references seniors need to prepare for job fairs and interviews. Sweet Briar participates in major job-search opportunities such as field/major specific career events, campus interviews, and the annual CHALLENGE job fair. Through mock interviews and transition to the world of work programs, Sweet Briar students are provided with many opportunities to manage the transition from college to careers.

Health and Counseling Services

Health and Counseling Services provide comprehensive primary care with an emphasis on women’s health. The staff offers general ambulatory medical care, gynecological services, and other health-related practices.

The Health Center is staffed by a nurse practitioner, RN, and a medical office manager. The center contracts with a local family-practice physician for on-site visits and consultation. A licensed mental health professional offers counseling and assistance to students with personal, family, social, or educational concerns. An additional agreement with a psychiatrist provides consultation services and care. Student leaders, known as SweetPEAs, promote wellness and healthy lifestyle choices through a range of programs.

All services are confidential. Health and Counseling Services offices are open Monday through Friday during normal college business hours. After-hours emergencies are handled by trained campus safety officers, residence hall staff, and the Amherst Rescue Squad.

The Outdoor Program

The Sweet Briar Outdoor Program (SWEBOP) provides outdoor recreational activities and adventures that foster personal growth, leadership, and environmental responsibility. SWEBOP’s popular series of outdoor programs include backpacking and hiking, rock climbing, caving, whitewater rafting, kayaking, and a variety of other activities. These adventures are available to students at all skill levels. Students are given additional opportunities to become outdoor instructors who build group dynamics, communication and leadership skills. They are also trained in the technical aspects needed for each adventure program.

Student Leadership

Sweet Briar student leadership programs encourage new students to become campus leaders, enable returning leaders to enhance their skills, and prepare all students for leadership positions within their areas of interest.
Leadership Certificate Program

Sweet Briar College's Leadership Certificate Program prepares women to become responsible and influential members of a global community. Through an intense and supportive educational environment, students are empowered to learn to lead with integrity, honor, and commitment. They do so by integrating the knowledge offered to them through the College's strong liberal arts curriculum, diverse experiences both on and off campus, and the development of individual and team building skills. Together, these experiences will provide them a strong foundation on which to build as they become leaders in their chosen endeavors while students at Sweet Briar as well as after graduation and throughout their lives.

The Leadership Certificate Program is a program that:

- Combines academic and experiential learning which encourages an understanding of the theory and foundations of leadership;
- Fosters personal development such as communication skills, time management, and ethical decision making;
- Provides for the acquisition of the organizational skills necessary to work well with others and to motivate groups to work toward a common goal.

The Annual Student Leadership Conference is a one-day conference planned and hosted by students in the Leadership Certificate Program, and open to all students. This event is held in the Florence Elston Inn and Conference Center on campus each spring and features a keynote speaker and a variety of professional level workshops and sessions.

Additionally, many opportunities for leadership are available in various program areas, campus leadership positions in Student Government and clubs, through Civic Engagement and Volunteerism, and through participation in both Who’s Who Among American Colleges & Universities, and the National Leadership Honor Society, Omicron Delta Kappa.

Volunteerism

Whatever the interest, whatever the need, Sweet Briar staff are willing to help students become involved with a volunteer project or civic engagement opportunity. Information regarding resources is available through the Chaplain’s Office.

Student Involvement and Programs

The office of Student Involvement and Programs promotes engagement in social, cultural, academic and wellness activities which enhance the classroom experience and helps students to create rich and interesting lives on and off campus. Students are encouraged to design and produce a variety of events including social events and parties, concerts, comedy nights, game nights, poetry readings, athletic activities, and more. Funding is available to support student initiatives.

Campus Events Organization

Student events are developed and produced by the student-run Campus Events Organization (CEO) with guidance from the Director of Student Involvement and Programs. Funded by the student activity fee, CEO provides a range of programming: comedy, novelty, main stage concerts, solo performers,
cultural enrichment and wellness.

CEO also supports Sweet Briar’s belief in the importance of experiential learning. Students gain training and experience in event planning and management, finances, publicity, time management, organizational behavior, and advertising. These opportunities are personally enriching and have the potential to lead to internships and career employment.

**Student Organizations**

Among the advantages of a women’s college are the unlimited opportunities for students to participate and assume leadership roles in many types of organizations and activities. At Sweet Briar, students are urged to actively engage in existing co-curricular and departmental offerings. They are also encouraged to establish groups and clubs if existing offerings do not correspond to their interests. Examples of organizations initiated by students include Environmental Club, Model UN, Business Club, Christian Fellowship, Amnesty International and the Cooking Club. Campus organizations are funded through the Student Life Fund and are part of the Inter-Club Council. In addition, Student Involvement and Programs offers specialized training, resources, and professional development activities to student organizations and their advisors throughout the academic year.

**Media**

Students are welcome to join the staff of the student publications. Red Clay, the College literary magazine, publishes student poetry, stories, photography, and artwork. The Sweet Briar Voice, the College newspaper, and The Briar Patch, the College yearbook, are published in the spring.

Students interested in broadcasting can take part in writing, producing, and announcing documentary or entertainment programming for the College’s student-run radio station.

The opinions expressed in any Sweet Briar College publication or other forms of media are not necessarily those of the students, faculty, staff or administration. Therefore, Sweet Briar College is not responsible for its content. Editorials represent the opinion(s) of the editor(s).

**Late Night Programs**

The Student Activities Representatives in the Office of Student Involvement and Programs coordinate activities on campus each Saturday night, including concerts, movies, game nights and open mic events. Many of the activities take place in the Fitness and Athletics Center (FAC).

**Student Government**

Students in all class years participate in the governance of the College through the many offices and committee positions of the Student Government Association (SGA). The Association and its committees are largely responsible for the self-governance of the student body.

**Honor System**

The Student Government Association is founded upon a highly developed concept of honor which applies to all phases of academic and social life. It is based on the fundamental belief that community harmony is best achieved when it has as its basis honor and mutual trust and respect. Each entering
student becomes a full member of the Student Government Association upon taking the Honor Pledge, which in essence states that Sweet Briar women do not lie, cheat, steal, or violate the rights of others.

**College Chaplain**

Sweet Briar has a part-time chaplain who serves to support the spiritual lives of students. The Chaplain’s Office sponsors weekly opportunities for worship, study, volunteer service and ethical reflection. Because we live in an increasingly diverse world, the College Chaplain works intentionally to develop programs that speak to the needs of students from all faith backgrounds.

On campus, students may take part in Sunday night worship services in the Chapel, Roman Catholic campus ministries, Bible studies, support groups, lectures, and special Friday Night Torah Study and Shabbat Observance events related to religion and spirituality. Students have many opportunities for leadership in campus ministry by serving as a Sweet Spirit or becoming involved with Habitat for Humanity or other service opportunities. A student-led chapter of Campus Christian Fellowship meets weekly for worship and fellowship. The Chaplain is available to students for confidential pastoral counseling.

In addition to on-campus spiritual opportunities, the Chaplain’s Office serves as a liaison to many area churches, synagogues, and mosques which welcome Sweet Briar students. The Chaplain’s Office also assists students interested in taking part in mission trips throughout the United States or to international venues during holiday, spring, and summer breaks.

**Athletics**

At Sweet Briar, athletics and physical education are an important part of the education of the total student. Department faculty and staff are committed to enhancing the physical, mental and emotional well-being of all students as an integral part of their educational experience. The Instructional Program offers a wide range of activities allowing each student to develop skills and knowledge that will contribute to a healthy lifestyle.

The Intercollegiate Athletics Program provides opportunities for competitive excellence for students with advanced skills. Through high quality coaching, facilities and funding, student-athletes are afforded the opportunity to succeed both as individuals and as team members. Sweet Briar College is a member of the Old Dominion Athletic Conference and NCAA Division III, sponsoring six varsity sports for women in field hockey, lacrosse, soccer, softball, swimming and tennis.

Sweet Briar’s 3,250-acre campus provides a superb natural setting for jogging, hiking, biking, tennis, soccer, swimming, and many other sports and outdoor activities. The new expanded Fitness and Athletics Center facilities include basketball, tennis, badminton, racquetball, squash, and volleyball courts, weight-training equipment, a cardio-fitness center, fencing and aerobics room, elevated track, and a 25-meter pool. Located on campus are fields for hockey, lacrosse, softball, and soccer, as well as 14 tennis courts. The fencing club team plays a club schedule against a variety of colleges. Recreational, fitness and student club opportunities include basketball, volleyball, cross-country running, tennis, touch football, soccer, spinning, aerobics, and other sports.

**Public Events**

From informative, entertaining talks by leading authors and scholars to dynamic dance concerts and cutting-edge art exhibitions, Sweet Briar’s events schedule reflects the rich diversity and tastes of the
College and its surrounding community.

Distinguished speakers and professional companies visit our theater and lecture halls each year. Recent presenters include environmental journalist Michael Pollan, environmental lawyer Robert F. Kennedy Jr., filmmaker John Waters, authors Zakes Mda and Manil Suri, Pulitzer Prize-winning author and naturalist Edward O. Wilson, and performing artists Bread and Puppet Theater, the Ying Quartet, and the American Shakespeare Center on Tour.

Plays, lunchtime music concerts, sporting events, art exhibits, film festivals, museum activities and more await. Visit our Web site for a list of current events.

Responsibility for Property

Students are responsible for any damage to College property, beyond normal wear and tear, and an assessment in the amount of $5 or the cost of repair, whichever is greater, will be charged against the $75 room deposit. Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student.

Campus Cashier

For the convenience of the College community, the Business Office operates a cashier’s window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason; in addition, there is a $25 fine for returned checks. It is recommended that students open checking accounts with their home banks or with local banks. Checks drawn on foreign banks will be subject to a $35 service charge to cover the cost of sending the check overseas for collection.

Admissions

Sweet Briar College welcomes applications for admission from students of varied backgrounds, talents, interests, and experience who want to pursue an education in the liberal arts and sciences. The Admissions Committee selects applicants who present evidence of a strong academic foundation, scholastic ability and motivation, and strength of character.

Campus Visits

Prospective students are encouraged to visit the College for interviews and campus tours at any time during the year. While the College is in session, class visitation, appointments with faculty members and coaches, tours of campus, and an overnight stay in a residence hall with a current student may be arranged. The Admissions Office is open from 8:30 a.m. to 5 p.m., Monday through Friday throughout the year and on Saturday mornings (by appointment) from opening week in September until Commencement in May.

Special open house weekends for prospective students are held several times during the year. For information about visiting campus, contact the Admissions Office at (434) 381-6142, toll free (800) 381-6142, or via email, admissions@sbc.edu. A listing of Open House dates is available online.
In addition, Admission Counselors will visit high schools and attend college fair programs around the country and young women interested in Sweet Briar may make arrangements through their high school guidance office or college counselor to talk with a Sweet Briar representative in her area. Opportunities to meet alumnae of the College can also be arranged by contacting the Admissions Office.

**Admission to the First-Year Class**

Sweet Briar seeks talented women who are motivated, enthusiastic about learning, and want to take an active part in their education. The Admissions Committee looks for qualities such as independent thinking, ethical principles, assertiveness, initiative, and an appreciation of diversity. Requirements normally include a minimum of 4 units in English, 3 in mathematics, 3 in social studies, 2 sequential years in a foreign language, and 3 units in science, as well as additional units in these subjects to total 16. Most candidates have 20 such academic units. Special attention is given to the difficulty of the applicant’s curriculum (including the number of Advanced Placement (AP) or International Baccalaureate (IB) courses), her performance in her academic courses, and the school attended; scores on the SAT I or on the ACT are required. An interview at the College is strongly encouraged but not required.

A suggested curriculum is provided to aid candidates for admission to Sweet Briar and other selective colleges.

The Admissions Office is glad to advise prospective students about their high school or community college programs, especially if they have questions about course choices.

Sweet Briar College accepts the General Education Diploma (GED) in lieu of a high school diploma for first-year, transfer, and Turning Point students who have met the course requirements for admission. Individuals with a GED are urged to contact the Admissions Office early in their application process.

The Admissions Committee begins to evaluate completed applications for admission as early as September, and letters of acceptance are mailed on a rolling basis as applications become complete and decisions are made. The College maintains an application deadline of February 1, and to receive the fullest consideration applications should be submitted by the application deadline. All offers of admission are contingent upon the candidate successfully graduating from high school (or achieving the GED), and students who have paid an enrollment deposit are required to submit a final high school transcript that includes a date of graduation.

Sweet Briar College adheres to the National Candidates’ Reply Date Agreement, which allows students until May 1 to indicate their intention to enroll.

**Test Schedule**

PSAT: 10th or 11th Grade (Fall)
Suggested College Preparatory Curriculum for High School Students

**9th Grade**
- English
- Foreign Language
- Mathematics: Algebra I/ Geometry (Students who can take Algebra I in the 8th grade are encouraged to proceed through to Calculus in the 12th grade)
- Science: Earth Science, Introduction to Physical Science or Biology
- Social Studies: Geography or World History

**10th Grade**
- English
- Foreign Language
- Mathematics: Geometry/Algebra II
- Science: Biology or Chemistry
- Social Studies: World History

**11th Grade**
- English
- Foreign Language
- Mathematics: Algebra II, Pre-Calculus
- Science: Chemistry or Biology II
- Social Studies: U.S. History

**12th Grade**
- English
- Foreign Language
- Mathematics: Pre-Calculus, Trigonometry, Functions, Analytical Geometry, or Calculus
- Science: Physics or Chemistry II
- Social Studies: Government or European History

Note: Students are encouraged to opt for Advanced Placement, Honors, or International Baccalaureate courses where appropriate.
Application Credentials

Application for admission should be made on an application form supplied by Sweet Briar College and accompanied by the non-refundable application fee. The College also accepts the Common Application (paper or online) or the online application.

The following credentials are required:

a) Application form, including a required application essay.

b) School records. Official transcripts of all academic work completed to date. Sweet Briar College accepts the General Education Diploma (GED) in lieu of a high school diploma for first-year, transfer, and Turning Point adult students. Individuals with a GED are encouraged to contact the Admissions Office early in their application process.

c) A recommendation of character and academic promise from the high school college counselor, including information about the candidate’s interests, attitudes, and activities as a member of the school community.

d) A recommendation from a teacher in an academic subject taken during or after 11th grade.

e) SAT I or ACT standardized test results. All applicants for the first-year class must take the SAT I or the ACT before an application can be evaluated. Sweet Briar requires that students contact the appropriate testing agency and have official scores submitted directly to the College. Sweet Briar’s SAT CEEB code is 5634, and the ACT code is 4406.

Students who are accepted to Sweet Briar must reply to the College by May 1. An enrollment deposit of $500 is required at that time for those who intend to matriculate at Sweet Briar.

Homeschooled Students

Homeschooled students applying for admission to Sweet Briar should submit the application for admission with all required credentials. A campus visit and interview with an admission counselor is recommended.

Transfer Students

Sweet Briar welcomes applications from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the first-year class, including the SAT I or the ACT, and it is recommended that they have completed at least one full year of successful college work. In addition to the application form, students wishing to apply for admission as a transfer student should present the following credentials:

a) An official transcript of secondary school records. Sweet Briar College accepts the General Education Diploma (GED) in lieu of a high school diploma (see Other Admissions below).

b) An official transcript of record from each college attended.

c) An official copy of all standardized test scores taken in the high school years.
d) A catalog showing descriptions of the courses taken in college.

e) A recommendation from the Dean or other official of the college on a form to be supplied by Sweet Briar.

f) A recommendation from an academic professor who has taught the candidate.

g) A statement explaining why the applicant wishes to transfer, and why the applicant is interested in Sweet Briar.

The application deadline for fall entrance is July 1 and for spring entrance is November 1. An interview and campus visit are strongly encouraged. Admission decisions are made for transfer applicants on a rolling basis and notification of the admission decision is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from colleges accredited by their regional associations will receive tentative credit for courses in which a grade of “C-” or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 60 credit hours from another institution will be allowed toward the 120 credit hours required for the Sweet Briar degree. Courses offered to satisfy general education requirements must conform in content to courses given at Sweet Briar.

Neither academic credit nor placement are awarded for the College Level Examination Program (CLEP), experiential learning, or Armed Services experience.

**International Students**

Sweet Briar is committed to the recruitment of international students who are interested in obtaining the Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree in the United States.

International students are required to submit the following credentials:

a) A completed Sweet Briar College application or the Common Application, including the required application essay.

b) Test of English as a Foreign Language (TOEFL) score results, SAT I or ACT standardized test score results, or IELTS (International English Language Testing System) scores.

c) Official copies of high school (or equivalent) transcripts.

d) Recommendations from two school officials (at least one from a teacher) that attest to the student’s ability and readiness to be successful in an American college.

e) International Student Financial Aid Application.

For the International Student application, as well as for information about course offerings and fees, contact the Admissions Office via email, admissions@sbc.edu or on the website.
After a student has been accepted to the College, advanced-standing credit will be determined through an evaluation coordinated through the Registrar’s Office. There is a fee for this service.

Please note that Sweet Briar College does not offer need-based financial aid to international students. A limited number of academic scholarships are available to qualified first-year students.

I-20 forms will not be mailed until a student’s International Student Financial Aid Application information has been verified.

Appealing an Admission Decision
Students who wish to appeal an admission decision made by the Admissions Committee may do so by submitting to the Dean of Admissions a written letter of appeal that includes additional documentation not available at the time of the original decision (updated grades, new standardized test score results, additional recommendations, etc.). The Dean of Admissions will work with the Admissions Committee to review the validity of the appeal and to review the original admission decision with the new information. The student will be notified of all decisions made by the Admissions Committee.

Non-Residential Students
Sweet Briar values the enhanced educational experience that living on campus provides for students to live and learn together.

The College also recognizes that not all students can or desire to live on campus. Students who choose to enroll at Sweet Briar and have a home address within the following areas may live off-campus and still participate fully in the College as non-residential students: Albemarle County, Amherst County, Appomattox County, Bedford City, Bedford County, Buckingham County, Buena Vista City, Campbell County, Charlottesville City, Lexington City, Lynchburg City, Nelson County, and Rockbridge County.

Students with a home address outside of the above-listed areas who wish to enroll at Sweet Briar and be a non-residential student are encouraged to contact the Admissions Office (434.381.6142) or the Office of Co-Curricular Life (434.381.6134) for more information.

Students who turn 23 years of age prior to the semester of their enrollment are permitted to reside off-campus upon approval of a written request to the Vice President/Dean of Co-Curricular Life.

Other Admissions
Early Admission — Candidates who wish to graduate early from secondary school will be considered for admission as long as they have completed the minimum course requirements for admission to the first-year class. They should present evidence of unusual academic performance and maturity, and must interview with an admission counselor.
Part-time Students — Part-time students are welcomed at Sweet Briar. The fee for a course taken for academic credit, and for which the College will provide a record and grade report, will be based on the tuition charge to full-time students. For information on course offerings and fees, contact the Registrar’s Office.

The Turning Point Program — Sweet Briar is committed to helping women of nontraditional college age begin or continue their college educations. The Turning Point Program is a flexible, non-residential program established for the mature returning student. Women who are at least 23 years of age or who have been out of formal education for at least four years are eligible for admission. A student may elect to enroll in the program either full- or part-time. Credits previously earned at an accredited institution may be transferred. For an application, as well as for information on fees, scholarships, and financial aid, contact the Admissions Office.

Fifth-Year Plan — Any alumna of Sweet Briar is eligible to enroll for a fifth year of study at the undergraduate level. Some alumnae use this opportunity to take additional course work to help prepare for graduate or professional study. Alumnae who wish to pursue this opportunity may contact the Financial Aid Office to determine if they are eligible for any aid. The student may live on campus if housing is available and will be charged the standard rate for room and board. Applications may be obtained from the Office of the Dean. This offer does not apply to the graduate programs.

Students with Disabilities

Sweet Briar College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and accepts students with documented disabilities who can successfully pursue the College’s academic program. Sweet Briar recognizes its responsibility to provide individuals with disabilities with equivalent access while maintaining the standards that are essential to the academic program. Reasonable accommodations are assessed and made on an individual basis.

Admission to Sweet Briar College is based on the requirements outlined in this catalog. Sweet Briar does not discriminate on the basis of disability in the admissions process. If an applicant believes that an accommodated admission review is warranted, the applicant must initiate the process (by law, the Admissions Office can not address a disability unless the applicant is self identified). The applicant must submit a written request for an accommodated admissions review to the Dean of Admissions and enclose with that request the appropriate documentation. The request will be evaluated by the Dean of the College or other college official as appropriate, who will forward a recommendation to the Dean of Admissions for inclusion in the admissions review process.

Alumnae Admissions Representatives

Many Sweet Briar alumnae across the country, who serve as Alumnae Admissions Representatives (AARs), stand ready to answer any questions prospective students may have about the College. In addition, AA
Financial Aid

The student and her family are expected to pay for Sweet Briar’s cost of attendance to the extent they are able. If the family demonstrates that it lacks the financial resources to do so, the student becomes eligible to receive need-based financial assistance.

The student demonstrates her eligibility for assistance through an application process in which she and her family submit documents detailing their financial income and assets. Sweet Briar applies the Federal Methodology need analysis formula to this financial information to calculate the family’s ability to pay the College’s full cost of attendance. The dollar amount calculated is determined to be the expected family contribution. If that amount is less than Sweet Briar’s cost of attendance, the difference is called financial need, and the College offers the student an award package to help make up the difference.

The student receives an award letter which specifies the total amount and the individual sources of assistance, and any follow-up action the student must take to have the assistance credited on her tuition account.

The Award Package

The award usually consists of grant, loan, and job money. Grant money is not repaid, loan money must be repaid, and job money is received in the form of a monthly paycheck for work which the student performs in the campus job to which she is assigned.

If the student is the recipient of an academic scholarship from the College or a scholarship or grant from outside the College, that must be considered part of her financial award. Also, if she obtains additional grant money from a source outside the College after she has received her award, her award must be reviewed and, if appropriate, adjusted to ensure that her package does not exceed her need.

The loan and job portions of the award are optional—the College does not require the student to accept either—but if the student declines either or both, she and her family are responsible for finding the additional funds to make up the difference.

Grants that may be part of the financial assistance award include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Virginia Tuition Assistance Grant, the Virginia College Scholarship Assistance Program Grant, the Pennsylvania Higher Education Assistance Authority Grant, the Vermont State Grant, grants provided under the auspices of the Virginia Foundation for Independent Colleges, Sweet Briar College Grants, and private scholarships or grants, which the student obtains on her own initiative.

Loans that may be part of the financial assistance award include the Federal Perkins Loan, the Federal Direct Ford Loan, the Federal Direct Unsubsidized Ford Loan, the Sweet Briar College Loan, and the Mary and Lee Ashcraft Loan.

Funding for the student’s campus job may be derived from the Federal Work Study Program or from Sweet Briar funds. The typical job award is $1,000, and to earn that amount during the course of the school year the student works approximately six hours per week at the federal minimum hourly wage.
Eligibility Restrictions
Only U.S. citizens or permanent residents are eligible to receive federal or Sweet Briar need-based assistance.

The use of Sweet Briar College grants and merit scholarships is restricted to the College’s Junior Year in France (JYF), Junior Year in Spain (JYS), Washington Semester (American University), St. Andrews Exchange, the Heidelberg Exchange in Germany, and on-campus study programs. The student must have a cumulative grade point average of at least 3.0 to use Sweet Briar funds for JYF, JYS, St. Andrews, and Heidelberg study.

Application Procedures
The application process for need-based assistance is an annual one. To be considered for need-based assistance for the 2014-2015 school year, the student must submit information about her family’s income and assets on the 2014-2015 Free Application for Federal Student Aid (FAFSA). She also must provide signed photocopies of her and her family’s 2013 IRS 1040s and W-2s, as well as any other documents specified by the Financial Aid Office.

Application Deadlines
Application deadlines in effect for the 2014-2015 school year for regular decision applicants for admission, February 15, 2014; and for currently enrolled students who have received need-based assistance in the 2013-2014 school year, May 15, 2014.

General Information
Students or family members who have questions about eligibility for need-based assistance or who wish to have information regarding the College’s tuition payment plans should contact the Financial Aid Office.

The Virginia Tuition Assistance Grant
The Virginia Tuition Assistance Grant (VTAG) was instituted by the General Assembly of the Commonwealth in 1972 to help reduce the difference in the cost of tuition between Virginia’s public and private colleges. Any student who is a legal resident of Virginia and attends a Virginia private college as a full-time, degree-seeking student is eligible to receive the VTAG, regardless of eligibility for need aid. The State Council of Higher Education for Virginia (SCHEV) estimates that the amount of the 2013-2014 VTAG will be $3,100; the actual amount is dependent on funds appropriated by the Virginia General Assembly and therefore may be less than this. Applications are available at the Financial Aid Office or through SCHEV, <www.schev.edu>.

Sweet Briar College Virginia Grant
Sweet Briar College offers a $7,500 grant to undergraduate students entering in the 2013-2014 academic year who are legal residents of the Commonwealth of Virginia and eligible for the VTAG. In
addition, these students will be considered for need-based assistance and additional merit scholarship assistance, depending on their eligibility. However, for those Virginia residents who also qualify for one of Sweet Briar’s merit scholarships, the Sweet Briar College Virginia Grant becomes part of that total scholarship award. To be eligible for the Sweet Briar College Virginia Grant, students must be enrolled at Sweet Briar as full-time, undergraduate degree-seeking students.

**Academic Scholarships**

Sweet Briar College is pleased to be able to recognize excellence in all its forms. The College values students of extraordinary overall academic achievement, along with those who have developed special competence in the areas of art, natural science, music, humanities, or social sciences. Sweet Briar also seeks students who have shown superior involvement in school and community activities.

Named scholarship funds—Prothro, Founders, Commonwealth, Betty Bean Black, Sweet Briar, and Fletcher—are made possible by gifts provided by generous alumnae and friends of the College. Such philanthropy has made it possible for Sweet Briar to rank among the highest in the nation in the amount of endowment per student.

If a student wishes to be considered for an academic award, her Application for Admission and all supporting credentials must be completed by February 1. She will automatically become a scholarship candidate; there is no separate application.

Questions regarding scholarships should be directed to the Admissions Office.

**College Fees, 2012-13**

Sweet Briar College has an endowment of approximately $93 million, the income from which supplements the student fees to meet the College’s operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar. Below are links to the contents of this section.

*Payment of Tuition, Room, Board, Fees, and Other Costs and Charges*

*Schedule of Payments*
*Payments Due*
*Refund Policy*
*Tuition Refund Insurance*
*Applied Music Fee*
*Books and Academic Supplies*
*Health Center*
*Student Life Fund*
*Room Damage Deposit*
*Vehicle Registration*
*Late Payment Charge*
*Student Accident and Sickness Plan*
*Payment Plans*
*Riding Program Fees*
Payment of Tuition, Room, Board, Fees, and Other Costs and Charges

All amounts due for tuition, room, board, fees and other costs and charges must be paid as and when due, and each student is responsible for timely payment. All statements are mailed to the student’s home address. Student accounts can also be viewed online.

The College also holds the parents and/or guardians of the student responsible for the full and prompt payment of all tuition, room, board, fees, and other costs and charges, jointly and severally with the student. Arrangements for borrowing funds are between the student and/or parents/guardians and the lending institutions. Any amounts not paid to the College by lending institutions or third parties on the due date must be remitted by the student and/or parents/guardians on the scheduled dates. You are urged to make any necessary financial arrangements well in advance of the dates on which amounts are due the College.

No student will be permitted to attend the College unless her tuition, room, board, and fees are paid in advance. All financial obligations for tuition, room, board, fees, and other costs and charges of a student to all departments or enterprises of the College must be satisfied in full before she will be permitted to receive transcripts, to receive a diploma, or register for or enter classes in any succeeding term. The College reserves the right to change its tuition, room, board, fees, and other costs and charges at the end of any term. This Catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders, for the convenience of students before each payment is due.

Schedule of Payments

Resident Student Fees
- Tuition $33,130
- Room and board $11,800 (Single room and Green Village additional.)
- Facility fee $200

Payments Due

Reservation fee $500
This non-refundable fee will be credited on the first-term fees and is due on May 1 for new first-year students, and later per notice for new advanced-standing students.

Re-enrollment fee $200
This fee will be credited on the first-term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return. It is due March 15 for returning students.

Due by August 1 $22,565
Due by January 5 $22,565
**Day Student Fees**
Tuition (full academic year) $33,130
Facility fee $200
Reservation fee $50
Fall term due by August 1 $16,665
Spring term due by January 5 $16,665

**Part-Time Student Fees***
Regular part-time $920 per credit hour
Amherst County High School honors students $300 per course
Amherst County teachers $300 per credit hour

**Auditing Fees***
Age 64 or younger $70 per credit hour
Age 65 or older $40 per credit hour

**Summer Credit Fees***
Independent studies $250 per credit hour

**Overload Fee***
Overload fee $450 per credit hour

* Fees are paid at the time of registration. Our semester fees are based upon each student taking an average of 15 hours for credit per semester. However, the student may take as many as 19 credits with no additional fee. Any credits in excess of 19 will be billed at $450 per credit hour. These fees will be added in the third week of classes and will be due upon receipt of the next statement.

**Payment of Amounts Due**
All amounts due must be paid promptly at the times specified. Checks should be made payable to Sweet Briar College and sent to the Business Office.

**Refund Policy**
Students are enrolled at Sweet Briar College for the full academic session. However their tuition will be billed on a semester basis.

Students who withdraw before a semester begins will be given a full refund of all tuition, room, and
board charges less the room reservation deposit. The withdrawal date is established by the date of receipt by the Dean of the College of written notice of intent to withdraw. For purposes of calculating refunds, a school week is defined as beginning on Monday and ending on the following Sunday. All refund calculations take into account any charges that are unpaid at the time. Charges for student health insurance, tuition refund insurance, student life fee, applied music fee, special fees, and riding program fees are not included in the refund policy calculations. Refund requests must be made in writing to the College Business Office.

If withdrawal occurs
- Within the first or second week of a semester: 90% reduction of tuition, room, and board
- Within the third or fourth week of a semester: 50% reduction of tuition, room, and board
- Within the fifth to eighth week of a semester: 25% reduction of tuition, room, and board
- After the eighth week of the semester: no reduction of fees.

Federal law requires the return of unearned federal aid funds to their respective programs when a student withdraws from the College before completing 60 percent of any semester for which she received such aid. “Unearned” funds mean the amount that would have been used to cover the student’s charges for the portion of the semester she was not enrolled, according to a federally prescribed formula. If, as a result of the return of these funds, an unpaid balance is left on the student’s bill, she or her family is responsible for paying it. No refund will be given to any student who is suspended or expelled from the College for disciplinary reasons.

**Tuition Refund Insurance**

The College has made available tuition refund insurance through A.W.G. Dewar, Inc. of Boston. This insurance is optional. However, a waiver card must be returned indicating choice. Contact the Business Office for details.

**Applied Music Fee**

Music Department facilities for practice are available for use by students registered for credit or non-credit music courses in the Department of Music and students preparing applied music placement auditions or other departmental auditions (with permission of the Music Department). An applied music fee of $425 per semester per class will be charged to the student.

**Books and Academic Supplies**

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general ranges up to $500.

**Health Center**

The student will be charged for any laboratory studies or medications ordered.
Student Life Fund

This charge covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of $275 is paid annually by every resident student. Non-resident students pay $225. This fee will be billed on the tuition statement, and is due August 1.

Room Damage Deposit

Each student must make a room damage deposit of $75 by August 1. This deposit will be used to pay for any damage to College property beyond normal wear and tear, and for violations of room decorating regulations. If there are no damages or violations of decorating regulations and the room is left in the same clean condition as when it was first occupied, the room deposit will be refunded.

Vehicle Registration

Non-residential, residential, and day students with vehicles on campus are assessed a registration (parking) fee for the academic year:

Parking permit $100

Late Payment Charge

Fees, charges, and account balances for monies owed the College for which no specific due date is mentioned in this policy statement shall be due and payable within 30 days after the date of billing by the College. A late payment fee of 1.5 percent per month will be charged on the unpaid balance of any amounts not received by the due dates indicated in this policy statement.

Payment Plans

As a convenience to our parents and guardians, Sweet Briar has arranged with Key Education Resource to handle requests for deferred payment under their plans. In addition, the College has instituted two installment payment plans that allow payments of the comprehensive fee in equal installments over the academic year. These plans are with the Tuition Management Systems (800-356-8329) and Tuition Pay (800-635-0120).

Riding Program Fees

Students who elect to participate in the Riding Program may purchase blocks of rides on College-owned horses for which there is a charge by the term. The blocks of rides offer the student an option as to the number of rides taken per week. Each block includes two lessons per week with the remaining rides taken independently. Entry-level riders may participate by taking RDPR 162, a quarter course. This course includes eight rides with instruction for an administrative fee of $100.

A student may receive permission to bring her own horse to Sweet Briar if she agrees to support the program’s rules and regulations, if she demonstrates adequate riding ability, and if the horse is found to be suited to the program. Application forms for this purpose may be obtained from the Riding Program webpage. The College does reserve the right to refuse to accept or continue to keep in the stable any privately owned horse. Rates for horse usage and private horse board are as follows:
Rides and fees per semester*
28, $560
30, $610
40, $860
50, $1110
60, $1360
70, $1510

- Rides in excess of the above contracted rates are $25 per ride.

Board for privately owned horses*
Board, $900 per month
*Shoeing and Veterinary service is not included.

Awards

Upperclass Awards and Prizes
The Academy of American Poets Prize is awarded to the student submitting the best poem in the annual competition. The family of Jean Taylor Meyer has endowed this prize at Sweet Briar College and the prize has been renamed “The Jean Taylor Meyer Memorial Poetry Prize”.

The Alpha Lambda Delta Award is given to the graduating Alpha Lambda Delta member who has the highest cumulative grade point average at the end of the first grading period of the senior year.

The Alumna Daughter Award was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the College since its founding.

The Mary Kendrick Benedict Award was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College, to honor an upperclass student of high academic standing and personal integrity who has shown a purpose for service in her college experience.

The “Big Sister” Award, donated by Sweet Briar alumna who teach in the Tye River Elementary School in Nelson County, is given to a member of the senior class who has shown a commitment to
community service by contributing to the educational and emotional growth of the children at Tye River Elementary School. The recipient gives valuable time and makes a positive difference in the lives of these young people.

The Myron B. Bloy, Jr. Service Fellowship was established by friends of the late Chaplain Bloy to enable a current Sweet Briar student to work in a service-oriented, off-campus situation in this country or abroad.

The Jean Besselievre Boley Fund was established by the parents and husband of Jean Besselievre Boley ’35 to encourage interest in creative writing. The fund provides a prize for the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance.

The Laura Buckham Book Award was established by the friends of the late Laura Buckham, professor of French at Sweet Briar for 32 years. The award is presented to a rising junior who is a French major in recognition of excellence in French.

The Marcia Capron Award was established by John D. Capron in honor of his wife. This award is given to a senior for excellence in French.

The Julia Sadler de Coligny Award provides an annual prize to outstanding majors in music and English in alternate years.

The Penelope Czarra Award was established by the parents of Penelope Lane Czarra ’75 to honor the senior who best combines scholastic achievement, student leadership, and effective contributions to the improvement of the quality of student life at Sweet Briar.

The Juliet Halliburton Davis Award recognizes an outstanding major in environmental science and in environmental studies for their academic achievement, leadership, and service to the Environmental Studies department.

The Judith Molinar Elkins Prize, was established by her family in honor of Professor Elkins, Professor of Mathematics. This award recognizes the outstanding achievements of a senior majoring in the mathematical, physical, or biological sciences, actively participating in the college community, and demonstrating the ideals and dedication to learning exemplified by the life of Professor Elkins.

The Helen McClure Gager Award in Chemistry was established by the husband, family, and friends of Helen Gager, associate professor of chemistry, who taught at Sweet Briar from 1976 to 1980. The award recognizes a member of the Sweet Briar community—student, faculty, or other—who has done distinguished work in the field of chemistry.
The German Embassy Book Prize is awarded at commencement to a student who has an excellent academic record and has made significant contributions to the German Program at Sweet Briar.

The Gill Scholarship, funded by Betty Byrne Gill Ware ’55, in honor of her parents, Dr. and Mrs. Elbyrne Grady Gill, is presented to a rising junior or senior for their achievements in the environmental sciences or studies program and their interest in protecting the environment.

The Goethe-Institut Buchpreis, provided by the Goethe-Institut in Washington, is awarded at commencement to an outstanding senior majoring in German or German Studies.

Nicole Greenleaf Service in Education Award, named in honor of Nicole Clara Michelle Greenleaf, Class of 2003, honors a senior in the Teacher Education program who has demonstrated scholastic achievement and whose volunteer service in support of a struggling student in a local public school has been an inspiration to that student’s school community.

The Connie M. Guion Award was established in honor of Professor Guion by Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard ’60, and Mildred Newman Thayer ’61. It is given to a member of the graduating class “for excellence as a human being and as a member of the College.”

The Milan Hapala Scholarship is awarded to a junior majoring in International Affairs or Government and wishes to study in the Czech Republic.

The Kathryn Haw Prize in Art History was established by the Art History Department with support provided by Kathryn Haw ’92 in recognition of the quality of education she received. It is awarded to a graduating art history major who has demonstrated excellence by maintaining a grade point average of at least 3.5 in her major.

The James Lewis Howe Award in Chemistry, sponsored by the Blue Ridge Section of the American Chemical Society, is awarded to a senior for excellence in chemistry. This award is presented to the recipient in April at a meeting of the Blue Ridge Section of the American Chemical Society.

Kenmore Merit Scholarship is awarded to a junior or senior who has maintained a 3.3 grade point average and who is recognized by the faculty of the government program for academic excellence.

L’Alliance Française Prize, established by the Lynchburg, VA, chapter, is presented to a senior nominated by the Modern Languages and Literatures Department for excellence in French language and literature.
The George H. Lenz Excellence in Physics Award is given to a senior physics major or minor who has shown dedication and success in the pursuit of learning physics. The winner of this award excels both in theoretical and experimental physics and exemplifies Professor Lenz’s excitement for understanding physics. The naming of this award honors Professor Lenz’s significant contributions to the physics department, where he taught from 1970 to 2004.

Rebecca Tomlinson Lindblom Award, which was established by Reverend William L. Lindblom in honor of his wife, is given to a student or students who demonstrate academic excellence in philosophy and religion as well as in the application of their principles to daily living.

The Manson Memorial Alumnae Award was established by the alumnae in memory of N. C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life.

The Mathematical Sciences Award is awarded to a graduating Mathematical Sciences major who has demonstrated excellence by achieving at least a 3.3 in mathematical courses and in one or more of the following ways: performance in the classroom, academic activities outside the classroom, service to the department, leadership on campus, and service to the local community.

Jessica Steinbrenner Molloy Award honors an outstanding senior in theatre arts, chosen by the faculty of that department.

Irene Mitchell Moore Scholarship, established by Irene Mitchell Moore, is given to benefit students of the Center for Civic Renewal who intend to pursue careers in public service with a goal of fostering the habits of effective citizenship engagement.

The Lawrence Nelson Award was established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970. It is awarded to a senior chosen by the Department of English for general excellence in English.

The Pauline Roberts Otis Award was established in memory of Mrs. Otis by her daughter, Susan Otis Thompson ’52, who studied in Paris with the Sweet Briar Junior Year in France. The prize is awarded each year to the senior student of highest academic distinction having been a member of the Junior Year in France program.

The W. Edward Overly Award was established by W. Edward Overly, parent of Lynda ’64. It is awarded to a senior who has demonstrated scholarly achievement in Spanish.

Outstanding Scholar in Education Award is given in recognition to young women in Virginia colleges who have completed the teacher preparation programs in an exemplary fashion. It is given to advance the professional interest and position of women in education and to honor women who have
given or who evidence potential for distinctive service in any field of education. The award is given by Delta Kappa Gamma, a national honor sorority for leading women in education.

**The Everingham Rickards and Captain Garrett V. S. Rickards Award** was established in 1974 by Frances Murrell Rickards ’10, in memory of her son, who died in World War II, and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community involvement, which have distinguished the College throughout its history.

**The Shakespeare Prize** is presented to the student who demonstrates excellence in one or both of the upper-level Shakespeare courses.

**Mary MacKintosh Sherer Merit Scholarship**, established by friends of Mary MacKintosh Sherer, is awarded to a rising junior who is a leader and a scholar and who demonstrates the outgoing and cheerful qualities long associated with Mary MacKintosh Sherer.

**Sweet Briar Fine Arts Scholarship** is given in recognition to the senior who best shows great promise as an artist and a scholar.

**The Anne Gary Pannell Taylor Award** in history, honoring the fifth president of the College, is presented to a senior history major who has achieved the highest cumulative grade point average.

**The Lucile Barrow Turner Award** is awarded to a student or students majoring in music or in drama to provide scholarship assistance.

**The Walker Family Award** was established in 1983 by alumnae and friends of the Walker family, whose home near Sweet Briar was a center of hospitality for many years. The award is presented to a senior of above-average academic standing who best possesses the spirit of the Walkers: a cheerful, positive disposition, showing in her relationships warmth, generosity, and humility.

**The Leigh Woolverton Prize for Excellence in the Visual Arts** was established in memory of Leigh Woolverton ’82, by her mother, family, and friends.

**Graduate Fellowship**

**The Anne Gary Pannell Taylor Graduate Fellowship in History**, honoring the fifth president of the College, was established by Dorothy Stimpson, visiting professor of history at Sweet Briar in 1956. The fellowship, to encourage high standards of scholarship in history, is awarded to an outstanding senior history major who plans graduate study.
Administration

Office of the President
Jo Ellen Parker
President of the College
A.B. Bryn Mawr College; M.A. University of Kansas; Ph.D. University of Pennsylvania

Christy C. Cole
Director of Institutional Research
B.S. Methodist College; M.S. Capella University

Louise S. Zingaro ’80
Vice President and Chief of Staff
A.B. Sweet Briar College

Academic Affairs
Amy Jessen-Marshall
Dean of the College, Vice President for Academic Affairs and Professor of Biology
B.S. Gustavus Adolphus College; Ph.D. University of Minnesota

Jill N. Granger
Associate Dean for Academic Affairs and Professor of Chemistry
B.S. Illinois State University; Ph.D. Purdue University

Tiffany N. Cummings
Director of International Studies
B.A. University of Massachusetts at Amherst; M.A., D.A. State University of New York at Albany

John G. Jaffé
Director of Libraries and Integrated Information Systems, Professor
B.A. University of the South; M.A., M.S.L.S. Villanova University; Ph.D. Simmons College

Kelly Kraft-Meyer
Director of Academic Advising
B.S., M.B.A. Russell Sage College

Karol A. Lawson ’81
Director of Art Collection and Galleries
A.B. Sweet Briar College; M.A., Ph.D. University of Virginia

Deborah L. Powell
Registrar
B.A. Longwood College

Margaret A. Scouten
Director of Junior Year in France and Associate Professor of French
B.A. Lemoyne College; M.A. State University of New York at Buffalo; Ph.D. State University of New York at Albany

Maria Celeste Delgado-Librero
Director of Junior Year in Spain and Assistant Professor of Spanish
Licenciatura Universidad de Sevilla, Spain; M.A., Ph.D. University of Virginia

Kelly Morrison
Director of Athletics and Assistant Professor of Physical Education and Athletics
B.S. Southwest Missouri State University; M.S. University of Iowa

Co-Curricular Life
Cheryl L. Steele
Vice President/Dean of Co-Curricular Life
B.S., M.Ed. University of Montevallo

Robyn H. Sanderson
Assistant Dean of First Year and Sophomore Student Programs
B.S. Converse College; M.Ed. Clemson University

Admissions
Louise Zingaro
Interim Dean of Enrollment Management
A.B. Sweet Briar College

Grace Loughhead
Director of Recruitment
A.B. Sweet Briar College

Barbara (Bobbi) Carpenter
Director of Financial Aid
B.A. Shenandoah University

Alumnae and Development
Heidi Hansen McCrory
Vice President of Alumnae and Development
B.F.A. Southern Methodist; M.A. University of North Carolina, Greensboro

Media, Marketing and Communications
Christy Jackson
Director of Media, Marketing and Communications
B.S., M.S. Radford University

Finance and Administration
Scott Shank, C.P.A.
Vice President for Finance and Administration
B.A. Principia College, M.B.A. Stetson University

Gail Payne
Associate Vice President for Finance and Administration
B.A. Mary Washington College; M.Ad. Lynchburg College

David Gardner
Director of Campus Safety
B.S. Empire State College
Board of Directors, 2012-13

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of no less than 24 nor more than 35 members elected annually at the spring meeting of the Board.

Members of the Board are elected for three-year terms and include the President of the College, the President of the Alumnae Association, and three alumnae class representatives, consisting of one representative from each of the three most recent graduating classes. A director (excluding the President of the College who has no limit on the number of years or terms he or she can serve) cannot serve more than three successive three-year terms on the Board. Directors elected as officers can serve up to one additional three-year term, for a total of up to twelve successive years.

The President of the College and the President of the Alumnae Association are ex-officio members of the Board. The President of the College and the Chair of the Board are ex-officio members of all committees of the Board of Directors.

Executive Committee

Paul G. Rice, B.S.
Chair, Board of Directors
Warrenton, Virginia

Elizabeth H.S. Wyatt ’69, MBA
Vice-Chair, Board of Directors
Summit, New Jersey

Elvira McMillan Tate ’65, MAT
Secretary, Board of Directors
Atlanta, Georgia
David W. Breneman, Ph.D.
Charlottesville, Virginia

Diane B. Dalton ’67, M.A.
Milwaukee, Wisconsin

Rachel O. Flynn, M.S.
Charlottesville, Virginia

Jane Eastin Hager ’67, B.A.
Lyndeborough, New Hampshire

Sally Old Kitchin ’76, B.A.
Virginia Beach, Virginia

JoAnn Soderquist Kramer ’64, M.A.E.
Essex Junction, Vermont

Karen Gill Meyer ’63, MBA
Scottsdale, Arizona

Jo Ellen Parker, Ph.D.
President of the College — ex officio
Sweet Briar, Virginia

Directors

Zehra R. Asghar ’10, B.A.
Young Alumna Director
Tampa, Florida

Christine Davis Boulware ’77, B.A.
Chicago, Illinois
Hilary Bowie '12, B.A.
Fairfax, Virginia

Catherine Newman Detering '76, B.A.
Houston, Texas

Susan Sellers Ewing '71, B.A.
Richmond, Virginia

Marshá Taylor Horton '76, Ph.D.
Magnolia, Delaware

Danelle J. Houck, '11, B.A.
Young Alumna Director
Georgetown, Texas

Richard E. Leslie, B.A.
New York, New York

Mary Johnson Nelson '64, B.A.
President of the Alumnae Association
Chattanooga, Tennessee

Maggie Saylor Patrick '07, B.A.
Oxford, Ohio

Anne Little Poulet '64, M.A.
Boston, Massachusetts

Yolanda Davis Saunders '96, B.A.
Woodbridge, Virginia

Susan P. Scanlan '69, M.A.
Alexandria, Virginia

Julia K. Sutherland '78, B.A.
Alexandria, Virginia

Anne Allen Symonds '62, B.A.
New York, New York

Eugene M. Tobin, Ph.D.
Briarcliff Manor, New York
Course Overviews

Anthropology

Anthropology, the study of humankind, investigates the entire range of the human experience across cultures and over time. Its holistic approach encourages students to explore the relationships among production systems, age and gender roles, family and kinship relations, relations of power and inequality, and religious beliefs in societies throughout the world. Cultural anthropology examines ritual, symbols, cosmological systems, forms of social organization, economics, and politics from a cross-cultural perspective. The department offers major and minor programs in anthropology.

The Anthropology Major
The Anthropology Minor

The Anthropology Major
(34 semester hours)

Required:
ANTH 221 (3) Culture, Society, and the Individual
ANTH 224 (3) Ethnography
ANTH 328 (3) Ritual and Worldview

Senior Exercises:
ANTH 451 (1) Senior Workshop in Anthropology and Archaeology
ANTH 452 (3) Senior Seminar

Choose 1 of the following courses:
ANTH 215 (3) Peoples and Cultures of Africa
ANTH 268 (3) Peoples and Cultures of the Mediterranean
ANTH 270 (3) Peoples and Cultures of South Asia
ANTH 272 (3) Peoples and Cultures of the Middle East

Choose 1 of the following courses:
ANTH 322 (3) Food, Culture, and the Environment
ANTH 334 (3) Gifts and Commodities

And choose 5 additional three-credit courses in anthropology excluding internships. No more than one directed, special, or independent study may be counted toward the major. Students may apply one archaeology course, excluding ARCH 115, to the major in anthropology.

NOTES: Students choosing to declare majors in both anthropology and archaeology may use ANTH 452 for only one of the majors. The senior exercise for the other major may be an independent study approved by the advisor.

At least four courses (including ANTH 328, ANTH 451, and ANTH 452) must be advanced courses
numbered at the 300-level or above.

With the exception of ANTH 451, no course used to fulfill major requirements may be taken on a P/CR/NC grading option. Additional information about the P/CR/NC grading option is available under the Academic Regulations heading of the catalog.

**The Anthropology Minor**
(18 semester hours)

Choose 6 three-credit courses in anthropology excluding internships. At least two three-credit courses must be at or above the 300-level.

**NOTE:** No more than one directed, special, or independent study may be counted toward the minor. Neither ANTH 451 nor ANTH 452 may be counted toward the minor.

---

**Asian Studies**

Although no major or minor is offered in Asian studies, the following courses enable the student to gain some knowledge of the art, government, history, literature, and religion of selected countries of Asia.

- ASIA 206 (3)–Chinese and Japanese Literature in Translation
- ASIA 218 (3)–Chinese Cinema
- ASIA 235 (3)–Asian Civilizations I
- ASIA 236 (3)–Asian Civilizations II
- ASIA 261 (1, 2, or 3)–Directed Study
- ASIA 361 (1, 2, or 3)–Special Study
- ASIA 461 (1, 2, or 3)–Independent Study

Other courses of interest:
- ANTH 270 (3) People and Cultures of South Asia
- ARTH 237 (3) Asian Art
- GOVT 201 (3) Government and Politics of East Asia
- RELG 221 (3) Hindus, Jainas, and Sikhs
- RELG 222 (3) Buddhism
- RELG 231 (3) Daoism
- RELG 263 (3) Asian Philosophies
Modern biology has evolved from its origins in natural history into one of the most complex, most rapidly changing, and most exciting of all the sciences. Biology today encompasses not only such traditional areas as anatomy and taxonomy, but also molecular genetics, immunochemistry, and sociobiology. Because today’s biologist must have an awareness of current developments in addition to a sound foundation in basic principles, Sweet Briar’s biology program emphasizes the application of new experimental discoveries to the fundamental questions of cellular, organismal, and population biology. A student who elects biology as her major subject may earn either the Bachelor of Arts or the Bachelor of Science degree.

### The Biology Major (B. A.)
(36 semester hours)

**Required:**
- BIOL 111 (4) Introduction to Organisms
- BIOL 112 (3) Introduction to Cells
- BIOL 113 (1) Introductory Laboratory Techniques

**Senior Exercise**
**Choose 1 of the following:**
- BIOL 450 (1) Senior Exercise

**Choose 27 additional semester hours** in biology, including at least 10 semester hours at the 300-level or above (excluding BIOL 377), and an additional 14 semester hours at the 200-level or above. A maximum of 3 semester hours of BIOL 377 may be counted towards the major. BIOL 104 may be counted towards the major if it is taken as a first-year student or a sophomore.

**NOTES:** In consultation with their advisor, students are expected to select courses which provide them with breadth in biology, covering the areas of cellular and molecular, animal, plant, and population biology. It is strongly recommended that students also take at least one course in the physical or environmental sciences.

At least 20 semester hours of coursework applied towards the major must taken at Sweet Briar College.

### The Biology Major (B.S.)
(62-63 semester hours)

**Required:**
- BIOL 111 (4) Introduction to Organisms
- BIOL 112 (3) Introduction to Cells
- BIOL 113 (1) Introductory Laboratory Techniques
- BIOL 205 (3) Genetics
- BIOL 310 (4) Evolution
CHEM 131 (3) General Chemistry
CHEM 141 (1) General Chemistry Lab
CHEM 231 (3) Organic Chemistry I
CHEM 233 (1) Organic Chemistry I Laboratory

**Senior Exercise:**
BIOL 351 (3) Independent Research

**Choose 1 of the following:**
MATH 205 (3) Applied Statistics
PSYC 219 (4) Statistics for Behavioral Sciences

**Choose 21 additional semester hours** in biology, including at least 7 semester hours at the 300-level or above (excluding BIOL 377), and an additional 11 semester hours at the 200-level or above. A maximum of 3 semester hours of BIOL 377 may be counted towards the major.

**Choose 12 additional semester hours** in biology, chemistry (except CHEM 119, 120, 125), computer science, engineering, mathematics (except MATH 106, 113, 211, 213), physics (except PHYS 103, 113, 114), psychology, or from the following courses in environmental studies: ENVR 143, 203, 228, 244, 309, 316, 322, 416, and 433). Eight of these 12 credits must be in departments other than biology and chemistry.

**NOTES:** The BIOL 351 option for the senior exercise may be satisfied by completion of Sweet Briar Summer Honors Research with a biology faculty member between the junior and senior year, or by participation in an approved NSF Research Experience for Undergraduates in a biological discipline between the junior and senior year.

At least 20 semester hours of coursework applied towards the major must be taken at Sweet Briar College.

**The Biology Minor**
(18 semester hours)

**Required:**
BIOL 111 (4) Introduction to Organisms
BIOL 112 (3) Introduction to Cells
BIOL 113 (1) Introductory Laboratory Techniques

**Choose 10 additional semester hours** in biology at the 200-level or above.

**NOTES:** No more than three credit hours of directed, special, or independent study may be applied toward the minor. Internship credits may not be applied toward the minor.

At least 9 semester hours of coursework applied towards the minor must be taken at Sweet Briar College.

**Teacher Licensure**
**Required:**

1. A bachelor of arts or bachelor of science degree in biology
2. Complete each of the following:
   - one course in plant biology (BIOL 104, BIOL 214, or BIOL 301)
   - genetics (BIOL 205)
   - ecology (BIOL 324)
   - two courses in zoology, and/or anatomy and physiology (any two of BIOL 216, BIOL 230, BIOL 247, or BIOL 326)
   - evolution (BIOL 310)
   - four courses in chemistry (CHEM 131, CHEM 141, CHEM 231, and CHEM 232)
   - physics (PHYS 171)
   - earth science (ENVR 143)
   - one course in mathematics or statistics (MATH 106, MATH 123, MATH 124, MATH 205, or PSYC 219)

Students who seek endorsement in more than one area of science need to complete an additional 18 credit hours in the second field which must include any specific requirements in that field.

---

**Biochemistry and Molecular Biology**

Of all areas of modern science, the disciplines at the interface of biology and chemistry are developing most rapidly. Advances in the related fields of biochemistry and molecular biology have an enormous potential for promoting human knowledge in such diverse fields as medicine and agriculture. Thus the departments of biology and chemistry offer a major in biochemistry and molecular biology to students wishing to enter this exciting area. This program provides excellent preparation for graduate study in biochemistry, molecular biology, cell biology and related fields.

**Biochemistry and Molecular Biology Major (B.S.)**

(73 semester hours)

**Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 112</td>
<td>Introduction to Cells</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 113</td>
<td>Introductory Laboratory Techniques</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 228</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 344</td>
<td>Experimental Laboratory in Cell and Molecular Biology</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 141</td>
<td>General Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 231</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 232</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>
CHEM 233 (1)  Organic Chemistry I Lab  
CHEM 234 (1)  Organic Chemistry II Lab  
CHEM 252 (4)  Introduction to Quantitative and Inorganic Chemistry  
CHEM 253 (1)  Introduction to Quantitative and Inorganic Chemistry Laboratory  
CHEM 321 (3)  Biochemistry I  
CHEM 322 (3)  Biochemistry II  
CHEM 331 (3)  Physical Chemistry: Quantum Mechanics and Spectroscopy  
CHEM 332 (3)  Physical Chemistry: Kinetics and Thermodynamics  
CHEM 341 (3)  Intermediate Laboratory I  
CHEM 342 (3)  Intermediate Laboratory II  
MATH 123 (4)  Calculus I  
MATH 124 (3)  Calculus II  
MATH 223 (3)  Calculus III  
PHYS 171 (4)  General Physics I  
PHYS 172 (3)  General Physics II  

**Senior Exercise:**

**Choose 1 of the following courses:**

- BIOL 351 (3)  Independent Research  
- CHEM 451 (3)  Senior Research  

---

**Business**

The mission of the business program is to enable its graduates to be successful in the world of business. The business major requires a mastery of business theory and the development of skills in a broad range of functional areas. Graduates will demonstrate strong communication skills, the ability to analyze and synthesize, and an understanding of the broad cultural and social context in which business occurs.

Recognizing that work experience is critical in the learning process and in developing innovative thinking, experiential learning is an integral part of the program. Our graduates are expected to acquire knowledge of business theories as well as developing practical skills in applying these theories. These applications are demonstrated by using various teaching methods and evaluated on a graduated scale as the student moves through the program.

For success in the world of work after graduation or graduate study, our graduates are expected to develop skills in finding jobs, in job performance, and in career management. Consequently, the curriculum is designed to give individual students a hands-on grasp of business methods, business cultures, and personnel interactions typically found in business organizations. Business majors are expected to become involved in a variety of simulated and actual work experiences prior to graduation. These experiences may come in the way of class projects, independent studies, cases, labs, simulations, business plan development and/or an advanced business incubator.
A student considering the business major is strongly advised to take BUSN 127, BUSN 128, BUSN 150, BUSN 205, and BUSN 210 by the end of the second year. Since course sequence is important, potential majors and minors (first- and second year students) are advised to consult with business professors when selecting classes.

The Business Major
The Business Minor

The Business Major
(46-49 semester hours)

Required:
BUSN 127 (4) Accounting I
BUSN 128 (4) Accounting II
BUSN 150 (4) Marketing and Social Media
BUSN 161 (3) Commercial Law for Entrepreneurs
BUSN 205 (4) Management and Human Resources
BUSN 207 (2) Business Seminar I
BUSN 210 (4) Finance and Business Valuation
BUSN 347 (4) Entrepreneurship and Innovation
BUSN 351 (3) Applied Marketing Research
BUSN 410 (3) Business Strategies for Entrepreneurs

Senior Exercise:
BUSN 452 (4) Senior Seminar in Entrepreneurship

Choose 1 of the following options:
Option A
BUSN 107 (3) Business Economics

Option B
ECON 101 (3) Principles of Microeconomics
AND
ECON 102 (3) Principles of Macroeconomics

Choose 4 credit hours from the following courses:
BUSN 257 (1) Business Practicum in Marketing I
BUSN 258 (1) Business Practicum in Management I
BUSN 357 (1) Business Practicum in Marketing II
BUSN 358 (1) Business Practicum in Management II
BUSN 377 (3) Internship
BUSN 440 (4) Business Incubator

NOTE: For the major in business, the P/CR/NC grading option may not be exercised for any course which could count toward the major, with the exception of BUSN 261, BUSN 361, and BUSN 461. Additional information about the P/CR/NC grading option is available under the Academic Regulations.
The Business Minor
(22-23 semester hours)

Required:
BUSE 127 (4)  Accounting I  
BUSE 205 (4)  Management and Human Resources  
BUSE 150 (4)  Marketing and Social Media  
BUSE 161 (3)  Commercial Law for Entrepreneurs  
BUSE 210 (4)  Finance and Business Valuation

Choose 1 of the following courses:
BUSE 347 (4)  Entrepreneurship and Innovation  
BUSE 410 (3)  Business Strategies for Entrepreneurs

NOTE: For the minor in business, the P/CR/NC grading option may not be exercised for any course which could count toward the major, with the exception of BUSN 261, BUSN 361, and BUSN 461. Additional information about the P/CR/NC grading option is available under the Academic Regulations heading of the catalog.

Chemistry

Chemistry lies at the heart of modern science. Advances in fields such as molecular biology, environmental science, materials science, and medicinal chemistry are built upon an understanding of chemistry. At Sweet Briar students may earn either a B.A. or B.S. degree in chemistry. We also offer a B.S. degree in biochemistry & molecular biology (BIOC) jointly with the Biology Department. Chemistry courses provide a sound background in chemical principles, and open-ended investigative laboratories teach students to become chemists. These labs present opportunities for students to design their own experiments and experience the excitement of discovery. Beginning in introductory courses, students gain experience with sophisticated, research-quality equipment.

As students progress, projects deal with more complex chemical questions and require hands-on problem-solving and extensive data analysis. Chemistry and BIOC students learn to present their results in both written and oral form. Students are challenged to develop excellent problem-solving skills, both in their coursework and in the laboratory, and to become adept at using professional instrumentation and computer software. The culmination of both the chemistry and the BIOC major is the completion of a semester-long independent project. It is strongly recommended that a student considering a major in chemistry or biochemistry/molecular biology complete CHEM 131, CHEM 141, CHEM 252, CHEM 253, MATH 123, and MATH 124 by the end of her first year. Prospective majors should consult with the department before registering for sophomore courses.
The Chemistry Major (B.A.)
The Chemistry Major (B.S.)
The Chemistry Minor
Teacher Licensure

The Chemistry Major (B.A.)
(51 semester hours)

Required prerequisites (or exemption by placement):
CHEM 131 (3) General Chemistry
CHEM 141 (1) General Chemistry Laboratory

Required:
CHEM 216 (3) Analytical Chemistry
CHEM 226 (1) Environmental Analytical Chemistry Laboratory
CHEM 231 (3) Organic Chemistry I
CHEM 232 (4) Organic Chemistry II
CHEM 233 (1) Organic Chemistry I Laboratory
CHEM 234 (1) Organic Chemistry II Laboratory
CHEM 252 (4) Introduction to Quantitative and Inorganic Chemistry
CHEM 253 (1) Introduction to Quantitative and Inorganic Chemistry Laboratory
CHEM 341 (3) Intermediate Laboratory I
MATH 123 (4) Calculus I
MATH 124 (4) Calculus II
MATH 223 (3) Calculus III

Senior Exercise:
CHEM 451 (3) Senior Research

Choose 3 of the following courses: (at least one must be a physical chemistry course)
CHEM 202 (3) The Biochemistry of Human Nutrition
CHEM 321 (3) Biochemistry I
CHEM 322 (3) Biochemistry II
CHEM 331 (3) Physical Chemistry: Quantum Mechanics and Spectroscopy
CHEM 332 (3) Physical Chemistry: Kinetics and Thermodynamics
CHEM 431 (3) Instrumental Analysis
CHEM 432 (3) Advanced Inorganic Chemistry
CHEM 450 (3) Advanced Organic Chemistry

Choose 1 of the following physics sequences:

Sequence A
PHYS 171 (4) General Physics I
PHYS 172 (3) General Physics II

Sequence B
PHYS 171 (4) General Physics I
PHYS 122 (3) Algebra-based Electromagnetism and Optics
NOTE: With permission of the department, one course in physics at the 200, 300, or 400 level or one course in molecular biology at the 300 or 400 level may be used in place of one course in chemistry.

The Chemistry Major (B.S.)
(58 semester hours)

Required prerequisites (or exemption by placement):
CHEM 131 (3) General Chemistry
CHEM 141 (1) General Chemistry Laboratory

Required:
CHEM 216 (3) Analytical Chemistry
CHEM 226 (1) Environmental Analytical Chemistry Laboratory
CHEM 231 (3) Organic Chemistry I
CHEM 232 (4) Organic Chemistry II
CHEM 233 (1) Organic Chemistry I Laboratory
CHEM 234 (1) Organic Chemistry II Laboratory
CHEM 252 (4) Introduction to Quantitative and Inorganic Chemistry
CHEM 253 (1) Introduction to Quantitative and Inorganic Chemistry Laboratory
CHEM 331 (3) Physical Chemistry: Quantum Mechanics and Spectroscopy
CHEM 332 (3) Physical Chemistry: Kinetics and Thermodynamics
CHEM 341 (3) Intermediate Laboratory I
CHEM 342 (3) Intermediate Laboratory
CHEM 441 (1) Advanced Laboratory
MATH 123 (4) Calculus I
MATH 124 (4) Calculus II
MATH 223 (3) Calculus III
PHYS 171 (4) General Physics I
PHYS 172 (3) General Physics II

Senior Exercise:
CHEM 451 (3) Senior Research

Choose 2 of the following courses:
CHEM 315 (3) Molecular Modeling
CHEM 321 (3) Biochemistry I
CHEM 322 (3) Biochemistry II
CHEM 431 (3) Instrumental Analysis
CHEM 432 (3) Advanced Inorganic Chemistry
CHEM 450 (3) Advanced Organic Chemistry

Recommended:
MATH 328 (3) Ordinary Differential Equations
PHYS 132 (1) General Physics II Laboratory

The Chemistry Minor
(21-22 semester hours)

**Required:**
- CHEM 131 (3) General Chemistry
- CHEM 141 (1) General Chemistry Laboratory
- CHEM 231 (3) Organic Chemistry I
- CHEM 232 (4) Organic Chemistry II
- CHEM 233 (1) Organic Chemistry I Laboratory
- CHEM 234 (1) Organic Chemistry II Laboratory
- CHEM 252 (4) Introduction to Quantitative and Inorganic Chemistry
- CHEM 253 (1) Introduction to Quantitative and Inorganic Chemistry Laboratory

**Choose either:**
- CHEM 216 (3) Analytical Chemistry
  AND
- CHEM 226 (1) Environmental Analytical Chemistry Laboratory

**OR 1 of the following:**
- CHEM 321 (3) Biochemistry I
- CHEM 322 (3) Biochemistry II
- CHEM 331 (3) Physical Chemistry: Quantum Mechanics and Spectroscopy
- CHEM 332 (3) Physical Chemistry: Kinetics and Thermodynamics

**Teacher Licensure**
(61 semester hours)

**Required:**
1. A bachelor of arts degree in chemistry including two courses in physics and courses in mathematics as required by the degree.
2. A minimum of 10 credit hours in non-chemistry science courses which must include at least three credit hours in biology and three credit hours in earth science (ENVR 143 or PHYS 113) Students who seek endorsement in more than one area of science need to complete an additional 18 credit hours in the second field which must include any specific requirements in that field.

**Classics**
Classics, Philosophy, and Religion represent three of the central disciplines in a traditional liberal arts curriculum. By combining these three allied areas of inquiry, students will be able to gain a more comprehensive and well-grounded appreciation for many of the fundamental insights into human experience across a wide variety of cultures, institutions, and times. While each major within the department retains its own distinctive methodologies and areas of inquiry, all three disciplines share a commitment to the exploration of culture and ideas through varied historical and critical perspectives.
The department offers major and minor programs in each discipline.

Classics seeks to provide any student with a liberal and comprehensive view of the ancient world through firsthand contact with the Greek and Roman roots of Western civilization. Courses in Greek and Latin are designed to develop competence in the classical languages and to survey the ancient world through its greatest works of literature. Other courses, in which the readings are in English translation, offer a wider conspectus in classical literature, civilization, mythology, and history. The department is interested both in students who wish to do their major work in classical studies and in students who wish to relate the study of an ancient literature to modern literature or an allied subject. Allied subjects regularly include art, English, history, modern languages and literatures, philosophy, and religion. The department offers a major with a choice of two concentrations, Classical Language or Classical Civilization.

Majors considering study abroad during their junior year are encouraged to apply to the Intercollegiate Center for Classical Studies in Rome or to the College Year in Athens which offer instruction in the classical languages, ancient history, and ancient art, and which sponsor a series of trips to important museums and archaeological sites. The department is a contributing member of the American School of Classical Studies at Athens, which offers summer sessions designed to provide advanced students with a deepened understanding of Greece and its antiquities through study of its monuments, history, literature and culture.

Note: Students are limited to double-counting only three courses toward any combination of majors and minors offered by the department.

The Classics Major–Classical Language Concentration
The Classics Major–Classical Civilization Concentration
The Classics Minor

The Classics Major–Classical Language Concentration
(34 semester hours)

Required:

Choose 4 three-credit courses in Greek or Latin at the 200-level or above.

Choose 2 additional three-credit courses in Greek or Latin at the 300-level.

Choose 5 additional three-credit courses in Greek, Latin, or from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 232</td>
<td>(3)</td>
<td>Greek Art and Archaeology</td>
</tr>
<tr>
<td>ARTH 234</td>
<td>(3)</td>
<td>Roman Art and Archaeology</td>
</tr>
<tr>
<td>CLAS 201</td>
<td>(3)</td>
<td>Classical Mythology</td>
</tr>
<tr>
<td>CLAS 205</td>
<td>(3)</td>
<td>Ancient Greece</td>
</tr>
<tr>
<td>CLAS 207</td>
<td>(3)</td>
<td>The Rise and Fall of the Roman Republic</td>
</tr>
<tr>
<td>CLAS 208</td>
<td>(3)</td>
<td>Society and Culture in the Roman Empire</td>
</tr>
<tr>
<td>CLAS 211</td>
<td>(3)</td>
<td>Roman Archaeology and Art</td>
</tr>
<tr>
<td>CLAS 243</td>
<td>(3)</td>
<td>The Archaeology of Daily Life (RC)</td>
</tr>
<tr>
<td>CLAS 307</td>
<td>(3)</td>
<td>Gender and Sexuality in the Ancient Mediterranean</td>
</tr>
<tr>
<td>CLAS 315</td>
<td>(3)</td>
<td>The Later Roman Empire: Law, Religion and Society</td>
</tr>
</tbody>
</table>
CLAS 318  (3)  Topics in Classical Culture
HIST 223  (3)  The Ancient World 8000 BC to 300 AD
INTD 109  (3)  The Religion of Socrates
PHIL 315  (3)  The Roots of Western Thought

**Senior Exercise:**
CLAS 452  (1)  Senior Exercise

**NOTE:** At least 3 courses (9 credits) taken for the major must be at the 300-level or above.

---

**The Classics Major—Classical Civilization Concentration**
(34 semester hours)

**Required:**
Choose 4 three-credit courses in Greek or Latin at the 200-level or above.

Choose 4 courses from the following:

- ARTH 232  (3)  Greek Art and Archaeology
- ARTH 234  (3)  Roman Art and Archaeology
- CLAS 201  (3)  Classical Mythology
- CLAS 205  (3)  Ancient Greece
- CLAS 207  (3)  The Rise and Fall of the Roman Republic
- CLAS 208  (3)  Society and Culture in the Roman Empire
- CLAS 211  (3)  Roman Archaeology and Art
- CLAS 243  (3)  The Archaeology of Daily Life (RC)
- CLAS 307  (3)  Gender and Sexuality in the Ancient Mediterranean
- CLAS 315  (3)  The Later Roman Empire: Religion and Law Society
- CLAS 318  (3)  Topics in Classical Culture
- HIST 223  (3)  The Ancient World 8000 BC to 300 AD
- INTD 109  (3)  The Religion of Socrates
- PHIL 315  (3)  The Roots of Western Thought

Choose 3 additional three-credit courses in Classical Civilization or Greek or Latin.

**Senior Exercise:**
CLAS 452  (1)  Senior Exercise

**Note:** At least 3 courses (9 credits) taken for the major must be at the 300-level or above.

---

**The Classics Minor**
(18 semester hours)

Choose 3 three-credit courses  Greek or Latin at the 200-level or above.

Choose 3 additional three-credit courses  in the Classical Studies department.
Note: At least one course must be at the 300-level.

**Teacher Licensure in Latin**  
(30 semester hours)

**Required:**  
CLAS 207 (3)  The Rise and Fall of the Roman Republic  
CLAS 208 (3)  Society and Culture in the Roman Empire

**Choose 24 semester credits** in Latin language beyond LATN 102.

---

**Economics**

Graduating economics majors are expected to understand the operation of a market economy and to be able to evaluate the fundamental issues affecting the U.S. economy. These issues include balance of trade, economic growth, the environment, welfare reform, government expenditures and taxation policies, and unemployment. Internships, while not required, are strongly recommended. A student considering the economics major is strongly advised to take ECON 101, ECON 102, MATH 123, and MATH 205 in her first year. ECON 201 and ECON 202 should be completed by the end of the second year. Potential majors and minors (first- and second year students) are advised to consult with economics professors when selecting classes.

**The Economics Major**

**The Economics Minor**

---

**The Economics Major**  
(37-38 semester hours)

**Required:**

- ECON 101 (3)  Principles of Microeconomics
- ECON 102 (3)  Principles of Macroeconomics
- ECON 201 (3)  Intermediate Microeconomics
- ECON 202 (3)  Intermediate Macroeconomics
- ECON 227 (3)  Methods of Economic Analysis
- MATH 123 (4)  Calculus I
- MATH 205 (3)  Applied Statistics

**Senior Exercise:**

- ECON 452 (3)  Senior Seminar

**Choose 4 additional 3-credit courses** in economics at the 200-level or above. One of the following
courses may be used toward this requirement.

BUSN 210 (4) Finance and Business Valuation
ENVR 316 (3) Geographic Information Systems I
GOVT 246 (3) The Political Economy of International Development
GOVT 235 (3) Business, Government, and the Economy

**NOTE:** For the major in economics, the P/CR/NC grading option may not be exercised for any course which could count toward the major, with the exception of ECON 261, ECON 361, and ECON 461. Additional information about the P/CR/NC grading option is available under the Academic Regulations heading in this catalog.

**The Economics Minor**
(25 semester hours)

**Required:**
- ECON 101 (3) Principles of Microeconomics
- ECON 102 (3) Principles of Macroeconomics
- ECON 201 (3) Intermediate Microeconomics
- ECON 202 (3) Intermediate Macroeconomics
- MATH 123 (4) Calculus I
- MATH 205 (3) Applied Statistics

**Choose 2 additional 3-credit courses** in economics at the 200-level or above.

**NOTE:** For the minor in economics, the P/CR/NC grading option may not be exercised for any course which could count toward the minor, with the exception of ECON 261, ECON 361, and ECON 461. Additional information about the P/CR/NC grading option is available under the Academic Regulations heading in this catalog.

**Education**

The teacher education program at Sweet Briar College provides prospective teachers with a strong foundation in an academic discipline and a thorough grounding in differentiated curriculum and instruction to prepare for teaching in today’s diverse classrooms. The Education Department has received grant awards and citations for its professional development programs in mentoring and clinical faculty training, which are also grounded in differentiation. By linking the goals of clinical faculty and mentor training with teacher preparation, the Education Department provides research-based, best practice instruction to pre-service and in-service teachers in meeting the diverse needs of all students.

Beginning in Fall 2003, Sweet Briar initiated a five-year program for teacher licensure. The Master of
Arts in Teaching (MAT) allows Sweet Briar students more flexibility within their undergraduate degree programs. Students are free to pursue academic majors while completing their licensure requirements, including student teaching, during the fifth year of study. The five-year licensure program allows Sweet Briar students the opportunity to study abroad, if they choose, and provides more flexibility in meeting degree requirements and choosing electives. Completion of the MAT program offers graduates the benefits of a higher salary potential in most school districts throughout the country.

The Education Department offers three options for students seeking licensure through the MAT program: Elementary Education (PreK-6), Secondary Education (6-12), and PreK-12 licensure in studio art, dance, music (vocal-choral), as well as the languages of Spanish, French, German, and Latin.

Prospective elementary teachers must major in Liberal Studies and complete the required professional studies listed below for the PreK-6 licensure. Prospective secondary teachers must major in one of the following academic disciplines: biology, chemistry, physics, mathematics, English, theatre arts, or history and social studies; and complete the required professional studies listed below for secondary licensure. Candidates for the PreK-12 licensure should consult the chair of the Education Department to obtain licensure requirements for their academic major.

Throughout the undergraduate professional studies program, clinical experiences are required in each course. These experiences are an integral part of the teacher education program and require observation, practice, and reflection in varying degrees of complexity in public school classrooms. Students interested in applying for the MAT program should consult with their major advisors and the faculty of the Education Department to ensure that all undergraduate degree requirements are met.

Admission Requirements for the Teacher Education Program:
1. Completed application to the teacher education program
2. Completion of at least two courses in professional education with a 3.0 average or above
3. Cumulative GPA of 2.75 or higher
4. Submission of passing Praxis I scores or equivalent SAT scores
5. Recommendation from the major department
6. Effective communication skills, both oral and written (evidenced by successful completion of ENGL 104 or equivalent and satisfactory performance on Praxis I)
7. General disposition essential for successful teaching

Internship Experience
Prior to acceptance in an internship experience at the end of the junior year, students will be assessed on their performance in professional studies courses as well as their success in field experiences. Criteria for acceptance to the internship include:
1. Minimum overall GPA of 3.00 in professional studies courses
2. Ability to use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom
3. Demonstration of professional and ethical behavior as well as personal integrity in all interactions
4. Potential to manage a classroom to provide a safe and positive learning environment for students and staff
5. Potential to establish rapport with students
6. Potential to create a supportive learning environment for all students that encourages social
interaction, active engagement in learning, and self-motivation

Master of Arts in Teaching
The MAT is designed for those men and women with a bachelor's degree who do not hold a teaching license in Virginia or any other state. It is a full-time program that prepares candidates for licensure in one year.
Sweet Briar undergraduates must apply to the MAT program by February 1 of their senior year. Applicants will be notified of acceptance by April 15 of their senior year.

The requirements for admission to the MAT program for Sweet Briar students include:
1. Submission of an application to the MAT degree program, including passing scores on Praxis I and II no later than February 1 of the application year
2. Three recommendations from individuals outside the Education Department who are familiar with applicant’s academic ability
3. Submission of passing scores on the Virginia Communication and Literacy Assessment, and for elementary candidates, the Virginia Reading Assessment
4. Completion of a baccalaureate degree with a cumulative undergraduate GPA of 2.75 or higher
5. Cumulative undergraduate GPA of 3.00 or higher in professional studies courses
6. Submission of official transcript from each college or university attended
7. A $40 non-refundable application fee

Applicants to the MAT program who did not earn their baccalaureate degree from Sweet Briar should consult the Graduate Catalog for admission requirements.

PreK-6 Licensure

**Required Professional Studies:**
EDUC 103 (3)  Teaching, Learning, and Human Development
EDUC 211 (3)  Teaching Diverse Learners
EDUC 225 (3)  Literacy Development I
EDUC 227 (3)  Literacy Development II
EDUC 355 (3)  Models of Teaching
EDUC 416 (3)  Curriculum, Instruction and Assessment

**Required Field Experiences:**
EDUC 107 (3)  Appropriate Teaching Practices in Early Childhood Education
EDUC 377 (3)  Internship

**Additional Required Course:**
PSYC 201 (3)  Developmental Psychology: Infancy and Childhood

Secondary Licensure

**Required Professional Studies:**
EDUC 103 (3)  Teaching, Learning and Human Development
EDUC 211 (3)  Teaching Diverse Learners
EDUC 233 (3)  Reading in Content Areas
EDUC 355 (3)  Models of Teaching
EDUC 416 (3)  Curriculum, Instruction and Assessment
**Required Field Experience:**
EDUC 377 (3)  Internship

**Additional Required Course:**
PSYC 302 (3)  Developmental Psychology II: Adolescence and Adulthood

Students seeking PreK-12 licensure in studio art, dance, music (vocal-choral), as well as the languages of Spanish, French, German, and Latin should consult the Teacher Education Handbook for requirements.

Students who complete teacher licensure at Sweet Briar College must meet all requirements in the Commonwealth of Virginia, including passing scores on Praxis I and II. In recent years, teachers completing licensure at Sweet Briar have met all of these requirements and accepted positions in elementary education, secondary English, Spanish, French, biology, mathematics, dance, studio art, and government.

---

**English**

The English Department at Sweet Briar College promotes the study of literature, creative and critical writing, and film. Our immediate objectives are to teach students to read with understanding and to write with clarity and precision. By stressing imaginative thinking and interpretive rigor we encourage them to become intellectually independent.

All students read a wide variety of literature written in English including works from different historical periods, literary genres, and English-speaking cultures. They also study a wide variety of critical viewpoints and interpretive strategies. In this way they gain a larger historical perspective as well as the critical skills and cultural awareness needed in a global community. To supplement Sweet Briar’s program, we urge qualified students to spend at least a part of their junior year in the exchange programs at the University of London or the University of St. Andrews in Scotland or to participate in summer study in the Virginia Program at Oxford University.

Students in film courses explore the use of images and words by studying the terminology of film production, the aesthetic elements of cinema, and film theories. They also examine cinema’s historical development as an artistic and social force. Courses offered within the interdisciplinary film studies program focus on specific genres, major directors, national cinemas, and literary adaptation.

Courses in Shakespeare and modern drama contribute to the major in Theatre Arts. The department encourages other interdepartmental and interdisciplinary studies and supports the Honors Program as well as the Gender Studies Program.

The study of English gives our students a background in analytical thinking and an ability to communicate effectively, skills much in demand in a variety of careers today. In recent years they have
gone on to M.F.A. programs in creative writing, to graduate study in English, law, journalism, and business, and into careers such as teaching, publishing, advertising, journalism, business, finance, public relations, communications, and library and information science. We believe that the insights derived from reading and writing are as valuable to students in the natural and social sciences as they are to those in the humanities.

The Department offers majors and minors in English and in English and Creative Writing. In addition, it anchors Sweet Briar’s minor in Journalism, New Media, and Communications.

The minor in Journalism, New Media, and Communications is an interdisciplinary program designed for those interested in various careers in media as well as those interested in becoming more confident and versatile writers and communicators.

The minor is built around the understanding that the ways in which we write, share, and communicate news and information have changed rapidly over the past decade and will continue to change at an ever-greater pace in the next. For these reasons, the minor aims to train students to write with precision, depth, and style for a variety of different audiences and contexts, to use electronic resources to aid research, to share news and build community, and to make editorial decisions informed by high professional standards.

The core of the minor is comprised of courses in journalism and creative writing. The journalism courses teach students the fundamentals of news-gathering, reporting, editing, and writing for print and Web publications (including personal Web sites and blogs) and also engage students in thinking critically about how news and information are shaped by and for a wireless world in which audiences expect up-to-the-minute news. Workshop-based creative writing courses will teach students to write with purpose, style, and originality while emphasizing revision and the ability to constructively respond to the creative work of others.

The minor also provides students the opportunity to tailor their course of study to their future ambitions, with electives in digital design and photography as well as in writing and public speaking for the business environment. Outside the classroom, students will gain hands-on experience by completing a three-credit internship and working for one of the college’s student or administrative publications.

The English Major
The English Minor

The English Major
(34 semester hours)

Required:
Senior Exercise:
ENGL 451 (1) Senior Exercise Preparation
ENGL 452 (3) Senior Seminar
The senior exercise involves successfully completing four credits in the senior year. In the fall course (ENGL 451), each student will begin preliminary work on her senior thesis which she will complete in
the spring as part of her senior seminar. Students may fulfill the senior exercise requirement by completing an honors thesis in English.

**Choose 10 three-credit courses** in literature in the English department. At least six of these courses must be taken at the 300-level and the remaining four taken at the 200- or 300-level. (See lists of courses below for additional requirements for these ten literature courses.)

Choose at least 3 of the following as part of the 10 literature courses required:

*Pre-1900 Literature*

ENGL 235 (3) Shakespeare
ENGL 236 (3) The English Sonnet
ENGL 239 (3) Old English Language and Literature
ENGL 315 (3) Swords and Shield-Maidens: Gender Politics in Medieval Heroic Epic
ENGL 317 (3) History of the English Language
ENGL 319 (3) Chaucer
ENGL 320 (3) Medieval Dreamworks
ENGL 322 (3) Romance and Renewal: Shakespeare and Elizabethan Drama
ENGL 324 (3) Revenge and Ravishment: Shakespeare and Jacobean Drama
ENGL 329 (3) American Romanticism
ENGL 331 (3) The 19th-Century American Novel
ENGL 339 (3) Women in 19th-Century Literature
ENGL 340 (3) The Sacred and the Profane in the English Renaissance
ENGL 344 (3) Women in the Renaissance
ENGL 367 (3) Visionary Rebels: Romantic Artists
ENGL 386 (3) Fatal Attractions: Death and Sex in the 19th-Century Novel

Choose at least 2 of the following as part of the 10 literature courses required:

*Post-1900 Literature*

ENGL 256 (3) New Writing from Ireland and Scotland
ENGL 258 (3) Native American Literature
ENGL 282 (3) Modern American Authors
ENGL 330 (3) African-American Literature
ENGL 332 (3) Modern and Contemporary Women Writers
ENGL 382 (3) Contemporary International Fiction
ENGL 393 (3) Modern Poetry
ENGL 394 (3) Contemporary Poetry
ENGL 397 (3) Becoming Modern

Students may count up to three courses toward the major selected from the following options:
- one or two 200- or 300-level creative writing courses
- one or two 200- or 300-level theatre courses with a V.2 designation
- one 300-level literature course from outside the department in a foreign language
- one 100-level literature course in the English department if the course is taken in the student’s first or second year.

**Notes:**
Any course used to satisfy the student’s FYW general education requirement cannot also be used toward the above major requirements.
Working closely with her advisor, each student should seek to construct a plan for the major that includes the following approaches to literary study:

1. Historical — These courses will highlight the construction of literary traditions in different periods.
2. Critical and/or theoretical — These courses will foreground the study and use of a variety of models of literary interpretation.
3. Transnational — These courses will involve a significant focus on the study of literary texts and traditions from other countries in relation to those of England and the United States.
4. Formal — These courses will foreground the study of different genres and their conventions.
5. Social — These courses will foreground the study of literature’s relationship to identity categories such as those based on class, race, ethnicity, gender, and sexuality.

More details about the five approaches to literary study listed above can be found on the English department website and can be requested from the chair of the English department. Majors are encouraged to take multiple courses in each category. Some courses may be featured under more than one category.

A student may choose courses for her major that allow her to study an area of interest in greater depth; this may be particularly helpful as students prepare for the senior exercise. (For example, a major may focus on a particular historical period, a particular genre, the literature of a particular social group, or even a more narrowly defined area of interest.) A student may instead choose to craft a major that emphasizes breadth, pursuing courses in a wider range of topics. We encourage students to take courses in creative writing as well as courses in other departments that complement their course of study and their areas of interest in English.

Majors who want to study abroad often spend their junior year at the University of London or the University of St. Andrews, and/or a summer at Oxford University through the Virginia Program at Oxford. A student considering study abroad should consult with her advisor for recommended preparatory courses.

A student considering graduate school in English should confer with the chair of the department to be sure that she has planned an appropriate curriculum. Since most graduate schools require two modern languages and some require a classical language as well, the student should have a reading knowledge of at least one foreign language by the time of her graduation from Sweet Briar.

A minimum of six elective courses (18 semester hours) in English must be taken at Sweet Briar College. In addition, all four credits of the senior exercise must be completed at Sweet Briar, for a total of 22 semester hours. With the exception of ENGL 451, no course used to fulfill major requirements may be taken on a P/CR/NC grading option.

**The English Minor**
(21-22 semester hours)

**Required:**

Choose 7 three-credit literature courses in the English department, including the following:

Choose at least 2 of these course:

*Pre-1900 Literature*

ENGL 235 (3) Shakespeare
ENGL 236 (3) The English Sonnet
Choose at least 1 of these courses:

*Post-1900 Literature*

- ENGL 256 (3) New Writing from Ireland and Scotland
- ENGL 258 (3) Native American Literature
- ENGL 282 (3) Modern American Authors
- ENGL 330 (3) African-American Literature
- ENGL 332 (3) Modern and Contemporary Women Writers
- ENGL 382 (3) Contemporary International Fiction
- ENGL 393 (3) Modern Poetry
- ENGL 394 (3) Contemporary Poetry
- ENGL 397 (3) Becoming Modern

At least four of the seven courses required for the minor must be at the 300-level or above. The remaining three courses must ordinarily be at the 200-level or above. The following exceptions apply:

- A student may substitute a 100-level course for a 200-level course if the course is taken in the student’s first or second year.
- A student may elect to take the four-credit senior exercise in English (both ENGL 451 and ENGL 452) in place of one 300-level literature course.

**Notes:**

Working closely with her advisor, each student should seek to construct a plan for the major that includes the following approaches to literary study:

1. **Historical** — These courses will highlight the construction of literary traditions in different periods.
2. **Critical and/or theoretical** — These courses will foreground the study and use of a variety of models of literary interpretation.
3. **Transnational** — These courses will involve a significant focus on the study of literary texts and traditions from other countries in relation to those of England and the United States.
4. **Formal** — These courses will foreground the study of different genres and their conventions.
5. **Social** — These courses will foreground the study of literature’s relationship to identity categories such as those based on class, race, ethnicity, gender, and sexuality.

More details about the five approaches to literary study listed above can be found on the English department website and can be requested from the chair of the English department. Some courses may be featured under more than one category.
Students are encouraged to take courses in creative writing as well as courses in other departments that complement their course of study and their areas of interest in English.

Minors who want to study abroad often spend their junior year at the University of London or the University of St. Andrews, and/or a summer at Oxford University through the Virginia Program at Oxford. A student considering study abroad should consult with her advisor for recommended preparatory courses.

With the exception of ENGL 451, no course used to fulfill minor requirements may be taken on a P/CR/NC grading option.

**The Journalism, New Media, and Communications Minor**
(21 semester hours)

**Required:**
ENGL 211 (3) News Writing and Investigative Reporting
ENGL 311 (3) Feature Writing: Profiles, Columns and Op-eds
ENGL 377 (3) Internship (See note below)

**Note:** Students must complete a writing intensive three-credit internship with a media organization or business. Subject to minor advisor’s approval.

**Choose 4 of the following courses** (one of which must be a III.W course):
ARTS 119 (3) Photography I
ARTS 242 (3) Digital Art and Imaging
ENGL 205 (3) Business Writing
ENGL 271 (3) Nonfiction Workshop: The Art of the Personal Essay
ENGL 371 (3) Nonfiction Workshop: Writing about Film and Music
ENGL 389 (3) Nonfiction Workshop: Bearing Witness - Writing about Human Rights and Social Justice Issues
THTR 102 (3) Public Speaking
THTR 202 (3) Business and Professional Speaking
THTR 258 (3) Debate and Argumentation

**Teacher Licensure**
(49 semester hours)

A student wishing endorsement in secondary school education in English must complete at least 46 hours of work in language and literature. These should include all courses required for the English major or for the English and Creative Writing major, among which must be ENGL 317; either ENGL 322 or ENGL 324; and several courses in American, world, or ethnic literature. The student must take at least four additional courses (12 hours) including ENGL 104, THTR 102, and an independent study (ENGL 461) in the teaching of composition. Students seeking an additional endorsement in theatre arts should fulfill these requirements, which should include courses on British, American, and continental drama, and complete THTR 189 and THTR 392.

**First-Year Writing Requirement Information**
During their first semester at Sweet Briar College, unless exempted from the first-year writing
requirement by means of transfer credit or Advanced Placement credit, all students will be placed in ENGL 100, Composition, ENGL 104, Thought and Expression, or, if they qualify after departmental review, a 100-level writing-intensive literature course in the English department.

Students with dual enrollment credit in English will receive college credit for their dual enrollment course(s). They will be placed in either ENGL 100, ENGL 104, or a 100-level writing-intensive literature course in the department, which they will be required to complete in their first semester. The placement will be determined by department review of student test scores, transcripts, and other pertinent information. Up to the end of the first week of class, a student may opt to take a separate placement test administered by the department. If placed in one of the department's 100-level writing-intensive literature courses, either initially or as a result of the placement test, the student will be exempted from ENGL 104. Otherwise, all students with dual enrollment credit in English will be required to pass ENGL 104 at Sweet Briar.

Students who have satisfied the first-year writing requirement via transfer credit will be encouraged but not required to take a writing-intensive course in the fall.

Students cannot drop or withdraw from ENGL 100, ENGL 104, or the 100-level writing-intensive literature course they are taking in the department to fulfill the first-year writing requirement without the written consent of the instructor, the chair of the department, and the Dean.

A student who receives a grade of F in either ENGL 100 or ENGL 104 must repeat that course in consecutive semesters (for ENGL 100, consecutive fall semesters) until she passes it. When a student passes ENGL 100, she must enroll in ENGL 104 the following semester.

Students taking a 100-level writing-intensive literature course to fulfill the first-year writing requirement may not also use that course to fulfill the general education V.2 requirement or count it toward the requirements for the majors or minors in the department.

First-year students should take ENGL 104 (unless they have been exempted) and a 100-level literature course before enrolling in a literature course at the 200-level or above. Exceptions require the permission of the instructor and the chair of the department.

Course Descriptions

ANTH 112 CR: 3.0
Prerequisite: Not open to seniors. (ANTH 112H is open to seniors). A broad, general introduction to
selected concepts and topics in cultural anthropology through ethnographic accounts of societies from different world regions. Questions about differing social practices and cultural values will be explored, along with questions about how anthropologists examine the objects of their studies and critical examination of analytical concepts such as culture, tradition, ritual, and kinship. The course is designed primarily for first- and second-year students. V.4

ANTH 114 CR: 3.0
An introduction to the theory and methods of anthropological archaeology and a survey of some of the prehistoric societies in different parts of the world. III.Q, V.1

ANTH 215 CR: 3.0
An exploration of anthropological approaches to Africa, focusing on selected societies. The course examines the dynamism of African cultures and their engagement with the world system in various domains. Among possible topics in the course are engagements with colonialism and globalization, art and aesthetics, social organization, ideas of the state, health and healing, religion and worldview, personhood and sentiments, and gendered experiences. V.4

ANTH 221 CR: 3.0
Prerequisite: Not open to first-year students. An introduction to the theoretical foundations of anthropology. We examine the emergence of specific problematics in anthropology: What is the relationship of the individual to society? To culture? What are the implications of talking about society as structured? About cultures as different? How do we account for change and diversity? The course introduces these questions through the examination of theoretical sources and supplemented by some ethnographic studies. V.5

ANTH 224 CR: 3.0
Prerequisite: ANTH 112 or one 200-level ANTH course. A critical evaluation of the ways anthropologists study Western and non-Western cultures and the ways anthropologists shape coherent narratives. A practical introduction to fieldwork techniques, ethnographic methods, ethical dilemmas, and the conventions of anthropological writing. III.W, V.5

ANTH 233 CR: 3.0
Prerequisite: ANTH 112 or one 200-level ANTH course; instructor permission may be given to students who have taken upper-level social science courses. An examination of the ideas associated with the family in anthropology and in different societies, of relationships within the family and between families and larger society, and of how such relationships are inventively lived in different cultures in historical and contemporary times. Among other topics, the course may examine ideas of motherhood and fatherhood; descent and relationship; intra- and international adoptions; new reproductive technologies; and the ideas associated with the family in national, business, religious, and other community discourses. Offered alternate years. V.5

ANTH 238 CR: 3.0
This course takes a critical look at globalization, both as an idea about the current moment, and how people respond to and create contemporary changes. We will pay particular attention to global markets and the flow of people, goods and ideas; neoliberalism and the rise of nonstate global agencies; the work of the imagination; the apparent contrast between “the global” and local knowledge; and the place of the intimate in world-wide change. V.4, V.7

ANTH 241 CR: 3.0
What is gender, as a natural or social phenomenon? How do gendered practices shape social relations? Are gender differences always linked to notions of sexuality and sexual practice? Is hierarchy always established by the dominance of one gender over another? In this course we investigate primate models of gendered behavior, and the history of the early human family from evolutionary and social perspectives. The role of heterosexuality, bisexuality, and homosexuality in human society are examined from archaeological sources as well as in contemporary ethnographic case studies. May be counted toward the major in archaeology and as an auxiliary course toward the minor in gender studies. Offered alternate years. III.W, V.5

ANTH 261 CR: 3.0
Prerequisites: One ANTH course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member. This course is graded P/CR/NC only.

ANTH 268 CR: 3.0
An area survey of selected Mediterranean societies, including the comparative analysis of selected European, Middle Eastern, and North African cultures. An examination of the central concepts in the social anthropology of this region: honor and shame, the roles of family and kinship, and systems of
stratification. Offered alternate years. **V.5**

**ANTH 272 CR: 3.0**
An exploration of various anthropological perspectives on selected Middle Eastern societies. Among topics that may be covered are gender, family and society, religion and secularism, transformations of class, media and society, age and the lifecourse, and Middle Eastern modernities. Offered every two years. **V.4, V.5**

**ANTH 281 CR: 3.0**
Prerequisite: ANTH 112, ENGL 149, or ENGL 150. This course explores images of the cultural other, as seen in ethnographic and documentary films and photographs. How do photographs, art, exhibits, and museums reinforce stereotypes of “the primitive” and “the exotic?” In what ways are visual media used to create ethnographic texts and representations? The course will address these topics through film screenings, discussions, and readings as well as video production. **V.5**

**ANTH 282 CR: 3.0**
Prerequisite: ANTH 112 or one 200-level ANTH course. A detailed exploration of the body as a cultural construct and as a field of practices. The course will examine how the body is imagined through a variety of discourses, including disease, illness and healing; ritual; aesthetics; age and gender; modification and training; and as part of the political domain. **V.5**

**ANTH 322 CR: 3.0**
Prerequisite: A 100- or 200-level course in ANTH or ARCH, or ENVR 101. This course covers the origins of food production and changing foodways over time and across geographical regions. The place of food in human prehistory and history, ritual and family life, and in the global economy will be examined. The course will investigate issues such as food shortages, hunger and famine, and food security in the contemporary world; the implications of food biotechnology and GMOs; and food movements such as slow food, organic, and local foods. *May be counted toward the major in archaeology.* Offered alternate years. **V.4**

**ANTH 325 CR: 3.0**
Prerequisites: Two ANTH courses, at least one of which is at the 200-level or above. An intensive study
of a selected topic in anthropology, to be determined by the students and the instructor.

**ANTH 328** CR: 3.0  
Prerequisites: Two ANTH courses, at least one of which is at the 200-level or above. A study of how ritual and religious symbolism define cultural categories and individual experiences. The course will focus on initiation and death ritual, taboo, witchcraft and other idioms of affliction, and some of the theories anthropologists have used to interpret religious behavior and ideas. **V.4, V.5**

**ANTH 334** CR: 3.0  
Prerequisites: Two ANTH courses, at least one of which is at the 200-level or above. How do objects, such as gifts, money, commodities, art and aesthetic products, become “valued?” How do exchanges of valued objects shape relationships among people? The place of value and exchange in everyday life is examined through classic statements (for example by Marx, Mauss, and Simmel), and also in selected ethnographies. Offered alternate years. **III.O**

**ANTH 338** CR: 3.0  
Prerequisites: Two 200-level courses in ANTH or ARCH. This course takes up the question of how and what societies remember. We examine the social contexts of memory and the practices through which memory is channeled in the past and in the present. We look at the material constructions designed to commemorate events, people, and the past generally, including burials, memorials, rituals, and re-enactments and recreations. We explore the ways in which people recently have sought to transform the past into "heritage," asking both why and how heritage becomes such a concern today. *May be counted toward the major in archaeology.* Offered alternate years. **V.5**

**ANTH 361** CR: 3.0  
Prerequisites: Three ANTH courses, at least one of which is at the 200-level or above, and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member. This course is taken on a P/CR/NC grading option only.

**ANTH 377** CR: 3.0  
Prerequisites: Three credits in ANTH and permission of instructor and department chair. This course is
ANTH 451 CR: 3.0

Prerequisites: Open to ANTH and ARCH majors. A fall term workshop for students planning to take ANTH 452 in the spring term. In the course we will plan the senior seminar, and plan research projects for the spring, including assembling bibliographies, and research materials, and developing research proposals for review by the department. We also discuss career planning and how the anthropology and archaeology majors have prepared students for a variety of post-graduation paths. This course is taken on a P/CR/NC grading option only.

ANTH 452 CR: 3.0

Prerequisite: ANTH 451. An examination of core concepts and analytical methods in anthropology through focused discussion of contemporary scholarship and through student senior research projects. III.O, III.W

ANTH 461 CR: 3.0

Prerequisites: Three ANTH courses, at least one of which is at the 300-level, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor. This course is taken on a P/CR/NC grading option only.

ARCH 115 CR: 3.0

Prerequisite: ANTH 114 or one course in ARCH. An introduction to archaeological methods and practices, including field survey and excavation, background research, laboratory conservation and analysis, preparing project proposals, and knowledge of federal and state regulations. Students are required to participate in some weekend activities. III.Q

ARCH 207 CR: 3.0

This course focuses on the emergence of complex societies in the Old and New Worlds (such as, the Mesopotamians, Egyptians, Harappans, Aztecs, Mayans, and Inkans). Topics include the origins of agriculture and its effect on society, the shift from egalitarian societies to those with social ranking, the rise of cities, and the origins of writing. By highlighting the variability in preindustrial civilizations, the
course examines the role of cultural values in shaping the organization of early societies. **III.O, V.1**

**ARCH 261** CR: 3.0

*Prerequisites: One ARCH course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**ARCH 265** CR: 3.0

What was daily life like in the past? What can archaeology tell us about the occupations, influences, and challenges that men, women, and children experienced in past societies such as Babylon, Akhetaten, London, Pompeii, or Virginia plantations? Topics of study include the patterning of household activities (family life, craft production, child rearing, and diet), social interactions (between genders and among elites, peasants, and slaves), and ethnic and religious affiliations. **V.5**

**ARCH 310** CR: 3.0

*Prerequisites: ANTH 114 and one ARCH course at the 200-level or above.* Death is a universal human experience, yet mortuary rituals and burials vary cross-culturally. In this class we consider how archaeologists encounter and interpret death in societies worldwide. Topics include tombs, mummies, funerals, cemetery landscapes, gravemarkers, war memorials, and mortuary symbolism. Offered alternate years.

**ARCH 317** CR: 3.0

*Prerequisites: ANTH 114 and one ARCH or HIST course at the 200-level or above.* This course uses archaeology and material culture to go beyond documentary histories. Historical archaeology traditionally examines western colonial and industrial societies, illuminating the lives of “people without history” in those societies, and sometimes questioning the documentary record. This course also extends historical archaeological methods and theories to non-western sites and peoples. Offered alternate years. **V.1**

**ARCH 361** CR: 3.0

*Prerequisites: Two ARCH courses (which may include ANTH 114), at least one of which is at the 200-level, one additional ANTH or ARCH course, and permission of the instructor.* The study of an
intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

ARCH 377 CR: 3.0
Prerequisites: Three courses listed for the major in archaeology, including at least one ARCH course at the 200-level or above, and permission of instructor, department chair, and dean. This course is graded P/CR/NC only.

ARCH 461 CR: 3.0
Prerequisites: Three courses listed for the major in archaeology, two of which must be ARCH courses and one of which must be at the 300-level, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

ARMG 105 CR: 4.0
This course provides students with an introduction to a variety of topics they will encounter when pursuing the certificate in arts management, including public policy and the arts, the economic structure of markets in various branches of the arts, and the issues and trends affecting arts management professionals. Content will be covered through readings, discussions, guest speakers, and 20 hours of hands-on fieldwork in an arts organization or facility located on or off campus. III.O, III.W

ARMG 121 CR: 1.0
Prerequisites: ARMG 105 and permission of the instructor. This weeklong, intensive course in New York City will provide students with critical appreciation for a broad spectrum of major cultural institutions focused on visual arts, dance, theatre, and music. Students will attend performances, and engage in discussions with arts managers and artists. This course will be offered before classes resume in January or during Spring Break. Students are responsible for the cost of their transportation as well as lodging, meals, and tickets estimated at $1000.

ARMG 141 CR: 1.0
Prerequisites: ARMG 105 and permission of the instructor. Very focused practicum of study centering around a single project, for example, the development of a specialized museum tour, and pre- and
postvisit study materials for the same. Assigned readings will accompany the practicum project. A minimum of 40 hours is required. This course if offered on a P/CR/NC grading option only.

**ARMG 213 CR: 3.0**

*Prerequisite: ARMG 105.* This course combines a comprehensive history of museums with an introduction to museological theory, museum management, and professional standards. Students will examine the critical issues surrounding nonprofit museum collections, exhibitions, programs and education, conservation, governance, and ethics. **III.O, V.6a**

**ARMG 217 CR: 3.0**

*Prerequisite: ARMG 105.* In this seminar, students gain an understanding of the various aspects of managing performing arts organizations. Topics covered include cultural policy; governance, mission, capacity building, and personnel management; the role of development, fundraising, and grant writing; programming, audiences, and marketing; strategic planning; financial management; capital planning; evaluation of outcomes; non-profit status, tax and legal issues for organizations; and education and lifelong learning. Teaching will be both theoretical and practical, employing case studies, and by the end of the course, student arts managers will have developed a portfolio associated with the topics covered that will serve them in their pursuit of internships and employment with performing arts organizations. Offered alternate years. **III.W, V.6a**

**ARMG 221 CR: 3.0**

*Prerequisite: ARMG 105.* This course will provide students with a general understanding of the history and operation of the art and antiquities marketplace in the United States. Topics covered include legal and ethical issues, tax policy, connoisseurship, authentication, and the socio-economic impact of the art and antiquities business. *Not open to students who have already earned credit for ARMG 306.* Offered alternate years. **III.W, V.6a**

**ARMG 241 CR: 2.0**

*Prerequisites: ARMG 105 and permission of the instructor.* Students will be introduced to the practical aspects of presenting artistic events on the campus. Projects will include the organization, promotion, and mounting of exhibitions, the booking and promotion of concerts, theatre, or dance productions, or other appropriate arts activities. A minimum of 80 hours is required. This course is offered on a P/CR/NC grading option only.
ARMG 261 CR: 3.0

Prerequisites: One ARMG course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

ARMG 311 CR: 3.0

Prerequisite: ARMG 105. This seminar is designed to integrate theory, practice, and skills on topics critical to preparing leaders in a non-profit arts organization. Participants will examine their own leadership ideas, styles, and behaviors in relation to general principles and to their own organizational context. Student arts managers will also be expected to help their colleagues achieve their objectives through collaborative work, discussions, consultation, and feedback. Offered alternate years. III.O, V.6a

ARMG 321 CR: 3.0

Prerequisite: ARMG 105. This course examines the fundraising process in non-profit arts organizations. This includes major theoretical foundations and general fundraising principles as well as a variety of fundraising techniques, sources of donations, and key aspects of managing the fundraising and development process. The course combines applied and conceptual study, and provides students with opportunities to apply concepts and techniques through assignments and projects. Offered alternate years.

ARMG 341 CR: 3.0

Prerequisites: ARMG 105 and permission of the instructor. An intensive apprenticeship in a particular area of the arts, such as exhibitions, cataloguing, booking and promoting theatrical events, or an internship at an arts organization outside the college. A final portfolio or record of the project must be presented at the completion of the course. The practicum will be supervised by the Program Director, or other appropriate faculty members. A minimum of 120 hours is required. This course is offered on a P/CR/NC grading option only.

ARMG 361 CR: 3.0

Prerequisites: One 100-level ARMG course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.
**ARMG 377 CR: 3.0**

*Prerequisites: ARMG 105, one additional course ARMG, and permission of instructor and department chair.* This internship provides students with professional experience in a cultural or creative enterprise or in an organization that services the cultural or creative industries. Internship opportunities may include, but are not limited to, dance companies, theatre companies, galleries, municipal cultural affairs agencies, museums, opera companies, orchestras, presenting organizations, foundations, producing organizations, or trade organizations. This course is graded P/CR/NC only.

**ARMG 461 CR: 3.0**

*Prerequisites: One 100-level ARMG course, one 200-level ARMG course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**ARTH 115 CR: 3.0**

An historical and analytical introduction to the history of art, covering the period from prehistory to ca. 1350 CE, that considers representative objects and monuments in their context and proposes ways of understanding visual evidence. **V.1, V.6a.**

**ARTH 116 CR: 3.0**

An historical and analytical introduction to the history of art, covering the period from ca. 1350 CE to the present, that considers representative objects and monuments in their context and proposes ways of understanding visual evidence. **V.1, V.6a.**

**ARTH 117 CR: 3.0**

Understanding Art and Everyday Images An introduction to how we look at, analyze, and understand both art and “non-art” images encountered in everyday experience. **V.6a**

**ARTH 204 CR: 3.0**
Area II, Renaissance and Baroque. Prerequisite: First-year students with permission. An introduction to the art of Northern Europe. Examples of painting, sculpture, architecture, and printmaking produced in the Netherlands, France, and Germany between 1400 and 1600 will be examined. Offered alternate years. V.1, V.6a

ARTH 211 CR: 3.0
Area III, 18th Century to the Present. A study of developments in European painting and sculpture within trends called the Rococo, Sensibility, Neo-classicism, and Romanticism. Material will be considered within cultural and historical contexts. Offered alternate years. V.1

ARTH 213 CR: 3.0
Area II, Renaissance and Baroque. Prerequisite: First-year students with permission. An introduction to the art of the Early Renaissance in Italy. Examples of painting, sculpture, architecture, and printmaking produced in Italy between 1200 and 1500 will be examined. Offered every third semester. V.1, V.6a

ARTH 214 CR: 3.0
Area II, Renaissance and Baroque. Prerequisite: First-year students with permission. An introduction to the art of the High Renaissance and Mannerist period in Italy. Examples of painting, sculpture, architecture, and printmaking produced in Italy between 1500 and 1600 will be examined. Offered every third semester. V.1, V.6a

ARTH 217 CR: 3.0
Area II, Renaissance and Baroque. Prerequisite: First-year students with permission. An introduction to the art of Western Europe in the 17th century. Examples of painting, sculpture, architecture, and printmaking produced in Italy, France, Germany, Britain, Spain, and the Netherlands between 1600 and 1700 will be examined in detail. Offered every third semester. V.1, V.6a

ARTH 223 CR: 3.0
This course examines visual art produced in North, Central, and South America from the time of Columbus up to the present day. Offered alternate years. III.O, V.4, V.6a
**ARTH 227 CR: 3.0**

Prerequisite: Permission of the instructor. This course presents the history of the domestic interior from classical antiquity through the Renaissance and into the modern era, covering styles such as Rococo, Neoclassicism, Romanticism, Reform and Aestheticism, Art Nouveau and Art Deco, and Modernism. The focus will be an exploration of the ways in which furniture, decorative arts, and interior architecture function as a domestic expression of historical developments. Offered alternate years. III.W, V.6a

**ARTH 232 CR: 3.0**

Area I, Ancient and Medieval. This course will examine the art of ancient Greece from the Bronze Age to the Hellenistic period. It will also study important archeological sites and reflect on the role played by archaeologists and art historians in the reconstruction of the past and the ways in which Greek art has been interpreted and explained in the modern era. Students will also have the opportunity to examine objects in Sweet Briar’s collection of classical antiquities. May be counted toward the major or minor in classical civilization, or the minor in archaeology.

**ARTH 234 CR: 3.0**

Area I, Ancient and Medieval. This course will cover Roman material culture (art and architecture) including its roots in Etruscan architecture and sculpture (8th-6th century B.C.), the development of portraiture during the Republic, the art and architecture of the Roman Empire (including Pompeii), and the art and architecture of the Constantinian period (4th century A.D.). Included will be readings and discussions regarding the problems of chronology and dating of ancient artifacts, as well as the use of ancient literary sources to place artifacts in their context. Students will do a project utilizing Sweet Briar's classical antiquities collection. Offered alternate years. May be counted toward the majors and minors in archaeology and classical studies. V.1, V.6a

**ARTH 235 CR: 3.0**

Area I, Ancient and Medieval. Prerequisite: ARTH 115. The art and culture of Europe from the late Roman Empire to the “Year 1000.” Will include an examination of Islamic art and the art of the Byzantine Empire as well as that of Western Europe. Offered alternate years. V.6a

**ARTH 237 CR: 3.0**
Prerequisite: First-year students with permission. A survey of the arts of Asia, including architecture, sculpture, ceramics, metalwork, painting, printmaking, and calligraphy from the neolithic to the modern period. While this class will chart the course of technical and stylistic developments in these media, the primary focus will be on understanding the cultural and social contexts in which these arts developed. Offered alternate years. V.4, V.6a

ARTH 245 CR: 3.0
The course examines the arts of indigenous, pre-Columbian cultures in North, Central, and South America from pre-history to the arrival of Columbus. Offered alternate years. V.4, V.6a

ARTH 248 CR: 3.0
The course will cover the history of African art produced in various regions of the continent from prehistory to the present day. In addition, it will consider art created as the result of the African diaspora. The subject will be approached from a balanced viewpoint employing both art-historical and anthropological perspectives. V.4, V.6a

ARTH 253 CR: 3.0
Area III, 18th Century to the Present. Prerequisite: ARTH 116. Developments in European art from c. 1900-1940. Major modern movements will be studied in a cultural and historical context. Recent critical approaches to the material will be considered. May be counted as a core course or as an auxiliary course toward the minor in gender studies. III.W, V.6a

ARTH 255 CR: 3.0
Area III, 18th Century to the Present. The course will focus on visual culture from a global viewpoint beginning around 1970 and continuing through the present day. Traditional art forms, such as painting, sculpture, and architecture, as well as art that draws from a wide variety of media, including digital, environmental, and body art, will be covered. Particular emphasis will be placed on art that is being produced at present. V.1, V.6a

ARTH 261 CR: 3.0
Prerequisites: One ARTH course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a
ARTh 303 CR: 3.0
Area III, 18th Century to the Present. Prerequisite: One course in ARTH or GNDR. A study of women artists in Europe and the Americas in which considerable attention is paid to the cultural conditions in which these artists worked and the obstacles they encountered in making their art. Artists of the periods preceding the eighteenth century will be briefly introduced, but emphasis will be on the eighteenth, nineteenth, and twentieth centuries. Articles by feminist art historians and critics comprise the major portion of the reading list. May be counted as a core course toward the minor in gender studies. III.O, V.5, V.6a

ARTh 306 CR: 3.0
Prerequisites: ARTH 115 and ARTH 116. The course focuses on philosophies of art in Western civilization, beginning with the Greeks and continuing until the present day. Particular emphasis is placed on twentieth-century art theory. While the relationship of visual art to theory will be studied, the primary focus is on the original theoretical texts. Offered alternate years. V.6a

ARTh 320 CR: 3.0
Area III, 18th Century to the Present. Prerequisite: ARTH 116; ARTH 211 recommended. A study of such major trends as Impressionism, Post-Impressionism, and symbolism within a cultural and historical context. Their importance as foundations of 20th-Century Modernism will be stressed. New critical approaches to the material will be considered. V.6a

ARTh 322 CR: 3.0
Area I, Ancient and Medieval. Prerequisite: ARTH 115. A study of the art and architecture of Byzantium, Islamic cultures, and western Europe from the tenth through the twelfth centuries. Major themes we will consider are monastic life, growing urbanization, pilgrimage, the Crusades, and the role of women in society. Offered alternate years. III.W, V.1, V.6a

ARTh 336 CR: 3.0
Area I, Ancient and Medieval. Prerequisite: ARTH 115. Selected interdisciplinary topics in medieval art will be studied in depth. Course content will vary from year to year. Topic for Fall 2013: "The
Materiality of the Book: From Scribe to Press." The course takes two parts. The first examines the "medieval book" (i.e. manuscripts). Unlike almost all other Medieval art forms, manuscripts have survived in greater number and with less alteration. The same is true of the Renaissance printed book, our second topic of study. In both we will explore questions of image and text; levels of literacy; religious and secular; patron, audience, and artist; and the technologies of production. Grounding these contexts is our study of the materiality of the book - we will use manuscript pages and early printed books from our collection to learn to read and interpret these objects, as well as how to scan and preserve them. We will also visit neighboring institutions, such as UVa's Rare Book Collection or the Folger Shakespeare Library in Washington, DC, as well as many libraries whose books are digitally available. *May be counted toward the minor in Medieval and Renaissance studies.* Not open to students who already have credit for ARTH 341 (taken in Spring 2011) or HNRS 260. **V.1, V.6a**

**ARTH 338 CR: 3.0**

Area I, Ancient and Medieval. *Prerequisite: ARTH 115.* This course will introduce students to the late medieval world where the arts of cathedral and court were influenced by urbanization, travel, rising levels of literacy, and changes in monarchy and religion. This course will include an examination of Islamic art and the art of the Byzantine Empire as well as that of Western Europe. Offered alternate years. **III.W, V.1, V.6a**

**ARTH 340 CR: 3.0**

Area II, Renaissance and Baroque. Selected topics in renaissance and baroque art will be studied in depth. Course content will vary from year to year.

**ARTH 341 CR: 3.0**

Area II, Renaissance and Baroque. *Prerequisite: ARTH 116.* Using both primary and secondary sources, the seminar will examine Italian Renaissance art in relation to contemporary art theory in the 15th and 16th centuries. Offered alternate years. *May be counted as a core course or as an auxiliary course toward the minor in gender studies.* **V.6a**

**ARTH 344 CR: 3.0**

Area II, Renaissance and Baroque. *Prerequisite: ARTH 116.* Using both primary and secondary sources, the seminar will examine Baroque art in relation to contemporary art theory in the 17th and early 18th centuries. Offered alternate years. **V.6a**
**ARTH 354** CR: 3.0
Area III, 18th Century to the Present. *Prerequisite: ARTH 116.* Post-war trends from Abstract Expressionism to Post-Modernism will be considered in their historical, cultural, and critical context. **III.W, V.6a**

**ARTH 361** CR: 3.0
*Prerequisites: 100-level ARTH course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**ARTH 377** CR: 3.0
*Prerequisites: Three credits in ARTH and permission of the instructor and department chair.* This course is graded P/CR/NC only.

**ARTH 452** CR: 3.0
*Prerequisite: Open only to senior art history majors.* An examination of selected topics in the history of art. Specific requirements of the course will be decided in consultation with the majors each year and may include papers, oral reports, and written examinations. This course is designated as the culminating exercise in the major and is required of all majors. **III.O, III.W, V.6a**

**ARTH 461** CR: 3.0
*Prerequisites: One 100-level ARTH course, one 200-level ARTH course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**ARTS 101** CR: 3.0
An introduction to the various media used in the creation of visual art through hands-on experience, to elements of visual language such as perspective, and to critical issues in art’s evaluation. A number of techniques such as painting, drawing, printmaking, and sculpture will be sampled. Six hours of supervised studio. **V.6b**
**ARTS 110** CR: 3.0
A course on the fundamental principles of two-dimensional design and composition. Various media are used to investigate elements of design such as value, visual weight, form, scale, texture, and rhythm, and to analyze works of art. An introduction to letter forms, layout, and color theory are included. Six hours of supervised studio. V.6b

**ARTS 115** CR: 3.0
An introduction to the various techniques and processes involved in the creation of three dimensional art. Assignments will spotlight specific design and construction concepts, with students developing their own solutions from initial idea to fabrication using a wide range of materials. V.6b

**ARTS 119** CR: 3.0
*Prerequisite: 35mm camera required; studio art majors have priority.* A practical study of the materials and techniques of artistic expression through the black and white photographic film process, including camera controls, film processing, darkroom printing, print finishing, and safe use of photographic chemistry. Critiques and study of contemporary and historically important photographers will offer the student an opportunity to explore many different types of photographic aesthetic. Six hours of supervised studio. V.6b

**ARTS 127** CR: 3.0
This course will introduce students to the mono-print, the printmaking technique that comes closest to drawing and painting in its immediacy. The monoprint and monotype represent a family of fascinating processes that foster experimentation and discovery. This hands-on class will introduce students to additive and reductive techniques and the trace monoprint, using both oil-based and non-toxic waterbased inks. Safe use of toxic art materials is included. V.6b

**ARTS 131** CR: 3.0
A study of the classic drawing techniques and materials. emphasis will be placed on a basic approach to drawing in pencil, charcoal, conte, pen and ink, wash, and mixed media. Drawing from life and keeping a sketchbook are elements of the course. Six hours of supervised studio. V.6b
ARTS 204 CR: 3.0
Prerequisite: Arts 101, Arts 110, or Arts 115. Students will explore a wide range of approaches to the three-dimensional form as fine art. Casting, carving, assembly, clay sculpture, and translation from a small model (maquette) to a larger piece are some of the areas covered. These techniques as well as aesthetic concerns will be addressed. V.6b

ARTS 208 CR: 3.0
Prerequisite: Arts 101 or Arts 110. Basic instruction addressing materials, techniques, composition, and color theory in painting with particular emphasis on developing technical understanding and skills. Safe use of toxic art materials is included. V.6b

ARTS 209 CR: 3.0
This course will offer an exploration of the history of photography including: 19th century photographic processes; major figures in the 19th and 20th centuries; the popular impact of photographic imagery; and the creation of a visual culture. Major movements such as pictorialism, modernism, and postmodernism will be featured in conjunction with some important practitioners and theorists. Offered alternate years. V.6a

ARTS 215 CR: 3.0
Prerequisite: Arts 101 or Arts 110. An introduction to the materials and techniques of stone lithography. The complete process beginning with graining the stone, through crayon and wash drawing, to printing, will be done by the students. Monoprint and collograph will also be addressed. Offered alternate years. Safe use of toxic art materials is included. V.6b

ARTS 216 CR: 3.0
Prerequisite: Arts 101 or Arts 110. An introduction to the materials and methods of three relief printmaking techniques: wood engraving, woodcut, and linoleum cut. Each step from designing and cutting the block through printing will be addressed and executed by the students. Color printing will be introduced. Safe use of toxic art materials is included. Offered alternate years. V.6b
**ARTS 219** CR: 3.0

*Prerequisite: Arts 119.* Further study of materials and techniques presented in ARTS 119, with emphasis on development of personal expression through the art of photography. Areas of emphasis include studio lighting with regard to portraiture and still life, flash photography, color filters for black and white film, and an introduction to the narrative/photojournalism style. An introduction to digital photography and basic Photoshop is taught using department cameras. A 35mm non-automatic camera is required. **V.6b**

**ARTS 220** CR: 3.0

*Prerequisite: Arts 101 or Arts 110.* An introduction to the materials and techniques of intaglio printmaking. Students will be taught processes for developing line, tone, and texture on the plate, and to ink and print their plates. Color printing will be introduced. Safe use of toxic art materials is included. **V.6b**

**ARTS 221** CR: 3.0

An exploration of the materials and forming techniques involved in making hand built three-dimensional clay objects. Pinching, slab building, and coiling will be covered as well as glazing, firing, and glaze chemistry. Emphasis will be placed on artistic and creative solutions to various problems. Safe use of toxic art materials is included. **V.6b**

**ARTS 222** CR: 3.0

An exploration of the materials and forming techniques involved in making thrown three-dimensional clay objects. Pitchers, plates, covered containers, and teapots will be covered as well as glazing, firing, and glaze chemistry. Emphasis will be placed on artistic and creative solutions to various problems. Safe use of toxic art materials is included. **V.6b**

**ARTS 232** CR: 3.0

*Prerequisites: Arts 110 and Arts 131.* Further study of drawing, stressing the development of each student’s own direction, research, and vision. A higher level of technique, craftsmanship, and the creative possibilities of media will be emphasized.
**ARTS 239** CR: 3.0

*Prerequisite: Arts 101, Arts 110, or Arts 131.* This class combines drawing, painting, bookmaking, and working with found objects and images. Materials include encaustic and oil pastels. Technical aspects of these media will be incorporated. The course examines the aesthetics and history of combining media. Safe use of toxic art materials is included. **V.6b**

**ARTS 242** CR: 3.0

*Prerequisite: 100-level ARTS course.* Students will use the Macintosh computer and methods of digital capture to create work that is fine-art oriented. Photoshop CS5 will be used with film and flatbed scanners, digitally derived images, and found objects. Basic composition and pictorial design will be emphasized within the context of these programs to enable the student to combine computer skills with intuitive creativity. Book design using Blurb software will enable the student to create and execute a self-published work. **V.6b**

**ARTS 261** CR: 3.0

*Prerequisites: One Arts course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member. Areas of study may be in one of the following: ceramics or sculpture, drawing, painting, photography, digital media, or printmaking.

**ARTS 304** CR: 3.0

*Prerequisite: Permission of the instructor.* Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative.

**ARTS 315** CR: 3.0

*Prerequisite: Arts 220.* Exploration of the creative possibilities of lithography, using either plate or stone, for the student ready to pursue her own directions and imagery. This course aims at a deepened understanding of image making and stone-processing techniques and printing possibilities, including investigation of color printing. Offered alternate years.

**ARTS 316** CR: 3.0
Prerequisite: Arts 216. Exploration of the creative possibilities of relief printmaking for the student ready to concentrate on either wood engraving, woodcut, or linoleum cut. The student will pursue her own directions and imagery while deepening her understanding of cutting techniques and printing possibilities, as well as further investigating color printing. Offered alternate years.

ARTS 319 CR: 3.0

Prerequisite: ARTS 219. This course involves the study of the zone system, fiber-base printing and toning, advanced studio lighting, and experimentation with pinhole and plastic cameras. Advanced digital photography and portfolio development are also emphasized, along with basic Blog design. We will also look at historical and contemporary issues and techniques in photography. The student will refine material from previous courses, and explore a personal topic upon which a portfolio will be based. Offered alternate years. V.6b

ARTS 320 CR: 3.0

Prerequisite: Arts 215 or Arts 220. Exploration of the creative possibilities of intaglio printmaking for the student ready to pursue her own directions and imagery. This course aims at a deepened understanding of etching techniques and printing possibilities, as well as further investigation of color printing.

ARTS 325 CR: 3.0

Prerequisite: Arts 208. Further study of painting stressing the development of each student’s own direction, research, and vision. A higher level of technique, craftsmanship, and the creative possibilities of the medium will be emphasized.

ARTS 361 CR: 3.0

Prerequisites: One 100-level ARTS course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member. Areas of study may be in one of the following: ceramics or sculpture, drawing, painting, photography, digital media, or printmaking.

ARTS 377 CR: 3.0

Prerequisites: Three credits in ARTS and permission of the instructor and department chair. This
course is graded P/CR/NC only.

**ARTS 401** CR: 3.0

*Prerequisite: Permission of the instructor.* Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

**ARTS 402** CR: 3.0

*Prerequisite: Permission of the instructor.* Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

**ARTS 407** CR: 3.0

*Prerequisite: Permission of the instructor.* Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

**ARTS 451** CR: 1.0

Criticism, analysis, and selection of student art work to be included in the senior exhibition by members of the department and visiting artists. Cultural context will be explored. The vocabulary of judgment and criticism will be developed. Each student will present an oral report in defense of her visual statement. Offered every year in the fall semester. **III.O**

**ARTS 452** CR: 2.0

Criticism, analysis, and selection of student art work to be included in the senior exhibition by members of the department and visiting artists. Cultural context will be explored. The vocabulary of judgment and criticism will be developed. Each student will present an oral report in defense of her visual statement. Offered every year in the spring semester. **III.O**
ARTS 461 CR: 3.0

Prerequisites: one 100-level ARTS course, one 200-level ARTS course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor. Areas of study may be in one of the following: ceramics or sculpture, drawing, painting, photography, digital media, or printmaking.

ASIA 206 CR: 3.0

Prerequisite: First-year students by permission. A reading of works representative of the Chinese and Japanese literary traditions. Offered alternate years. V.2

ASIA 218 CR: 3.0

Prerequisite: ENGL 149 or ENGL 150. A historical survey of Chinese cinema from 1900 to the present. Emphasis will be placed on the social, cultural, and political contexts of filmmaking in the 20th century, the relationship between film and literary movements, and the transition from film as an indigenous tool for entertainment and social engineering to film as globalized art form. Special emphasis will be placed on how Chinese filmmakers adapt global filmmaking techniques through six generations of directors/filmmakers. Offered alternate years. May be counted toward the minor in film studies. This course may not be taken on a P/CR/NC grading option. V.4

ASIA 235 CR: 3.0

Prerequisite: First-year students by permission. The civilizations of India, Nepal, Sri Lanka, Bangladesh, Pakistan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Offered alternate years. V.4

ASIA 236 CR: 3.0

Prerequisite: First-year students by permission. The civilizations of China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Offered alternate years. V.4

ASIA 261 CR: 3.0
Prerequisites: One ASIA course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**ASIA 361** CR: 3.0

Prerequisites: One ASIA course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**ASIA 461** CR: 3.0

Prerequisites: Two ASIA courses and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**BIOL 103** CR: 4.0

Prerequisite: Priority given to majors in liberal studies. Not open to first-year students. Students will examine aspects of the scientific method including careful observation, experimental design, and data analysis using life science concepts. Topics will include organismal biology, ecology, cell biology, evolution, and genetics. Students will conduct hands-on, inquiry-based investigations and gain experience in independent investigation and the development and implementation of an independent scientific research project. This course may not be counted towards the major or minor in biology. V.8ab

**BIOL 104** CR: 3.0

Prerequisite: Not open to junior or senior biology majors or minors. An introduction to plants and their remarkable impact on diverse aspects of human activity. This course will explore the ways in which humans use plants for food, medicine, and other products; the role of plants in our environment; and the implications of plants in areas such as economics and human culture. Some topics will be based on student interest and may include current concerns such as world hunger, use of chemicals in agriculture, use of genetically-engineered foods, and uses of native plants. V.8a

**BIOL 107** CR: 1.0
Prerequisite: Not open to junior or senior biology majors or minors. Prerequisite or co-requisite: BIOL 104. An introduction to the scientific method and its application in plant biology. Observations and experiments will emphasize crop plants, plant growth and morphology, human impacts on natural systems, genetic engineering, and the properties of plant products. Students will present their findings in oral and written form. V.8b

**BIOL 111 CR: 4.0**

An introduction to organismal and population biology. Topics include genetics, evolution and ecology, and the interactions of organisms with their environment. Three hours lecture and one three-hour laboratory. V.8ab

**BIOL 112 CR: 3.0**

*Prerequisite: BIOL 111.* An introduction to cell biology, including the chemistry of biological macromolecules, cell structure, function, and reproduction. Additional topics include genetic engineering, viruses and cancer, and the cellular basis of immunity. V.8a

**BIOL 113 CR: 1.0**

*Prerequisite or co-requisite: BIOL 112.* An introduction to basic methods and instrumentation in biology, emphasizing fundamental laboratory procedures. Techniques to be studied include light and electron microscopy, spectrophotometry, electrophoresis, and chromatography. The use of computer applications for the basic analysis and presentation of data is also examined. One three-hour laboratory. III.Q, V.8b

**BIOL 147 CR: 4.0**

*Prerequisites: BIOL 111 and BIOL 112.* Basic histology, anatomy (gross and microscopic), and physiology of the human integumentary, skeletal, muscular, nervous, and sensory systems. Human anatomy is studied using charts and models. Superficial anatomy is studied on the human body, and dissection examines homologous structures on the cat. This course may not be counted towards the major or minor in biology. Offered alternate years. Three hours lecture and one three-hour laboratory.

**BIOL 205 CR: 3.0**

*Prerequisite: BIOL 112.* An introduction to gene action and the principles of inheritance. Topics include
Mendelian genetics, chromosome theory, and molecular genetics, as well as recombinant DNA, extranuclear genomes, and population genetics. Four hours lecture and discussion. V.8a

**BIOL 206 CR: 1.0**

Prerequisite: BIOL 113. Prerequisite or corequisite: BIOL 205. A laboratory study of concepts in genetics ranging from classical to molecular genetics. Students learn to apply the tools of genetics to explore Mendelian and non-Mendelian inheritance patterns and to investigate the nature of DNA. The interpretation of quantitative data is explored using appropriate statistical analyses. One three-hour laboratory.

**BIOL 209 CR: 3.0**

Prerequisites: BIOL 111 and BIOL 112. A survey of marine organisms and their adaptations to seawater chemistry, seafloor geology, and waves, tides, and currents. Our comprehensive survey of marine microbes, fungi, plants, invertebrates, and vertebrates will then enable us to discuss the ecology of specialized marine communities, such as kelp forests, polar seas, the open ocean, intertidal zones, seagrass beds, coral reefs, and the deep sea.

**BIOL 214 CR: 4.0**

Prerequisite: BIOL 104 or BIOL 111. A survey of the plant kingdom with emphasis on the flowering plants. The structure, reproduction, evolution, adaptations, and economic significance of the major plant groups will be covered. Three hours lecture and one three-hour laboratory. Offered alternate years. III.W, V.8ab

**BIOL 216 CR: 4.0**

Prerequisite: BIOL 111. An introduction to insects and other terrestrial arthropods, with an emphasis on evolution, morphology, physiology, ecology and behavior. Offered alternate years.

**BIOL 218 CR: 4.0**

Prerequisite: BIOL 111, or one course of laboratory science and permission. This course will develop three important traits of a scientific naturalist: skill at seeing patterns in nature and framing interesting questions about them; knowledge of the names, classification, and identifying characteristics of local organisms; and the understanding of a modern theoretical framework in ecology, evolution, and
behavior. Offered alternate years. Three hours lecture and three hours laboratory or field work. \textit{V.8a}

\textbf{BIOL 221} CR: 3.0

Prerequisites: BIOL 111 and either one additional course in BIOL, or PSYC 219, or PSYC 251. An introduction to the control, development, evolution, and function of behavior. \textit{Not open to students who have already earned credit for BIOL 222. V.8a}

\textbf{BIOL 222} CR: 4.0

Prerequisites: BIOL 111; and one additional 3- or 4-credit BIOL course, or PSYC 219 or PSYC 231. An introduction to the causes, development, evolution, and function of behavior. Offered alternate years. Three hours lecture and a one-hour workshop. \textit{May be counted towards the major or minor in either biology or psychology. III.W, V.8a}

\textbf{BIOL 228} CR: 4.0

Prerequisites: BIOL 112, BIOL 113, and BIOL 205. Structure, physiology, and ecology of bacteria and other microorganisms. Three hours lecture and one three-hour laboratory. Offered alternate years.

\textbf{BIOL 230} CR: 4.0

Prerequisite: BIOL 111. First-year students by permission. Functional anatomy of vertebrates, with emphasis on evolutionary adaptations. Three hours lecture and one three-hour laboratory. \textit{V.8a}

\textbf{BIOL 247} CR: 4.0

Prerequisite: BIOL 147. Basic histology, anatomy (gross and microscopic), and physiology of the human cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Human anatomy is studied using charts and models. Superficial anatomy is studied on the human body, and dissection examines homologous structures on the cat. Offered alternate years. Three hours lecture and one three-hour laboratory.

\textbf{BIOL 261} CR: 3.0
Prerequisites: One BIOL course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**BIOL 301** CR: 4.0

Prerequisites: BIOL 112, BIOL 113; and BIOL 104 or BIOL 214. An exploration of how plants respond and adapt to their environment. Topics include light responses and photosynthesis, reproduction, dormancy, hormonal regulation, soils and nutrition, plant defenses, and behavior. Students will conduct explorations and experiments in the laboratory and in campus natural areas. Three hours lecture and one three-hour laboratory. Offered alternate years.

**BIOL 303** CR: 4.0

Prerequisites: BIOL 205 and either BIOL 214, BIOL 218, or BIOL 230. Sophomores by permission. An examination of the processes by which a single cell, the fertilized egg, gives rise to a multicellular organism. The modern study of development relies heavily on the tools and perspectives of cell and molecular biology. This course will integrate these new methods and approaches with those of classical embryology in the study of several model organisms. Offered alternate years. **III.O, V.8a**

**BIOL 310** CR: 4.0

Prerequisites: BIOL 205 and one additional BIOL course at the 200-level. Sophomores by permission. A good grasp of algebra will be assumed. As the unifying principle of all biology, evolution overlaps genetics, molecular biology, anatomy and physiology, behavior, ecology, and development. This course will cover the processes responsible for the changes in living things over time; evidence demonstrating the shared evolutionary history of all living things; and the history of life on earth. Additional topics that may be covered include: co-evolution among species, human evolution, the origin of life, creationism. Three hours lecture and one hour discussion. **III.O**

**BIOL 316** CR: 3.0

Prerequisite or Co-requisite: BIOL 324. This advanced seminar will use case studies to explore the main threats to biological diversity: habitat loss and fragmentation, habitat degradation, introduced species, and overharvesting. Although the emphasis is on biological science issues, these will be examined as well in their social, economic, and political contexts. Readings and discussions will concentrate on the primary literature. Offered alternate years. **III.O**
BIOL 320 CR: 4.0

Prerequisites: BIOL 111, BIOL 112, MATH 124; and MATH 205 or PSYC 219. This course addresses quantification skills for biomathematics, using mathematical models to investigate biological phenomena through analysis of experimental data. Skills developed include the ability to examine an unfamiliar problem, analyze it to determine the type of data necessary to address the problem, select the appropriate mathematical tools to be applied to the data, and evaluate the adequacy of the results. May be counted as a 300-level course in mathematics. Offered alternate years. V.8a

BIOL 324 CR: 4.0

Prerequisites: BIOL 111 or ENVR 101; and one 200-level lab course in biology or environmental science. This course examines the interrelationships between individuals and their abiotic environment, among members of a population, and among populations in a given habitat or community. General principles and theories will be applied to a range of organisms, including plants, animals, microorganisms, and humans. Labs emphasize the collection and evaluation of numerical data to test hypotheses, and include field problems, computer models, and student-designed experiments. Three hours lecture and three hours laboratory/discussion. III.Q, V.8a

BIOL 326 CR: 4.0

Prerequisites: BIOL 112, BIOL 113, and BIOL 216 or BIOL 230; and one year of chemistry. Sophomores by permission. A study of animal function, with examples drawn from all the major phyla. Emphasis is placed on functional adaptations used by animals to overcome common environmental challenges, such as obtaining sufficient quantities of food, oxygen, and water. The roles of thermoregulation, osmoregulation, and animal sensory systems in maintaining homeostasis also are emphasized. Three hours lecture/discussion and one three-hour laboratory. Offered alternate years. III.Q

BIOL 342 CR: 4.0

Prerequisites: BIOL 205 and one year of chemistry. Sophomores by permission. An examination of recent work in major areas of cell biology including membranes, regulation, cellular compartmentalization, signal transduction, and cellular and molecular aspects of immunology and cancer. Three hours lecture and one hour discussion. Offered alternate years. III.W

BIOL 344 CR: 2.0

Prerequisites: BIOL 205, BIOL 206, and one year of chemistry; or CHEM 321 and permission of
instructor. Sophomores by permission. An introduction to current techniques and modern experimental approaches used in the study of cells and their components. Includes electrophoretic and chromatographic analysis of DNA and proteins, organelle characterization, advanced techniques in light microscopy and photomicrography, and basic techniques of genetic engineering. One four-hour laboratory. Offered alternate years.

**BIOL 351 CR: 3.0**
*Prerequisites: BS degree biology majors with senior standing and permission of the instructor.* An independent research project selected and carried out in consultation with a faculty sponsor. A written report and an oral presentation are required. **III.W**

**BIOL 361 CR: 3.0**
*Prerequisites: 100-level BIOL course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**BIOL 377 CR: 3.0**
*Prerequisites: Three credits in BIOL and permission of instructor and department chair.* This course is graded P/CR/NC only.

**BIOL 450 CR: 1.0**
*Prerequisite: Senior B.A. biology major.* An independent research project developed in conjunction with a 300-level biology course, with permission of the instructor. The project may involve field, laboratory, or library work. The senior exercise will include a substantial paper.

**BIOL 452 CR: 1.0**
A seminar on topics in biology. Required of all senior majors.

**BIOL 461 CR: 3.0**
Prerequisites: One 100-level BIOL course, one 200-level BIOL course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**BUSN 107 CR: 3.0**

Economic forces are fundamental determinants of firms' profitability and growth, and economic thinking should inform nearly every business decision. This course will survey the basic principles of microeconomics and macroeconomics, including the behavior of individuals and firms, how government policies impact markets, and the factors determining national output, unemployment, productivity, inflation, and growth. *Not open to students who have earned credit for ECON 101 or ECON 102.*

**BUSN 127 CR: 4.0**

An examination of the accounting cycle; the recording, posting, adjusting, and closing of accounting data for a sole proprietor service and merchandising business, to include internal controls, receivables and payables, inventories, depreciation, and payroll. Emphasis is on the use of accounting data for decision making. Students will be required to master the automation of financial statement and pro forma development using interactive spreadsheets. Three hours lecture/discussion and three hours spreadsheet training/projects. **III.Q**

**BUSN 128 CR: 4.0**

*Prerequisite: BUSN 127.* This second course in accounting builds on the concepts, principles, procedures, and analytic methods taught in the introductory course and extends to accounting for partnerships and corporations. Focus is on financial statements and interpretation of financial information. Students will also be required to build interactive spreadsheet to enable a business to evaluate various business scenarios and cost structures automatically. Three hours lecture/discussion and three hours spreadsheet training/projects. **III.Q**

**BUSN 150 CR: 4.0**

*Prerequisite: ENGL 104 or another FYW course.* This course is an introduction to marketing; the marketing mix, product development, pricing, distribution, and the promotion of products, services and non-profit activities. Marketing legislation and the consumer movement will be discussed. Special emphasis will be placed on the use of social media to advance business objectives and create new marketing strategies. This course cannot be taken on a P/CR/NC grading option. Three hours lecture/discussion and three hours experiential learning/projects.
**BUSN 161** CR: 3.0

An introduction to how companies operating in the United States are affected by the American legal system. In addition to studying torts, agency, contracts, and other liability issues, students will understand the legal documents and considerations most critical to entrepreneurs.

**BUSN 205** CR: 4.0

*Not open to students who have credit for BUSN 131 or BUSN 232.* This course provides an introduction to management of organizations through an examination of management theory, and to human resource management principles in today's workplace. In addition to the management functions of planning, organizing, directing, and controlling, students will study issues such as recruitment and hiring, policy design, legal issues, and motivational theory and its application to rewards and compensation. This course cannot be taken on a P/CR/NC grading option.

**BUSN 207** CR: 2.0

*Not open to students who have credit for BUSN 132.* This course gives students exposure to all aspects of business by managing a project designed to raise money for a non-profit organization. This course requires students to determine a cause for which they will raise money, create an event in which to raise the money, plan and market the event, and effectively communicate the results of their project to an audience. This course cannot be taken on a P/CR/NC grading option.

**BUSN 210** CR: 4.0

*Prerequisite: BUSN 128.* This course examines the role of finance in supporting the functional areas of a firm, and fosters an understanding of how financial decisions themselves create value. Topics covered include basic analytical skills and principles of corporate finance, functions of modern capital markets and discounted cash flow valuation, and risk analysis. Students learn to value start-up and existing businesses by examining factors such as market demand, market pricing, economic outlook, cash flows, competition, available funding, and risk. **III.Q**

**BUSN 242** CR: 3.0

*Prerequisite: BUSN 131.* Negotiation is the art and science of securing the agreements of two or more independent parties. In this course students study the theories and processes of negotiation as practiced
in a variety of business settings. The course will highlight the components of an effective negotiation and give students the opportunity to develop and practice their own negotiating skills. Offered alternate years.

**BUSN 257 CR: 1.0**

*Prerequisites: BUSN 150 and permission of the instructor.* Students serve as consultants and team advisors for marketing projects by studying intermediate level marketing skills. Specific topics include project research, audience analysis, visual delivery and public speaking skills, presentation and advertising design, and presentation evaluation and assessment. This course may be repeated for credit but is subject to the 12-credit maximum for all internship/practicum experiences applied toward a degree.

**BUSN 258 CR: 1.0**

*Prerequisites: BUSN 131, BUSN 132, and permission of the instructor.* Students serve as intermediate-level managers for a variety of business projects by studying practical approaches to effective team management and project implementation and evaluation. Specific topics include project development and organization, personnel and resource allocation, motivation, quality control, and assessment. This course may be repeated for credit but is subject to the 12-credit maximum for all internship/practicum experiences applied toward a degree.

**BUSN 261 CR: 3.0**

*Prerequisites: One BUSN course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**BUSN 307 CR: 3.0**

*Prerequisites: BUSN 210 and MATH 205.* This course introduces the quantitative methods of financial management that are commonly used by financial analysts, managers, and individual investors. It examines techniques for the valuation of different classes of securities and criteria for guiding investment decisions. Each student will apply these techniques by building and managing her own portfolio of investments. III.Q
BUSN 308 CR: 3.0

Prerequisites: Junior standing and permission of the instructor. This course will examine the management and operations of non-profit organizations. The case study method will be used and students will examine a broad range of non-profits including educational institutions, arts organizations, and community services. Fieldwork in area non-profit organizations will be included in the course. This course cannot be taken on a P/CR/NC grading option.

BUSN 324 CR: 3.0

Prerequisite: BUSN 161. Topics covered will include consumer protection and bankruptcy, labor relations, commercial paper, antitrust, securities regulation, and intellectual property with an emphasis on the impact of the internet. Offered alternate years.

BUSN 326 CR: 3.0

Prerequisite: MATH 205. Students will apply sound financial and economic principles as a basis for project selection, while acquiring the skills necessary to manage the project. This will include an analysis of project alternatives, including such scenarios as make vs. buy, purchase or do not purchase, as well as project management techniques such as PERT/CPM and Gantt charts. Offered alternate years.

BUSN 337 CR: 3.0

Prerequisite: BUSN 131. This course builds on students’ backgrounds in management, international affairs and/or different cultures to explore the challenges of managing a multinational workforce in global (non-domestic) environment. The focus of the course is threefold-strategic issues in a multinational environment, their cultural and behavioral dimensions, and the underlying functional operations of the firm. The course will make significant use of the case methods plus team and workgroup activities requiring problem definition, research, synthesis and presentations-both oral and written. Offered alternate years. III.O, V.4

BUSN 347 CR: 4.0

Prerequisite: BUSN 205. Students will explore the similarities and differences in characteristics, knowledge, and skills needed for entrepreneurship, social entrepreneurship, and corporate social responsibility. The course teaches students, through theory and practice, to recognize ethical opportunities, especially in the midst of rapid change. Students will develop an idea and produce an indepth, triple bottom line feasibility analysis (profitability, environmental impact, social impact). III.W
**BUSN 351** CR: 3.0

*Prerequisites: BUSN 150 and MATH 205.* This course covers the managerial use of scientific research methodology in formulating marketing strategy; includes determination of situations requiring research, appraisal of alternative research methods and analysis of theoretical concepts in research methodology. Offered alternate years. **III.W**

**BUSN 357** CR: 1.0

*Prerequisites: BUSN 257 and permission of the instructor.* Students serve as consultants and team advisors for marketing projects and study advanced marketing presentation skills. Specific topics include project research, audience analysis, visual delivery and public speaking skills, presentation and handout design, and presentation evaluation and assessment. This course may be repeated for credit but is subject to the 12-credit maximum for all internship/practicum experiences applied toward a degree.

**BUSN 358** CR: 1.0

*Prerequisites: BUSN 258 and permission of the instructor.* Students serve as upper-level managers for projects and study practical approaches to effective team management. Specific topics include the development, organization, promotion, and implementation of educational and fund-raising activities in support of selected charitable organizations. Broader topics include project management, personnel and resource allocation, motivation, quality control, and assessment. This course may be repeated for credit but is subject to the 12-credit maximum for all internship/practicum experiences applied toward a degree.

**BUSN 361** CR: 3.0

*Prerequisites: 100-level BUSN course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**BUSN 377** CR: 3.0

*Prerequisite: Permission of the instructor and department chair.* This course is graded P/CR/NC only.
**BUSN 410** CR: 3.0

*Prerequisites:* BUSN 150, BUSN 161, BUSN 205, and BUSN 210. The course demonstrates through case studies and corporate analyses that a company achieves sustained success only if its managers develop, and revise as needed, an action oriented strategic plan and implement and execute the plan with proficiency. Students will also examine the critical importance of strategy for entrepreneurs in developing a sustainable business plan and attracting funding. III.W

**BUSN 440** CR: 4.0

*Prerequisite: Permission of the instructor.* Students will make use of department and regional resources to attempt to launch a business within the semester. Within the course, endeavors may include, but not be limited to: business incorporation, vendor/customer contract development, intellectual property research, filing provisional (or final) patents, prototype development, and/or purchasing of a franchise.

**BUSN 452** CR: 4.0

*Prerequisites:* BUSN 161, BUSN 205, BUSN 210, and BUSN 347. Open to senior business majors only. Case studies, readings, and all previous business courses are used to help students develop business plans for new businesses, franchises, or intrapreneurial ventures for an existing company. Students are required to prepare elevator pitches, as well as a final oral presentation, for an external audience. Students are also required to write a complete business plan which will include an environmental scan, market and competitive analysis, a marketing plan, an operations plan, and a three year financial outlook. III.O, III.W

**BUSN 461** CR: 3.0

*Prerequisites: One 100-level BUSN course, one 200-level BUSN course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**CHEM 119** CR: 3.0

What is science and how did it arise? Why did the scientific revolution occur in the seventeenth century? Who were the key players and what stimulated their technological inventiveness? How does scientific thinking differ from conventional human thought? We will explore possible answers to these questions. Students will be introduced to the individuals and concepts central to the development of modern science. Finally, the class will explore directions which science is taking today. V.1, V.8a
CHEM 120 CR: 3.0
A topical approach to modern chemistry. Areas of emphasis include environmental chemistry, biochemistry, medicinal chemistry, drugs, and nutrition. III.Q, V.8a

CHEM 125 CR: 1.0
Prerequisite or co-requisite: CHEM 120. An introduction to experimental chemistry to accompany CHEM 120. The focus of the lab is to reinforce concepts in a hands-on way using labs that apply to everyday life (soaps, foods, breath, water quality, plastics, etc.). The lab is closely tied to the textbook for the class. A nominal lab fee may be required for this course. V.8b

CHEM 131 CR: 4.0
Prerequisite: Placement or permission; or CHEM 120. Prerequisite or co-requisite: CHEM 141. This course is an introduction to chemical principles and it is open to students having appropriate backgrounds in science and mathematics. Areas of emphasis include chemical equations and reactions, stoichiometry, kinetics, chemical equilibrium, acids and bases, solubility equilibria, electronic structure of atoms, periodic relationships, molecular structure and bonding, intermolecular forces, properties of solutions, and an introduction to organic chemistry. Applications of modern chemistry are discussed whenever appropriate and are explored in the associated laboratory course, CHEM 141. III.Q, V.8a

CHEM 141 CR: 1.0
Prerequisite or co-requisite: CHEM 131. An introduction to experimental chemistry. laboratory modules emphasize investigation of the chemistry in everyday life and introduce modern analytical techniques. A nominal lab fee may be required for this course. One three-hour laboratory. V.8b

CHEM 202 CR: 3.0
Prerequisite: CHEM 131 or equivalent with permission. A study of the biochemistry of human nutrition. Topics covered will include proteins, fats, carbohydrates, vitamins, minerals, cholesterol, lipoproteins and fiber. Metabolism will be introduced as a chemical concept as well as an introduction to proteolytic and regulatory enzymes. Popular controversies in nutrition will also be explored, including food additives, vitamin and mineral supplementation and genetic engineering of foods. Offered alternate years. III.W, V.8a
CHEM 216 CR: 3.0

Prerequisites: CHEM 131 and CHEM 141, or any 200-level chemistry course. Co-requisite: Students are strongly encouraged to take CHEM 226. An introduction to the principles of analytical chemistry stressing proper methods of obtaining and handling data. Topics include statistical error analysis, propagation of error, methods of data reduction, sampling techniques, sample preparation, method validation, sample interferences, and complex equilibria. The course also explores classical analytical techniques and surveys methods using advanced instrumentation.

CHEM 226 CR: 1.0

Prerequisite: CHEM 131. Co-requisite: CHEM 216 or ENVR 244. Students will gain practical experience analyzing samples from diverse matrices including sediment, air, soil, and water. Students will also learn how to critically analyze data, conduct an error analysis, and recommend improvements to an experimental procedure. Methods of analysis include gravimetric, titrimetric, UV/Vis spectrophotometry, fluorometry, AAS, and HPLC. A nominal lab fee may be required for this course. One three-hour laboratory.

CHEM 231 CR: 4.0

Prerequisites: CHEM 131 and CHEM 141. Co-requisite: CHEM 233. A study of the chief classes of carbon compounds, including their syntheses and the mechanisms of their reactions. The methods for determining reaction mechanisms are studied in detail. Four hours lecture. V.8a

CHEM 232 CR: 4.0


CHEM 233 CR: 1.0

Prerequisites: CHEM 131 and CHEM 141. Co-requisite: CHEM 231. Experiments are designed to introduce students to the techniques of separation, purification, and synthesis of organic compounds. Techniques for studying reaction mechanisms, spectroscopy, and the use of literature of chemistry are also covered. A nominal laboratory fee may be required for this course. One three-hour laboratory. V.8b
CHEM 234 CR: 1.0

Prerequisites: CHEM 231 and CHEM 233. Co-requisite: CHEM 232. A continuation of CHEM 233. A nominal laboratory fee may be required for this course. One three-hour laboratory.

CHEM 252 CR: 4.0

Prerequisites: CHEM 131 and CHEM 141. Prerequisite or co-requisite: MATH 123. Co-requisite: CHEM 253. Topics include a detailed study of chemistry in the gas phase, thermochemistry and chemical thermodynamics, electrochemistry, an introduction to main-group inorganic chemistry, an introduction to transition metal complexes, metallurgy, industrial chemistry, and an introduction to nuclear chemistry. Four hours lecture. III.Q, V.8a

CHEM 253 CR: 1.0

Co-requisite: CHEM 252. Experiments will feature applications of topics discussed in CHEM 252. A nominal laboratory fee may be required for this course. One three-hour laboratory. V.8b

CHEM 261 CR: 3.0

Prerequisites: One CHEM course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

CHEM 321 CR: 3.0

Prerequisites: CHEM 231 and BIOL 112. A study of the relationship between structure and function in biomolecules including proteins and nucleic acids; methods of bioanalysis; prokaryotic DNA replication and the synthesis of proteins and RNA. CHEM 341, Intermediate Laboratory, may be elected simultaneously with this course. Four hours lecture.

CHEM 322 CR: 3.0

Prerequisites: CHEM 321; or CHEM 231 and BIOL 205 and permission. A study of enzyme mechanics, kinetics, structures and functions; carbohydrate, amino acid, fatty acid and nucleotide
degradation and biosynthesis; and the regulation of the major metabolic pathways. CHEM 342, Intermediate Laboratory, may be elected simultaneously with this course.

**CHEM 331** CR: 3.0

*Prerequisites: CHEM 252, MATH 223, and PHYS 171.* This course is a study of the principles, generalizations, and theories behind modern chemistry. The course includes an introduction to quantum mechanics and its application to chemistry including molecular structure, computational chemistry, and molecular spectroscopy. It is recommended (but not required) that CHEM 232 be taken before this course and that CHEM 341 or CHEM 342, Intermediate Laboratory, be elected simultaneously with this course.

**CHEM 332** CR: 3.0

*Prerequisites: CHEM 252, MATH 223, and PHYS 171.* This course is a study of the principles, generalizations, and theories behind modern chemistry. The laws of thermodynamics are discussed in detail and are applied to a variety of problems concerning chemical equilibrium. The tools and theories used to measure and interpret chemical kinetics are also studied. It is recommended (but not required) that CHEM 232 be taken before this course and that CHEM 341 or CHEM 342, Intermediate Laboratory, be elected simultaneously with this course.

**CHEM 341** CR: 3.0

*Prerequisite or co-requisite: CHEM 331 or CHEM 332.* An integrated, project-oriented laboratory. Laboratory work in physical chemistry, biochemistry, inorganic, advanced organic chemistry, and instrumental analysis is included. A nominal lab fee may be required for this course. One hour lecture and five hours of laboratory. **III.W**

**CHEM 342** CR: 3.0

*Prerequisite or co-requisite: CHEM 331 or CHEM 332.* An integrated, project-oriented laboratory. Laboratory work in physical chemistry, biochemistry, inorganic, advanced organic chemistry, and instrumental analysis is included. A nominal lab fee may be required for this course. One hour lecture and five hours of laboratory. **III.O**

**CHEM 361** CR: 3.0
Prerequisites: 100-level CHEM course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member. A nominal lab fee may be required for this course.

CHEM 377 CR: 3.0
Prerequisites: Three credits in CHEM and permission of instructor and department chair. This course is graded P/CR/NC only.

CHEM 431 CR: 3.0
Prerequisites: CHEM 216, CHEM 226, and CHEM 332. An intensive survey of instrumentation and techniques for quantitative and qualitative analysis of organic and inorganic samples. Emphasis is placed on the theory and instrumental design for the three main areas of modern instrumental analysis: electroanalytical chemistry, spectrochemical methods, and chromatography. Students will also improve their critical thinking skills, and gain an understanding of the analytical approach to problem solving. Offered alternate years.

CHEM 432 CR: 3.0
Prerequisite: CHEM 332. Areas of emphasis include modern theories of the bonding and structure of inorganic molecules, acid-base chemistry, chemistry in aqueous and non-aqueous solvents, coordination chemistry of the transition metal ions, and an introduction to organometallic chemistry and to the inorganic chemistry of biological systems. Offered alternate years.

CHEM 441 CR: 1.0
Prerequisite: CHEM 341 or CHEM 342. An integrated, project-oriented laboratory. The emphasis will be on completing more extensive laboratory investigations than in CHEM 341 and CHEM 342, and on doing background literature research on the projects. Both oral and written presentation of results are required. A nominal lab fee may be required for this course. One three-hour laboratory.

CHEM 450 CR: 3.0
Prerequisite or co-requisite: CHEM 331 or CHEM 332. A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Offered alternate years.
CHEM 451 CR: 3.0
An independent research project selected and carried out in consultation with a faculty sponsor. Required of senior majors in chemistry. Bachelor of science candidates will conduct a laboratory investigation; Bachelor of Arts candidates may elect a library project. A written report and an oral presentation are required. A nominal lab fee may be required for this course. III.O, III.W

CHEM 461 CR: 3.0
Prerequisites: One 100-level CHEM course, CHEM 232, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor. A nominal lab fee may be required for this course.

CLAS 201 CR: 3.0
The more important classical myths read in English translations of Greek and Latin authors; their expression in ancient literature; what myth is, what it is for, how myths work and what they reveal about the history, culture, and values of the society which used them. V.2

CLAS 205 CR: 3.0
This course will survey ancient Greek literature, history, and philosophy starting from Homer and Sappho and ending with Euripides and Plato. All works will be studied in their historical and cultural contexts and there will also be consideration of major developments in Greek art and architecture. Much of the focus will be on the political and cultural achievements of 5th century Athens. Key issues will include the beginnings of democracy, the rise of literacy and the birth of philosophy, and the development of tragedy, comedy, and historiography. Offered alternate years. V.1, V.2

CLAS 207 CR: 3.0
This course covers the history, literature, and culture of the Roman people from the period of Etruscan influence to the end of the Republic and beginning of the reign of the first emperor Augustus (seventh through first centuries B.C.). Primary emphasis will be on the last century of the Republic, the “Roman Revolution” from 133 to 31 B.C., which also saw the flowering of classical Latin literature and culture. Attention will be given to the influence of Etruscan and especially Greek culture on the development of Roman civilization, especially in the areas of literature, religion, art, and political thought. Authors read
include: Plautus, Terence, Livy, Catullus, Cicero, and Sallust. Offered alternate years. May be counted as an auxiliary course toward the minor in gender studies. V.1, V.2

**CLAS 208** CR: 3.0

This course looks at the history, literature, and culture of the Roman world from the reign of Augustus to the end of Roman rule in the West (31 B.C.-476 A.D.). The course will be divided into three parts: (1) A survey of political and cultural developments under the Julio-Claudian and Flavian emperors; (2) Roman culture at the height of the empire, focusing on some of the most important aspects of Roman social and civic life (slavery, women and the family, law, religion and art); (3) The rise of Christianity, from the second century to the end of the fourth century. Attention will also be given to the diversity of cultures found within the limits of the Roman Empire, and the legacy of Roman civilization to later European and Mediterranean cultures. Authors read include: Vergil, Ovid, Tacitus, Suetonius and Apuleius. Offered alternate years. May be counted as an auxiliary course toward the minor in gender studies. V.1, V.2

**CLAS 224** CR: 3.0

In this course we will explore the emergence of the Greek novel during the Roman Empire and the cultural context that produced this nascent genre. Through tales of true love, romance, faked deaths, and encounters with pirates, we will investigate questions of genre, gender, and status as well as examine the nature of Greek life and literature under Roman rule. V.2

**CLAS 261** CR: 3.0

Prerequisites: One CLAS course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**CLAS 307** CR: 3.0

*Prerequisite: Sophomores admitted by permission; a 100-level course in classical studies or in gender studies is recommended.* Study of the cultural constructs of sex and gender as seen in the literature, law and material culture of Greek and Roman societies (including Egypt and the Near East in the Greco-Roman period). Explores societal stereotypes regarding women’s abilities and behavior and the strategies devised by women in response to those stereotypes. Attitudes toward marriage and the family, homosexuality, and fertility control will also be treated. Emphasis will be on interpretation of ancient texts, literary, legal and documentary (all in English translation), and current scholarship. Topic and time period will vary. Offered alternate years. May be counted as an auxiliary course toward the
minor in gender studies. **III.O, V.5**

**CLAS 315** CR: 3.0

*Prerequisites: CLAS 211, CLAS 307, or HIST 223; first-year students and sophomores with permission.* This course looks at the Roman Empire from the third through the fifth century, the time of “decline and fall” which saw the triumph of Christianity and the disintegration of the western half of the Empire into regional, “barbarian” states. Emphasis will be on the social and religious changes the Roman world saw, and readings will include selections from the legal sources and Christian writings that survive from this period. Offered alternate years. **III.W, V.1**

**CLAS 318** CR: 3.0

*Prerequisite: First-year students and sophomores with permission; at least one course in classical civilization is strongly recommended.* This course investigates themes and issues in classical civilization, drawing from a wide variety of sources including literary, philosophical, and historical writings, inscriptions, papyri and artistic modes of production (e.g., vase paintings, sculpture, etc.). Topics will vary, with future topics including the paradoxical status of gladiators in imperial Rome; Greek conceptions of the grotesque; and ideas of death, commemoration, and the afterlife.

**CLAS 361** CR: 3.0

*Prerequisites: 100-level CLAS course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**CLAS 377** CR: 3.0

*Prerequisites: Three credits in CLAS and permission of instructor and department chair.* This course is graded P/CR/NC only.

**CLAS 452** CR: 3.0

*Prerequisite: Non-majors by permission.* An independent research project developed in conjunction with a 300-level (or, if justified, 200-level) course in Latin, Greek, or classical studies. Required of all classical language and classical civilization concentrators in one of her last two senior terms. This project will include a substantial paper and an oral presentation. Students may also fulfill this
requirement by completing an honor thesis in classics.

**CLAS 461** CR: 3.0
*Prerequisites: One 100-level CLAS course, one 200-level CLAS course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**CSCI 188** CR: 4.0
An introduction to computer science and object-oriented programming Java. Topics include data types and Java packages through collections and class design and implementation. Structured programming, object-oriented design, and the testing of programs will be stressed, emphasizing platform independent application development.

**DANC 105** CR: 1.0
An introduction to Hatha Yoga; working with breath, flexibility and strength. Offered alternate years. May be counted toward the major in dance, but it may not be counted toward the minor in dance. **IV.3**

**DANC 107** CR: 1.0
Beginning technique in ballet. May be repeated for credit. **IV.3, V.6b**

**DANC 109** CR: 1.0
Beginning technique in jazz dance. May be repeated for credit. **IV.3, V.6b**

**DANC 111** CR: 1.0
Beginning technique in modern dance. May be repeated for credit. **IV.3, V.6b**
**DANC 113** CR:
Beginning technique in tap. May be repeated for credit. IV.3, V.6b

**DANC 205** CR: 1.0
*Prerequisite: DANC 105.* Further study in Hatha Yoga; working with breath, flexibility, and strength. May be counted toward the major in dance, but may not be counted toward the minor in dance. IV.3

**DANC 207** CR: 1.0
Intermediate technique in ballet. May be repeated for credit. IV.3, V.6b

**DANC 211** CR: 1.0
Intermediate technique in modern dance. May be repeated for credit. IV.3, V.6b

**DANC 221** CR: 3.0
This course covers the history of dance from prehistory to 1830 and dance in world cultures. It focuses extensively on dance in non-Western societies including Japan, China, Pacific Islands, India, Africa, aboriginal Australia, South America, Native America, early Egypt and prehistoric Europe. It includes dance in Greece, Rome, medieval, Renaissance, and the early romantic period in Europe. One field trip to see Native American dancers. Offered alternate years. V.4, V.6a

**DANC 222** CR: 3.0
This course covers the history of dance from 1830 to the present. Romantic Ballet through Post Modern Dance is examined through historic and contemporary texts, film and video. Offered alternate years. V.1, V.6a

**DANC 223** CR: 3.0
*Co-requisite: DANC 107, DANC 109, DANC 111, DANC 207, DANC 211, or DANC 311.* This course includes basic elements of dance composition through analyses of rhythmic movement in terms
of space, time, and energy. Emphasis is on theme and development and on enlarging personal
movement vocabulary through improvisation and creation of short studies and solo dances. Topics also
include music for dance, music copyright, the Sweet Briar landscape through dance, and theories of
stagecraft for dance. V.6b

DANC 224 CR: 3.0
Co-requisite: DANC 107, DANC 109, DANC 111, DANC 207, DANC 211, or DANC 311. Further
development of the techniques and concepts introduced in DANC 223 including work with dances
inspired by visual art, poetry, and issues of social justice; masks and mask-making for dance; props;
music and music copyright law; dance elements of form, structure, and techniques of improvisation.
V.6b

DANC 261 CR: 3.0
Prerequisites: One DANC course and permission of the instructor. The study of introductory level
material by an individual student or by a small group of students under the immediate supervision of a
faculty member.

DANC 301 CR: 3.0
Prerequisites: DANC 223 and DANC 224. Co-requisite: DANC 107, DANC 109, DANC 111, DANC
207, DANC 211, or DANC 311. This course includes lectures and studio work in principles of
movement as related to choreographic and performing techniques. The student will experiment with
different contemporary points of view. Assignments include creation of solo and small
group compositions for stage as well as optional work with dance on camera and digital production.
V.6b

DANC 302 CR: 3.0
Prerequisites: DANC 223 and DANC 224. Co-requisite: DANC 107, DANC 109, DANC 111, DANC
207, DANC 211, or DANC 311. Further development of the techniques and concepts introduced in
DANC 301 including work with dance on camera, story board, camera techniques, editing, and digital
production. V.6b

DANC 311 CR: 2.0
Prerequisite: DANC 211. Concentrated work in dance technique on the performance level. May be repeated for credit. IV.3, V.6b

DANC 351 CR: 3.0
Prerequisite: First-year students with permission. This course covers the systematic study of skeletal and muscular systems of the human body; with anatomical analysis of basic movement patterns. It offers an introduction to somatic techniques to help develop more efficient use of the body. Lectures and laboratory. Offered alternate years.

DANC 361 CR: 3.0
Prerequisites: DANC 223, DANC 224, and permission of the instructor. Study projects in group choreography, dance production and in dance-related areas such as anatomy, kinesiology, methods of teaching, history and music.

DANC 377 CR: 3.0
Prerequisites: Three credits in DANC and permission of the instructor and department chair. This course is graded P/CR/NC only.

DANC 415 CR: 3.0
Prerequisites: DANC 223 and DANC 224. Curriculum, principles and methods of teaching creative movement and dance in the elementary school. Topics include lesson planning, classroom management, spatial perceptions, and movement characteristics of the child through adolescence, including the handicapped and learning disabled. Includes historical perspectives on movement and dance education. Offered alternate years. III.O

DANC 461 CR: 3.0
Prerequisites: One 100-level DANC course, one 200-level DANC course, and permission of them instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.
DANC 463 CR: 3.0
An independent project for the senior dance major resulting in the presentation of a recital and paper.

DANC 467 CR: 3.0
Prerequisites: DANC 221, DANC 222, DANC 223, and DANC 224. Critical study of dance works of major choreographers in different dance styles; how technique and subject, form and content converge in dance works. Visiting lecturers in philosophy and criticism. Viewing of dance films, videos and dance performances. Offered alternate years. III.W

ECON 101 CR: 3.0
An introduction to the role markets play in determining the prices for products and services, wages workers earn, profits companies realize as participants in competitive markets, and how government policies impact markets. III.Q, V.7

ECON 102 CR: 3.0
Prerequisite: ECON 101. An introduction to the overall national economy of the United States. This course explores why the economy grows or suffers recessions, why interest rates and price levels fluctuate, and why there is so much debate about issues such as poverty, health care, and education. In response to these issues, the course identifies tools available to government to deal with economic problems and examines their limitations. III.Q, V.7

ECON 201 CR: 3.0
Prerequisites: ECON 101 and MATH 123. Critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets. This course cannot be taken on a P/CR/NC grading option. III.Q

ECON 202 CR: 3.0
Prerequisite: ECON 102. A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices in closed and open economies. V.7
**ECON 221** CR: 3.0

*Prerequisite: ECON 102.* Students study the theory and operation of financial markets and the role of financial assets and institutions in the economic decisions of individuals, firms, and governments.

---

**ECON 227** CR: 3.0

*Prerequisites: ECON 101 and MATH 123.* An introduction to the techniques of quantitative economic analysis, including the use of linear algebra, calculus and constrained optimization. The course is designed to introduce mathematics as a practical tool for economic analysis and to help students understand the foundations of economic thought. The focus of the course is on the application of mathematics to economics, not on mathematical theory. Offered alternate years. **III.Q**

---

**ECON 234** CR: 3.0

Game theory attempts to capture behavior in strategic situations, or games, in which an individual's success in making choices depends on the choices of others. This class will introduce the equilibrium concept, and apply it to games involving multiple players, multiple periods, and imperfect information. Students will be taught how to approach interactions strategically. Offered alternate years. **III.Q**

---

**ECON 248** CR: 3.0

*Prerequisite: ECON 101.* An introduction to the functioning of labor markets through the interaction of workers and employers. Students examine the determinants of wage differences arising from demographics, such as gender, ethnicity, and age. Special consideration is given to decisions such as when to attend college, how many children to have, and why one might work less if paid more. Offered alternate years.

---

**ECON 261** CR: 3.0

*Prerequisites: One ECON course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.
ECON 313 CR: 3.0

Prerequisite: ECON 102. This course surveys the field of international money and finance. Open economy macroeconomic theory will be developed and applied in the analysis of the balance of payments and foreign exchange rate problems and the formation of policies to solve or prevent such problems. Offered alternate years.

ECON 316 CR: 3.0

Prerequisite: ECON 201. This course investigates how the characteristics of market organization, or market structure, affect firm behavior and market performance. Special consideration is given to theories of the firm other than profit maximization.

ECON 325 CR: 3.0

Prerequisite: ECON 201. A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Offered alternate years.

ECON 332 CR: 3.0

Prerequisites: ECON 101, MATH 123, and MATH 205. An introduction to statistical quantitative analysis of economic behavior. The ordinary least squares technique and the assumptions underlying it are developed. Methods designed to detect and correct for the violations of these assumptions are examined. Special emphasis is given to the practical application of the procedures discussed through the use of computer exercises.

ECON 342 CR: 3.0

Prerequisite: ECON 101. An application of economic theory to problems of environmental degradation, natural resource use and ecological disruption. Economic concepts, such as market failure, property rights and public goods, are combined with natural and physical science principles to explore the integration of economic and ecological systems. Emphasis is placed on the use of analytical economic tools such as benefit-cost analysis, economic policy instruments and non-market valuation.

ECON 361 CR: 3.0
Prerequisites: 100-level ECON course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**ECON 377** CR: 3.0

*Prerequisites: Three credits in ECON and permission of instructor and department chair.* This course is graded P/CR/NC only.

**ECON 452** CR: 3.0

*Prerequisite: Senior standing or concurrently completing all major requirements.* A comprehensive review of basic economic reasoning and exercises in its application to the understanding and solution of contemporary problems. **III.O, III.W**

**ECON 461** CR: 3.0

*Prerequisites: One 100-level ECON course, one 200-level ECON course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**EDUC 103** CR: 3.0

An introductory experience to the teaching profession emphasizing the major principles of human growth and development as they relate to teaching and learning. Students will explore historical, philosophical and sociological themes in American education. Field experiences provide the opportunity for application.

**EDUC 107** CR: 3.0

This course will focus on strategies for teaching all students in the early childhood classroom including the child with special needs. Emphasis will be placed on typical and atypical patterns of early childhood development. Three hours per week of field experience are required.

**EDUC 211** CR: 3.0
Prerequisite: EDUC 103. This course is an introduction to major issues in the field of special education with emphasis placed on understanding the characteristics, definitions, and etiologies of individuals with diverse needs. Topics explored include: historical perspectives of special education, legal issues, ethical considerations, and the identification of the qualities of home, school, and community environments that support special education students in achieving their full potential.

EDUC 225 CR: 3.0
Prerequisite: EDUC 103. This course will explore current philosophies, assessment strategies, methods, and resources to support literacy development for emergent, beginning, transitional, and specialized readers. This course will develop the skills required to administer and analyze early literacy screenings, diagnostic spelling analyses, informal reading inventories, running records, readability and fluency ratings, and writing assessments. Particular attention will be given to assessment options and techniques that provide the rationale for instruction of individual students and enhance their progress through the stages of literacy development. Field experience in a public school setting is required.

EDUC 227 CR: 3.0
Prerequisite: EDUC 225. This course will examine principles, strategies, and resources used in developing a balanced literacy program for the elementary classroom based on assessment philosophies and techniques introduced in Literacy Development I. This course focuses on correlating individual assessment results with research-based methods for teaching reading, phonics, phonological awareness, word study, comprehension, fluency, and writing. Designing developmentally appropriate literacy lessons to meet a range of readiness levels, interests, and learning styles is a major emphasis. Field experience in a public school setting is required.

EDUC 233 CR: 3.0
Prerequisite: EDUC 103. Examines problems encountered by middle and secondary school teachers in dealing with particular content area reading problems. Focus is on topics such as vocabulary development comprehension, critical writing and reading, study skills, and adapting instruction for students with special needs. Also included are strategies for development and planning of lessons and units of study. Field experience in a public school setting is required.

EDUC 261 CR: 3.0
Prerequisites: One EDUC course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.
EDUC 313 CR: 3.0

Prerequisite: EDUC 211. This course focuses on creating responsive environments, planning and organizing instruction, and various educational approaches for diverse learners with mild/ moderate disabilities. It is designed to provide pre-service teachers with specific strategies and knowledge of materials which are important in meeting the needs of students with mild disabilities in a variety of classroom settings.

EDUC 316 CR: 3.0

Prerequisite: EDUC 211. This course provides students with an understanding of behavior management strategies and skills needed for effective school and classroom management. Focus is on functional behavioral assessments and individualized interventions. This course will also address how the legal system and its resources can interact with the school system to successfully deal with behavior issues.

EDUC 322 CR: 3.0

Prerequisite: EDUC 313. This course addresses psycho-educational assessment instruments, procedures used to determine eligibility, and instructional planning based on evaluation results for students in special education general curriculum K-12. Emphasis will be placed on administration of formal and informal assessments, interpretation of results, and formulation of individual educational plans based on assessment results.

EDUC 355 CR: 3.0

Prerequisite: Acceptance into the Teacher Education Program. This course focuses on the variety of instructional models available for the K-12 classroom. Students practice implementing and assessing these models in a field experience setting.

EDUC 361 CR: 3.0

Prerequisites: 100-level EDUC course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.
EDUC 377 CR: 3.0

Prerequisites: Acceptance to Teacher Education Program and permission of instructor and department chair. Provides a formative experience for students in teacher licensure programs. An internship in a public or private school setting provides students with opportunities to explore the “real world” of teaching through intensive classroom experience. Requires 120 hours of supervised field experience. This course is graded P/CR/NC only.

EDUC 410 CR: 3.0

Prerequisite: EDUC 322. This course provides an understanding of the transition process as defined by IDEA and the skills needed to implement an effective transition plan. This course also builds an understanding of collaboration, the collaborative team, and the roles and responsibilities of each team member as well as appropriate strategies for consulting with general educators, parents, and other resource agencies. Field experience required.

EDUC 416 CR: 3.0

Prerequisite: Acceptance into the Teacher Education Program. An introduction to the basic concepts and issues related to the development, design, and implementation of K-12 curricula. This course will address techniques for assessing student performance.

EDUC 461 CR: 3.0

Prerequisites: One 100-level EDUC course, one 200-level EDUC course, permission of the instructor, and junior or senior standing. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

ENGL 100 CR: 3.0

Prerequisite: permission of the instructor. A study of the process of writing with practice in a variety of forms, emphasizing the development of composition skills. Offered every year in the fall semester.

ENGL 104 CR: 3.0

A workshop-based course that helps students become confident and effective readers and writers. This
course engages students in writing as a process involving critical reading, thinking, writing, and revising. Students will learn to construct cogent and well-supported arguments and analyses. **FYW**

**ENGL 106** CR: 3.0
An introductory course in the writing of fiction and poetry. The course may include other genres, such as creative nonfiction or drama. **III.W, V.6b**

**ENGL 108** CR: 3.0
A study of women characters and women writers in English, American, and foreign literature. *May be counted as a discipline-based core course toward the minor in gender studies.* **FYW, III.W, V.2, V.5**

**ENGL 109** CR: 3.0
Magic mirrors, sleeping thorns, elves, ogres, and talking animals - though commonplace in modern animated films and children’s stories, the trappings of fairy tales find many of their roots in the medieval imagination. This course will explore fairy stories from medieval Celtic and Germanic literatures, investigating the cultural beliefs that inspired them and tracing their development and enduring popularity into the modern era. Offered alternate years. **FYW, III.W, V.2**

**ENGL 110** CR: 3.0
*Prerequisite: Not open to students with credit for HNRS 247.* This course focuses on selected works by acclaimed international writers, emphasizing historical and cultural contexts and exploring cross-cultural connections. **III.O, V.2**

**ENGL 116** CR: 3.0
This course examines distinctive contributions made to the art of fiction by selected 20th-century writers such as Hemingway, Fitzgerald, Faulkner, Welty, Morrison, Hong Kingston, Erdrich, DeLillo, and Diaz. We will also consider how the geographical, historical, social, and psychological landscapes depicted in these works shape our understanding of America today. **FYW, III.W, V.2**
ENGL 124 CR: 3.0

Prerequisite: ENGL 104. A study of myths and legends from biblical, classical, and medieval sources, and of their modern retellings in both literature and film. Works to be examined will include the story of Samson from the Book of Judges and Milton’s “Samson Agonistes,” “The Odyssey,” and the movie “O Brother, Where Art Thou?,” “Beowulf” and John Gardner’s “Grendel.” Offered alternate years. V.2

ENGL 126 CR: 3.0

From Renaissance poems bemoaning chastity to modern novels confessing illicit rendezvous, literature has both shaped and reflected our understanding of love and sexuality. Most notably, forms of desire disdained by society have found expression in the imaginative space of literature. This course will investigate literary and filmic representations of these forbidden loves, with particular attention to the works’ literary and social ramifications. May be counted as a discipline-based core course toward the minor in gender studies. Offered alternate years. III.W, V.2, V.5

ENGL 132 CR: 3.0

Reading works by Shakespeare, Austen, Wilde, and Shaw and viewing films such as “Bringing Up Baby,” “Love Actually,” and “Sex and the City,” we will explore the genre of romantic comedy over time. We will study the relationship between gender, genre, and the social and examine comedy’s fascination with the creation of fantasy worlds and disguise. V.2

ENGL 136 CR: 3.0

From “Beowulf’s” murderous Grendel to modern horror films, people have always been fascinated by the monstrous. This course will cover a variety of texts that incorporate both “real” monsters and characters demonstrating monstrous behavior, examining how the definition of what is monstrous has changed over the years and the social commentary implicit in the distinction between what is human and what is not. Offered alternate years. V.2

ENGL 138 CR: 3.0

Emily Dickinson wrote that poetry made her “feel physically as if the top of my head were taken off.” In this introductory course, students will cultivate an appreciation of poetry by reading both classic and contemporary poems, with attention to language, form, and literary context. Our goal will be to share Dickinson’s sense of wonder, pleasure, and intellectual satisfaction as we ourselves practice the art of reading poetry. Offered alternate years. III.W, V.2
**ENGL 140 CR: 3.0**
This course examines the novels of Jane Austen and the Brontes in their historical and cultural context. It explores Austen’s reimagining of plots for the novel from “Pride and Prejudice” to “Persuasion.” It studies the Brontes’ incorporation of both gothic and realist plots in their novels and considers how the confluence of gender and genre reinvented the form and plots of the nineteenth-century novel. FYW, III.W, V.2, V.5

**ENGL 142 CR: 3.0**
A study of mystical and visionary texts from the late Middle Ages and early Renaissance through today. We will read religious mystical writing and also works that developed from the visionary tradition, such as utopian writing and science fiction. We will read individual texts closely while also considering the larger questions these texts address about religion, spirituality, civil society, and science. IIIW, V.2

**ENGL 149 CR: 3.0**
Students will become familiar with the aesthetic elements of cinema (visual style, sound, narrative and formal structure), the terminology of film production, and film theories relating to formalism, psychoanalysis, and feminism. Films will be discussed from aesthetic, historical, and social perspectives. V.6a

**ENGL 150 CR: 3.0**
This course will introduce students to the history and analysis of film. Students will learn the technical and critical vocabularies of film studies and analyze films representing a variety of styles and genres. The global and historical scope of this course will lead us to consider films from America, Italy, France, Germany, and Japan and from the silent period to the present. Offered alternate years. V.6a

**ENGL 205 CR: 3.0**
*Prerequisites: ENGL 104 or its equivalent, and sophomore standing.* In this course, students will study and practice various forms of business writing, including reports, letters, memoranda, proposals, and other documents. Assignments will replicate typical business cases, scenarios, and cultures. Selected readings introduce students to business discourse. This course cannot be taken on a P/CR/NC grading option. III.W
ENGL 209 CR: 3.0

*Prerequisite: ENGL 106.* This course will study poetry and place, and activities will include field work in two destinations - one urban, one rural and/or sub-rural - and will encourage students to consider the way that art, experience, and our common shared physical/political reality influence one another. Offered alternate years. **III.W, V.6b**

ENGL 211 CR: 3.0

*Prerequisite: ENGL 104.* This course provides an introduction to “hard news” reporting and editing in the age of Google, Facebook, Twitter, and blogging. Emphasis will be placed on developing story ideas, research and interviewing skills, and the ethical use of social media as news-gathering tools. Students will be required to maintain a blog and submit course assignments to the student newspaper. Offered alternate years. **III.O, III.W, V.6b**

ENGL 216 CR: 3.0

*Prerequisite: ENGL 106.* The poem is a combination of music and meaning, with each element guided by form or structure. This course will teach rhyme, meter, a variety of forms, and free verse strategies. What elements of form can amplify meaning? How can free verse avoid arbitrary lineation? Students will read, write, and peer-critique poems in a variety of traditions. Readings will include selections from the “Norton Anthology of Modern and Contemporary Poetry” and Paul Fussell’s “Poetic Meter and Poetic Form.” Offered alternate years. **III.W, V.6b**

ENGL 217 CR: 3.0

*Prerequisite: First-year students with permission.* Topic will vary by semester. Close reading, various interpretive strategies, and research skills will be stressed. This course may be counted toward the transnational requirement for the majors of English and English and creative writing when content is appropriate. **V.2**

ENGL 218 CR: 3.0

*Prerequisite: First-year students with permission.* Topic will vary by semester. Close reading, various interpretive strategies, and research skills will be stressed
ENGL 226 CR: 3.0

Prerequisite: Sophomore standing, 3.0 GPA, and permission of the instructor. The course is a practicum designed to introduce students to the theory and practice of peer tutoring in writing across the disciplines. Students will study composition theory and pedagogy and develop skills in responding to student writing through course readings, writing assignments, and peer tutoring. Theories will be tested through observation and practice.

ENGL 235 CR: 3.0

Prerequisite: First-year students with permission. A study of selected comedies, histories, tragedies, and romances by William Shakespeare with attention to the plays' cultural and literary context. Topics will vary by semester. V.2

ENGL 236 CR: 3.0

Prerequisite: First-year students with permission. A study of the sonnet, arguably the most versatile and enduring poetic form in English. We will read major sonnets and sonnet cycles of the Renaissance, including works by Petrarch (in translation), Wyatt, Sidney, Wroth, Spenser, Shakespeare, Donne, and Milton. We will investigate historical and social trends in the poetry, and we will consider how individual writers adapt the form for their own ends. Finally, we will examine the sonnet's development since its resurgence in the Romantic period. III.O, V.2

ENGL 239 CR: 3.0

Prerequisite: First-year students with permission. An introductory study of the vocabulary, grammar, and syntax of the Anglo-Saxon language. Because Old English is the linguistic ancestor of Modern English, students will learn some of the foundations of the language they speak as they begin translating prose and poetic texts from the 9th-11th centuries. Students will also consider elements of the Anglo-Saxon culture and poetics as they translate such poems as “The Dream of the Rood,” “Judith,” “The Seafarer,” and portions of “Beowulf.” V.2

ENGL 243 CR: 3.0

Why are film stars so fascinating to us and what are the pleasures we get from them? In this course we will study the Hollywood star system and the relationship between performance and stardom. We will examine issues such as the star as commodity, the star as text, and the star as an object of desire. Films to be considered are: “The Godfather,” “Gone with the Wind,” “The Wizard of Oz,” and “Some Like it Hot.” V.6a
**ENGL 245** CR: 3.0

*Prerequisite: First-year students with permission.* This course focuses on six important women poets, Gertrude Stein, Mina Loy, Elizabeth Bishop, Jorie Graham, Anne Carson, and Harryette Mullen, and their legacy of experimentation. We will explore how their poems put pressure on conventional forms, subverting established meanings and creating new ones, and how gender figures into their poetry and essays as a thematic and theoretical concern. We will attend to both the affinities and the unique qualities of each poet - and poem - that we encounter. *May be counted as a discipline-based core course toward the minor in gender studies.* Offered on a three-year rotation. **III.O, V.2, V.5**

**ENGL 251** CR: 3.0

*Prerequisite: First-year students with permission.* Students will explore the medieval imagination by studying texts from a variety of medieval genres (e.g. allegory, romance, chanson de geste, dream vision, saga, and examples of medieval drama). In an effort to understand how people in the Middle Ages perceived themselves and the world around them, students will examine literature from throughout Europe and spanning the medieval period. **V.2**

**ENGL 253** CR: 3.0

*Prerequisite: First-year students with permission.* We will read banned books from a range of historical periods and will work to understand society’s ethical ambivalence towards these texts. We will investigate whether literature’s treatment of topics like religion, violence, race, and sexuality is dangerous or even harmful, ask how society should react to potentially disruptive literature, and work to determine the social value of these works. **III.O, V.2, V.7**

**ENGL 254** CR: 3.0

*Prerequisite: ENGL 106.* The first-person narrator in fiction - the “I” of a story - is a unique creature: an enchanter, a confessor, a witness. What are the advantages and risks of first-person narration? How is that controlling perspective or point of view established? This course will introduce students to a variety of compelling first-person narrators in short fiction and ask students to create a series of persuasive voices for their own stories. Offered alternate years. **III.O, III.W, V.6b**

**ENGL 256** CR: 3.0
Prerequisite: First-year students with permission. This course introduces students to the extraordinary vitality of the contemporary Irish and Scottish literary scenes. We will focus on competing visions of Ireland and Scotland and what it means to be “Irish” or “Scottish” today, the growing dialogue between the two cultures, and the role of literature in responding to, and at times promoting, social and political change. All works will be read in English. Close reading, various interpretive strategies, and research skills will be stressed. III.O, V.2

ENGL 258 CR: 3.0

Native American life and texts are bicultural products which combine, sometimes uneasily, tribal concepts and narrative forms with “Western” ones. This course will examine some of the literary effects of such intersections and issues such as gender constructions in the works. The class will introduce students to a variety of significant native writers and cultural traditions. Works studied can include fiction. Close reading, various interpretive strategies, and research skills will be stressed. III.W, V.2

ENGL 261 CR: 3.0

Prerequisites: One ENGL course and permission of the instructor. Study at an introductory level of selected topics in literature or writing to be pursued by individual students under the immediate supervision of a department member.

ENGL 263 CR: 3.0

Prerequisite: ENGL 106. There are as many different kinds of love story as there are different kinds of love: between parent and child, between siblings, between spouses, between friends, between people and places or people and objects. Are all love stories necessarily tragic? How does a writer avoid the danger of sentimentality? What about writing about sex? Students will write their own love stories over the semester and read short fiction that will enlarge and enrich their definitions of love. Offered alternate years. III.O, III.W, V.6b

ENGL 266 CR: 3.0

Prerequisite: ENGL 106. The setting or place of a story - the fictional universe, real or imagined - can be as important as a story’s characters and events, shaping narrative in powerful ways. How do writers use setting to enrich or enlarge or complicate a story, and how does the world of a story play a role in a story’s unfolding drama? Students will read short stories distinguished by vivid or unusual landscapes and write original works of their own in which setting plays an important part. Offered alternate years. III.O, III.W, V.6b
ENGL 271 CR: 3.0

Prerequisite: ENGL 106. This course will acquaint students with the personal essay as a literary genre. Readings will range widely in subject matter, period, and style in order to afford students an understanding of the different ways in which essays can be “personal.” Writing assignments will ask students to engage in different styles, experiment with the conventions and structures common to essays of the past, and explore innovations of the present. Offered alternate years. III.W, V.6b

ENGL 275 CR: 3.0

Prerequisite: ENGL 106. In this course students will write the first three chapters of their own memoir. In preparation for this semester-long writing project, students will closely read a variety of contemporary memoirs to become familiar with both the array of narrative conventions and strategies memoirists employ as well as the stylistic and structural concerns one confronts when writing autobiographically. Emphasis will be placed on recent memoir scandals and memoirs that question the line between fact and fiction. Offered alternate years. III.W, V.6b

ENGL 282 CR: 3.0

Works in different genres by selected modern and contemporary American authors will be studied in relation to larger literary, social, and cultural developments. Writers may include Edith Wharton, Sherwood Anderson, Robert Frost, Sterling Brown, Richard Wright, Carson McCullers, Lorraine Hansberry, Allen Ginsberg, Maxine Hong Kingston, Richard Rodriguez, Anna Deveare Smith, and Li-Young Lee. Close reading, various interpretive strategies, and research skills will be stressed. Offered alternate years. III.W, V.2

ENGL 302 CR: 3.0

Prerequisite: Sophomores with permission. Topic will vary by semester. This course may be repeated once for credit when the topic is different.

ENGL 306 CR: 3.0

Prerequisite: Sophomores with permission. A study of the literature concerning King Arthur and his knights, focusing primarily on medieval texts (from England, Wales, France, and Germany), but also examining modern literature and film (by Tennyson, Twain, and White, for example). In an effort to
understand why the legend endures, students will consider how the stories of Arthur have been created, manipulated, revised, and reused across cultures and throughout time. Offered alternate years. V.2

**ENGL 309** CR: 3.0

*Prerequisite: ENGL 106.* Since modernism, poets have focused their attention on the rendition of visual images in language. Poems that respond to the visual arts, either in their subject or in their mode of composition, bring the reader a uniquely layered and synesthetic experience. This course will offer collaborative opportunities, and will encourage students to respond to paintings, photography, sculpture, dance, film, and conceptual art. Students will read, write, and peer-critique poems in a variety of traditions. Offered alternate years. **III.W, V.6b**

**ENGL 311** CR: 3.0

*Prerequisite: Sophomore standing.* This workshop-based course introduces students to the reporting techniques, stylistic differences, and structural conventions of profiles, columns, and op-eds — the types of journalism commonly found in newspapers and magazines under the headings “Feature” and “Opinion.” Special emphasis will be placed on writing for Web publications and blogs and on using social media (Facebook and Twitter) to develop story ideas. Offered alternate years. **III.W, V.6b**

**ENGL 315** CR: 3.0

*Prerequisite: Sophomores with permission.* Though medieval heroic epics focus on (and are often named for) their male heroes, they also include female characters of subtle but essential significance. This course will examine representations of gender and gender roles in medieval heroic literature and how those representations change over time and across cultures, assessing the extent to which the heroes of this genre owe their fame and fates to the unacknowledged heroines with whom they interact. **V.2, V.5**

**ENGL 317** CR: 3.0

*Prerequisite: Sophomores with permission.* A study of the continuing development of English words, grammar, and syntax, including sources of vocabulary and changes of form, sound, and meaning. Offered alternate years. **V.1**

**ENGL 318** CR: 3.0
Prerequisite: ENGL 106. If the ability of a poet is a balance of her powers of perception and powers of expression, how can consideration of subject matter amplify the former? How can broadening one’s emotional and intellectual range refine the latter? This course will encourage students to approach the broadest possible range of subject matter, and to engage it in a way that’s ethical, elegant, and effective. Students will read, write, and peer-critique poems in a variety of traditions. Offered alternate years. III.W, V.6b

ENGL 319 CR: 3.0

Prerequisite: Sophomores with permission. A reading of Chaucer’s early dream visions (“The Book of the Duchess” and “The Parlement of Foules”) and “The Canterbury Tales.” Offered alternate years. III.O, V.2

ENGL 320 CR: 3.0

Prerequisite: Sophomores with permission. Flocks of birds squabbling - in English- over who should rule the roost; an eagle transporting Chaucer to the heights of the cosmos; and an all-too-close enocunter with Gluttony. These are the stuff of medival dream-visions, which were believed to convey truths in obscure or allegorical form. For well over a thousand years, poets found in the dream-vision a powerful and popular genre for addressing controversies about love, fame, death, religious doctrine, and politics. In forms that include debate, satire, and allegory, and tones ranging from deep serousness to high comedy, medieval poets crafted their dream-visions to instruct and delight readers. Texts will include the Old English "Dream of the Rood," and works by Boethius, Chaucer, Langland, and the Gawain poet. May be counted toward the minor in Medieval and Renaissance studies. V.2

ENGL 322 CR: 3.0

Prerequisite: Sophomores with permission. An examination of English Renaissance drama before 1603, including early works by Shakespeare and plays by his Elizabethan contemporaries such as Lyly, Greene, Marlowe, Kyd, and Dekker. We will study the increasing secularization and professionalization of theater, the development of comedy and pastoral, and the emergence of revenge tragedy. Both textual analysis and dramaturgy will be emphasized. Offered alternate years. V.2, V.6a

ENGL 324 CR: 3.0

Prerequisite: Sophomores with permission. An examination of English Renaissance drama after 1603, including late works by Shakespeare and plays by his Jacobean contemporaries such as Jonson, Middleton, Webster, and Ford. We will study the theater’s increasing use of sensationalistic plots and characters as well as the drama’s probing exploration of the individual’s relationship to social authority.
Both textual analysis and dramaturgy will be emphasized. Offered alternate years. **V.2, V.6a**

**ENGL 329 CR: 3.0**

*Prerequisite: Sophomores with permission.* Study of works of 19th-century American Romantic writers or those who are strongly influenced by them. Emphasis on writers such as Alcott, Douglass, Emerson, Fern, Fuller, Whitman, Dickinson, Hawthorne, Melville, Phelps, Thoreau, and Chopin. Offered alternate years in the fall semester. *May be counted as an auxiliary course toward the minor in gender studies. III.O, V.2*

**ENGL 330 CR: 3.0**

*Prerequisite: Sophomores with permission.* A study of 20th- and 21st-century African-American writers, with emphasis on the Harlem Renaissance and more contemporary works. Topics may include models of identity and sexuality, the effects of primitivism, folk materials, and dominant cultural values on literary forms. Writers such as Dubois, Toomer, Hurston, Wright, Ellison, Larsen, Morrison, and Walker will be included. Offered alternate years in the spring semester. *May be counted as an auxiliary course toward the minor in gender studies. V.2, V.5*

**ENGL 331 CR: 3.0**

*Prerequisite: Sophomores with permission.* Topics can include the movements towards modernism and realism as well as the re-evaluation of women and minorities in American life. Offered alternate years in the fall semester. *May be counted as an auxiliary course toward the minor in gender studies. III.W, V.2*

**ENGL 332 CR: 3.0**

*Prerequisite: Sophomores with permission.* A study of a cross section of 20th- and 21st-century American and international women’s works in relation to the following literary and thematic issues: narrative experimentation, ethnic or cultural identity, and relation between individual aspiration and cultural expectation. Offered alternate years. *May be counted as a discipline-based core course toward the minor in gender studies. V.2, V.5*

**ENGL 334 CR: 3.0**

*Prerequisite: ENGL 106.* This course focuses on how fiction writers use the material of the real world -
real places, real people, real events - in the fictional universe, considering such questions as how a fiction writer’s research methods and purpose might differ from an historian’s. Students will read and write short stories that arise out of historical or contemporary fact or account and examine how the imagination transforms fact into fiction. Offered alternate years. III.O, III.W, V.6b

ENGL 339 CR: 3.0

Prerequisite: Sophomores with permission. This course will explore the various mythologies that attend upon the idea of womanhood in the Romantic and Victorian eras, among them: woman as object and subject of desire; as demon and saint, virgin and prostitute, mother, rebel, and slave; as mysterious force, and fetishized commodity; as heavenly entity and chthonic creature of Nature. Writers include Wollstonecraft, Goethe, Wordsworth, Blake, Keats, Austen, M. Shelley, Eliot, C. Rossetti, C. Bronte, and E. Browning. May be counted as a discipline-based course toward the minor in gender studies. V.2, V.5

ENGL 340 CR: 3.0

Prerequisite: Sophomores with permission. This course will investigate the relationship between the religious and secular realms in Early Modern English literature. We will give particular attention to the uncertain delineations among holy, patriotic, familial, and erotic forms of love in poetry and literary prose. Contexts will include the Protestant Reformation, the Scientific Revolution, the court, colonialism, and the English Civil War. Authors may include Spenser, Sidney, Wroth, Herbert, Donne, Milton, Cavendish, and the Cavalier poets. Offered alternate years. V.2

ENGL 343 CR: 3.0

Prerequisite: Sophomores with permission. We will study gothic literature in England during the nineteenth century in texts by Ann Radcliffe, Mary Shelley, Emily Bronte, Bram Stoker, and Oscar Wilde and then examine gothic returns in three films: “Let the Right One In,” “Sin City,” and “The Dark Knight.” We will explore historical, social, and psychological reasons for the appearance of gothic literature as we read critical works on gothic theory. Offered alternate years. V.2

ENGL 344 CR: 3.0

Prerequisite: Sophomores with permission. During the time of Shakespeare, the social position of women was both paradoxical and precarious. A woman ruled England, yet women were considered “naturally” inferior to men. In this course, we will examine Early Modern literature written by women—as well as literature written by men about women— that explores women’s various roles in both personal and public Renaissance settings. Offered alternate years. May be counted as a discipline-based course
**ENGL 346 CR: 3.0**

*Prerequisite: Sophomores with permission.* This course features some fascinating recent literary creations ranging from transnational novels that crisscross boundaries within the "known" world to so-called "new weird" fiction that takes us into wholly unfamiliar territory. These transgressive texts refuse to be bound by genre constraints, make us shed our preconceptions, and boldly expand the field of fiction. Writers may include Roberto Bolano, W.G. Sebald, David Mitchell, Karen Tei Yamashita, Don DeLillo, Lauren Beukes, and China Mieville. Offered alternate years. **III.O, V.2**

**ENGL 348 CR: 3.0**

*Prerequisite: ENGL 106.* The long story or novella seems to fall into a middle distance between the novel and the short story. In their unique suspension of a narrative over time, novellas and long stories have neither the luxury of a novel’s length nor the constraint of a short story. What are the possibilities and characteristics and challenges of the form? Students will both read examples of long stories and novellas and, over the course of the semester, write one of their own. Offered alternate years. **III.O, III.W, V.6b**

**ENGL 361 CR: 3.0**

*Prerequisites: One 100-level ENGL course and permission of the instructor.* Study at an intermediate level of selected topics in literature or writing to be pursued by individual students under the immediate supervision of a department member.

**ENGL 365 CR: 3.0**

*Prerequisite: ENGL 106.* Stories in collections of narratives linked by theme, setting, and/or character function both individually and as a unified whole. What are the pleasures and achievements of such collections? Is there a particular narrative that lends itself to this treatment? How are such stories different from chapters in novels? Collections of linked narratives will serve as models for students as they write their own series of linked stories and examine the pleasures, challenges, and opportunities of the form. Offered alternate years. **III.O, III.W, V.6b**

**ENGL 367 CR: 3.0**
Prerequisite: Sophomores with permission. This course explores Romantic poets and Gothic novelists, focusing on key Romantic ideas such as the artist as hero, the sublime, nature and the imagination, the irrational, and revolution. It will then study parallel developments in painting through the examples of Constable, Delacroix, and Turner, and in music through the examples of Beethoven, Chopin, Liszt, and Berlioz. Offered alternate years. V.1, V.2

ENGL 371 CR: 3.0
Prerequisite: ENGL 106. This course introduces students to the strategies for writing with depth, intelligence, and style about film and music. Students will learn to write brief capsule reviews for general audiences and longer researched review essays for more sophisticated and niche audiences. All students will be required to create and maintain a blog as well as attend film screenings and live musical performances. Offered alternate years. III.W, V.6b

ENGL 377 CR: 3.0
Prerequisite: Permission of the instructor and department chair. This course is graded P/CR/NC only.

ENGL 383 CR: 3.0
Prerequisite: ENGL 106. Ghosts, talking animals, and aliens - among other strange phenomena - belong to the fictional universe referred to as magical realism or fabulism or fantastic fiction. What is the difference between this broad genre and so-called fantasy fiction (and why is one a higher order of art than the other), and how and why does a writer employ the impossible to describe the possibilities of human experience? Students will read and write stories that push at the boundaries of the real world. Offered alternate years. III.O, III.W, V.6b

ENGL 386 CR: 3.0
Prerequisite: Sophomores with permission. This course will study the conjunction between sex and death in the nineteenth-century novel. It will explore the relationship between prostitution and death, criminality and death, and carnal love and death in the novels of Flaubert, Zola, Dickens, the Brontes, George Eliot, Thomas Hardy, and Mary Shelley. Theoretical works to be studied are those of Foucault, Freud, and Darwin. Offered alternate years. V.2

ENGL 389 CR: 3.0
Prerequisite: ENGL 106. Students in this course will examine and attempt journalistic and essayistic accounts of human rights disasters and social justice issues, discussing the ways in which writers balance personal agenda and ideology against the burden of proof and objectivity, both of which are often difficult to come by in the midst of a war, natural disaster, or atrocity. Readings may include Martha Gelhorn, Orwell, Primo Levi, John Hersey, Seymour Hersh, Tim O’Brien, Susan Sontag, Joan Didion, and Philip Gourevitch. Offered alternate years. III.O, III.W, V.6b

**ENGL 393 CR: 3.0**

*Prerequisite: Sophomores with permission.* This course focuses on the poetry of Yeats, Lawrence, Eliot, Stein, Millay, and Hughes. We will study their distinctive poetic achievements in relation to relevant traditions and contexts. In particular we will examine how their poetry reflects or contests modern ideas about the self, the nature of language, the significance of poetic forms, and the purpose of poetry. Offered alternate years in the fall semester. *May be counted as an auxiliary course toward the minor in gender studies.* III.O, V.2

**ENGL 394 CR: 3.0**

*Prerequisite: Sophomores with permission.* A study of a wide range of poetry in English from the mid-twentieth century to the present. Poets may include Auden, Larkin, Bishop, Lowell, Sexton, Plath, Brooks, Rich, Heaney, and Walcott. We will focus on questions of form, technique, and interpretation while relating these works to relevant movements and traditions as well as to the writers’ lives and times. Offered alternate years in the spring semester. *May be counted as an auxiliary course toward the minor in gender studies.* III.O, V.2

**ENGL 397 CR: 3.0**

*Prerequisite: Sophomores with permission.* A seminar focusing on 20th-century novels that helped to shape modern literature as well as our sense of what it means to be “modern.” Readings may include works by American, British, Irish, and European writers (in translation). Topics include the rise of mass culture and new technologies, crises of war and empire, and changing representations of the self, the unconscious, gender, and sexuality. Offered alternate years in the fall semester. *May be counted as an auxiliary course toward the minor in gender studies.* III.W, V.1, V.2

**ENGL 451 CR: 3.0**

*Prerequisite: Open only to senior English majors and minors and English/creative writing majors.* During this fall term course, a student under the supervision of an advisor will prepare her proposal and annotated bibliography for her senior thesis in the spring term. She will select a topic and line of
inquiry that matches her strengths and interests. She will have the option to 1) re-envision and develop an earlier paper in ways that lead her into new areas of inquiry or 2) start an new project entirely. Each student should get departmental approval for her proposal by November 1. An annotated critical bibliography will be due by the end of the semester. This course will be graded P/CR/NC.

**ENGL 452** CR: 3.0

*Prerequisites: ENGL 451; required of all English majors.* In this course, a student will write her senior thesis, participate in a weekly seminar, teach at least one class session related to her project, and give a public presentation of her work. The structured series of activities of the seminar will aid each student in building on the preliminary work she has done as an English major. Each student will contribute to her classmates’ projects by following their progress and offering constructive criticism of their work. The senior seminar also involves the further study of research methods, argumentation, and critical theory. This course cannot be taken on a P/CR/NC grading option. **III.W**

**ENGL 453** CR: 3.0

*Prerequisite: Senior standing; open to English/creative writing majors only.* This course serves as a workshop for senior English/creative writing majors completing their creative writing portfolios. Students will read across three genres — fiction, poetry, and nonfiction — from a range of contemporary literary journals, developing a picture of the current publishing landscape beyond the traditional form of the book. In addition, through peer and instructor responses and editing, students will revise and refine the work to be included in their final portfolios. **III.W, V.6b**

**ENGL 461** CR: 3.0

*Prerequisites: One 100-level ENGL course, one 200-level ENGL course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**ENGR 110** CR: 4.0

This course emphasizes the design process – the process by which engineers approach problem-solving. Mechanisms are designed, built, and tested via active student participation in hands-on team projects. Students conduct experiments, apply underlying scientific principles, and analyze and present data. Underlying themes include teamwork, communication, optimization, design trade-offs, and decisionmaking. Intended for first and second year students. **III.Q, V.8ab**
**ENGR 120** CR: 1.0

*Prerequisite or co-requisite: MATH 123.* This course focuses on developing proficiency in analytical approaches and techniques used by engineers in problem solving and design. Topics include solid modeling and engineering drawing using Inventor, and data manipulation and basic programming using Excel. A cooperative, hands-on learning approach will be used to encourage student interaction in and out of the classroom. III.Q

**ENGR 188** CR: 4.0

An introduction to computer science and object-oriented programming Java. Topics include data types and Java packages through collections and class design and implementation. Structured programming, object-oriented design, and the testing of programs will be stressed, emphasizing platform independent application development. *Same as CSCI 188.*

**ENGR 205** CR: 3.0

*Prerequisites: MATH 124 and PHYS 171.* This course focuses on static force analysis. Students will study stresses, two- and three-dimensional force systems, equilibrium, structures, distributed forces, shear and bending moment diagrams, and friction. The course will also emphasize strength and elastic deflection of engineering materials due to loads applied axially, in torsion, in bending, and in shear.

**ENGR 206** CR: 3.0

*Prerequisites: ENGR 205, MATH 124, and PHYS 171.* This course focuses on the application of vector algebra, matrix algebra, and freebody diagrams to the solution of two- and three-dimensional problems in rigid-body dynamics. The course covers motion of particles, motion of particle systems, mass center and moments of inertia, planar kinematics and kinetics of rigid bodies, and work-energy and impulse-momentum methods.

**ENGR 215** CR: 4.0

*Prerequisites: CHEM 131 and CHEM 141.* This course investigates relationships between microstructural characteristics of engineering materials and their macroscopic properties. The importance of defects in affecting material properties, methods of modifying properties, and manufacturing processes are studied. Particular emphasis is placed on the ability to select a combination of material and manufacturing process that is suitable for a specific engineering application. Three hours of lecture and three hours of laboratory. III.W
**ENGR 221** CR: 4.0

Prerequisites: PHYS 132 and PHYS 172. This course introduces the fundamental principles and the mathematical techniques used to analyze and model analog and digital circuits including energy storage elements. Course topics include resistive circuits, alternating current circuits, transient analysis, operational amplifier circuits, transistors, diodes, digital systems, and instrumentation. Three hours of lecture and three hours of laboratory. *Same as PHYS 221.*

**ENGR 230** CR: 3.0

Prerequisite: Sophomore standing. This course involves interdisciplinary teams of faculty and students considering cultural concepts such as race, class, and gender, along with investigating relevant contemporary economic and political institutions, in designing solutions to real-world problems within economically disadvantaged areas of the U.S. In making design decisions, students are encouraged to view the problems holistically, considering the various perspectives of the disciplines involved. Two hours of lecture and three hours of laboratory. V.5, V.7

**ENGR 232** CR: 3.0

Prerequisite: Sophomore standing. This course involves interdisciplinary teams of faculty and students considering cultural aspects of a developing world society - generally Latin America or the Caribbean - along with investigating relevant contemporary economic and political institutions, in designing solutions to real-world problems. In making design decisions, students are encouraged to view the problems holistically, considering the various perspectives of the disciplines involved. Two hours of lecture and three hours of laboratory. V.4, V.7

**ENGR 235** CR: 3.0

Prerequisite: ENGR 230 or ENGR 232. This course involves on-site implementation of the design solutions developed by interdisciplinary teams of faculty and students in either ENGR 230 or ENGR 232. The teams will implement their solutions at the project site for a minimum of two weeks. An example would be building a reservoir and piping distribution system to address the water needs of an isolated Appalachian community.

**ENGR 261** CR: 3.0
Prerequisites: One ENGR course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**ENGR 307 CR: 4.0**
Prerequisites: MATH 124 and PHYS 171. This course introduces the fundamental laws of mass, momentum, and energy transport in thermal and fluid systems. Topics include thermodynamic and transport properties, conservation principles, fluid statics, internal and external fluid flow and heat transfer, mixtures, and chemical separation processes. Three hours lecture and one three-hour laboratory.

**ENGR 316 CR: 3.0**
Prerequisites: ENGR 221, MATH 328, and PHYS 215. This course focuses on analyzing signals and systems with applications to control, communications, and signal processing. Topics covered include representation of signals, linear time-invariant systems, Fourier analysis of signals, input/output analysis, and Laplace transforms and principles. Practical examples are emphasized and computer techniques are employed.

**ENGR 323 CR: 3.0**
Prerequisite: ENGR 205. The finite element method is a numerical procedure for solving problems in continuum mechanics. This course emphasizes stress analysis and structural mechanics. The method is also applied to problems in heat transfer, fluid flow, and electric fields. The course emphasizes a hands-on approach based on solving real engineering problems using the ANSYS software package. Offered alternate years.

**ENGR 324 CR: 4.0**
Prerequisite: ENGR 221. This course focuses on designing systems by integrating mechanical, electrical, and control systems engineering. Topics covered include: electromechanical sensors, actuators, DA and AD convertors, and data acquisition methods. Digital control methods and microprocessors will be introduced in class and used to design and conduct experiments.

**ENGR 328 CR: 3.0**
Prerequisite: Permission of instructor. The study of an intermediate or advanced topic not normally covered in other engineering courses. Topic will vary by semester.

ENGR 331 CR: 3.0

Prerequisite: ENGR 205. Students learn to design and select mechanical components and to predict component performance. Topics include shear and bending stresses in beams, beam deflections, column buckling, planar combined loading, static failure, fatigue failure, and surface failure. Specific component types, such as fasteners, springs, bearings, gears, brakes, and shafts are covered. Finite-element tools are utilized for linear elastic stress analysis. Three hours of lecture and three hours of laboratory.

ENGR 335 CR: 3.0

Prerequisites: ENGR 205 and ENGR 215. This course introduces the fundamental properties and behavior of soil as an engineering material. Topics of study include soil formation, physical properties, water flow through soils, capillarity, seepage, stresses, shear strength, lateral pressure, and bearing capacity. Hands-on soil identification and property testing along with design problems will be emphasized. Not open to students who already have credit for ENGR 328 taken in Spring 2012.

ENGR 361 CR: 3.0

Prerequisites: 100-level ENGR course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

ENGR 378 CR: 1.0

Prerequisites: ENGR 120 and sophomore standing. Students will learn through hands-on experience obtained in an industrial or research setting with practicing engineers. Students receive one hour of co-op credit for 8 weeks of full-time, paid employment that has been approved by the engineering faculty. The student’s work is evaluated by the employer and by an engineering faculty member through reports and presentations. This course is graded P/CR/NC only.

ENGR 411 CR: 3.0

Prerequisite: ENGR 307. This course applies the principles of thermodynamics, heat transfer,
and chemical engineering to topics in energy. Topics include energy conservation in building heating and cooling, refrigeration and air conditioning systems, solar and wind energy, and electric/hybrid vehicles.

**ENGR 415 CR: 3.0**

*Prerequisites: ENGR 206, ENGR 221, MATH 328, and PHYS 215.* This course focuses on developing and analyzing models that describe input/output behavior of physical systems. Topics include transfer functions, frequency response, time/frequency domains, transient and time constant, rootlocus, bode plots, and feedback control design.

**ENGR 426 CR: 3.0**

*Prerequisites: ENGR 206, MATH 328, and PHYS 215.* The field of robotics is concerned with the design of electromechanical systems to assist or substitute for human effort. Typically, a robot has four fundamental capabilities: manipulation, locomotion, perception, and intelligence. This course focuses on all of these areas. Topics include spatial transformations, inverse kinematics, differential motions, dynamic force analysis, trajectory generation, actuation, sensing, and autonomous control.

**ENGR 451 CR: 3.0**

*Prerequisites: ENGR 221, ENGR 307, and ENGR 331.* Engineering seniors, operating in design teams, apply principles of the design process to create a product or process to meet the needs of a customer. Projects may originate in industry, as a contest sponsored by a professional society, or in other venues. Design projects usually result in a deliverable prototype. Two hours of lecture and three hours of laboratory. **III.O, III.W**

**ENGR 461 CR: 3.0**

Prerequisites: One 100-level ENGR course, one 200-level ENGR course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**ENVR 101 CR: 3.0**

An introduction to the multi-disciplinary field of environmental studies involving the integration of environmental science, policy and planning. This course introduces various environmental problems,
their causes and potential solutions. The course examines the issue of overpopulation and current global environmental crises such as ozone depletion, loss of biodiversity, tropical deforestation, and contamination of water and air. \textit{V.4}

\textbf{ENVR 116 CR: 4.0}

This course provides an introduction to the fundamental principles controlling atmospheric motion and how that manifests as weather and climate. Variations in weather over long time scales will also be explored to provide context for the current debate over climate change. Topics include clouds, air pollution, monsoons, El Nino, hurricanes, tornadoes, weather forecasting, and climate. \textit{V.8ab}

\textbf{ENVR 143 CR: 4.0}

A study of the geologic processes that shape the Earth's surface, including natural hazards such as volcanoes, earthquakes, landslides, and climate change. The nature and distribution of landforms, rocks, and soils are explored, along with their relationship to human society. Lab involves hands-on investigation of these topics, including map interpretation and field exercises. \textit{V.8ab}

\textbf{ENVR 203 CR: 4.0}

\textit{Prerequisite: Permission of instructor.} A study of freshwater systems including streams, lakes, and groundwater. Physical, chemical, and ecological components of aquatic environments are examined with an emphasis on water quality, hydrology, geomorphology, and water resource management. Includes hands-on field and lab experience applying concepts to real-world problems. \textit{V.8ab}

\textbf{ENVR 210 CR: 3.0}

\textit{Prerequisite: ENVR 101.} An historical and contemporary examination of human interaction with wildlife. Basic ecological principles are applied to the conservation and management of wildlife with particular emphasis on the role of humans in the environment. Students explore the development of human-wildlife relationships from prehistoric times through the agricultural revolution and European expansion to modern issues of wildlife conservation. Offered alternate years. \textit{V.1}

\textbf{ENVR 215 CR: 3.0}

\textit{Prerequisite: ENVR 101.} An introduction to the principles of environmental policy planning and analysis. The development of environmental policy is explored and students are introduced to the legal
and regulatory institutions affecting environmental policy. Emphasis is placed on the processes by which interest groups compete for favorable policy and on the analysis of the social and economic results of specific environmental policies. Offered alternate years. \textit{V.7}

\textbf{ENVR 220} CR: 3.0

\textit{Prerequisite: ENVR 101.} An examination of the processes used to understand, analyze, and solve environmental problems. Students are introduced to experimental design and the use of mathematics and statistics to analyze data. Problems involving stock, dimensional, mass balance, and population analysis are studied. Applied static and dynamical modeling of environmental problems is emphasized. This course cannot be taken on a P/CR/NC grading option.

\textbf{ENVR 228} CR: 4.0

\textit{Prerequisite: One course in BIOL, CHEM, ENVR, or PHYS.} Introduction to the geological, chemical, physical, and ecological aspects of the world's oceans. Topics include the origin and structure of coastlines and ocean basins; properties and constituents of seawater; tides, waves, currents, and circulation patterns; air-sea interactions and ocean-climate dynamics; and life in the ocean. Emphasis will be placed on the climatic and environmental importance of the ocean. \textit{V.8ab}

\textbf{ENVR 244} CR: 3.0

\textit{Prerequisites: CHEM 131 and ENVR 203. Co-requisite: CHEM 226.} Application of the fundamental principles of chemistry to understand the source, transport, and fate of inorganic and organic compounds in natural and polluted environments. Students will receive an introduction to the hydraulics, engineering, and chemistry of drinking water treatment, wastewater treatment, storm water management, and hazardous waste treatment. Methods of chemical analysis will also be stressed.

\textbf{ENVR 261} CR: 3.0

\textit{Prerequisites: One ENVR course and permission of the instructor.} The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

\textbf{ENVR 309} CR: 3.0

\textit{Prerequisite: ENVR 215.} Dwindling, nonrenewable fossil fuel resources and air pollution issues,
including climate change, ozone depletion, acid rain, and smog, are some of the most significant environmental problems of the 21st century. This course takes an in-depth look at both energy and atmospheric pollution, focusing on the science behind the issues and exploring their social, political, and economic aspects. III.O

**ENVR 316 CR: 3.0**

*Prerequisite: Permission required for first-year students.* A practical, hands-on introduction to geographic information systems (GIS) as applied to current issues in a wide range of disciplines. The course introduces maps and map-making, GIS fundamentals, the global positioning system (GPS), and remote sensing. Lab involves learning to use ArcGIS software at the ArcView level for mapmaking and management/analysis of spatial data, along with basic web page construction. Two hours lecture and three hours lab per week.

**ENVR 319 CR: 3.0**

*Prerequisite: ENVR 101 or ENVR 143.* As lifestyles, technologies, and values have changed over time, the relationship between humans and the American landscape has also evolved. Through examination of the issues of food and agriculture, urbanization, and wilderness protection, this course analyzes how and why people’s connection with the land has changed through time. The emergence of the American environmental movement is also explored. Offered alternate years. V.1

**ENVR 322 CR: 3.0**

*Prerequisites: BIOL 324 and MATH 123.* An application of modeling techniques to ecological systems and conservation problems. Students learn to examine ecological problems, determine the critical elements for analysis, develop quantitative models to perform the analysis, and generalize the results to address the original problem. The course begins with simple models, then progresses in complexity as students develop their modeling skills. Emphasis is placed on developing practical approaches to solving real-world problems. Offered alternate years.

**ENVR 329 CR: 3.0**

*Prerequisite: BIOL 324.* An examination of the social, economic, and ecological aspects of global biodiversity conservation. Students explore the roles of international institutions in biodiversity loss, the role of economic value in conservation, and the causes of conflicts between humans and wilderness in developing countries. Major international conventions, such as the Convention on Biological Diversity and CITES, are analyzed for effectiveness in promoting biodiversity conservation. Offered alternate years. V.4, V.7
**ENVR 361** CR: 3.0

*Prerequisites: 100-level ENVR course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

---

**ENVR 377** CR: 3.0

*Prerequisite: Permission of the instructor and department chair.* This course is graded P/CR/NC only.

---

**ENVR 393** CR: 3.0

*Prerequisite: Permission of the instructor.* A focused investigation of a particular area of environmental studies. Topics will vary.

---

**ENVR 416** CR: 3.0

*Prerequisite: ENVR 316.* Hands-on exploration of topics in geographic information systems (GIS), including 3D visualization, spatial data models, raster analysis, and basic cartographic modeling. Involves application of ArcGIS software to a variety of geographic problems. Offered alternate years.

---

**ENVR 433** CR: 3.0

*Prerequisites: BIOL 324, CHEM 226, ENVR 203, ENVR 220, and ENVR 244. Open to other senior non-majors by permission.* Senior environmental science students will work in teams to address local and regional environmental science problems, applying techniques and theories learned in previous science and environmental studies classes. Attendance on a one-day field trip during Reading Days is required. One two-hour lecture and one three-hour laboratory per week. **III.W**

---

**ENVR 446** CR: 3.0

*Prerequisite: ENVR or ENVS majors or minors with senior standing.* A course designed to help students synthesize knowledge gained in previous courses with students’ analytical abilities and facilities for oral and written persuasive argument. Students are provided with intractable
environmental problems, about which they learn to perform independent research, develop clear positions, persuade others of their positions, and defend those positions against competing views.

ENVR 450 CR: 3.0

*Prerequisites: ENVR 215 and ECON 342.* An independent field or computer research project selected and carried out in consultation with a faculty sponsor. A written report and an oral presentation are required. In addition to research time, a weekly one-hour meeting with the advisor and periodic meetings with other research students will be required.

ENVR 451 CR: 3.0

An independent laboratory, field, or computer research project selected and carried out in consultation with a faculty sponsor. A written report and an oral presentation are required. In addition to research time, a weekly one hour meeting with the advisor and periodic meetings with other research students will be required.

ENVR 461 CR: 3.0

*Prerequisites: One 100-level ENVR course, one 200-level ENVR course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

FREN 101 CR: 3.0

A study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present-day French life.

FREN 102 CR: 3.0

*Prerequisite: FREN 101.* A continuation of FREN 101.

FREN 201 CR: 3.0
Prerequisite: FREN 102 or placement. Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

FREN 202 CR: 3.0
Prerequisite: FREN 201. A continuation of FREN 201. Regular laboratory attendance is required. V.3

FREN 204 CR: 3.0
Prerequisite: FREN 202 or placement. Translation of selected texts from English into French and from French into English. III.W

FREN 209 CR: 3.0
Prerequisite: FREN 202 or placement. Practice in oral and written expression based on contemporary topics. III.O, III.W, V.3

FREN 213 CR: 3.0
Prerequisite: FREN 202 or placement. A survey of French Literature from the Middle Ages to the 18th century at the advanced intermediate level. III.W, V.2, V.3

FREN 214 CR: 3.0
Prerequisite: FREN 213. A survey of French Literature from the 19th century to the present at the advanced intermediate level. This is the continuation of FREN 213. III.W, V.2, V.3

FREN 216 CR: 3.0
An in-depth examination of contemporary French society and government, with special emphasis on the expanding role of technology within France. In addition to books and articles, official and unofficial internet resources will be used to contrast varying views and reactions to events and changes occurring in France. Taught in English. This course will count towards the French major and minor if students do the written assignments and examinations in French. V.5, V.7
FREN 217 CR: 3.0
Specific topics such as French directors, francophone cinema, women and the movies, will be offered according to students’ needs. Taught in English. This course will count towards the French major and minor if students do the written assignments and examinations in French. V.5, V.6a

FREN 219 CR: 3.0
Prerequisite: FREN 202. Development of conversational, reading and writing skills in the language used in a variety of professions. We will study specialized vocabulary and forms of communication within the workplace. III.O

FREN 221 CR: 3.0
Prerequisite: Not open to students who have earned credit for FREN 315. The cultures and literatures of French-speaking countries outside Europe. Readings may include tales, novels and poetry from Africa, the Caribbean, Canada and other areas. Texts will be examined as literary works as well as keys to the understanding of the different cultures. Taught in English. May be counted toward the major or minor in French if all written assignments and examinations are done in French. V.2, V.4

FREN 232 CR: 3.0
Prerequisite: FREN 202, FREN 209, or FREN 213. French society throughout the ages. Emphasis will be less on political history than on culture and the arts. Required of students minoring or majoring in French. V.1, V.3

FREN 233 CR: 3.0
Prerequisite: FREN 202, FREN 209, or FREN 213. This course examines French society in the twentieth and twenty-first centuries. Emphases will be on culture and the arts. V.1

FREN 250 CR: 3.0
Prerequisite: First-year students with permission. French majors may participate with permission of
instructor, preparing papers and examinations in French. Close reading and analysis of major French texts in English translation. Offered alternate years. V.2

**FREN 261** CR: 3.0

*Prerequisites: One FREN course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**FREN 321** CR: 3.0

*Prerequisite: One course numbered FREN 209 or above.* This course deepens the student’s understanding of French grammar at the advanced level and its application in various contemporary French language contexts, both written and oral. III.W

**FREN 323** CR: 3.0

*Prerequisite: FREN 214 or FREN 232.* This course will lead to a better understanding of the social, political, economic, and cultural diversity that is found both within France and beyond its national borders in the French-speaking world through an in-depth examination of their different regions. V.5, V.7

**FREN 325** CR: 3.0

*Prerequisite: FREN 214 or FREN 232.* This course will teach students to analyze visual works of art by comparing writers’ commentaries on famous painting and architectural monuments, from the Lascaux cave paintings to the Beaubourg Center. Among writers studied, there will be literary writers such as Diderot, Baudelaire, Eluard, and Sollers; and postmodern theorists from many disciplines such as Baudrillard, Bourdieu, Foucault, Derrida, Barthes, and Michel Serres. III.W, V.6a

**FREN 327** CR: 3.0

*Prerequisite: FREN 214 or FREN 232.* This course will help students develop a critical appreciation of France and the various social, political, and economic problems that confront French society today. The media texts to be studied will include articles from current French newspapers, magazines, and various online news sources. V.7
FREN 329 CR: 3.0
Prerequisite: FREN 214 or FREN 232. This course will explore French culture through the study of works by semioticians such as Barthes, Baudrillard, Bourdieu, Foucault, and Kristeva. V.5

FREN 331 CR: 3.0
Prerequisite: FREN 214 or FREN 232. A study of how the depiction and interpretation of the French Revolution in French literature and the arts have changed since 1789. V.1, V.2

FREN 333 CR: 3.0
Prerequisite: FREN 214 or FREN 232. This course will lead to a better understanding of the philosophical movements in 20th-century France. Students will read and analyze texts by theoreticians such as Sartre, Camus, Foucault, and Baudrillard. V.2, V.5

FREN 343 CR: 3.0
Prerequisite: FREN 214. This course is designed to develop the students' knowledge of literature and literary theory, as well as their understanding of French history and society through the reading of great novels such as Les Misérables, Le Comte de Monte-Cristo, and Madame Bovary. V.2

FREN 361 CR: 3.0
Prerequisites: 100-level FREN course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

FREN 377 CR: 3.0
Prerequisites: Three credits in FREN and permission of the instructor and department chair. This course is graded P/CR/NC only.
**FREN 385** CR: 3.0

*Crisis, experiment, and transformation in the French novel since 1945.* Among the novelists to be studied are Boris Vian, Marguerite Duras and Michel Tournier. Offered alternate years. **III.W, V.2**

**FREN 452** CR: 3.0

*Prerequisite: Required of seniors majoring in French. Open to other qualified students with permission of the department. **III.O***

**FREN 461** CR: 3.0

*Prerequisites: One 100-level FREN course, one 200-level FREN course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.*

**GNDR 102** CR: 3.0

This course introduces students to a variety of perspectives on the study of gender and sexualities. It will feature a series of guest lectures from faculty on how gender studies is approached in their disciplines. The course instructor will coordinate the guest lectures and provide continuity over the semester, helping students to compare and integrate the lectures and readings through class discussion, writing assignments, and their own projects and presentations. This course cannot be taken on a P/CR/NC grading option. **III.O, V.5**

**GNDR 261** CR: 3.0

*Prerequisites: GNDR 102 and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.*

**GNDR 272** CR: 3.0

*Intensive investigation of works in a particular area of gender studies. Topics will vary. May be repeated for credit when the content changes and with permission of instructor. **V.5***
GNDR 361 CR: 3.0

Prerequisites: GNDR 102 and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

GNDR 377 CR: 3.0

Prerequisites: Three credits in GNDR and permission of the instructor and department chair. This course is graded P/CR/NC only.

GNDR 461 CR: 3.0

Prerequisites: GNDR 102 and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

GOVT 109 CR: 3.0

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations. This course cannot be taken on a P/CR/NC grading option. V.7

GOVT 122 CR: 3.0

A study of the political systems that exist around the world, using case studies from around the world (Western and non-Western systems). Institutions, political process and distribution of power among actors, as well as the role of religion, gender, and other influences are examined in depth. This course cannot be taken on a P/CR/NC grading option. V.4, V.7

GOVT 159 CR: 3.0

Introduces the study of American government and politics using political science methods. Includes examination of political analysis models, authority systems, American political culture, U.S. constitutional origins, federalism, political parties, and elections. Also studies the influence of media
and public opinion, while focusing on the president, Congress, and judiciary. Explores how courts interpret civil rights and liberties.

**GOVT 213** CR: 3.0
Politics of the legal order will examine the civil and criminal legal process in the United States, with emphasis on the politics of law enforcement, prosecution, trial court adjudication, and punishment. Topics will include racial profiling, prosecutorial abuse, and the death penalty. Offered alternate years. This course cannot be taken on a P/CR/NC grading option.

**GOVT 224** CR: 3.0
This course examines the role played by the traditional and “new” media in American government and politics. It focuses on the history of the media in the United States and how they play an increasingly powerful role in the dissemination of political information and the communication of images, as well as provide a conduit for citizen contact with government. Offered alternate years.

**GOVT 232** CR: 3.0
This course explores how American women have participated in the legal and political systems to influence public policy related to education, health care, reproductive rights, employment, economic equity, and families. The course emphasizes case studies of gender law and women in public office. Offered alternate years.

**GOVT 235** CR: 3.0
Utilizing the business school "case method" approach, this course examines the interrelationships between business, government, and the economy through the medium of public policy. It will focus on financial markets, particularly governmental responses to bubbles, panics, and crashes, and the political dimensions of the evolution of money and banking in America. Offered alternate years.

**GOVT 238** CR: 3.0
This course examines factors that influence highlevel decision-making in international politics. Students will consider factors that affect how decisions are made including cognition and affect, the nature of bureaucracy, the structure of the policymaking process, political ideology, and international communication. The course is balanced between theory and history, exploring specific historical
examples of strategic decision-making in war and peace. Offered alternate years. This course cannot be taken on a P/CR/NC grading option. \( V.7 \)

**GOVT 242** CR: 3.0

*Prerequisite: GOVT 122.* This course examines the causes and dynamics of conflict framed in terms of identity, e.g., race, language, religion. Why do groups choose to become violent? What accounts for the timing of outbreaks of violence? What role do political leaders play in contributing to or preventing violence? We will explore answers to these questions through case studies from around the world. \( V.4, V.7 \)

**GOVT 246** CR:

This course explores various issues at the nexus of the economic and political dimensions of international development by examining the experience of countries in various parts of the developing world. What are the roots of unequal global wealth? Should women and children be a priority in attempts to eradicate poverty? How can sustainable development be achieved in the developing world? Offered alternate years. This course cannot be taken on a P/CR/NC grading option. \( V.4, V.7 \)

**GOVT 261** CR: 3.0

*Prerequisites: One GOVT course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**GOVT 303** CR: 3.0

*Prerequisite: GOVT 159.* This course studies the American presidency, with emphasis on campaigns, elections, models of executive power and leadership, presidential character, decisionmaking in foreign and domestic policy, and relations with Congress, the judiciary, and the media. It uses historical and contemporary case studies. Offered alternate years. \( V.7 \)

**GOVT 304** CR: 3.0

*Prerequisite: GOVT 159.* Studies the legislative process in the U.S. Congress with emphasis on election of members, internal distribution of power, behavior of legislators, interactions with other political institutions and the American polity, and policy outcomes. Offered alternate years. \( V.7 \)
GOVT 315 CR: 3.0

Prerequisite: GOVT 159. This course examines the evolving power of the nation’s highest court, as well as the biographies and ideologies of its justices. It uses past and current legal controversies and cases to illustrate how the Court has interpreted the constitutional powers of the president, Congress, and states. The class also focuses on government regulation of commerce and social welfare. Offered alternate years. V.7

GOVT 316 CR: 3.0

Prerequisite: GOVT 159. This course examines the development of constitutional law in the U.S. Supreme Court’s interpretation of the Bill of Rights, including religion, speech, and criminal justice. It studies the constitutional basis of equality in the Fourteenth Amendment and how the justices have applied it to race and gender. The class uses historical and contemporary legal cases and analyzes the Court’s expansion/contraction of civil rights and liberties. Offered alternate years. V.7

GOVT 320 CR: 3.0

Prerequisite: GOVT 122. An examination of political life and development in sub-Saharan Africa in the post-colonial era, including discussions of economic development, democratization, conflict, and the role of the West. Offered alternate years. This course cannot be taken on a P/CR/NC grading option. V.4, V.7

GOVT 322 CR: 3.0

Prerequisite: GOVT 109. A study of the formulation, conduct, and content of contemporary United States foreign policy. V.7

GOVT 329 CR: 3.0

Topics will vary by semester. The course may be repeated for credit when the course content changes. This course cannot be taken on a P/CR/NC grading option. V.7
**GOVT 332** CR: 3.0

*Prerequisite: GOVT 109.* This course explores the causes of terrorism and insurgency. Conceptual and historical examinations of the subject will be followed by a consideration of the various sources of terrorism and insurgency including the psychological, social, religious, organizational, and strategic influences that generate transnational political violence. Students will examine contending arguments pertaining to effective counterterrorism and counterinsurgency policies. Offered alternate years. This course cannot be taken on a P/CR/NC grading option. V.7

**GOVT 335** CR: 3.0

*Prerequisite: GOVT 109.* Why and how do states use military force? What factors best explain the origins of war? What are the alternatives to the use of force and when are they effective? This course examines critical issues in international security studies, striking a balance between the theory and history of war by examining case studies on the origins of war, up to the current war in Iraq. This course cannot be taken on a P/CR/NC grading option. V.7

**GOVT 339** CR: 3.0

*Prerequisite: GOVT 122.* How and why did the modern state emerge? Why do some states fare better than others economically? Why does democracy take root in some states but not in others? Why do some states experience violence and civil war? This course discusses other major questions, theories, and scholars of comparative politics. Offered alternate years. This course cannot be taken on a P/CR/NC grading option. V.4

**GOVT 341** CR: 3.0

*Prerequisite: GOVT 159.* This course examines leading theoretical perspectives on the development of the American regime and constitutional order. Utilizing case studies, the course will place particular emphasis on examining shifts in governing authority, the evolution of the party system, and the relationship of government to the economy. Students will complete a substantial research project. This course cannot be taken on a P/CR/NC grading option. III.W, V.7

**GOVT 345** CR: 3.0

*Prerequisite: GOVT 109.* This course assesses competing frameworks for resolving international conflict. Controversial issues include: the role of negotiation and mediation, how to deal with war criminals, trade-offs between justice and peace, and military intervention to end a war. In addition to theory, the course evaluates the practical applications of peacemaking to current and past wars through case studies and simulations. This course cannot be taken on a P/CR/NC grading option.
GOVT 348 CR: 3.0
Prerequisite: GOVT 122. This course examines definitions of democracy and authoritarianism and the rise and fall of democratic regimes primarily throughout the non-western world. We examine cases where democracy is firmly planted and others where it has not been attempted or has failed to take root to discover patterns in the conditions that favor democracy or dictatorship. Offered alternate years. This course cannot be taken on a P/CR/NC grading option. V.4, V.7

GOVT 356 CR: 3.0
Prerequisite: GOVT 122. This course explores the circumstances under which peace or conflict prevails in sub-Saharan Africa. Students will examine the role of various factors, such as ethnic differences, control of natural resources, and diffusion, which lead to violent conflict. This course cannot be taken on a P/CR/NC grading option. V.4, V.7

GOVT 361 CR: 3.0
Prerequisites: 100-level GOVT course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

GOVT 377 CR: 3.0
Prerequisites: Three credits in GOVT and permission of the instructor and department chair. This course is graded P/CR/NC only.

GOVT 452 CR: 3.0
Prerequisite: Open by permission to seniors who are doing major work in the division or in related interdepartmental majors. Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work. III.O, III.W, V.7
GOVT 454 CR: 3.0

*Prerequisite: Open to seniors majoring in international affairs; open to other students by permission.*
Supervised independent study, with emphasis on the correlation of different approaches to international affairs. III.O, III.W, V.7

GOVT 461 CR: 3.0

*Prerequisites: One 100-level GOVT course, one 200-level GOVT course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

GREK 101 CR: 3.0

Fundamentals of the classical Greek language in preparation for reading literary works, with written exercises and translation. Offered alternate years.

GREK 102 CR: 3.0

*Prerequisite: GREK 101.* Fundamentals of the classical Greek language in preparation for reading literary works, with written exercises and translation. Offered alternate years.

GREK 201 CR: 3.0

*Prerequisite: GREK 102 or placement.* Continuing emphasis on developing facility in reading and grammatical skills. Offered alternate years.

GREK 202 CR: 3.0

*Prerequisite: GREK 201.* Readings from Homer’s Odyssey. Offered alternate years. V.3

GREK 261 CR: 3.0

*Prerequisites: One GREK course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.
**GREK 308** CR: 3.0

*Prerequisite: GREK 202.* This course explores the world of archaic Greek epic poetry and will focus on selections from Homer’s “Iliad” and “Odyssey,” as well as Hesiod’s “Theogony” and “Works and Days.” We will also look at fragments from the Epic Cycle. The course will conclude with a look at ancient epic parody including the “Battle of the Frogs and Mice.” V.2, V.3

**GREK 318** CR: 3.0

*Prerequisite: GREK 202.* This course explores themes in Greek literature and draws on a wide variety of authors and genres. Topics will include Love and Lament, Comedy and Invective, Greek Lyric Poets, Hellenistic Poetry and Politics, and the Second Sophistic. Texts will range from Greek epitaphs and curse tablets through the worlds of epic, lyric, historiography, comedy, tragedy, and the Greek Novel. V.2, V.3

**GREK 321** CR: 3.0

*Prerequisite: GREK 202.* Readings of the major Greek historians with particular attention to content, literary and historical technique, and historical perspective. V.2, V.3

**GREK 327** CR: 3.0

*Prerequisite: GREK 202.* One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character. V.2, V.3

**GREK 332** CR: 3.0

*Prerequisite: GREK 202.* This course begins with the Pre-Socratics and then moves on to the worlds of Plato and Aristotle and concludes with a brief look at Hellenistic philosophy. Texts will include fragments of Heraclitus and Empedocles, selections from the dialogues of Plato, Aristotle’s “Nicomachean Ethics” and “Poetics,” and fragments of Epicurus and Diogenes the Cynic. V.2, V.3
**GREK 361** CR: 3.0

*Prerequisites: 100-level GREK course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**GREK 461** CR: 3.0

*Prerequisites: One 100-level GREK course, one 200-level GREK course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**GRMN 101** CR: 4.0

For beginners. Four class periods and two laboratory periods.

**GRMN 102** CR: 4.0

*Prerequisite: GRMN 101.* A continuation of GRMN 101. Four class periods and two laboratory periods.

**GRMN 201** CR: 4.0

*Prerequisite: GRMN 102 or placement.* Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

**GRMN 202** CR: 4.0

*Prerequisite: GRMN 201.* A continuation of GRMN 201. Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required. **V.3**

**GRMN 225** CR: 3.0

*Prerequisite: GRMN 202 or placement.* Selected readings from literature of the period between 1890 and 1933. Authors included are Kafka, Mann, Rilke, George Trakl, Hofmannsthal, Schnitzler, Heym, and Benn. Emphasis on the novelle and lyric poetry. Offered alternate years. **III.W, V.2, V.3**
GRMN 226 CR: 3.0
Prerequisite: GRMN 202 or placement. German literature after 1945. Works of writers from Germany, Switzerland, and Austria. Offered alternate years. III.W, V.2, V.3

GRMN 231 CR: 3.0
Prerequisites: GRMN 202 and permission of the instructor. Practice in written and oral expression with discussions and essays based on contemporary topics and literary selections. Offered alternate years. III.O, III.W, V.3

GRMN 243 CR:
Prerequisite: GRMN 202. An introduction to the German fairy tale with an emphasis on Jakob and Wilhelm Grimm's Kinder und Volksmarchen and Kunstmarchen (literary fairy tales) of German Romantic writers. Offered alternate years. V.2, V.3

GRMN 251 CR: 3.0
Prerequisite: GRMN 202. A study of various historical, cultural, political, literary, and social trends in the German-speaking countries from the Middle Ages until 1900. Offered alternate years. III.O, V.1, V.3

GRMN 252 CR: 3.0
Prerequisite: GRMN 202. A study of various historical, cultural, political, literary, and social trends in the German-speaking countries after 1900. Included will be a study of German Nationalism, the “völkisch movement,” National Socialism, life in the post-war divided country, and the German reunification. Offered alternate years. III.O, V.1, V.3

GRMN 254 CR: 3.0
Prerequisite: GRMN 202. In this course students will view and discuss both older and more recent German films. Emphasis will be placed on the image these films portray of German society during the
Weimar Period, the time of National Socialism, life in East and West Germany during the Cold War, and Germany since the reunification. Taught in English with a special discussion session in German. May be counted toward the minor in film studies. May be counted toward the majors in German and German studies or minor in German for those who elect the German discussion session and do all written work in German. Offered alternate years. V.1, V.6a

**GRMN 261** CR: 3.0

*Prerequisites:* One GRMN course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**GRMN 311** CR: 3.0

*Prerequisite:* One course in German beyond GRMN 202. Through the reading of sample texts derived from the whole of German literary history, from the present back to the Old High German of the early ninth century, this course will investigate patterns of historical development and impart the skills to describe them systematically, creating, in effect, rather than just learning of, a descriptive history of the development of the German language. Offered alternate years. V.1

**GRMN 322** CR: 3.0

*Prerequisite:* One course in German beyond GRMN 202. A study of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the Baroque. Offered alternate years. V.2

**GRMN 351** CR: 3.0

*Prerequisite:* One course in German beyond GRMN 202. A study of the Enlightenment, Sturm und Drang, and Early Classicism. Readings from Lessing, Wieland, Lichtenberg, Lenz, Klinger, Goethe, and Schiller. Offered alternate years. V.2

**GRMN 352** CR: 3.0

*Prerequisite:* One course in German beyond GRMN 202. Selections from the later works of Goethe and Schiller, the works of Tieck, Novalis, Brentano, Arnim, Arndt, Eichendorff, the Schlegels, E.T.A. Hoffmann, Chamisso, Kleist, Hölderlin, and others. V.2
**GRMN 361** CR: 3.0

*Prerequisites: 100-level GRMN course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**GRMN 371** CR: 3.0

*Prerequisite: One course in German beyond GRMN 202.* Selections from the writers of Jungdeutschland, Grabbe, Lenau, Mörike, Droste-Hülshoff, Hebbel, Grillparzer, Nestroy, Stifter, C.F. Meyer, Keller, and Fontane. Offered alternate years.

**GRMN 372** CR: 3.0

*Prerequisite: One course in German beyond GRMN 202.* A study of the Novelle as a genre from the 18th to the 20th century. Offered alternate years. V.2

**GRMN 377** CR: 3.0

*Prerequisites: Three credits in GRMN and permission of the instructor and department chair.* This course is graded P/CR/NC only.

**GRMN 384** CR: 3.0

*Prerequisite: One course in German beyond GRMN 202.* Naturalism and move through Expressionism, Neue Sachlichkeit, post-war and present-day theatre. Emphasis will be placed on the development of dramatic theories, dramatic styles and staging as well as on the analysis of individual works. Selected plays by such dramatists as Gerhart Hauptmann, Frank Wedekind, Hugo von Hofmannsthall, Ernst Toller, Georg Kaiser, Bertolt Brecht, Friedrich Dürrenmatt, and Max Frisch. Offered alternate years. III.W, V.2, V.6a

**GRMN 452** CR: 3.0
Prerequisite: Required of seniors majoring in German and other qualified students by permission. III.O, III.W

GRMN 461 CR: 3.0
Prerequisites: One 100-level GRMN course, one 200-level GRMN course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

HBRW 103 CR: 3.0
An introduction to Hebrew grammar, syntax, and translation. The course will utilize an inductive method which builds facility in language by exploring grammar, vocabulary, and translation simultaneously. Intermediate courses will not be offered that would allow Hebrew to meet the requirements of the General Education Program.

HBRW 104 CR: 3.0
This course is offered as a continuation in the study of ancient Hebrew language with particular interest in translation and reading of the Hebrew Bible. Issues of hermeneutics, interpretation, and textual criticism will be explored. Intermediate courses will not be offered that would allow Hebrew to meet the requirements of the General Education Program.

HIST 103 CR: 3.0
Prerequisite: Open to first-year students and sophomores; others by permission of the instructor. Historians argue that prior to 1800 there were no alcohol addicts, only people who overindulged in drink. This course introduces students to hisotrical inquiry by examining evidence bearing on this radical thesis. Other topics include the rise of the disease metaphor of addiction in the 19th century, the varied processes by which old and new psychoactive substances (e.g., tobacco, heroin, and cocaine) became "modern menaces," and the conditions behind the proliferation of behavioral addictions in the late 20th century. Offered alternate years. III.W, V.1

HIST 104 CR: 3.0
Prerequisite: Open to first-year students and sophomores; others by permission of the instructor. We will analyze the historical record concerning six of the most famous figures from medieval Europe: Arthur of Britain, Charlemagne, the Cid, Eleanor of Aquitaine, Francis of Assisi, and Joan of Arc. We
will then investigate the legends concerning each, and attempt to separate historical facts from quasi-historical fiction. How much of what we know about these “heroes” is actually true? Offered alternate years. This course cannot be taken on a P/CR/NC grading option. **III.W, V.1**

**HIST 105** CR: 3.0

*Prerequisite: Open to first-year students and sophomores; others by permission of the instructor.* This course explores the realm of historical explanation using the Sweet Briar archives. Each step in historical construction will be illustrated by short projects: locating sources, determining their contexts, analyzing sources with reference to their use as historical evidence, forming theory in response to evidence, and constructing narrative. Each student will combine these short projects to create a history of a topic of her choice. Offered alternate years. **III.W, V.5**

**HIST 107** CR: 3.0

*Prerequisite: Open to first-year students and sophomores; others by permission of the instructor.* An examination of the careers of Stalin and Hitler, with particular emphasis on that period (1933-1945) during which both were in power. Topics include each man’s role as leader of his country, his ideology, and his domestic and foreign policies. Special attention will be paid to the Holocaust and to the related question of whether the Soviet experience of the Gulag is in any way comparable. Offered alternate years. **III.W, V.1**

**HIST 121** CR: 3.0

This course surveys British history from antiquity to the War of the Roses. Topics include the early Celts and Britons; the Roman occupation; Christianization of the British Isles; Anglo-Saxon Britain, the Norman conquest; and the development of the monarchy, Parliament, and the common law. It also explores historicity of such popular subjects as the Arthurian tales. **V.1**

**HIST 127** CR: 3.0

A survey of English history under the Tudors and Stuarts, with some attention to Scotland and Ireland as well. The course will begin with an examination of early modern English society, including social relations in local communities and family structure, familial relationships and the position of women. Other topics include: Henry VIII’s “break with Rome,” the Protestant Reformation, assessment of Elizabeth’s abilities as queen, the Civil Wars, Restoration politics and the world of Samuel Pepys. **V.1, V.5**
HIST 135 CR: 3.0
An exploration of the origins and development of the American nation from the colonial period through the end of Reconstruction. This course will inquire into the nature of colonial society, the meaning of the American Revolution, and the emergence of a capitalist social order. Other topics include the rise of slavery and the origins and aftermath of the Civil War. V.1

HIST 136 CR: 3.0
The second half of the two-course sequence explores major developments, forces, and crises that have shaped American history since 1877. Particular attention will be paid to industrialism and immigration, the history of race relations, intensifying international engagement, and the emergence of—and challenges to—a liberal political agenda. V.1

HIST 143 CR: 3.0
An introductory survey of the major themes in European history between the 14th and 17th centuries. Topics include the Black Death; the rise of capitalism; the growth of cities and urban culture; monarchy and state building; the Renaissance; the Reformation and “Wars of Religion;” changing social and structures; and the Scientific Revolution. V.1

HIST 144 CR: 3.0
This survey of European political and diplomatic history covers the development of the absolutist state to the 2004 enlargement of the European Union. Though focusing on political history, it delves into European developments in economics, industrialization, social Darwinism, nationalism, Marxism, imperialism, fascism, communism, decolonization, genocide, and the welfare state. V.1

HIST 203 CR: 3.0
Course topics will alternate from year to year and may focus on Modern German History (1618-1918); Nazi Germany; the division and reunification of Germany (1945-2004); Prussia, Germany, and/or the Habsburg Empire; and the Holocaust. Offered alternate years.

HIST 206 CR: 3.0
The Jewish national movement arose in nineteenth-century Europe as a response to Enlightenment ideals. The growth of nation-states coupled with the spread of democratic ideologies prompted many Jews to experiment with many forms of social Utopia that eventually became the modern state of Israel. The study of contemporary sources will shed light on the origins of Zionist ideology, the role of women in the development of the kibbutz collective settlement, and finally, the conflict between Israel and Arabs after the founding of the state in 1948. Offered alternate years. III.W, V.1, V.7

HIST 214 CR: 3.0
Prerequisite: ANTH 114, CLAS 211, ENVR 101, or HIST 223 is suggested, but not required. This course explores how humans built and tried to sustain large-scale settlements in the pre-industrial past. We will examine innovations in construction techniques, city planning, resource utilization, and the human impact on the natural environment. Case studies include Etruscan and Roman engineering, ancient Greek site planning, medieval “organic” cities, and Renaissance urban design. We will also consider how past urban designs may provide solutions for problems facing megacities of the future. Offered alternate years. III.O, V.1

HIST 221 CR: 3.0
Americans have long struggled to reconcile spiritual intensity with stable communal institutions. This course examines the historical development of this struggle, focusing in particular on its gendered dimensions and the formation of religious communities set apart from the mainstream of American life. We will also examine the impact of religious zeal on American political life and movements for social change, and inquire into the social and cultural forces behind the resurgence of fundamentalisms and the rise of therapeutic spiritual philosophies in the twentieth century. III.W, V.1, V.5

HIST 223 CR: 3.0
This course probes the origins, rise, and characteristics of the civilizations that appeared in Mesopotamia, Egypt, Greece, and Italy in the centuries from the Neolithic era to the rise of Christianity. The political, religious, economic, social, intellectual, and artistic dimensions of these civilizations will be examined. We will also discuss the legacy of the ancient world for the modern west. Offered alternate years. May be counted toward the majors in classics. V.1

HIST 224 CR: 3.0
This course challenges the perception of the Middle Ages as the “Dark Ages” by introducing the cultural, political, intellectual and religious complexity of the period from the fall of the Roman empire to the Black Death. While focusing geographically on Europe, north Africa and the Near East, it also
explores the medieval West in the context of sub-Saharan Africa and China. Offered alternate years. V.1

**HIST 225** CR: 3.0

*Prerequisite: Not open to students who have taken HIST 339.* A survey of Southern history from founding of Jamestown to the rise of the Sunbelt. Topics will include the plantation, slavery, white society, Civil War, Reconstruction, Redemption, and the rise of Jim Crow. The course will conclude with the South’s continuing efforts to deal with the legacies of its past. Offered alternate years. *V.1, V.5*

**HIST 228** CR: 3.0

Women’s experiences and past identities in America have been shaped by household structure and economics, religion, cultural assumptions and access to public life, among other factors. This course examines the history of women in America as daughters, mothers, wives, workers, individuals, and public actors to account for changing patterns of experience, opportunity and achievement. Offered alternate years. *May be counted as a discipline-based core course toward the minor in gender studies. V.1, V.5*

**HIST 234** CR: 3.0

This course explores the ideals and activities associated with male identity, or manhood, from the colonial period through the present, paying special attention to the challenges posed by industrialization, immigration, and the entry of women into public and professional life in the nineteenth and twentieth centuries. Other topics include the impact of racial hierarchies before and after the Civil War and the emergence of sexuality as a key component of masculinity in the twentieth century. Offered alternate years. *May be counted as a discipline-based core course toward the minor in gender studies. III.W, V.1, V.5*

**HIST 246** CR: 3.0

A study of major political, diplomatic, economic, and social developments from the Bolshevik Revolution of 1917 to the second presidency of Vladimir Putin. Special emphasis will be placed on the state’s continued imperialism, Stalinism and de-Stalinization, World War II, the Cold War, and the political systems of the USSR and its successor states. Offered alternate years. *V.1, V.7*

**HIST 248** CR: 3.0
Prerequisite: HIST 144. While nationalism has often played a legitimate and constructive role in political life, it has all too often been the source of intolerance, hatred, war, atrocity, and genocide. This course provides an opportunity for a close examination of the phenomenon of nationalism from its emergence in Revolutionary France to the end of the 20th century. It begins with an examination of some of the theories of nationalism and discussion of the relationship of nationalism to religion, language and culture, ethnicity and regionalism. The core of the course is a series of cast studies. Offered every third year. V.1, V.5

HIST 251 CR:

Prerequisite: HIST 107, HIST 144, HIST 344, or HIST 348. Race is a relatively new idea in Western civilization, and the course traces its creation in the eighteenth century as a response to Europe's exploration of the world beyond its borders, through the nineteenth century's growth of "race science" and Imperialism, and finally into twentieth century versions in such diverse movements as Fascism and anti-colonialism. V.1, V.5

HIST 257 CR: 3.0

Poland's history is one of a state and nation "in-between" the Russian and German worlds. This course explores the issues of modern state formation, identities, and the endemic struggle for land and sovereignty in this part of Europe. It begins with the formation of the "constitutional state of nobles" in the 15th century and ends with its accession to the European Union in 2004. It explores the resistance to Great Power expansionism; the partitions of the state; its resurrection in 1919; World War II; communism and anti-communist revolution; and its "return to Europe." V.1

HIST 258 CR: 3.0

This course surveys the foundations and development of western criminal law, penal institutions, and criminal jurisprudence from antiquity to the modern world. Patterns of criminality and enforcement, attempts at controlling crime, and philosophies regarding crime and punishment will be explored. We will also examine current debates on such controversial issues as violence, the death penalty, and the prosecution of “crimes against humanity.” No knowledge of statistics or data analysis is assumed. Students will learn the necessary techniques and skills in the course. May be counted as an auxiliary course toward the minor in gender studies. III.Q, V.1, V.7

HIST 261 CR: 3.0

Prerequisites: One HIST course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a
HIST 269 CR: 3.0
An introduction to modern Africa from 1880 to the present that concentrates on the experience of Colonial rule and its relation to the rise of national movements that led to the creation of independent states in the 1960s. Special emphasis will be placed on economic and political developments during the period of independence that affect Africa’s international relations. V.4, V.5

HIST 272 CR: 3.0
An introduction to the development of African political culture from the tenth to nineteenth centuries. After studying the historical foundations of local institutions, the course will focus on the formation of states before and during the period of the slave trade until about 1860. Emphasis on contemporary historical sources. V.4, V.5

HIST 308 CR: 3.0
Prerequisite: HIST 143 or HIST 224. This course probes the economic, scientific, and territorial expansions that both fuelled and resulted from the “rebirth” of western Europe during the early modern era. Topics include Columbus’s voyages to the New World; the Portuguese slave trade in Africa; Italian and Ottoman commercial rivalries in the Mediterranean; Spanish, British and French colonization of the Americas; and Europe’s scientific responses to the new and strange environments being mapped and explored. Offered alternate years. III.W, V.1

HIST 312 CR: 3.0
Prerequisite: HIST 135, HIST 136, HIST 221, or HIST 225. Virginia, home to founding fathers, Civil War battlefields, and former slave plantations, occupies a central if contested position in American cultural memory. This research seminar introduces students to the rich historical scholarship on Virginia's distinctive history and legacy from the pre-colonial period through the civil rights era. Students develop a historical research project drawing on the rich digital, archival, printed and public historical records available locally, in Central Virginia, and online. Offered every third year. This course may not be taken on a P/CR/NC grading option. III.O

HIST 315 CR: 3.0
Prerequisite: HIST 103, HIST 135, HIST 221, HIST 228, HIST 234, or HIST 242. This course inquires into the religious, medical, and cultural forces shaping the experiences of illness and healing in America. Key topics include Puritan modes of suffering, medical pluralism in the nineteenth century, the rise and fall of “nervousness” and other diagnoses, the medicalization of behavior once thought immoral, and the popularization of psychology in the twentieth century. The course pays particular attention to historical shifts in the relations between sufferer, community, and healer, and how such shifts affect understandings of health and illness. Offered alternate years. This course may not be taken on a P/CR/NC grading option. III.O

HIST 319 CR: 3.0
Prerequisite: GOVT 109, HIST 143, or HIST 144. Eastern Europe and the Balkans were traditional European borderlands for centuries. Due to the regions’ positions between expanding and contracting empires, they have been the “playground” of the Great Powers for the last three centuries. This course examines these struggles and the various reactions of the indigenous populations to the competing empires from the late 18th to the 21st centuries. Offered every three years. III.W, V.1, V.7

HIST 321 CR: 3.0
Prerequisite: HIST 143. The millennium separating antiquity and the Renaissance witnessed the rise of western Christianity and capitalism, the invention of romantic love, the development of Islamic science, and the Black Death. Topics will alternate: Early Middle Ages or Dark Ages; High Medieval Renaissance(s); Medieval Iberia; The Disastrous Fourteenth Century. Offered alternate years. May be repeated for credit when topic is different. May be counted as an auxiliary course toward the minor in gender studies. May be counted toward the major in Spanish as the one course allowed to be taken in English. III.W, V.5

HIST 322 CR: 3.0
Prerequisite: HIST 127 or HIST 143. The course will explore the social and cultural context of Renaissance and Reformation thought as well as the ideas and ideals of humanist intellectuals and religious reformers. The study of Renaissance Italy will include such topics as the family, sex and marriage, crime and criminal justice and social structure and politics in the city states as well as humanism and art. The Reformation section will examine traditional Catholicism and popular beliefs, as well as the ideals and goals of Protestant and Catholic reformers, and will assess the reformers’ achievements. The focus of the course may be EITHER Renaissance OR Reformation. Offered alternate years. May be counted as an auxiliary course toward the minor in gender studies. V.5

HIST 327 CR: 3.0
Prerequisite: GOVT 109, GOVT 122, or HIST 144. UK Prime Minister Tony Blair once described Yugoslavia as a land of “butchery” and “barbarism.” This course, using a case study of the modern Balkans, examines and challenges this description by exploring the intersection of ethnohistory and nationalism through the case study of the Yugoslav peoples and states to 2013. It focuses on the shifting political identities in the region, especially on the period after World War II. Offered every third year. V.1, V.7

HIST 330 CR: 3.0
Prerequisite: GOVT 109 or HIST 144. The idea of a united Europe is not new. However, the only peaceful attempt to achieve unity occurred after the Second World War. This course critically examines how and why the organization evolved from a limited customs union and trade agreement in 1952 to one with a major role on the international political and economic stage today. Offered every three years. V.1, V.7

HIST 333 CR: 3.0
Prerequisites HIST 144. Not open to students who received credit for HNRS 308 in Spring 2009. The Great War is often considered the bloody birth of the modern world. Arguably, it was the first “total war,” precipitated America’s entry onto the world stage, facilitated the Bolshevik Revolution, destroyed Europe’s multietnic empires, and set the stage for fascism and World War II. This course explores the diplomatic, political, and economic history of the war and its myriad legacies. Offered alternate years. V.1

HIST 336 CR: 3.0
Prerequisite: HIST 135, HIST 136, or HIST 225. This course examines the causes and consequences of the Civil War and the Reconstruction of the South and its effects on white and black Americans. We will pay particular attention to debates over the proper interpretation of these events and the role played by them in national memory. As part of the requirements for the course, students will conduct archive-based research on topics relevant to the course and to the research needs of the Legacy Museum of African American History in Lynchburg, Virginia. This course may not be taken on a P/CR/NC grading option. Offered every third year.

HIST 339 CR: 3.0
Prerequisite: HIST 135 or HIST 225. This course explores the rise, development, and abolition of slavery in North America. We will consider the distinctive characteristics of American slavery and of master-slave relations, the development of regional slave cultures, and the impact of the internal slave
trade. We will also consider changes in African American experience following emancipation. As part of the requirements of the course, students will pursue research in local and regional archives culminating in a project that serves the needs of local historical institutions. This course may not be taken on a P/CR/NC grading option. Offered every third year.

**HIST 355** CR: 3.0

*Prerequisite: HIST 143 or HIST 144.* The study of war will illustrate connections between social organization, technology, and values in various periods in early modern and modern Europe. The course will conclude with an historical view of military thinking during the age of nuclear weapons. Offered alternate years.

**HIST 358** CR: 3.0

*Prerequisite: HIST 144.* This historiography course presents a number of major works by historians and political scientists. The students will learn the narrative history of the Cold War, will examine works by various Cold War scholars, and will analyze some of the major debates in Cold War historiography. Offered alternate years. **III.W, V.7**

**HIST 361** CR: 3.0

*Prerequisites: 100-level HIST course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**HIST 373** CR: 3.0

*Prerequisite: HIST 269 or HIST 272.* By evaluating introductory African history textbooks in light of recent scholarship, the course will treat the variety of ways that historians construct a view of history. We will compare textbooks with regards to selected topics and then survey recent research in academic journals to show how fresh research and novel questions change our views of African history.

**HIST 377** CR: 3.0

*Prerequisites: Three credits in HIST and permission of the instructor and department chair.* This course is graded P/CR/NC only.
**HIST 452** CR: 3.0

*Prerequisite: Open by permission to seniors.* The seminar will deal with the question “What is history”? Primarily this will involve an examination of some of the best works of historians in the last few years. It also will consider ways in which people organize, analyze, and interpret past experience.

**HIST 461** CR: 3.0

*Prerequisites: One 100-level HIST course, one 200-level HIST course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**HNRS 101** CR: 1.0

*Prerequisite: Open to first-year Honors students; permission of the instructor.* This First-year Honors Inquiry will examine recent questions, innovations, and discoveries in biology and medicine. Students will explore the scientific content of each topic as well as the social context. Students will conduct research utilizing digital and print resources, and will share the results of their exploration in written and oral presentations. Discussions and group work will be emphasized. Offered alternate years.

**HNRS 104** CR: 1.0

*Prerequisites: Open to first-year Honors students and permission of instructor.* This is a First-year Honors Inquiry course. This course introduces students to the molecular world and the impact that molecules have on human systems and behaviors, ecological systems, the industrial world, war, art, and emerging technologies. We will discuss a feature molecule each week and consider it from structural and functional perspectives. Students will learn about atoms, bonding, and molecular properties through case studies and will learn valuable research skills in terms of literature review.

**HNRS 105** CR: 1.0

*Prerequisites: Open to first-year Honors students and permission of instructor.* This is a First-year Honors Inquiry course. Part of what it means to be human is to be aware of your mortality - to know that one day you will die. What should such an encounter with death motivate in us? How should we think about ourselves as existing in time? In a seminar format, we will engage these questions by
reading various texts in philosophy and literature.

**HNRS 106 CR: 1.0**

*Prerequisites: Open to first-year Honors students and permission of the instructor.* This is a first-year Inquiry course. During the Great Depression of the 1930s, the Civilian Conservation Corps employed millions of black and white men under the age of 25 in a massive effort to control soil erosion, reclaim farmland, protect forests from fire, develop national and state parks, and to provide paid work for young, unemployed men. At least a dozen segregated CCC camps were active in the Blude Ridge and Virginia Piedmont areas near Sweet Briar. This course introduces students to critical thinking and historical argument through an exploration of archival and published textual, visual and "built landscape" sources pertaining to nearby CCC activities. Course includes a hike to a former CCC camp in the Blue Ridge.

**HNRS 111 CR: 3.0**

*Prerequisites: One First-year Honors Inquiry course and permission of the instructor. Not open to students who have received credit for HIST 108.* A First-year Honors seminar. We often define “persons” only biologically, Homo sapiens sapiens. Yet the word applies to non-human entities (corporations), while some humans have been denied “personhood” (women and slaves). Many current legal and ethical controversies concern the “personhood” of fetuses, animals, etc. This course combines philosophical, historical, and legal perspectives on who (or what) should be granted the status and rights of “personhood.” Offered alternate years. **III.W, V.1**

**HNRS 112 CR: 3.0**

*Prerequisite: One First-year Honors Inquiry course and permission of the instructor.* A First-year Honors seminar. We explore different forms of love in different times and places, and look at how different disciplines approach the study of love. From the philosophical discourses on love in Plato’s “Symposium,” to the ecstasy of St. Theresa, to the role of love in family life across cultures, and to the global reach of Valentine’s Day, we bring perspectives from anthropology, literary studies, history, philosophy, religion, psychology, and marketing. **III.W**

**HNRS 114 CR: 3.0**

*Prerequisites: Fall term Honors Inquiry course and permission of instructor.* The literature that emerged from the September 11, 2001, attacks will be used as a lens through which to examine the various ways in which artists respond to dramatic and devastating political and social events. Both earlier and more recent instances of artists' responses to such events will be discussed. Texts will
include Don DeLillio's *Falling Man*, Mohsin Hamad's *The Reluctant Fundamentalist*, and Jonathan Safran Foer's *Extremely Loud and Incredibly Close*. **V.2**

**HNRS 116 CR: 3.0**

*Prerequisites: Fall term Honors Inquiry course and permission of instructor.* Mathematical topics such as geometry, proportion, and symmetry often arise in analyses of artwork, and some artists explicitly incorporate mathematical ideas into their designs. This course explores mathematics in art, from prehistoric times through the present. The focus is on the visual arts, including architecture, but mathematics in music is also discussed.

**HNRS 117 CR: 1.0**

*Prerequisites: Open to first-year Honors students and permission of the instructor.* This is a First-year Honors Inquiry course. The question of genocide is a primary focus for those concerned with human rights and preventing its occurrence. This course explores selected genocides in the 20th century. We will delve into issues that deal not only with the experiences of the victims, but those of the perpetrators to understand how and why they acted in such a barbaric manner.

**HNRS 118 CR: 1.0**

*Prerequisites: Open to first-year Honors students and permission of the instructor.* This is a First-year Honors Inquiry course. Using archival sources and archaeological features, we will examine the 100+ individuals who lived at Sweet Briar between c. 1840-1900, including the antebellum, enslaved families and the postbellum servants and employees of Indiana Fletcher Williams. Research conducted by the students will be added to a Sweet Briar history database.

**HNRS 138 CR: 3.0**

*Prerequisite: Permission of the instructor.* Taking a biochemical approach to the topic of drugs, students are introduced to molecular structures and functions, the impact that drugs have on human systems and behaviors, as well as implications for society. Feature drugs, classes of drugs, properties, and pharmacology will be discussed. Research skills in terms of literature review will be applied and writing will be practiced. **V.8a**
Prerequisite: Permission of the instructor. This course will examine the topic of insanity from various perspectives (psychological, cultural, legal, physiological, and historical) and how the line between sanity and insanity has never been as clear a distinction as we would like to believe. We will supplement our understanding of current psychiatric disorders utilizing a case study approach and examine issues ranging from the treatment/punishment of the mentally ill, to those cases where the development of abnormal behavior might be viewed as the most adaptive option available. Cases will include Norton I, Emperor of the United States, Truddi Chase from "When Rabbit Howls," and Susanna Cahalan's "Brain on Fire."

HNRS 259 CR: 3.0
Prerequisites: GNDR 102, or 100- or 200-level ANTH course, and permission of instructor. How are gender and sexuality imagined and experienced in today's global political economy? This course focuses on the changing roles of men and women in the family and workplace due to transnational immigration and exchange. Case studies include the feminized economies of maids, nannies, and service workers, and the creation of masculine and gay identities on the global stage. May be counted as an auxiliary course toward the minor in gender studies. III.O, V.4, V.5

HNRS 263 CR: 3.0
Prerequisites: ENGL 104 and permission of the instructor. Not open to students who have received credit for ENGL 233 in Spring 2008. A workshop-based course exploring the ethical and moral issues surrounding writing about poverty and privilege through writing creatively about our own experiences. Readings will include fiction, nonfiction, and poetry representing the lives of the poor, middle class, and wealthy. Emphasis will be placed on recognizing stereotype and cliche, how writers dramatize and critique the effects of poverty on individuals, families, and communities, as well as attitudes toward poverty and wealth. May be counted as a workshop toward the major or minor in English/creative writing. III.W, V.6b

HNRS 264 CR: 3.0
Prerequisites: Sophomore standing and permission of the instructor. This course will examine the rich array of contemporary literature throughout the world. Students will read and discuss the writers’ work and will explore the particular historical, cultural, and political circumstances out of which these works have emerged. Students will be encouraged to apply their own particular interests in the humanities (e.g., anthropology, history, government, modern languages) to their research projects, oral presentations, and written assignments. V.2

HNRS 265 CR: 3.0
Prerequisite: Permission of the instructor. We will study how, through decoration, manipulation, or depiction, cultures respond to the land and objects that populate it. The class will cover topics such as the stone lines of the Nasca in Peru, visionary paintings of the Aboriginal people of Australia, nationalistic landscapes of J.M.W. Turner in Great Britain, Zen rock gardens of Japan, and feminist public art of the Garbage Girls. A hands-on project will be encouraged.  

**HNRS 266** CR: 3.0

Prerequisite: Permission of instructor. A study, through literature, of French historical figures who have had an impact on people's imagination. The choice of heroes in the fall 2013 semester will include women who have shaped, influenced, or impacted history in some way. We will look at the literary expression of such mythical characters as Joan of Arc and Camille Claudel in plays, poetry, novels, and essays, paintings, sculpture, music, and films. *May be counted toward the major or minor in French if written assignments and examinations are done in French.*  

**HNRS 268** CR: 3.0

Prerequisite: Permission of the instructor. This course invites students to study the genre of the historical novel on text and on screen. Students will learn history through the fictional adaptation of historical facts, appraise the appeal of the fictional interpretation, and understand the reasons behind the rise of popularity of this genre. The focus will be on French history through such authors as Chretien de Troyes, Mme de La Fayette, Alexandre Dumas, and Maurice Druon. All students will learn a genre of literature that is not generally taught, but deserves to be, not just because of its popularity, in books and in film, but because of its rich interdisciplinary content. *May be counted toward the major or minor in French if all reading and writing is done in French.*

**HNRS 269** CR: 3.0

Prerequisite: Permission of the instructor. This course explores how writers' and artists' richly varied interpretations of New York from the mid-19th century to the present have helped to shape our own "cognitive maps" of the city. The variety of different New Yorkers in the literary and artistic works we will be considering conveys a sense of the city's cosmopolitanism and the neighborhood, queer New York, and postmodernism. Close reading, various interpretive strategies, and research skills will be stressed. *May be counted toward the majors in English and English and creative writing.*

**HNRS 270** CR: 3.0

Prerequisites: Sophomore standing and permission of the instructor. Freud defines the "uncanny" as "the class of frightening which leads back to what is known of the old and long familiar." More than
being merely scary, the uncanny is a blend of strangeness and familiarity that causes us to question what is natural and unnatural, what is real and unreal. The course will consider manifestations of the uncanny in films such as *The Double Life of Veronique*, *Rebecca*, and *Blue Velvet*, and texts such as Hoffman's "The Sandman," Poe's "Black Cat," and Perkins Gilman's "The Yellow Wallpaper." The course will also examine how the novel and cinema can themselves produce uncanny responses. Students will attend weekly screenings of films, give oral presentations, write critical essays, and create short films. *May be counted as a 200-level elective for the majors of English and English and creative writing.*

**HNRS 295 CR: 3.0**

*Prerequisites: One or more 200-level courses relevant to the research project; research proposal must be approved by sponsoring department and dean.* Students must be engaged as full-time research assistants on campus for a minimum of eight weeks during the summer. In addition to research duties, the student must complete a culminating paper or project to be mutually conceived by the student and her faculty sponsor. This course is graded P/CR/ NC only.

**HNRS 299 CR: 3.0**

*Prerequisite: Permission of the instructor.* Topics will vary by semester and concentrate on interdisciplinary studies in the humanities. Course to be taught by the Honors Fellow and may be repeated when topic is different. Offered alternate years.

**HNRS 309 CR: 3.0**

*Prerequisite: Permission of instructor. Recommended: One course in ANTH, GNDR, HIST, or SOCI.* Many people define marriage as a sacramental union between one man and one woman. However, this definition has changed significantly over time. This course charts the varieties of marriage in western history from sibling-marriages of Egyptian pharaohs, to civil unions under Roman law, to Christian sacramental marriage in the Middle Ages. It finally considers the current legal and ethical debates over same-sex marriages. This course cannot be taken on a P/CR/NC grading option. *May be counted toward the major or minor in history and as an auxiliary course toward the minor in gender studies.*

**HNRS 312 CR: 3.0**

*Prerequisite: Permission of instructor. Not open to students who received credit for HNRS 191 in Fall 2008.* As lifestyles, technologies, and values have changed over time, the relationship between humans and the American landscape has also evolved. Through examination of the issues of food and
agriculture, urbanization, and wilderness protection, this course analyzes how and why people's connection with the land has changed through time. The emergence of the American environmental movement is also explored. Offered alternate years. *May be counted toward the major or minor in environmental studies and environmental science.* V.1

**HNRS 313** CR: 3.0

*Prerequisite: Permission of the instructor.* World War II, arguably the most destructive war in history, attracts great amateur interest. This interest has to some extent mythologized certain aspects of the war, its causes, and its legacy. This seminar will examine the war itself in Europe and its contested understandings with a special focus on the experience on the combatant during the conflict. *May be counted as an elective toward the major in history.* III.W, V.1

**HNRS 314** CR: 3.0

*Prerequisites: Sophomore standing and permission of the instructor.* Students will learn about ancient Egyptian culture, literature, language, and art. Texts will include tomb inscriptions, imaginative stories, royal stelae, and poetry about life and the afterlife. The class will explore Egyptian religion, daily life, politics and empire, history, and mythology. Egyptian art will be a major source of information about the interconnections of religion and politics. Students will get some exposure to the basics of Middle Egyptian (aka hieroglyphic) and we will consider the curious status of this beautiful language which was understood by so few but featured so prominently in their art and architecture. *May be counted toward the major and minor in classics.* Not open to students who already have credit for HNRS 267. V.4

**HNRS 395** CR: 3.0

*Prerequisites: One or more 200-level courses relevant to the research project; research proposal must be approved by sponsoring department and dean.* Students must be engaged as full-time research assistants on campus for a minimum of eight weeks during the summer. In addition to research duties, the student must complete a culminating paper or project to be mutually conceived by the student and her faculty sponsor. This course is graded P/CR/NC only.

**HNRS 399** CR: 3.0

*Prerequisites: One or more 200-level courses relevant to the research project; a minimum cumulative GPA of 3.3; and research proposal selected by Honors Committee.* Projects are undertaken and completed over eight weeks in the early summer. The student and her faculty sponsor together determine what the student will produce as the culmination of her research project. At the end of the
program each student must turn in to the Honors Program and to her faculty sponsor the final product of her research project. The research papers will be published in a special issue of the Honors Journal. This course is graded P/CR/NC only.

**HNRS 470** CR: 3.0

*Prerequisite: Permission of instructor.* Upper-level research or creative project determined in advance by the student in consultation with two faculty members who will serve as primary and secondary project sponsors. The course is required for the Honors Degree, and serves as the capstone experience for Honors students who do not pursue a senior Honors thesis project. This course is typically taken in the student's junior or senior year.

**HNRS 472** CR: 3.0

*Prerequisite: Thesis approval by Honors Committee.* This is a year-long senior research project in the major, approved in advance by the Honors Committee and supervised by a faculty advisor from the student's major department and a second faculty advisor.

**IART 101** CR: 1.0

This interdisciplinary workshop will address issues in the arts from a variety of perspectives as applied to a common theme each semester. The course will combine creative projects, group activities, and assigned readings to examine a variety of problem-solving methods, integrating these themes with various artistic disciplines. Sessions will be lead by SBC faculty and visiting artists.

**IART 452** CR: 3.0

*Prerequisite: Acceptance into fine arts program and permission of the major advisor.* Students will complete a large-scale project addressing a common problem from the combined perspectives of the principal arts forms studied by the student throughout her program of study. This independent project will be executed under the guidance of each department represented.

**INTD 109** CR: 3.0

This course will examine the social background and philosophical articulations of Socratic religion. Students will read Plato’s dialogues in the context of the cultural and religious background of ancient Greece. Themes such as immortality, the nature of wisdom, and the relationship of rationality and irrationality will be interrogated in philosophic and religious terms. Offered alternate years.
INTD 112 CR: 3.0

Prerequisite: Open only to first-year students in the y:1 program. We will examine the paradoxical differences of status for women in literature and life in ancient Rome, Greece, and Egypt. Wherever possible, we will read the words of women themselves, including the Greek lyrics of Sappho and the Latin elegies of Sulpicia. We will also consider why women were afforded status and relative autonomy in the world of religious ritual. We will look at Greek priestesses, the famous Pythia, and the surprising power of women in Sparta. The course will end with a consideration of female pharoahs in ancient Egypt and how art and texts had to change in some ways to accommodate this shift in political power. We will compare evidence of actual powerful women to the depiction of gender relations in Egyptian literature and art. May be counted towards the major or minor in classics. III.O, V.1

INTD 113 CR: 3.0

Prerequisite: Open only to first-year students in the y:1 program. This course will examine women's relationship to political power by seeking to understand various facets of women's involvement in political activity, from voting to activism to candidacy. What explains the rate of female participation in politics in different countries? Are female politicians as effective as men? Do women in office attempt to address "women's issues"? How do women's roles outside of formal politics (for example, in civil society) influence the political process? In trying to answer these and other questions, we will study specific countries from around the world. Countries that will be studied include the United States, Germany, India, Pakistan, Israel, Namibia, Rwanda, and Argentina. III.O, V.4, V.5

INTD 114 CR: 3.0

Prerequisite: Open only to first-year students in the y:1 program. American anthropology began in the 1920s with the observation that girlhood could be very different from place to place around the world. Girls have had different obligations to kin, different senses of selfhood, different relations to boys, and different lives to look forward to as they grow up. How do girls spend their time in different societies? What do they look forward to, what do they avoid, what deep obligations do they feel? The 20th century saw historical transformations that both brought together girlhoods from around the world, and divided them sharply - modernity, with its standards of education and its linking of personal growth with national development; and globalization, with its paradox of mass market consumption and flexible production giving girls new prominence around the world. What do girls want in the new world economy, and how should they achieve their desires? May be counted toward the major or minor in anthropology. III.O

INTD 115 CR: 3.0
Prerequisite: Open only to first-year students in the y:1 program. The procuring and consumption of food is one of the requirements for all of humanity, and the ability to grow, store, and trade foodstuffs shapes cultures and their views of others. Identities are formed over what people eat and what others perceive as forbidden food: all religions have dietary restrictions and neighbors are judges by what they eat and how they prepare it. This course will look at the history of food as it affects group identity, from the mysterious beginnings of bread to the spice trade and finally to current movements such as Slow Food and locavorism. We will consider themes throughout the course of how food creates insiders and outsiders, how gender and food are interwoven, and how the exchange of food and cooking styles has created much of the modern world. III.O

INTD 116 CR: 3.0
Prerequisite: Open only to first-year students in the y:1 program. Students in this course will explore both the much older and more recent history of mapmaking, looking especially to trace its ideological and artistic manifestations and interweaving those ideas with the subjects of Half the Sky. Using the resources from the book and its companion on-line game - which uses a map as the format to join together the book's stories and promote viewers' awareness of its social cause - as well as books, eBooks, applications for the iPad, and mapping programs such as google earth, we will reevaluate how we have and continue to view the world and its inhabitants through the lens of the map. III.O

INTD 131 CR: 1.0
Prerequisite: Completion of at least one introductory course in science or math or placement above the introductory level. Co-requisite: concurrent enrollment in a science or math course. Students will work within the community to foster interest in, knowledge of, and appreciation for the sciences.

INTD 203 CR: 2.0
Prerequisite: Permission of the instructor. Architectural Studies is a synthesis of architectural history, basic architectural theory, freehand drawing, and two- and three-dimensional model design and construction. The seminar session (one hour per week) comprises a chronological look at architectural history and concepts. The three-hour lab each week will start with a jury of models designed and constructed outside of class, followed by freehand drawing exercises.

INTD 308 CR: 3.0
Prerequisite: one CLAS or RELG course at the 200-level or above. We will examine religious and cultural forms from Greece, Rome, and Egypt and how they are envisioned and enacted in American history. The transmission of such phenomena as oracles, divination, religious initiations, and uses of
secrecy will be studied. Historical pairings will include the Pythia and Spiritualism, Egyptian religion and the Mormons, and ancient mystery cults and their American imitators. *May be counted toward the majors in classics and religion.*

**INTD 308** CR: 3.0

*Prerequisite: one CLAS or RELG course at the 200-level or above.* We will examine religious and cultural forms from Greece, Rome, and Egypt and how they are envisioned and enacted in American history. The transmission of such phenomena as oracles, divination, religious initiations, and uses of secrecy will be studied. Historical pairings will include the Pythia and Spiritualism, Egyptian religion and the Mormons, and ancient mystery cults and their American imitators. *May be counted toward the majors in classics and religion.*

**INTD 452** CR: 3.0

This capstone course is co-requisite for intern teachers seeking elementary licensure in the Liberal Studies major. Pre-service teachers will develop and refine their professional portfolios based up

This capstone course is co-requisite for intern teachers seeking elementary licensure in the Liberal Studies major. Pre-service teachers will develop and refine their professional portfolios based upon INTASC standards. **III.O, III.W**

**INTD 461** CR: 3.0

Research on a topic determined in advance by a student and by members of the departments involved.

**INTD 463** CR: 3.0

Senior project determined in advance by a student and by members of the departments involved.

**LAST 201** CR: 3.0

An introduction to the study of Mexico, Central America and the Caribbean through an interdisciplinary approach to the history and culture of the area. The historical, political, social, artistic and economic complexities of the region will be emphasized. **V.4**
LAST 202 CR: 3.0
An introduction to the study of South America through an interdisciplinary approach to the history and culture of the continent. The historical, political, social, artistic and economic complexities of the region will be emphasized. V.4

LAST 261 CR: 3.0
Prerequisites: One LAST course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

LAST 302 CR: 3.0
Prerequisite: Sophomores with permission. An exploration of a specific topic in Latin American studies. Topics will vary by semester and the course may be repeated for credit when course content changes. Topic for Fall 2013: "Immigration, Emigration, Brain Drains, and Death Trains." This course will explore issues related to immigration and emigration in the context of Latin America. We will consider internal migration in countries such as Bolivia and Brazil where urbanization has been a trend for decades; we will also look at migration across borders in Latin America in recent years (Guatemala to Mexico, Bolivia to Argentina, across several Central American borders); and finally, we will examine migration from various Latin American countries to the U.S. (Brazil, Central America, Cuba, Mexico). Topics include the causes of specific migrations, the effects on the home countries and the destination countries, culture clashes, and legal versus illegal migration. V.4

LAST 361 CR: 3.0
Prerequisites: 200-level LAST course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

LAST 377 CR: 3.0
Prerequisites: Three credits in LAST and permission of the instructor and department chair. This course is graded P/CR/NC only.

LAST 461 CR: 3.0
Prerequisites: Two 200-level LAST courses and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

LATN 101 CR: 3.0
Fundamentals of the language in preparation for reading literary works, with written exercises and translation. Chiefly for beginners, but students with one year of secondary school Latin may take the course.

LATN 102 CR: 3.0
Prerequisite: LATN 101. Fundamentals of the language in preparation for reading literary works, with written exercises and translation.

LATN 201 CR: 3.0
Prerequisite: LATN 102 or placement. Review and continuing study of grammar and syntax. Readings from Latin prose.

LATN 202 CR: 3.0
Prerequisite: LATN 201. Readings from Latin poetry. V.3

LATN 261 CR: 3.0
Prerequisites: One LATN course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

LATN 312 CR: 3.0
Prerequisite: One 200-level course in Latin. Selections from Livy or Tacitus. Offered alternate years. V.2, V.3
LATN 314 CR: 3.0
Prerequisite: LATN 202. Readings in works of Latin poetry or prose written after the “classical” period of Latin literature. Author and genre will vary; possible topics include Apuleius, St. Augustine, or Latin writings of the Middle Ages or later. V.2, V.3

LATN 321 CR: 3.0
Prerequisite: LATN 202. This course explores themes of love, wit, invective, and urbanity that figure prominently in these versatile poetic genres. Beginning with the world of Catullus, this course moves through the Roman elegies of Propertius, Tibullus, and Ovid, and at the occasional poems of Martial. V.2, V.3

LATN 334 CR: 3.0
Prerequisite: LATN 202. In this course we will draw on a variety of readings from the turbulent period in the first century B.C.E. that marked the end of the Roman Republic. Genres will vary and possible authors include Cicero, Caesar, Sallust, Lucretius, and Catullus. V.2, V.3

LATN 342 CR: 3.0
Prerequisite: LATN 202. In this course we will draw upon the post-Augustan authors of the Roman Empire. Genres will vary and possible authors include Lucan, Seneca, Pliny, Tacitus, Martial, and Juvenal. V.2, V.3

LATN 348 CR: 3.0
Prerequisite: LATN 202. Ovid was one of the most prolific and influential authors of the Augustan age. In this course we will explore the various genres of Ovidian poetry, Ovid’s relationship with his poetic antecedents and contemporaries, and his engagement with the political realities of the Augustan regime. V.2, V.3

LATN 353 CR: 3.0
Prerequisite: LATN 202. This course explores the comedies of Plautus and Terence. Through reading
their plays both in the original Latin and in translation, we will consider their generic antecedents, performative context, and the colloquial and archaic quality of their Latin. \textit{V.2, V.3}

**LATN 358** CR: 3.0

*Prerequisite: LATN 202.* This course explores themes in Latin literature and draws on a wide variety of authors and genres. Topics may include Latin epistolography, the Roman Novel, the city and countryside in Latin literature, and Roman ethics.

**LATN 361** CR: 3.0

*Prerequisites: 100-level LATN course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**LATN 367** CR: 3.0

*Prerequisite: LATN 202.* This course will survey the works of Vergil and include selections from the “Aeneid,” “Georgics,” and “Eclogues.” The course will conclude with a look at the vast tradition of later medieval and renaissance poems and poets influenced directly by Vergil’s timeless corpus. \textit{V.2, V.3}

**LATN 461** CR: 3.0

*Prerequisites: One 100-level LATN course, one 200-level LATN course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**LAWS 201** CR: 3.0

An introduction to the themes and methodologies of the interdisciplinary study of law in social context. Topics include the origins of law, legal systems, and norms of dispute resolution and adjudication. Case studies will utilize comparative perspectives on the major issues of law in society. This course cannot be taken on a P/CR/ NC grading option. \textit{V.7}
What is the nature of justice? What is law? What are rights? How do they influence public policy? This class is an introduction to major theories and perspectives in jurisprudence, and how these different normative and empirical traditions shape both how public policy is formed and evaluated. Case studies will utilize comparative perspectives on the major issues of legal theory and public policy. This course cannot be taken on a P/CR/NC grading option.

Prerequisites: One LAWS course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

Social Movements and the Law examines how law acts both instrumentally and constitutively in social organization by examining law as an instrument and symbol of legitimacy, as well as a means of social control and dispute resolution. The seminar would take comparative perspective of different societies and historical periods and culminate in the student’s preparation of a major research project. This course cannot be taken on a P/CR/NC grading option.

Prerequisites: Three credits in LAWS and permission of the instructor, department chair, and dean. This course is graded P/CR/NC only.

Prerequisites: One 100-level LAWS course, one 200-level LAWS course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

Prerequisite: Not open to students who have received credit for MATH 205. An introduction to concepts and methods of data analysis. Graphical and numerical description of data. Normal distributions, confidence intervals, significance tests, correlation and linear regression. Use of statistical reasoning in
such areas as opinion polling, government surveys, health risk assessment, behavioral research. III.Q

MATH 113 CR: 3.0
Prerequisite: Not open to students who have received credit for MATH 123. A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs. III.Q

MATH 123 CR: 4.0
Limits, differentiation and integration of polynomials and trigonometric functions. Applications of calculus including graphing, related rates and max-min problems. This course includes a three-hour laboratory session. III.Q

MATH 124 CR: 4.0
Prerequisite: MATH 123. Applications of calculus to area and volume problems, the exponential and logarithm functions, techniques of integration, sequences and series of real numbers. III.Q

MATH 205 CR: 3.0
Prerequisite or co-requisite: MATH 113, MATH 123, or BUSN 127; not open to students who have received credit for MATH 106. An introduction to data analysis and statistics. Descriptive statistics, random variables and their distributions, independence, sampling distributions, confidence intervals, hypothesis testing and linear regression. Applications in science, social sciences and economics. III.Q

MATH 211 CR: 3.0
Prerequisite: Not open to first-year students. A course for prospective elementary teachers covering the methods of instruction of mathematics and emphasizing a hands-on approach. Topics include number systems, elementary number theory, ratio, proportion, and percent.

MATH 213 CR: 3.0
Prerequisite: Not open to first-year students. A course for prospective elementary teachers covering the
methods of instruction of mathematics and emphasizing a hands-on approach. Topics include mathematical reasoning, geometry, and probability and statistics.

**MATH 223 CR: 3.0**

*Prerequisite: MATH 124.* Topics in analytic geometry in two- and three-dimensional euclidean space, functions of several variables, partial differentiation, gradients, and multiple integration. III.Q.

**MATH 232 CR: 3.0**

*Prerequisite: MATH 124.* A study of linear systems, matrices and matrix algebra, determinants, vector spaces, and linear transformations; includes applications to Euclidean n-dimensional spaces as well as theory of abstract vector spaces.

**MATH 261 CR: 3.0**

*Prerequisites: One MATH course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**MATH 303 CR: 3.0**

*Prerequisite: MATH 223.* Permutations and combinations, discrete and continuous distributions of several random variables, independence, and conditional probability, expectation, variance, the Central Limit Theorem. Offered alternate years.

**MATH 304 CR: 3.0**

*Prerequisite: MATH 303.* Theory of statistical inference with applications: estimation, testing of hypotheses, linear regression, categorical data. Offered alternate years.

**MATH 306 CR: 3.0**

*Prerequisite: MATH 205, MATH 304, or PSYC 219.* A study of linear statistical models. Multiple
regression, selection of variables, residual analysis, and model building.

MATH 310 CR: 3.0
Prerequisite: MATH 124. Topics in Euclidean and non-Euclidean geometry, particularly geometry on a sphere. Students in this course deepen their understanding of geometry and the nature of geometric proof through discussion, discovery, and writing. Offered alternate years. III.O, III.W

MATH 315 CR: 3.0
Prerequisite: MATH 205 or PSYC 219. Statistics with applications in the biological sciences. Topics include the Poisson distribution, bootstrap confidence intervals, matched pairs tests, non-parametric tests, sample size and power, one-way and two-way analysis of variance, and logistic regression. Offered alternate years.

MATH 318 CR: 3.0
Prerequisite or co-requisite: MATH 223 or MATH 232. An introduction to constructing rigorous mathematical arguments. Topics include mathematical induction, functions, relations, modular arithmetic, introductory logic, introductory set theory, and introductory combinatorics. III.W

MATH 323 CR: 3.0
Prerequisite: MATH 318. A rigorous study of sequences and series of real numbers and functions, developed from the axioms of the real number system and elementary point set theory.

MATH 328 CR: 3.0
Prerequisite: MATH 124. Separation of variables, exact equations, first and second order linear equations. Solutions by power series and numerical methods, systems of equations. Applications to the physical and biological sciences. Offered alternate years. V.8a

MATH 333 CR: 3.0
Prerequisite: MATH 318. A rigorous study of abstract algebraic structures, focusing primarily on group theory.

**MATH 336** CR: 3.0

*Prerequisite: MATH 223.* This course extends the material in Calculus III, covering further topics in multidimensional calculus. It includes Green’s theorem, Stokes’ theorem and the divergence theorem, as well as calculus in spherical and cylindrical coordinates. Applications to physics are discussed. Offered alternate years.

**MATH 342** CR: 3.0

*Prerequisites: CSCI 188 and MATH 232.* Mathematical models with application to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queuing models, networks, and graph theory. Offered alternate years.

**MATH 346** CR: 3.0

*Prerequisites: MATH 223, MATH 232, and CSCI 188.* Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Offered alternate years.

**MATH 361** CR: 3.0

*Prerequisites: 100-level MATH course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**MATH 377** CR: 3.0

*Prerequisites: Three credits in MATH and permission of the instructor and department chair.* This course is graded P/CR/NC only.

**MATH 424** CR: 3.0
Prerequisite: MATH 323. A rigorous development of the theory of calculus, including continuity, differentiation, and integration. Offered alternate years.

MATH 434 CR: 3.0
Prerequisite: MATH 333. A rigorous study of abstract algebraic structures, including rings, integral domains, fields, and polynomial rings. Offered alternate years.

MATH 445 CR: 3.0
Prerequisite: MATH 223. Algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy’s theorem, Taylor and Laurent expansions, calculus of residues. Offered alternate years.

MATH 452 CR: 3.0
Prerequisite: Open to senior mathematics majors; others by permission. This seminar is the departmental senior exercise, required of all mathematics majors. Under the direction of faculty mentors, students select and research topics in order to present them to the class. Historical topics comprise one focus of the course. III.O

MATH 461 CR: 3.0
Prerequisites: one 100-level MATH course, one 200-level MATH course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

MODL 452 CR: 3.0
Prerequisite: Required of seniors majoring in modern languages and literatures.

MUSC 107 CR: 3.0
Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature, ensemble playing, and simple improvisation. No prior
knowledge of music is necessary. V.6a

**MUSC 126** CR: 3.0
A course designed to increase and deepen the student’s appreciation of music as an art. Emphasis is placed upon development of intelligent listening skills founded upon a knowledge of the basic elements of music, musical styles and their historical contexts. V.6a

**MUSC 127** CR: 3.0
An introduction to selected musical traditions of the world, including the impact of culture and ethnicity on the music of Asia, Africa, Spain (Flamenco), Latin America and the Caribbean, and the United States (Blues and 1950s rock and roll). Constant comparisons will be made with Western music’s forms, melody, harmony and rhythm. No prior knowledge of music is necessary or expected. V.4

**MUSC 133** CR: 3.0
This course allows students to examine U.S. popular music while exploring the question, "as historically situated expressions of cultural values, what does this music tell us about American life?" Topics include the intersection of music with a wide variety of social issues - involving gender, race, class, politics, religion, sexuality, and more - embedded within particular historical and cultural contexts. Offered alternate years. III.W, V.6a

**MUSC 138** CR: 1.0
Opera workshop is a performance based course which allows students to explore operatic literature in an educational classroom setting. Students will study and perform literature which is vocally and dramatically challenging but which is well within their capabilities. Basic elements of stage deportment, character analysis, and public performance will also be incorporated. V.6b

**MUSC 157** CR: 3.0
Prerequisite: Placement. An introductory study of the elements of Common Practice music. Attention will be directed to the development of analytical and aural skills, through examination of musical notation, intervals, scales, cadences, motives, phrases, multi-voice combinations and chord structure. The class will also focus on the ways in which this analytical understanding of music will aid
Students will have independent instruction in musical composition. Weekly assignments of prescribed composition projects will introduce students to a variety of musical procedures. Additionally, each student will produce a single larger work developed progressively throughout the semester to be presented in performance at the end of the term. May be repeated for credit. Applied music fee required.

This course will focus on developing each student's ability to organize and lead rehearsals of vocal and instrumental ensembles. During the term progressive exercises on beat patterns, transpositions, and score reading, combined with score analyses, will lead to an investigation of rehearsal procedures and teaching strategies. By arrangement with the instructor, students will have the opportunity to lead ensembles in rehearsals to acquire practical experience in applying techniques examined in the classroom. May be repeated for credit. Applied music fee required.

Prerequisite: Interested incoming first-year students should plan to audition during orientation week. Other audition dates will be announced during the academic year. Upperclassmen desiring applied music study should arrange an audition or consult with the chair of the department prior to registration for the term in which lessons are desired. A weekly, 50-minute private lesson. An applied music fee will be assessed for this course. Music scholarships are available to defray part of the cost. Once a scholarship has been awarded, it will continue to be awarded whenever the student enrolls in the course, as long as funds are available and the student shows sufficient progress. All students enrolled in applied music are required to perform in a departmental recital or before a faculty jury, usually near the end of the academic term. Exceptions may be made for those students who have performed a solo recital or program of equivalent difficulty. May be repeated for credit.

Prerequisite: Interested incoming first-year students should plan to audition during orientation week. Other audition dates will be announced during the academic year. Upperclassmen desiring applied music study should arrange an audition or consult with the chair of the department prior to registration for the term in which lessons are desired. A weekly, 50-minute private lesson. An applied music fee will be assessed for this course. Music scholarships are available to defray part of the cost.
Once a scholarship has been awarded, it will continue to be awarded whenever the student enrolls in the course, as long as funds are available and the student shows sufficient progress. All students enrolled in applied music are required to perform in a departmental recital or before a faculty jury, usually near the end of the academic term. Exceptions may be made for those students who have performed a solo recital or program of equivalent difficulty. May be repeated for credit. V.6b

MUSC 189 CR: 2.0
Prerequisite: Interested incoming first-year students should plan to audition during orientation week. Other audition dates will be announced during the academic year. Upperclassmen desiring applied music study should arrange an audition or consult with the chair of the department prior to registration for the term in which lessons are desired. A weekly, 50-minute private lesson. An applied music fee will be assessed for this course. Music scholarships are available to defray part of the cost. Once a scholarship has been awarded, it will continue to be awarded whenever the student enrolls in the course, as long as funds are available and the student shows sufficient progress. All students enrolled in applied music are required to perform in a departmental recital or before a faculty jury, usually near the end of the academic term. Exceptions may be made for those students who have performed a solo recital or program of equivalent difficulty. May be repeated for credit. V.6b

MUSC 191 CR: 2.0
Prerequisite: Interested incoming first-year students should plan to audition during orientation week. Other audition dates will be announced during the academic year. Upperclassmen desiring applied music study should arrange an audition or consult with the chair of the department prior to registration for the term in which lessons are desired. A weekly, 50-minute private lesson. An applied music fee will be assessed for this course. Music scholarships are available to defray part of the cost. Once a scholarship has been awarded, it will continue to be awarded whenever the student enrolls in the course, as long as funds are available and the student shows sufficient progress. All students enrolled in applied music are required to perform in a departmental recital or before a faculty jury, usually near the end of the academic term. Exceptions may be made for those students who have performed a solo recital or program of equivalent difficulty. May be repeated for credit. V.6b

MUSC 193 CR: 2.0
Prerequisite: Interested incoming first-year students should plan to audition during orientation week. Other audition dates will be announced during the academic year. Upperclassmen desiring applied music study should arrange an audition or consult with the chair of the department prior to registration for the term in which lessons are desired. A weekly, 50-minute private lesson. An applied music fee will be assessed for this course. Music scholarships are available to defray part of the cost. Once a scholarship has been awarded, it will continue to be awarded whenever the student enrolls in the course, as long as funds are available and the student shows sufficient progress. All students
enrolled in applied music are required to perform in a departmental recital or before a faculty jury, usually near the end of the academic term. Exceptions may be made for those students who have performed a solo recital or program of equivalent difficulty. May be repeated for credit. **V.6b**

**MUSC 197 CR: 2.0**

*Prerequisite: Interested incoming first-year students should plan to audition during orientation week. Other audition dates will be announced during the academic year. Upperclassmen desiring applied music study should arrange an audition or consult with the chair of the department prior to registration for the term in which lessons are desired.* A weekly, 50-minute private lesson. An applied music fee will be assessed for this course. Music scholarships are available to defray part of the cost. Once a scholarship has been awarded, it will continue to be awarded whenever the student enrolls in the course, as long as funds are available and the student shows sufficient progress. All students enrolled in applied music are required to perform in a departmental recital or before a faculty jury, usually near the end of the academic term. Exceptions may be made for those students who have performed a solo recital or program of equivalent difficulty. May be repeated for credit. **V.6b**

**MUSC 205 CR: 1.0**

*Prerequisites: Audition and permission of the instructor.* Coaching and preparation of repertory for keyboard with voice or instrumentation; sight-reading; with possible performance in recital of literature studied. **V.6b**

**MUSC 213 CR: 3.0**

*Prerequisite: MUSC 157.* A study of Western vocal and instrumental music from 1770 to 1890, focusing both upon general stylistic developments in their historical contexts and upon the closer study of great works of the Classic and Romantic masters. Basic forms and score analysis will be introduced. These forms include Sonata-allegro form, theme and variations, rondo, minuet and trio, and song forms. **III.W, V.1, V.6a**

**MUSC 218 CR: 3.0**

*Prerequisite: MUSC 158.* A continuation of MUSC 157. Attention will be directed to writing music in Common Practice style, deepening the student's analytical understanding of Common Practice Music, and developing aural skils. See department chair for placement test information. **V.6a**
**MUSC 221** CR: 3.0
As a musical language, jazz is the first indigenous American style to affect music in the rest of the world. This course will teach the musician and non-musician alike how to identify the musical parameters used in jazz composition and performance. We shall look at the historical and social impact of slavery, segregation, drugs, and the growth of international attention on this art form, as well as the role of women jazz musicians. Offered alternate years. **III.O, V.6a**

**MUSC 224** CR: 3.0
*Prerequisite: MUSC 107 or MUSC 157.* This course will introduce students to the process of composing film scores, as well as analyzing films, representing various compositional styles and techniques. Students will use technical and musical vocabularies to analyze and critique film scores. Included in our study will be film composers John Williams, Danny Elfman, Howard Shore, Elmer Bernstein, Bernard Herrmann, Nino Rota, Miklos Rosza, Jerry Goldsmith, and others. Offered alternate years. **III.O, V.6a**

**MUSC 245** CR: 1.0
Rehearsal and performance of the choral literature from the renaissance to the 20th century. Performances with neighboring college choral groups. **V.6b**

**MUSC 251** CR: 1.0
*Prerequisites: Audition and permission of the instructor.* Reading, preparation and performance of instrumental chamber music and ensemble music of various styles. The instrumental ensemble performs alone and with the concert choir. Three hours of rehearsal per week. **V.6b**

**MUSC 257** CR: 3.0
*Prerequisite: MUSC 218.* This course is a continuation of the study of theoretical and compositional devices and how harmonic organization, rhythmic aspects, matters of texture, sonority, tension and relaxation, and coherence and unity impact larger forms of the Common Practice period. We will also study late 19th-century chromatic harmony and 20th-century compositional techniques. **III.O, V.6a**

**MUSC 261** CR: 3.0
Prerequisites: one MUSC course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

MUSC 303 CR: 2.0
Prerequisite: Permission of the instructor and preview committee. Presentation of solo or chamber music repertoire or both in recital. the student will present a preview of the recital to music department faculty one month prior to the concert.

MUSC 327 CR: 3.0
Prerequisite: MUSC 157. not open to students who have received credit for MUSC 212 or MUSC 331. A study of vocal and instrumental Western music from the period of Gregorian chant through to the early classical period ca. 1770. Emphasis is placed upon study of stylistic developments in their historical contexts. V.6a

MUSC 338 CR: 3.0
Prerequisite: MUSC 157. A study of Western music from 1890 to the present, with emphasis placed upon study of the great composers of the 20th century. Topics covered will include impressionism, dodecaphonic music, neoclassicism, serialism, and the emergence of electronic and synthesized music. Basic musical forms and music score analysis will be introduced. These include serial techniques, aleatoric ideas, minimalism, advanced harmonic analysis, new systems of notation, and the innovations in rhythm. V.1, V.6a

MUSC 343 CR: 1.0
Prerequisite: MUSC 218. This course will develop the student's ability to sight-sing using the solfege system, and to recognize and discern musical elements such as intervals, chords, melodies, and rhythms.

MUSC 344 CR: 1.0
Prerequisite: MUSC 343. This course is a continuation of MUSC 343.
MUSC 357 CR: 3.0

Prerequisite: MUSC 257. This course is a continuation of the study of theoretical and compositional devices and how harmonic organization, rhythmic aspects, matters of texture, sonority, tension and relaxation, and coherence and unity impact large forms of the Common Practice period. We will also study late 19th-century chromatic harmony and 20th-century compositional techniques. III.O, V.6a

MUSC 361 CR: 3.0

Prerequisites: 100-level MUSC course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

MUSC 377 CR: 3.0

Prerequisites: Three credits in MUSC and permission of the instructor and department chair. This course is graded P/CR/NC only.

MUSC 452 CR: 3.0

Prerequisite: Three courses in music history and three courses in music theory. Intensive study with emphasis upon at least two of the following: analysis, historical research, or performance. This study will culminate in a substantial piece of critical writing by the student, to be carried out under the supervision of the department faculty.

MUSC 461 CR: 3.0

Prerequisites: One 100-level MUSC course, one 200-level MUSC course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

PHED 101 CR: 0.5

IV.3
**PHED 104** CR: 0.5

**IV.3**

**PHED 110** CR: 1.0

Students will learn principles of stress management, analyze factors contributing to personal stress, develop and implement strategies for stress management, and examine the implications for stress in individual wellness.

**PHED 113** CR: 0.5

**IV.3**

**PHED 116** CR: 2.0

The purpose of this course is to introduce the students to the field of sport psychology, specifically mental training principles and techniques that have been found to enhance competitive athletic performance. The students will be provided with lectures, written self-awareness exercises, and group discussions designed to develop the mental skills necessary to become effective athletes. Athletes of any level (recreational - competitive) will benefit from this course.

**PHED 117** CR: 0.5

**IV.3**

**PHED 118** CR: 0.5

**IV.3**

**PHED 120** CR: 3.0

This course is an introductory exploration in the field of athletic training. It will explore the evolution of athletic training as a defined discipline in the medical world, including discussions on the relationship of athletic training to other healthcare professions. This course will also include basic skills
involved with the recognition, evaluation, treatment, and rehabilitation programs for common athletic injuries.

**PHED 123 CR: 0.5**
**IV.3**

**PHED 125 CR: 0.5**
**IV.3**

**PHED 126 CR: 0.5**
**IV.3**

**PHED 127 CR: 0.5**
**IV.3**

**PHED 128 CR: 0.5**
**IV.3**

**PHED 129 CR: 0.5**
This course provides an introduction to the Sweet Briar trail system through weekly hikes with the goal of familiarizing students with the campus landscape. Basic principles of outdoor safety and trail etiquette and maintenance are discussed. **IV.3**

**PHED 132 CR: 0.5**
**IV.3**
PHED 133 CR: 0.5
IV.3

PHED 135 CR: 0.5
IV.3

PHED 137 CR: 0.5
IV.3

PHED 138 CR: 0.5
IV.3

PHED 139 CR: 0.5
IV.3

PHED 141 CR: 0.5
IV.3

PHED 142 CR: 0.5
IV.3
PHED 146 CR: 0.5
IV.3

PHED 150 CR: 0.5
IV.3

PHED 161 CR: 0.5

Prerequisite: Satisfactory completion of one course in the department in the activity desired. A student may propose a project for a term, to be supervised by a member of the department with the approval of the chair. Usually, the student does not repeat a special study within the same activity.

PHED 163 CR: 3.0

We will examine different views on “healthy eating,” explore the relationship between diet and chronic disease, and discuss educational, biological, psychological, economic, and socio-cultural obstacles we face in attempting to meet our nutritional needs. Students will discuss and critique various theories on nutrition and research and make oral presentations on related topics. They will outline strategies for overcoming our nutritional challenges based on the information presented. III.O

PHED 164 CR: 1.0

Students will learn principles of nutrition and exercise and examine their impact on individual wellness. They will implement a plan for improving their status in both areas. They will be introduced in class to a variety of exercise options using indoor and outdoor facilities on campus. They will participate in and keep a journal on exercise activities outside of class that will total at least 14 hours by the end of the semester. IV.3

PHED 179 CR: 3.0

We will examine factors that shaped women’s intercollegiate, Olympic and professional sport in the twentieth century, including historical background, socio-political influences, media coverage, and medical implications of competition. Title IX and the effects of equity action on women in sport will be studied as well, and each student will analyze the impact of the legislation on her own sporting experience. III.O, V.5
**PHED 201** CR: 0.5
IV.3

**PHED 217** CR: 0.5
IV.3

**PHED 220** CR: 1.0
IV.3

**PHED 221** CR: 0.5

*Prerequisite: PHED 128; co-requisite: PHED 220.* This course is designed for students interested in understanding, designing, and participating in training programs to achieve higher levels of human performance through fitness and conditioning. Among topics to be covered are: goal setting and program design; methods of strength training; anatomy, flexibility, and injury prevention; nutrition and the female athlete triad; aerobic and anaerobic energy systems; and sport specific training.

**PHED 338** CR: 0.5
IV.3

**PHED 346** CR: 0.5

*Prerequisite: PHED 146.* IV.3

**PHED 361** CR: 3.0

*Prerequisites: 100-level PHED course and permission of the instructor.* The study of an
intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**PHED 377** CR: 3.0  
*Prerequisites:* Three credits in PHED and permission of the instructor and department chair. This course is graded P/CR/NC only.

**PHED 401** CR: 0.5  
IV.3

**PHED 432** CR: 1.0  
IV.3

**PHED 441** CR: 1.0  
IV.3

**PHED 442** CR: 1.0  
IV.3

**PHED 446** CR: 0.5  
IV.3

**PHED 450** CR: 1.0  
IV.3
**PHED 461** CR: 3.0

*Prerequisites: One 100-level PHED course, one 200-level PHED course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**PHIL 115** CR: 3.0

An introduction to philosophy through a study of great works in the western philosophical tradition. Emphasis will be placed on the cultivation of a philosophical attitude and the development of the art of conceptual analysis and synthesis. **V.1**

**PHIL 129** CR: 3.0

An introduction to political philosophy and political theory. Possible figures to be covered include Plato, Aristotle, Rousseau, Smith, and Marx, as well as contemporary thinkers such as Jouvenel, Dahl, Arendt, Nussbaum, and Pitkin. *May be counted as an auxiliary course toward the minor in gender studies.* **V.7**

**PHIL 209** CR: 3.0

An examination of the relationship between philosophy and literature, including reading classic and contemporary literary texts as philosophy and reading representative philosophical texts as literature. Commonalities and distinctions between these two modes of discourse, as well as their historical influence on one another, will be considered. Possible figures to be covered include Borges, Chesterton, Lessing, Voltaire, Montaigne, and Eliot. **V.2**

**PHIL 231** CR: 3.0

A study of the underlying theoretical foundations and assumptions of the institutions and practices of science. The course will take the form of a thematic and historical overview of various philosophies of science with an eye to better understand and discriminate about the science of our daily lives. Topics include questions regarding: scientific method, objectivity, truth, knowledge, substance, observation and perception, and reality. **V.8a**
PHIL 303 CR: 3.0

*Prerequisite: PHIL 115 or PHIL 129.* An examination of the ways in which various political philosophers have analyzed the themes of war, power, and justice. Possible figures to be covered include Aristotle, Thucydides, Machiavelli, and Hobbes, as well as contemporary thinkers such as Morgenthau and Walzer. **V.1, V.7**

PHIL 314 CR: 3.0

*Prerequisite: PHIL 115 or PHIL 129.* An examination of the development of American political and philosophical thought from its origins in classical and modern philosophy to its 21st century guises. Possible figures to be covered include Locke, Montesquieu, Tocqueville, and various figures involved with the American Founding, as well as contemporary political theorists and philosophers such as Dworkin and Zuckert. **V.1, V.7**

PHIL 315 CR: 3.0

*Prerequisite: One PHIL course.* An examination of fundamental figures in the western philosophical tradition, which begins in Greece. Possible figures to be covered include Homer, Plato, Xenophon, and Aristotle. **V.1**

PHIL 331 CR: 3.0

*Prerequisite: One PHIL course.* An examination of key thinkers in medieval philosophy and theology - including Islamic, Jewish, and Christian philosophers - as well as thinkers involved in the rise of humanism. Possible figures to be covered include Aquinas, Alfarabi, Averroes, Maimonides, Machiavelli, and Montaigne. **V.1**

PHIL 342 CR: 3.0

*Prerequisite: One PHIL course.* An examination of key assumptions of the Enlightenment, as well as various critiques of those assumptions. Possible figures to be covered include Descartes, Spinoza, Rousseau, Hume, Kant, Nietzsche, and Kierkegaard. **V.1**

PHIL 119 CR: 3.0
An introduction to the basic rules of logic used to evaluate deductive and inductive arguments. Special emphasis on determining whether conclusions follow validly from given premises. Also an introduction to common logical fallacies.  

PHIL 224 CR: 3.0
A critical study of the relationship between ethical theories and current practices and issues. Applications studied will vary year to year, but may include topics such as euthanasia, abortion, capital punishment, animal rights, and affirmative action. Possible figures to be covered include Aristotle, Mill, Kant, and Nietzsche.  

PHIL 236 CR: 3.0
An examination of the nature and purpose of the arts with special attention to the visual arts, music and literature. Controversies about the roles of the artist and viewer, the status of the art object, the significance of context, and the relationship of the arts to ethics and societal development will be explored. No specialized knowledge of the arts is required.  

PHIL 244 CR: 3.0
A study of some significant topic in philosophy (e.g., philosophy of the mind, philosophy and film). Topic for Fall 2013: "The Philosophical Foundations of Political Economy." An examination of the philosophical foundations of political economy. Possible figures to be considered include Locke, Rousseau, Smith, Marx, Mill, Hayek, Harrington, Friedman, Galbraith, Jouvenel, and Nussbaum. This course is suitable for students with no background in philosophy and may be repeated for credit when the course content changes. May be counted toward the majors or minors in economics and government, and toward the major in international affairs.  

PHIL 261 CR: 3.0
Prerequisites: One PHIL course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.  

PHIL 305 CR: 3.0
Prerequisite: One PHIL course. A study of an advanced theme or topic in philosophy (e.g.,
phenomenology, contemporary epistemology) or of a historical period not typically covered by the department (e.g., Hellenistic philosophy, postmodernism). This course is intended for students with a background in philosophy and may be repeated for credit when the course content changes.

**PHIL 361 CR: 3.0**

*Prerequisites: 100-level PHIL course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**PHIL 377 CR: 3.0**

*Prerequisites: Three credits in PHIL and permission of instructor and department chair.* This course is graded P/CR/NC only.

**PHIL 452 CR: 3.0**

*Prerequisites: Senior standing and permission of instructor.* This course is a capstone and a workshop intended for senior philosophy majors. Emphasis will be placed on the close reading of a single author's work and the development of oral and written arguments. III.O, III.W

**PHIL 461 CR: 3.0**

*Prerequisites: One 100-level PHIL course, one 200-level PHIL course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**PHYS 103 CR: 4.0**

*Prerequisite: Priority given to declared majors in Liberal Studies. Not open to first-year students.* An examination of fundamental physical science concepts through hands-on, inquiry-based explorations. Using appropriate tools and equipment, students build an understanding of energy sources, chemical and physical change, electricity, and magnetism. Students also gain experience in independent investigation and the development and implementation of their own exercises and experiments. Six hours of lecture/laboratory per week. V.8ab
PHYS 113 CR: 3.0
An introduction to the study of the universe, including basic elements of astronomy and topics of current interest; the solar system, search for extraterrestrial life, black holes, and cosmology. Three hours lecture and some evening observation sessions. III.Q, V.8a

PHYS 114 CR: 1.0
Prerequisite or co-requisite: PHYS 113. Activities in astronomy including descriptive and quantitative analyses of stellar spectra, planetary orbits, lunar/planetary photographs, supernova light curves, quasars, the expansion of the universe, and computer simulations of various astronomical phenomena. Some evening observing exercises. One three-hour laboratory. III.Q, V.8b

PHYS 122 CR: 3.0
Prerequisite: PHYS 171. An introduction to electromagnetism and optics. Offered alternate years. This course does not count toward either the physics or mathematics-physics major requirements. III.Q, V.8a

PHYS 131 CR: 1.0
Prerequisite or co-requisite: PHYS 171. Experiments in mechanics. One three-hour laboratory. III.Q, V.8b

PHYS 132 CR: 1.0
Prerequisite or co-requisite: PHYS 122 or PHYS 172. Introductory experiments in electrical circuits and optics. One three-hour laboratory. III.Q, V.8b

PHYS 171 CR: 4.0
Prerequisite or co-requisite: MATH 123 or MATH 124. A study of Newton’s Laws, the conservation laws of classical mechanics and their application to physical systems, and wave motion. Three hours lecture and one three-hour laboratory. III.Q, V.8ab
PHYS 172 CR: 4.0

Prerequisite: PHYS 171. Prerequisite or corequisite: MATH 124. A study of electricity, magnetism, circuits, electromagnetic waves, and optics. III.Q, V.8a

PHYS 202 CR: 3.0

Prerequisite: PHYS 240. Prerequisite or corequisite: MATH 328. An introduction to the special theory of relativity and quantum phenomena. Topics include the Bohr atom, the wave function, electron spin, Pauli Principle, quantum statistics, and atomic structure. Four hours lecture.

PHYS 210 CR: 3.0

Prerequisite: PHYS 172; co-requisite: MATH 223. An introduction to topics in planetary physics; stellar, galactic, and extragalactic astronomy and astrophysics; and cosmology. Offered alternate years.

PHYS 215 CR: 1.0

Prerequisite: PHYS 171. Prerequisite or co-requisite: MATH 328. This course will introduce students to Matlab programming through applications to computational problems in mathematics, physics, and engineering.

PHYS 221 CR: 4.0

Prerequisites: PHYS 132 and PHYS 172. This course introduces the fundamental principles and the mathematical techniques used to analyze and model analog and digital circuits including energy storage elements. Course topics include resistive circuits, alternating current circuits, transient analysis, operational amplifier circuits, transistors, diodes, digital systems, and instrumentation. Three hours of lecture and one three-hour laboratory. Same as ENGR 221.

PHYS 233 CR: 1.0

Prerequisites: PHYS 132 and PHYS 172. Selected experiments in classical physics and electrical circuits. Analysis and treatment of uncertainty and error. One three-hour laboratory. III.Q, V.8b
PHYS 240 CR: 3.0

Prerequisite: PHYS 172. This course will focus on topics of physical optics with some review of geometrical optics. Topics covered will include optical instrumentation, interference of light, optical interferometry, diffraction, fiber optics, lasers, and nonlinear optics. Offered alternate years.

PHYS 258 CR: 3.0

Prerequisite: PHYS 172. Prerequisite or co-requisite: MATH 223. This course focuses on topics in classical physics at the intermediate level with an emphasis on developing students' problem-solving skills. Students will work individually and collaboratively on problems and present solutions that are critiqued in class. Topics include mechanics, electromagnetism, waves, optics, and thermodynamics.

PHYS 261 CR: 3.0

Prerequisites: One PHYS course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

PHYS 301 CR: 3.0

Prerequisites: PHYS 172 and MATH 328. Classical mechanics, Lagrangian and Hamiltonian functions. Central force problems. Offered alternate years.

PHYS 302 CR: 3.0

Prerequisites: PHYS 172, MATH 328, and MATH 336. Maxwell's Equations, electromagnetic waves, and material media. Offered alternate years.

PHYS 313 CR: 3.0

Prerequisite: CHEM 331 or PHYS 202. Quantum mechanics, solutions of Schrodinger’s Equation, operator formalism, angular momentum, and perturbation theory. Offered alternate years.
**PHYS 321** CR: 3.0

*Prerequisite: PHYS 233. Prerequisite or corequisite: CHEM 331 or PHYS 202.* Advanced experiments in classical and modern physics including the determination of the fundamental physical constants: G, h, c, e, and \( \mu^0 \). This course may be repeated for up to a total of 3 credits. One or two 2-3 hour laboratory periods. **III.O, III.W**

**PHYS 337** CR: 1.0

*Prerequisite: Permission of the instructor.* The study of an advanced topic not normally covered in other physics courses.

**PHYS 351** CR: 3.0

*Prerequisite: Permission of the instructor.* Students engage in ongoing faculty research in, for example, radio astronomy, laser physics, or materials science. Credit may be given for off-campus research projects.

**PHYS 361** CR: 3.0

*Prerequisites: 100-level PHYS course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**PHYS 377** CR: 3.0

*Prerequisites: Three credits in PHYS and permission of the instructor and department chair.* This course is graded P/CR/NC only.

**PHYS 461** CR: 3.0

*Prerequisites: One 100-level PHYS course, one 200-level PHYS course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.
PSYC 101 CR: 3.0
An introduction to the principles and methods of psychology. This course provides a general background and is a prerequisite to all other psychology courses. V.8a

PSYC 201 CR: 3.0
Prerequisite: PSYC 101. The study of human cognitive, psychosocial, and physical development from conception through childhood.

PSYC 203 CR: 0.0
Prerequisites: PSYC 201 and permission of the instructor. Students will undertake supervised field experience through a partnership with the area Big Brothers/Big sisters Program that will take place on site at Amherst County elementary schools. The experience is designed to provide a sample of the type of activities in which child developmentalists and other human service professionals are engaged. It is not intended to develop competence to the level of a beginning practitioner. This course is graded on a P/CR/NC grading option only.

PSYC 204 CR: 0.5
Prerequisites: PSYC 201, PSYC 203 and permission of the instructor. Students will undertake supervised field experience through a partnership with the area Big Brothers/Big sisters Program that will take place on site at Amherst County elementary schools. The experience is designed to provide a sample of the type of activities in which child developmentalists and other human service professionals are engaged. It is not intended to develop competence to the level of a beginning practitioner. This course is graded on a P/CR/NC grading option only.

PSYC 219 CR: 4.0
Prerequisite: PSYC 101. An introduction to those descriptive and inferential statistics most often used in psychological research. Topics include probability, standard normal distribution, measures of central tendency and variability, sampling, correlation, and both parametric and non-parametric tests of significance. This course includes a weekly three-hour laboratory session. III.Q

PSYC 222 CR: 3.0
Prerequisite: PSYC 101. A study of the individual in a social context. Topics will include conformity, persuasion, altruism, prejudice, and social cognition. *May be counted as an auxiliary course toward the minor in gender studies. III.W*

**PSYC 231 CR: 4.0**

*Prerequisites: PSYC 101 and permission of the instructor.* An overview and critical analysis of current learning theory. Particular emphasis given to animal investigations of Pavlovian and instrumental conditioning. Three hours lecture or discussion and three hours laboratory work with animals.

**PSYC 237 CR: 3.0**

*Prerequisite: PSYC 101.* Organizational psychology uses scientifically-based psychological principles and research methods to study topics important to understanding human behavior in industry, business, and organizations. In this course students will become familiar with the interface between psychology and business; have practice at creating solutions for problems found in organizations; and be able to identify and interpret resources related to this subdiscipline. Offered alternate years.

**PSYC 238 CR: 3.0**

*Prerequisite: PSYC 101.* Principles from evolutionary biology are applied to the study of human behavior and the structure of the human mind. The survival, social and reproductive challenges our ancestors faced are reviewed, as are the psychological adaptations that evolved as a consequence. Topics include sex differences in mating strategies, parenting and kinship, and the adaptive value and/or consequences of selfishness and altruism. Offered alternate years.

**PSYC 246 CR: 3.0**

*Prerequisite: PSYC 101.* This course will survey the mechanisms of action, behavioral effects, and side effects of psychoactive drugs. As various types of drugs are discussed (e.g. stimulants, depressants, hallucinogenics, anti-depressants, anti-schizophrenics, anti-Parkinson drugs), relevant details of synaptic functions and transmitter pathways will be highlighted to provide an integrated view of drug mechanisms and the neurochemical basis of psychiatric disorders and substance abuse. Offered alternate years.

**PSYC 251 CR: 3.0**
Prerequisite: PSYC 101. A study of the physiological mechanisms underlying behavior including neural and chemical substrates of behavior and the organization of the nervous system.

PSYC 257 CR: 3.0

Prerequisite: GNDR 102 or PSYC 101. Current issues in experimental and applied psychology. Emphasis is placed on reading an evaluation of psychological research. Topics will vary each semester. This course may be repeated once for credit toward the major. Topic for Fall 2013: "Gender and Sexuality." This course is a survey of the major theories and empirical findings in psychological research on gender and sexuality. Topics will include: definitional and methodological issues in the study of gender and sexuality; explanations for observed group differences (e.g., gender differences); how relevant stereotypes arise and are maintained or challenged; the biological and social bases of gender and sexual identities; and close studies of such topics as body image, gendered forms of violence, eating, and exercise. Not open to students who have already earned credit for PSYC 257.02 in Spring 2013. May be counted toward the minor in gender studies.

PSYC 261 CR: 3.0

Prerequisites: One PSYC course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

PSYC 302 CR: 3.0

Prerequisites: PSYC 101 and a 200-level PSYC course. Survey of contemporary theories and research in the psychology of adolescence, adulthood, and aging. Topics will include physical, social, and personality development as well as concepts of identity formation, deviant behavior, and the adjustments to major life transitions and changing social roles. IILO, V.5

PSYC 304 CR: 1.0

Prerequisites: PSYC majors with junior or senior standing and permission of the instructor. Co-requisite: PSYC 302. Supervised field experience in a public or private agency setting that provides psychological or educational services to adolescents. The experience is designed to provide a sample of the type of activities in which psychologists and other human service professionals are engaged. It is not intended to develop competence to the level of a beginning practitioner. This course is graded on a P/CR/NC grading option only.
**PSYC 309** CR: 3.0

*Prerequisites: PSYC 101, junior standing, and permission of the instructor.* Survey of clinical/counseling psychology as a science and profession. Current psychological treatment approaches, assessment techniques, research strategies, and their empirical/theoretical foundations. In addition to classroom discussions and workshops, students will volunteer 3-5 hours per week at local mental health organizations. Experiences will be integrated into the course and provide unique practical experiences working in the discipline.

**PSYC 310** CR: 4.0

*Prerequisites: PSYC 101 and PSYC 219.* A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and three hours laboratory. **III.O, III.W**

**PSYC 315** CR: 3.0

*Prerequisites: PSYC 219, PSYC 310, and permission of the instructor.* An overview of statistics and psychological research methods, focused literature review, with emphasis on the design and execution of an independent research project. Students will disseminate their work through a research paper conforming to APA standards and through a public presentation of their research. This course is a prerequisite to PSYC 461, Independent Study. Two hours class meeting plus weekly individual tutorials.

**PSYC 317** CR: 3.0

*Prerequisites: PSYC 101 and a 200-level PSYC course.* A survey and comparative analysis of theories and contemporary research on personality.

**PSYC 321** CR: 2.0

*Prerequisite: Permission of the instructor.* Directed experience in empirical psychological research. Laboratory and field work on different research projects conducted by faculty members. Graded satisfactory/unsatisfactory.

**PSYC 324** CR: 3.0
Prerequisites: PSYC 101 and a 200-level PSYC course. An exploration of how behavior — thoughts, feelings, and actions—affect physical health and illness. In this seminar we will read and discuss research and clinical applications. for example, we will look beyond the arguably trite admonition “think positive” to the neuropsychological mechanism whereby positive affect influences cognition and health. Offered alternate years. III.O

PSYC 328 CR: 3.0
Prerequisites: PSYC 101 and PSYC 251. Selected topics in neuropsychology and treatment. Using a case study approach, we will examine general principles of brain organization; neuropsychological assessment; sensory, perceptual, and motor disorders; and the effects of brain abnormalities on the higher cortical processes of memory, language, emotion, and problem solving. Offered alternate years.

PSYC 334 CR: 3.0
Prerequisites: PSYC 101, and either a 200-level PSYC course or BIOL 222. Seminar exploring current research in the field of cognitive ethology, looking at perceptual, memory, thought, and emotional processes of animals in their ecological context and entertaining questions about animal consciousness and intentionality. Selected readings from animal cognition, behavioral ecology, and cognitive neuroscience will be discussed. Offered alternate years. III.O

PSYC 341 CR: 3.0
Prerequisites: PSYC 101 and a 200-level psychology course. Current issues in experimental and applied psychology. emphasis is placed on reading and evaluation of psychological research. topics vary each semester. This course may be repeated once for credit towards the major.

PSYC 345 CR: 3.0
Prerequisite: One PSYC course at the 200-level or above. This course will examine the intersection of psychology and law including the moral and ethical dilemmas faced by mental health professionals working in the legal system. Topics will include eyewitness testimony, the evaluation of criminal suspects, jury selection/nullification strategies, and the role that psychological evaluations plays in the criminal and family courtroom. Not open to students who already have credit for this course taken as PSYC 341. Offered alternate years.
PSYC 355 CR: 3.0

Prerequisite: A 200-level course in BIOL or PSYC. This course covers the psychological and biological bases of learning and memory. Topics range from the cellular changes that underlie species general learning to the brain areas and systems relevant to conscious recollection. Memory processes in humans, rats, sea slugs, and computers are examined in order to better understand the structure of an adaptive mind. Offered alternate years.

PSYC 359 CR: 3.0

Prerequisite: One PSYC course at the 200-level. This seminar covers both classic and contemporary research on the nature of selfhood. Topics will include defining and making sense of the self (including sources, accuracy, and development of self-knowledge at the individual, relational, and collective levels); evaluating and protecting the self (including self-esteem, self-presentation, and contending with identity threats); and the active regulation of the self (self-control).

PSYC 361 CR: 3.0

Prerequisites: 100-level PSYC course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

PSYC 377 CR: 3.0

Prerequisites: Three credits in PSYC and permission of the instructor and department chair. This course is graded P/CR/NC only.

PSYC 403 CR: 3.0

Prerequisites: PSYC 101 and a 300-level PSYC course. An experimental-clinical approach to behavior disorders including an overview and critical appraisal of current theories regarding the etiology and treatment of behavior disorders.

PSYC 408 CR: 3.0

Prerequisites: PSYC 101 and a 300-level PSYC course. The study of sensory processes, the function and role of the senses, particularly vision and audition, and the organization of sensory data into
meaningful perception.

**PSYC 411** CR: 3.0

*Prerequisite: PSYC 310; PSYC 309 is strongly encouraged.* An overview of the fundamental assumptions of General Systems Theory and the basic theoretical orientations within family therapy. The influence of gender, culture, developmental status, divorce, and abuse on the working dynamics of the family will be examined. Various structural and analytical systems such as Bowenian Systems techniques will be explored using a case study approach. Offered alternate years.

**PSYC 425** CR: 3.0

*Prerequisites: PSYC 101 and a 300-level PSYC course.* An examination of theory and research concerning thinking. Topics will include reasoning, problem solving, imagery, and language. Offered alternate years.

**PSYC 432** CR: 4.0

*Prerequisites: PSYC 310, junior or senior standing, and permission of the instructor.* A survey of the current and historical psychometric principles and strategies used to assess individual and group differences. The application and administration of widely-used tests are examined, and general problems of measurement are discussed. Laboratory work will focus on the administration, scoring and interpretation of tests that are typically used in a standard assessment battery. Offered alternate years.

**PSYC 452** CR: 2.0

*Prerequisite: PSYC majors with senior standing.* A review and synthesis of major questions, issues, and methods of psychology. **III.O**

**PSYC 461** CR: 3.0

*Prerequisites or co-requisites: PSYC 219, PSYC 310, and PSYC 315, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.
**RDPR 161** CR: 3.0

Prerequisite: Satisfactory completion of one course in the riding program. A student may propose a project for a term to be supervised by a member of the riding program with the approval of the director.

**RDPR 162** CR: 0.5
IV.3

**RDPR 163** CR: 1.0
IV.3

**RDPR 164** CR: 1.0
IV.3

**RDPR 167** CR: 0.0
IV.3

**RDPR 169** CR: 0.0

**RDPR 171** CR: 1.0
IV.3

**RDPR 175** CR: 1.0
IV.3
Prerequisite: Permission of the instructor. This course is designed to develop an understanding of the safety issues, horse selection requirements, lesson planning skills, and riding theory necessary to become a successful teacher of riding. Topics include: assessing the riding environment, goal setting, active listening, effective communication, and developing observation skills. Students will work with a supervising instructor to gain practical teaching experience in addition to the lecture/discussion portion of the course.
Prerequisite: RDPR 295. A teaching practicum for students who have taken and passed RDPR 295. Students will observe and assist instructors in teaching riders of various levels. Some work will be done independently by qualified students under the guidance of riding faculty.

RDPR 361 CR: 3.0

Prerequisites: 100-level RDPR course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

RDPR 365 CR: 1.0

IV.3

RDPR 371 CR: 1.0

IV.3

RDPR 377 CR: 3.0

Prerequisites: Three credits in RDPR and permission of the instructor and department chair. This course is graded P/CR/NC only.

RDPR 381 CR: 1.0

IV.3

RDPR 382 CR: 1.0

IV.3
RDPR 385 CR: 1.0
IV.3

RDPR 390 CR: 2.0
Prerequisites: BUSN 127, BUSN 131, BUSN 150, ECON 101, and RDPR 169. An analysis of the management components of operating a successful for-profit equine operation. Areas to be studied: employee/independent contractors laws and taxation, risk management, equine health care, marketing, budgeting, and long-range financial planning. Each student will develop a detailed plan for the staffing, management, equine health care, and budgeting of a specific facility. Professionals in the equine industry will be brought in to discuss specific aspects of farm and stable management.

RDPR 391 CR: 1.0
IV.3

RDPR 392 CR: 3.0
Prerequisites: Completion on at least one 200-level riding course and permission of the instructor. A survey of the development of major riding and schooling theories in Western civilization from the Renaissance to the present and an actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project. Offered alternate years.

RDPR 394 CR: 1.0
IV.3

RDPR 395 CR: 1.0
IV.3

RDPR 396 CR: 3.0
Prerequisites: Completion of at least one 200-level riding course and permission of the instructor. The study and practice of riding and teaching within a modern system of riding. Mounted instruction, lectures, and practice teaching. Offered alternate years.

RDPR 398 CR: 1.0
IV.3

RDPR 461 CR: 3.0
Prerequisites: One 100-level RDPR course, one 200-level RDPR course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

RELG 111 CR: 3.0
What do the world’s religions say about war and peace, hunger and poverty, death and dying, science, technology, medicine, the environment, the political and economic order, sexuality, civil rights, and business? This course will examine the ways that religions deal with principal moral issues in the modern world. Offered alternate years. V.5

RELG 177 CR: 3.0
An introduction to the broad field of religious studies from a variety of perspectives drawn from anthropology, psychology, sociology, philosophy, the fine arts, gender studies, and history. The course will consider what the elements of religion are (myth, doctrine, ritual, ethics, world view, human community, and destiny), how they are to be interpreted vis-a-vis modern academic perspectives on culture, and whether religion as a concept makes any sense in an age of scientific rationalism. May be counted as an auxiliary course toward the minor in gender studies. V.1, V.5

RELG 178 CR: 3.0
A comparative survey of the world’s major religious traditions from the time of their foundation to the present. Emphasis will be placed on understanding how religious traditions both reflect and are formative in the cultures and societies in which they appear. V.5
**RELG 221** CR: 3.0
A comprehensive survey of the major religious movements of India. This course will examine Indian notions of truth, ritual, family life, social organization, human destiny and salvation, literature, and arts as they have developed within the Hindu, Jaina, and Sikh communities. Students will also examine the role of these communities in the development of modern Indian nationalism and ethnicity. Offered alternate years. V.4

**RELG 222** CR: 3.0
A broad historical study of the development of Buddhism in India and its adoption and adaptation in Tibet, China, and Japan. This course will examine the Buddhist world view, Buddhist forms of spirituality (Mahayana, Hinayana, and Tantrayana), Buddhist rituals, philosophy, literature, arts, organizations, and Buddhism’s relation to political and economic systems. Offered alternate years. V.4

**RELG 231** CR: 3.0
A broad comparative study of the development of Daoism in China, Korea, and Japan. This course will examine the origins of Daoism in China, its development of cosmological, political, ritual, gymnastic, alchemical, and monastic forms, and the regional understandings and uses of these forms in Korea and Japan. V.4

**RELG 235** CR: 3.0
The study of religion in Latin America includes the diverse cultures of indigenous, African-American, and Hispanic peoples from South America, Central America, Mexico, and the Caribbean. The course may consider: indigenous religions from geographically distinct regions (from the Yahgan of Tierra del Fuego to the Pueblos and Yaqus of Mexico); Catholicism in its many cultural forms; African cultures from Brazilian condomblé to Afro-Caribbean ritual; and contemporary religious movements. Critical approaches include precontact, colonial and post-colonial issues; cosmovisiones, conflict and mestizaje, religion and society, modernity in Latin American perspectives. Offered alternate years. V.4

**RELG 236** CR: 3.0
This course explores a diversity of new approaches to religion in pluralistic America, considering new historical understanding of Protestant, Catholic, and Jewish traditions, and many non-mainstream religions. The study will include Native American religion, African American Christianity and Islam, Hispanic Catholicism, Asian American traditions, Mormonism, and new religious movements. Pluralistic religious America will be examined in light of colonialism, post-colonial interpretations,
cultural and regional diversity, gender issues, ethics and social issues. Offered alternate years. **III.O, V.5**

**RELG 241** CR: 3.0
An historical study of the origins and development of Judaism down to the present. The course will deal with Jewish ethics, gender, literature, law, ritual, and notions of history and ethnic identity as they developed in various Jewish communities throughout the world. Offered alternate years. *May be counted as an auxiliary course toward the minor in gender studies.* **III.W, V.1**

**RELG 244** CR: 3.0
An historical survey of the development of Christianity from its beginnings in the Greco-Roman empire through its global establishment in the modern era. The focus of the course will be on how Christianity in its literature, rituals, institutional forms, and intellectual traditions changes and develops as it encounters new peoples and new cultures. *May be counted as an auxiliary course toward the minor in gender studies.* **III.W, V.1**

**RELG 248** CR: 3.0
Students will examine religions of Africa both in their indigenous expressions and in the Diaspora. Methodological issues such as what constitutes a “traditional” religion will be examined, as will questions of ritual, cosmology, myth-making, and the place of women. The effects of colonialism and the situation of postcolonialism will be discussed in-depth in the context of both continental and diaspora religious experience. The relationship of colonialism to syncretism will be explored in the examination of diaspora religions in the Caribbean and American settings. Movements such as Vodoun and Rastafarianism will be studied with a view to understanding how new religions are created as a process of inter-cultural contact and adaptation to historical events. **III.O, V.4**

**RELG 255** CR: 3.0
An introduction to the “world of Islam”, beginning with an examination of its foundation in the seventh century and concluding with a consideration of issues pertaining to Islam in the modern world. The course will deal with such topics as: Muhammad; the Qur’an; Islamic “Traditions” (hadith) and the “Law” (shariah); the Caliphate; sectarian divisions, especially the Sunni-Shiite schism; Sufi mysticism; Muslim influences on medieval European societies; the Crusades; Islamic art and literature; and the modern resurgence of Islam. Offered alternate years. **V.4, V.5**
RELG 261 CR: 3.0

Prerequisites: One RELG course and permission of the instructor. The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

RELG 263 CR: 3.0

Prerequisite: One course in PHIL or RELG; sophomore standing. A survey of the major philosophers in North and South Asia. This course will look at the philosophical contributions made to world philosophy by such philosophers as Confucius, Laozi, Zhuxi, Nagarjuna, Candrakirti, Shankara, and Ramanuja. The course will focus on the basic questions of human existence and nature, notions of truth and ultimate meaning, ethical obligations, and the nature of society. Offered alternate years. V.5

RELG 301 CR: 3.0

Are there critical differences between scientific and religious ways of knowing and are there ways in which humans have tried to bridge the gap between science and religion? This course will examine the philosophy of science as a means of understanding modern intentional revivals of ancient religious traditions, including modern witchcraft, fertility practices, various divination and fortune-telling techniques, the development of parapsychology and New Age religion. Offered alternate years.

RELG 302 CR: 3.0

Prerequisite: One RELG course. Philosophical analysis of religious claims about the nature of human existence, religious notions of authority, religious language, ethics, and theories of knowledge. While the categories of analysis are drawn from the Western philosophical tradition, the data are drawn from the world’s religions. III.O, V.1

RELG 350 CR: 3.0

Prerequisite: Permission of the instructor. An examination of the issues that are produced by religious and state interests in the United States from the colonial period to the present. The course will focus on understanding the history of colonial and post-colonial views of religion and government, the process that led to the constitutional separation of religion and government, and the history of interpretations of this constitutional doctrine by the U.S. Supreme Court. Offered alternate years. III.W, V.7
**RELG 361** CR: 3.0

*Prerequisites: 100-level RELG course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

**RELG 377** CR: 3.0

*Prerequisites: Three credits in RELG and permission of instructor and department chair.* This course is graded P/CR/NC only.

**RELG 451** CR: 3.0

*Prerequisite: One course in RELG at the 200-level or above.* This seminar provides an opportunity for students and faculty to collaborate in research that will produce a student-faculty publication in an appropriate academic form (e.g. a conference presentation, a paper journal, or an electronic journal). Offered alternate years.

**RELG 452** CR: 3.0

Fundamental problems of religion, ethics, and theology, such as religious authority and experience, understandings of the world, humanity and history, doctrines of salvation, the study of sacred scriptures, phenomenology of religion, and the methodologies of religious studies. The course is the senior exercise for students who major in religion. **III.O**

**RELG 461** CR: 3.0

*Prerequisites: One 100-level RELG course, one 200-level RELG course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**SOCI 100** CR: 3.0

The course serves as an introduction to the analysis of human interaction and social groups. Focus is on the sociological perspective, methods of social science, socialization processes, and class, gender, and race inequalities, with an over-arching emphasis on the social construction of reality. *May be counted as an auxiliary course toward the minor in gender studies.* **V.5**
**SOCI 110** CR: 3.0
An introduction to the analysis of human group behavior within the context of social interaction and social institutions. Primary emphasis is on methods and results of social research. **III.Q**

**SOCI 200** CR: 3.0
Prerequisite: SOCI 110. Social and behavioral risk factors for health and well-being, illness, accidents and death. Interrelationships of these non-medical factors with health care and socially-patterned inequalities. **V.5**

**SOCI 210** CR: 3.0
Prerequisite: SOCI 100. Changing effects of the automobile on culture and social organization will be considered. Topics include: the relation of cars to industrialization and the organization of work, cars as popular cultural artifacts, cars and social policy. Some attention will be paid to probable future trends in automotive design and production. Emphasis is on the United States, but recent developments in the rest of the world (especially Japan) will be analyzed as well. Offered every third year. **V.5**

**SOCI 220** CR: 3.0
Prerequisite: SOCI 100. This course analyzes the role of community in human social life, with attention to questions about community formation, maintenance, and change. In it we will also examine the phenomenon of intentional community and its place vis-a-vis mainstream society, with an emphasis on environmentally sustainable communities. Offered alternate years.

**SOCI 223** CR: 3.0
Prerequisite: SOCI 100. Food is a principal ingredient in sociocultural systems and conveys much about a society. This course explores the social significance of food, specifically: the determinants of what and how people in a society eat, religious and ideological meanings associated with certain foods, how food norms reflect and perpetuate certain forms of social stratification, the rationalization of food-related processes, and the consequences of food conventions for the health of people and the environment. **V.5**
**SOCI 250** CR: 3.0

*Prerequisite: SOCI 100.* The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work. *This course may not be used to meet the minimum number of courses required for either the major or minor in sociology.*

---

**SOCI 260** CR: 3.0

*Prerequisite: SOCI 100.* This course examines religion in human cultures from a sociological perspective, focusing on its origins in and consequences for society. Study includes the review of classic and contemporary arguments about the role of religion and ideas about morality in the development of modern society. The course also explores ways in which religion and other aspects of society influence each other. V.5

---

**SOCI 261** CR: 3.0

*Prerequisites: SOCI 100 or SOCI 110, and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member. This course is graded P/CR/NC only.

---

**SOCI 300** CR: 3.0

*Prerequisite: SOCI 110.* An analysis of cultural values and socioeconomic factors related to definitions of mental health; societal responses to mental illness; the prevalence and distribution of psychiatric disorder in population groups; the influence of non-medical factors in diagnosis and treatment; the relation to social structure of mental health policy and organization of treatment systems.

---

**SOCI 310** CR: 3.0

*Prerequisite: SOCI 110.* Critical analysis of contemporary theoretical and empirical research of the sociology of crime and delinquency. III.Q

---

**SOCI 320** CR: 3.0

*Prerequisite: SOCI 100.* An analysis of how the economy affects the organization of the work-place
which in turn affects home and school socialization processes. Implications of workplace organization and socialization processes for social mobility are explored.

**SOCI 330 CR: 3.0**

*Prerequisite: SOCI 100.* An examination of the sociological understanding of structured social inequality. Beginning with the origins of social stratification and theoretical explanations of inequality, the course will survey the principal forms of stratification found in human society, concentrating on an extended analysis of the class structure of American society that addresses these fundamental questions: How are rewards (power, property, prestige) distributed in American society? How unequal is the distribution? Are classes real groups or categories? Can individuals change their rank in the structure? How has the structure of inequality changed? **V.5, V.7**

**SOCI 350 CR: 3.0**

*Prerequisite: SOCI 100.* The emergence of the modern city raised many questions about the effects of urban life on society. Today, however, more than half the world’s population is urban. This course will examine the range of sociological theories about the city. Themes include: the history of urbanization and sprawl, the cultures of cities, environmental issues, and the “new urban sociology.”

**SOCI 360 CR: 3.0**

*Prerequisite: SOCI 100.* An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis to the United States and selected societies. **III.W**

**SOCI 361 CR: 3.0**

Prerequisites: SOCI 100 or SOCI 110, and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member. This course is graded P/CR/NC only.

**SOCI 370 CR: 3.0**

*Prerequisite: SOCI 100 or ENVR 101.* An analysis of the reciprocal interactions between the physical environment (ranging from a micro level to the biosphere) and social organization. Specific topics
include energy consumption, quality of life, sustainable development, environmental inequality, and global environmental change. The course will emphasize the ways in which social structures and the individual behaviors that reflect them both transform and are transformed by the environment. Offered alternate years. \( V.7 \)

**SOCI 377** CR: 3.0

*Prerequisites: Three credits in SOCI and permission of instructor and department chair.* This course is graded P/CR/NC only.

**SOCI 450** CR: 3.0

*Prerequisites: SOCI 100 and one additional SOCI course.* Sociological theory was a response to the traumatic birth of modern society. Industrialization, capitalism, and individualism all raised difficult questions. What is the nature of modern society? What are its problems and challenges? How will it change? We shall approach these questions via a critical reading of Marx, Durkheim, Weber, and others, followed by selections representative of the major movements of thought in contemporary sociological theory. \( \text{III.W, V.1} \)

**SOCI 451** CR: 3.0

*Prerequisites: SOCI 110, and MATH 106 or MATH 205.* An analysis of strategies for discovery in social research, with emphasis on questionnaires, interviews, and observation. Students will have an opportunity to apply these methods. \( \text{III.Q} \)

**SOCI 452** CR: 3.0

*Prerequisite: Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.* The application of the sociological perspective to an issue or problem in contemporary society, with emphasis on the formulation of a sociological question and the construction of a sociological analysis. Students in the seminar will determine the issue or problem to be considered. Students may elect to do independent work on topics related to the theme of the seminar. \( \text{III.O} \)

**SOCI 461** CR: 3.0

*Prerequisites: SOCI 100 or SOCI 110, one 200-level SOCI course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a
faculty member who will act as the sponsor. This course is graded P/CR/NC only.

SPAN 101 CR: 3.0
Introduction to Spanish grammatical structures, vocabulary, and the cultures of Hispanic peoples. Formal study and practice in speaking, reading, writing, and understanding spoken Spanish at the elementary level. Lab work required.

SPAN 102 CR: 3.0
Prerequisite: SPAN 101. A continuation of SPAN 101. Lab work required.

SPAN 201 CR: 3.0
Prerequisite: SPAN 102 or placement. An intermediate Spanish language course with a special emphasis on oral communication. Audio and computer-based lab work required.

SPAN 202 CR: 3.0
Prerequisite: SPAN 201. A continuation of SPAN 201 with a special emphasis on Hispanic culture and literature. Audio and computer-based lab work required. V.3

SPAN 215 CR: 3.0
Prerequisite: SPAN 202 or placement. A course designed to improve the student’s conversational ability through the reading and discussion of literary and cultural texts. III.O, V.3

SPAN 216 CR: 3.0
Prerequisite: SPAN 202 or placement. Fine-tuning of language skills with an emphasis on applying grammatical principles and organizing strategies to the reading and writing of expository prose. III.W, V.3
SPAN 219 CR: 3.0

Prerequisite: One course in Spanish numbered 202 or above or placement. An advanced intermediate Spanish course that introduces students to historical and cultural issues in Spain through the reading and commentary of relevant texts. Reading strategies to enhance comprehension and analytical skills are emphasized. Offered alternate years. V.3

SPAN 221 CR: 3.0

Prerequisite: One course in Spanish numbered 202 or above or placement. An advanced intermediate Spanish course that introduces students to historical and cultural issues in Latin America through the reading and commentary of relevant texts. Reading strategies to enhance comprehension and analytical skills are emphasized. V.3, V.4

SPAN 222 CR: 3.0

Prerequisite: One course in Spanish numbered 202 or above or placement. An advanced intermediate Spanish course that introduces students to the reading, discussion, and analysis of literary texts from throughout the Hispanic world. III.W, V.2, V.3

SPAN 240 CR: 3.0

Prerequisite: SPAN 215 or SPAN 216. A course that introduces students to business culture in the Hispanic world (with an emphasis on Latin America), the vocabulary of business, and business correspondence in Spanish. Weekly class meetings will be supplemented with extensive use of computer-based materials for communication and research. III.O, V.3, V.4

SPAN 255 CR: 3.0

Prerequisite: First-year students with permission. A study of significant Latin American and/or Spanish writers and the relationship between their work and society. This course may be counted as the one course in English allowed for the major in Spanish. Taught in English. Offered alternate years. V.2

SPAN 261 CR: 3.0

Prerequisites: One SPAN course and permission of the instructor. The study of introductory level
material by an individual student or by a small group of students under the immediate supervision of a faculty member.

**SPAN 304** CR: 3.0  
*Prerequisite: SPAN 222.* An introduction to the methods, techniques, and problems involved in translation from Spanish to English and English to Spanish with regard to sentence structure, vocabulary, idioms and colloquial phrases. Emphasis is on general material with some consideration of specialized material (ex: business, journalistic or literary texts).

**SPAN 326** CR: 3.0  
*Prerequisite: SPAN 222.* An advanced course in which students read and analyze literary and historical texts that helped to shape the values and sense of Spanish identity as a nation from the early middle ages through the seventeenth century. Topics of discussion will include the impact of multi-culturalism (Islamic, Jewish, Christian), the development of the concept of the hero, the changing role of women, the emergence of the Catholic state, and the rise and decline of Imperial Spain. Offered alternate years. V.2

**SPAN 330** CR: 3.0  
*Prerequisite: SPAN 222.* Topics will vary by semester. Offered alternate years.

**SPAN 349** CR: 3.0  
*Prerequisite: SPAN 222.* An examination of the Peninsular novel, theater, and poetry from the point of view of the underlying social, historical, and theoretical influences of the time. Authors studied may include Galdós, Pardo Bazán, Clarín, Unamuno, Machado, Valle-Inclán, and others. Offered alternate years. V.2

**SPAN 361** CR: 3.0  
*Prerequisites: 100-level SPAN course and permission of the instructor.* The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.
SPAN 367 CR: 3.0

Prerequisite: SPAN 222. Dictatorship, democracy, civil war, economic booms and busts, radical social change - contemporary Spain has experienced them all in the years since 1920. In this course, students will gain insight into contemporary Spanish society through the analysis of important works of art, film, and literature that reflect the fundamental underpinnings of life in today's Spain. V.2

SPAN 377 CR: 3.0

Prerequisites: Three credits in SPAN and permission of the instructor and department chair. This course is graded P/CR/NC only.

SPAN 382 CR: 3.0

Prerequisite: SPAN 222. A study of the Latin American novel with an emphasis on major twentieth-century authors and literary trends. Writers studied may include Bombal, Rulfo, Fuentes, Garcia-Marquez, Allende and Argueta, among others. Offered alternate years. III.W, V.2

SPAN 384 CR: 3.0

Prerequisite: SPAN 222. A study of the major writers and themes of the Latin American short story and essay (cultural, political and social commentary). Writers studied may include Palma, Echeverria, Marti, Quiroga, Borges, Donoso, Cortazar and Valenzuela, among others. Offered alternate years. V.2

SPAN 386 CR: 3.0

Prerequisite: SPAN 222. A study of Latin American theatre with an emphasis on historical trends and social and political themes and contexts. Offered alternate years. V.2

SPAN 388 CR: 3.0

Prerequisite: SPAN 222. A study of Latin American poetry from the colonial period through Romanticism and Modernism to the present. Poets studied may include Sor Juana Ines de la Cruz,
Heredia, Dario, Mistral, Vallejo, Guillen, Neruda, Paz and Cardenal, among others. Offered alternate years. **III.W, V.2**

**SPAN 452** CR: 3.0

*Prerequisite: Required of all seniors majoring in Spanish. Open, with permission of the department, to other qualified students.* An examination of different critical approaches that may be taken in dealing with literary texts. This is the senior exercise in Spanish. **III.O, III.W**

**SPAN 461** CR: 3.0

*Prerequisites: One 100-level SPAN course, one 200-level SPAN course, and permission of the instructor.* Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.

**THTR 102** CR: 3.0

An introduction to informative, argumentative, and persuasive modes of address: traditional rhetorical principles of organization, audience analysis, and effective delivery will be applied in class. **III.O**

**THTR 104** CR: 3.0

Introduction to the basic principles of theatre. Different specialties will be explored such as acting, directing, scenic and lighting design, stage management and publicity. Historical periods will be defined, and representative plays will be read. **V.6a**

**THTR 105** CR: 3.0

Introduction to the technical theatre: lighting, sound, set construction, scene painting, and backstage management. A thorough training in scene shop functions and technical support, emphasizing practical skills. Three hours of lecture and discussion and three hours of laboratory per week.

**THTR 170** CR: 3.0
Students will read the scripts and see the film adaptations of a variety of plays originally written for the stage. The course will cover both classic and modern drama. Three hours lecture/discussion and two hours lab per week. Offered alternate years. 

**THTR 189 CR: 3.0**
Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student’s powers of expression. 

**THTR 202 CR: 3.0**
Communication concepts and skills for use in business and professional environments. Topics covered include: problem solving, dealing with resistance to change, audience analysis, interviewing, asking questions, responding to public questions, dealing with the news media, and organization of material.

**THTR 205 CR: 3.0**
Prerequisite: THTR 105. Advanced studies in the technical applications of properties, costumes, scene painting, lighting, model making, and stage management. From the organization to final product, how to bring ideas to life on the stage. Practical projects and research included.

**THTR 229 CR: 2.0**
Ensemble participation in technical production and play performance: acting, stage design and construction, stage management, make-up, publicity, and backstage crew work. May be repeated for credit.

**THTR 230 CR: 3.0**
An introductory course in writing scripts designed for production. Students will learn dramatic structure, dialogue writing, and characterization by writing several drafts of original short plays and screen plays. Offered alternate years.
THTR 235 CR: 3.0
Students will study the history, literature, and music of musical theatre on the stage as well as in film from its origin through contemporary times. Primary sources, scripts, and screenplays will be analyzed for form, content, and style. Offered alternate years. **III.W, V.6a**

THTR 245 CR: 3.0
Representative plays from the contemporary theatre will be read and discussed. All plays in this course have had their original production within the last eight years. Students will learn how to analyze scripts and make judgments on their quality. Offered every third year. **V.2, V.6a**

THTR 258 CR: 3.0
The principles and techniques in argumentative speaking and debate. Students will have the opportunity to study and analyze debate propositions, prepare arguments, research and select evidence, and practice rebuttal and refutation. Offered alternate years. **III.O**

THTR 261 CR: 3.0
*Prerequisites: One THTR course and permission of the instructor.* The study of introductory level material by an individual student or by a small group of students under the immediate supervision of a faculty member.

THTR 280 CR: 3.0
Intensive work in the fundamentals of movement and voice for stage and camera. Includes breathing and centering techniques, posture, improvement of resonance, articulation and projection and presentation of character through movement. Offered alternate years. **III.O**

THTR 290 CR: 3.0
Students will travel to international destinations attending a wide variety of theatrical experiences. Students will learn critical appreciation of theatre through written essays and discussion. This course will be offered during the summer and carries an extra cost. **V.6a**
THTR 310 CR: 3.0

Prerequisite: THTR 105. An introduction to the concepts and practice in all areas of scenography, including scenic design, lighting design, sound design, property design, costume design. Offered alternate years.

THTR 329 CR: 2.0

Prerequisites: 4 credits in THTR 229 and junior standing. Students enrolled in this class will be assigned major acting roles, or supervisory positions such as stage manager, assistant director, or crew head in the mainstage theatre production. May be repeated for credit.

THTR 333 CR: 3.0

Prerequisite: Sophomore standing. The history of the theatre in ancient Greece, Rome, India, China, and Japan, including the major genres and playwrights, staging, design, and production arrangements. Representative plays will be read and discussed from each period. Offered alternate years. V.2, V.6a

THTR 334 CR: 3.0

Prerequisite: Sophomore standing. The history of theatre in the Middle Ages, Elizabethan and Jacobean England, and the Spanish Golden Age. It includes the major genres and playwrights, staging, design, and production arrangements. Representative plays will be read and discussed from each period. Offered alternate years. V.1, V.2

THTR 335 CR: 3.0

Prerequisite: Sophomore standing. The history of theatre in renaissance Italy, 17th-century France, Restoration England, early America, and 18th- and 19th-century Europe. It includes the major genres and playwrights, staging, design, and production arrangements. Representative plays will be read and discussed from each period. Offered alternate years. V.2, V.6a

THTR 336 CR: 3.0

Prerequisite: Sophomore standing. This course includes the major genres and playwrights, staging, design, and production arrangements of the 20th and 21st centuries. Representative plays will be read and discussed in each genre and style. Offered alternate years. V.1, V.2
THTR 341 CR: 3.0
Prerequisite: THTR 189, MUSC 185, or DANC 111. This course is structured to allow student growth in all areas of vocal performance. Students will study and perform selections from musical theatre, classical art song, and opera as fits their specific interest. Instruction will be given in character development, stage development, and audition technique. Offered alternate years.

THTR 361 CR: 3.0
Prerequisites: 100-level THTR course and permission of the instructor. The study of an intermediate level topic by an individual student or by a small group of students under the immediate supervision of a faculty member.

THTR 377 CR: 3.0
Prerequisites: Three credits in THTR and permission of the instructor and department chair. This course is graded P/CR/NC only.

THTR 389 CR: 3.0
Prerequisite: THTR 189. An advanced course in acting which concentrates on Stanislavskian techniques such as textual analysis, using emotional memory, and creating the illusion of the first time. Both class exercises and scene work are utilized. Offered alternate years.

THTR 392 CR: 3.0
Prerequisite: THTR 189. Studies in approaches to directing for the stage and camera with practical application to one-act plays and short films directed by the students. Offered alternate years.

THTR 461 CR: 3.0
Prerequisites: One 100-level THTR course, one 200-level THTR course, and permission of the instructor. Pursuit of an upper level research project determined in advance by the student in consultation with a faculty member who will act as the sponsor.
THTR 463 CR: 3.0

An independent project for the senior theatre major in acting, directing, or design. This course may not be taken on a P/CR/NC grading option.