HAMPDEN-SYDNEY COLLEGE

ACADEMIC CATALOGUE

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2026–2027

Welcome to
HAMPDEN-SYDNEY COLLEGE

The mission of Hampden-Sydney College has been, since stated by its founders in 1775, "to form good men and good citizens in an atmosphere of sound learning."

Hampden-Sydney College strives to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

Hampden-Sydney College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees. Hampden-Sydney College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Hampden-Sydney College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

This Academic Catalogue was prepared on the basis of the best information available at the time of publication (July 2026) and will be valid until June 30, 2027. Hampden-Sydney College, by or through its various departments, may unilaterally amend, supplement, or revoke any of the provisions, statements, policies, curricula, procedures, fees or dates set forth in this Catalogue at any time without prior notice. Such changes are within the College's sole discretion and may be based on student interest, teaching capacity, fluctuations in financial resources and/or a variety of other educational and financial factors. Therefore, the inclusion of a course, offering or other program in this Catalogue is not a promise that such course, offering or other program will be available to those students wishing to participate. Statements in this Catalogue do not constitute an actual or implied contract between the College and any of its students.

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NON-DISCRIMINATION POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admission and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status in the operation of its educational programs and with respect to employment. For information on this non-discrimination policy, contact the Office of Human Resources, Box 127, Hampden-Sydney College, Hampden-Sydney, VA 23943, (434) 223-6220.

Fall 2026			*First Semester*
August	20	Thursday	Freshmen and transfers report
	23	Sunday	All other students report
	24	Monday	Classes begin
	28	Friday	Last day of Add Period
September	4	Friday	Last day of Drop Period without Record
	7	Monday	No classes- Labor Day
October	12	Monday	No classes*
	13	Tuesday	No classes*
	14	Wednesday	Midsemester progress reports due in Registrar's Office
	20	Tuesday	Rhetoric Proficiency Examination
	23	Friday	Last day of Drop Period with "W"
	27	Tuesday	Beginning of registration for the spring semester
November	5	Thursday	Close of registration for the spring semester
	24	Tuesday	Thanksgiving break begins after classes
	30	Monday	Classes resume
December	7	Monday	Last day of classes
	8	Tuesday	Half day of final examinations (afternoon only)
	9	Wednesday	Half day of final examinations (afternoon only)
	10	Thursday	First full day of final examinations
	12	Saturday	Last full day of final examinations

Spring 2027			*Second Semester*
January	8	Friday	New and transfer students report
	10	Sunday	All other students report
	11	Monday	Classes begin
	15	Friday	Last day of Add Period
	18	Monday	No classes- Martin Luther King Jr. Day
	22	Friday	Last day of Drop Period without Record
March	3	Wednesday	Midsemester progress reports due in Registrar's Office
	5	Friday	Spring break begins after classes
	15	Monday	Classes resume
	19	Friday	Last day of Drop Period with a "W"
	23	Tuesday	Rhetoric Proficiency Examination
	30	Tuesday	Beginning of registration for the fall semester
April	13	Tuesday	Close of registration for fall semester
	26	Monday	Last day of classes
	27	Tuesday	Half day of final examinations (afternoon only)
	28	Wednesday	Half day of final examinations (afternoon only)
	29	Thursday	First full day of final examinations
May	1	Saturday	Last full day of final examinations
	8	Saturday	Graduation

** For students who wish to remain on campus on October 12 and 13, residence halls will remain open and meals will be provided.*

*** Rhetoric 100, 101, and 102 final examinations will be scheduled in the first slot of the first day of final examinations. Rhetoric 100, 101, and 102 final essay examinations will be held in the evening on the last Tuesday of classes*

HISTORY OF THE COLLEGE

The mission of Hampden-Sydney College has been, since stated by its Founders in 1775, "to form good men and good citizens." In continuous operation since the first classes were held on November 10, 1775, the College is one of the oldest institutions of higher learning in the United States and holds the oldest (1783) private charter in the South.

The first president, *Samuel Stanhope Smith* (1775–1779), chose the name Hampden-Sydney to symbolize devotion to the principles of representative government and full civil and religious freedom, which the Englishmen John Hampden (1594–1643) and Algernon Sydney (1622–1683) had supported and for which they had given their lives. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by Patrick Henry, James Madison, and the other less well-known but equally vigorous patriots who comprised the College's first Board of Trustees.

Algernon Sydney (top)
John Hampden (above)

The first students committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defense of Williamsburg in 1777 and Petersburg in 1778. Their uniform was a hunting-shirt, dyed purple with the juice of pokeberries, and gray trousers. Garnet and gray were adopted as the College's colors when sports teams were introduced in the 19th century.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation, accepted a gift of 100 acres for the College, elected Trustees and named as President the Rev. Samuel Stanhope Smith, College of New Jersey (Princeton) Class of 1769. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his alma mater, he journeyed to Princeton to secure the first faculty and visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty gathered for the opening of the first winter term on November 10, 1775.

The College matured physically and academically through the first half of the nineteenth century. ***Jonathan P. Cushing*** (1821–1835) oversaw the move from the College's original buildings to "New College," now Cushing Hall. Union Theological Seminary (now Union Presbyterian Seminary) was founded at Hampden-Sydney in 1822 and occupied the current Venable Hall and the south end of the present campus until its relocation to Richmond in 1898. The Medical College of Virginia (now the Virginia Commonwealth University School of Medicine) was opened in Richmond in 1838 as the medical department of Hampden-Sydney College.

The Civil War and its aftermath were difficult years for Hampden-Sydney. The longest-tenured of its presidents, ***J. M. P. Atkinson***, served from before the war through Reconstruction (1857–1883). He performed the remarkable feat of keeping the College open and solvent, while upholding academic standards.

Once again, at the outset of war the student body organized a company. These men, officially mustered as Company G, 20th Virginia Regiment, "The Hampden-Sidney Boys," saw action in Rich Mountain in West Virginia (July 9–11, 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies. The College did not close during the Civil War.

During the presidencies of Dr. Atkinson and his successor, ***Dr. Richard McIlwaine***, many features of current student life were introduced—social fraternities, sports teams, and student government. After the Seminary moved to Richmond, Major

Richard M. Venable, Class of 1857, bought its buildings and gave them to the College, doubling the physical plant.

Hampden-Sydney was led through the Great Depression and World War II and their aftermath by Presidents ***Joseph D. Eggleston*** (1919– 1939) and ***Edgar G. Gammon*** (1939–1955). In the years following World War II, the College increased in enrollment, financial strength, and academic stature. In the late 1950s academic majors were established.

Under President ***W. Taylor Reveley II*** (1963–1977), the core curriculum was established, the size of the student body and faculty increased, the physical plant was expanded, and required weekly chapel services and college-wide assemblies were abolished. The first African-American student was admitted in 1968.

Under President ***Josiah Bunting III*** (1977–1987), the Rhetoric Program was instituted (1978) and the current Honors Program was established.

Under President ***Samuel V. Wilson*** (1992–2000), fine arts became a full department with programs for majors. The Center for Leadership in the Public Interest was established and was named for President Wilson upon his retirement.

The administration of ***President Walter M. Bortz III*** (2000–2009) was a period of the greatest expansion of college facilities since the 1960s and '70s. The academic program was revised to include minors, and a concentration in environmental studies was added.

Dr. Christopher B. Howard, the College's first African-American president, served from 2009 to 2016. Under his leadership, the College embarked on a new strategic plan to guide future development of Hampden-Sydney as a model liberal arts college recognized for excellence in educating men for the twenty-first century.

In 2016, ***Dr. Larry Stimpert*** was named 25th President of Hampden-Sydney College. Programmatic enhancements during his tenure include Compass, the College's emphasis on experiential learning; the Wilson Leadership Fellows Program; the Flemming Center for Entrepreneurship and Innovation; and new majors in engineering physics and biochemistry and molecular biology. Physical additions to campus include the Brown Student Center, the Viar-Christ Center for the Arts in Brinkley Hall, the Pannill Center for Rhetoric and Communication, the Grove residence hall complex next to Lake Chalgrove, and the Pauley Science Center.

ACADEMIC PROGRAM

In keeping with its original purpose, Hampden-Sydney seeks "to form good men and good citizens in an atmosphere of sound learning." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, and ethics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Student Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable suspension or dismissal. The Honor System pledge, which students write on their tests and other college work, is **"On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."**

Infractions of the Honor Code are cheating; plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; failing to report Honor Code violations; altering or using College or other documents or instruments of identification with intent to defraud or deceive; taking a book or other library materials out of the library without checking it, or them, out at the desk; removing any section of library materials, such as tearing or cutting out a page, or parts of a page; and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

The aim of the Honor System is to instill and emphasize the highest standards of character and

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Full details about the Honor System and the Code, including a description of penalties are published in *The Key: Hampden-Sydney College Student Handbook.*

conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places at all times.

ACADEMIC REQUIREMENTS

The course of study at Hampden-Sydney College offers to students opportunities for both breadth and depth in learning and encourages independent study. The requirements for a bachelor's degree fall into two areas: Core Requirements and Major Requirements. In addition, there is the opportunity to take elective courses that are not required but may enhance the education of the student. In order to graduate, students must earn 120 semester hours of credit with a cumulative grade-point average of at least 2.0 and be in residence at the College at least two academic years, including the last year preceding graduation.

Every student who completes the requirements in ten or fewer semesters will receive a Bachelor of Arts degree. Students majoring in one of the disciplines in the natural sciences and mathematics division, in Mathematical Economics, or in Psychology may make a formal request to receive a Bachelor of Science degree, instead. It is solely the responsibility of the student to make sure that he meets all of the stated requirements for his degree.

Exceptions to these requirements may be considered by the Executive Committee of the Faculty under extraordinary circumstances if sufficient justification is offered. Petitions for such exceptions will be directed to the Executive Committee through the Office of the Dean of the Faculty. For exceptions to requirements for majors and minors, the petition to the Executive Committee will ordinarily be sent by the relevant department chair, minor advisor, or director on behalf of the student.

CORE REQUIREMENTS

The mission of Hampden-Sydney College, which dates to our founding in 1775, is "to form good men and good citizens in an atmosphere of sound learning."

Our mission defines our approach to an education in the liberal arts, grounded in ancient roots and meant to prepare students to lead meaningful lives, to make responsible choices, and to value the essential dignity of every person.

With our mission as our guide, Hampden-Sydney's core curriculum is built on a foundation of five common experiences that comprise the first component of the core curriculum. 1) All students take courses in Rhetoric. Samuel Stanhope Smith, the first president of the College, declared that Hampden-Sydney College would particularly emphasize instruction in facility with the English language. Almost 250 years later, the College continues to prioritize teaching students to write clearly, to speak confidently, and to develop cogent arguments. 2) All students take courses in Core Cultures. In these courses, students examine Western and global cultures, and critically examine the traditions, histories, political systems, scientific discoveries, and artistic products of these cultures. 3) All students take one course in mathematics, which equips them with the knowledge of analytical concepts and operations necessary to solve problems in math and its applications. 4) All students learn a foreign language, building on the skills they develop in Rhetoric courses as well as enhancing knowledge they gain in their Core Cultures studies. 5) All students take experiential learning courses as part of our Compass program. These courses require students to be engaged, reflective, and intentional learners who can see the connections among active learning opportunities across disciplines and beyond the classroom.

The second component of the core curriculum is a set of requirements that meaningfully structure students' academic experience in a manner consistent with our mission, while also exposing them to a broad range of disciplinary perspectives and methodologies across the three divisions of the College (Humanities, Natural Sciences and Mathematics, and Social Sciences). These requirements—Cultures in Context, Literature and the Arts, Religious and Philosophical Inquiry, Natural and Behavioral Science, and Social Analysis—are designed so that all graduates of the College will develop the skills necessary for professional success and lifelong learning: how to write, think critically, hypothesize, analyze, and create. At the same time, flexibility within this component of the curriculum facilitates students' identification of their personal strengths, aptitudes, and passions, a process of self-discovery that is essential in determining their major course of study and their future success.

Unless otherwise stated, students may use any appropriate courses to satisfy both major/minor and core requirements. Special topics courses intended to fulfill core requirements must be approved by the Academic Affairs Committee prior to registration.

With the exception of requirement I.E. Compass Experiential Learning (EL-ON; EL-OFF), only courses worth at least three credit hours may be used to satisfy core requirements.

The same course may be used to satisfy up to, but no more than, two core requirements. The single exception to this rule is that courses satisfying core requirement I.E. Compass Experiential Learning (EL-ON; EL-OFF) may also be used to satisfy up to, but no more than, two other core requirements.

I. Common Foundations
Through a set of common experiences, students learn how to acquire knowledge; how to communicate and evaluate knowledge; and how to use their knowledge to solve problems and inform their choices.

A. Rhetoric
1. Rhetoric 101 and 102
2. Pass either the Rhetoric Proficiency Exam or Rhetoric 200.

B. Core Cultures
1. Western Culture 101 and 102
2. One course from either Global Cultures 103 or 104

C. One course in Mathematics

D. Foreign Language: any 200- or 300-level course in Classical or Modern Languages
[**Note:** International students who are non-native speakers of English may have the foreign-language requirement waived upon presentation of evidence to the Executive Committee of the Faculty that their prior instruction has been primarily in a language other than English.]

E. Compass Experiential Learning
Three EL courses, at least one of which must be designated EL-OFF, and at least one of which is outside the division of the major.

II. Cultures in Context
Students study human experience within specific societal structures and geographic regions.
(No more than two courses from any one division can be used to satisfy the four-course requirement.)

A. Two courses from different departments with a focus on the United States.
Social Science courses as follows: United States history courses at the 100- or 200-level, or History 313, 317, 321, 323, 327, 358; Politics 101, 200, 312;
Humanities courses as follows: English 191, 199, 221, 222, 224, 230, 247, 258; Music 212, 217, 218, 312; Theatre 210; Visual Arts 210; Religion 231, 232, 334, 336.
[**Note:** Music, Theatre, and Visual Arts courses are all courses offered by the Fine Arts department; therefore, the U.S. Cultures in Context requirement cannot be met by taking a combination of these courses.]

B. Two courses from different departments with non-U.S. focus. One course (underlined on the following list) must focus on a region outside Europe.
Social Science courses as follows: Economics 210; Politics 223, 224, 225, 226, 227, 228, 322; History 101, 102, 130, 201, 202, 204, 205, 206, 207, 208, 209, 210, 221, 222, 225, 226, 230, 260, 261, 263, 271, 272, 301, 304, 305, 307, 308, 309, 322, 323, 324, 325, 326, 328, 329, 330, 332, 333, 339, 340, 345, 346, 360;
Humanities courses as follows: Classical Studies 202, 203, 204, 207, 208, 209, 210, 211, 212, 215, 216, 218, 219; English 197, 211, 212, 228, 243, 270; Theatre 201; Visual Arts 101, 102, 204, 205; French 105; Spanish 310, 314, 315, 331, 332, 412; Philosophy 210; Religion 103, 104, 105, 201, 202, 203, 204, 212, 213, 214, 215, 216, 219, 221, 305, 306, 312, 321, 401.
[**Note**: Music, Theatre, and Visual Arts courses are all courses offered by the Fine Arts department; therefore, the U.S. Cultures in Context requirement cannot be met by taking a combination of these courses.]

OR successful completion with earned credit in an approved study abroad program or successful completion of a 3-credit hour internship abroad. *International students who are attending Hampden-Sydney College on an F1 Visa will be considered as having fulfilled the courses for this requirement.*

III. Literature and the Arts
Students learn to analyze form and content in literature and the arts, and in some courses to engage in artistic expression.
Requirements A and B must be met through courses in different departments.

A. One course in literary arts from among Classical Studies 203, 204, 211, 212; English Department courses (except ENGL 241 and 380); Classical and Modern Language literature courses at the 300-level and above; Rhetoric 302.

B. One course in visual, sonic, or performing arts from among any 3-credit hour course in the department of Fine Arts; English 241.

IV. Religious and Philosophical Inquiry
Students explore and analyze the nature of knowledge, belief, meaning, and value.
One course in either Religion or Philosophy (except Religion 251).

V. Natural and Behavioral Sciences
Students develop quantitative reasoning skills, understanding of the scientific method, and understanding of how science and technology are used to solve problems.

Two courses from two different departments, to include at least one course from a physical science (Chemistry, Astronomy, or Physics), as follows:

A. One course with corequisite laboratory from among Biology 110, Chemistry 110, Astronomy 115, or Physics 131.

B. One additional course in Biology, Chemistry, Astronomy, Physics, or Psychology. [**Note**: The Department of Physics and Astronomy is one department; therefore the Natural and Behavioral Sciences requirement cannot be met by taking a combination of a Physics course and an Astronomy course].

VI. Social Analysis
Student use theoretical and empirical frameworks to understand social structures, governance, organization, and choice.

One course outside the department of the major from the departments of Politics, History, or Economics and Business.

RHETORIC REQUIREMENT

To ensure that all graduates of the College are able to write and speak clearly, cogently, and grammatically, the faculty in 1978 established the Rhetoric Program. In order to be graduated from the College, a student must satisfy all components of the Rhetoric proficiency requirement. The requirement comprises two components:
(1) Successful completion of Rhetoric 101 and 102, and in addition, for students who need intensive training in basic writing and reading skills, Rhetoric 100.

At the beginning of the fall semester, new students take diagnostic tests. Rhetoric staff members may then recommend that students who perform exceptionally well on both the editing and essay diagnostics be exempted from Rhetoric 101. The Director of the Program, in consultation with the professor, the student, and the student's advisor, makes the final decision about exemptions in these cases. Entering students who have scored four or five on the English Language and Composition examination of the College Board or six or seven on the appropriate International Baccalaureate Examination receive credit for Rhetoric 101 and may move directly into Rhetoric 102. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the Director of the Program. Exemption from 102 is granted only to transfer students who have earned six hours of credit in writing courses at another college and who pass the Rhetoric Proficiency Examination upon entering Hampden-Sydney College.

(2) Rhetoric Proficiency Examination: Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large. Those students whose essays are judged unsatisfactory may retake the examination each semester until they reach the equivalent of their seventh semester at the College (or the first semester of their senior year). At that point, students are enrolled in Rhetoric 200: Proficiency Tutorial.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

MAJOR REQUIREMENT

The major affords students the opportunity to study a particular subject in depth. It comprises a minimum of 30 credits of work in the discipline and directly supporting coursework; some majors comprise more than 30 credits, as indicated in the departmental sections. The major is intended to complement the broad education provided by core requirements and electives. Students must successfully complete a major in one of Hampden-Sydney's academic departments in order to be graduated from the College. A student selects his major and notifies the Registrar of his choice, ordinarily during the student's fourth semester at the College. He may select multiple majors, normally from different departments. If he does so, he must inform the Registrar which of these majors is his major of record. Only the major of record will be used to determine whether the student has satisfied the requirements of the Core Curriculum. If his interests change, a student may change his major(s) while he is an upperclassman, and he must inform the Registrar of the change.

The College offers majors in the following disciplines or groups of disciplines:

Applied Mathematics
Biochemistry and Molecular Biology
Biology
Chemistry
Classics and Ancient Languages
Classical Studies
Economics and Business
Economics*
Engineering Physics
English
Foreign Affairs
French
German
Government
History
Mathematical Computer Science
Mathematical Economics
Mathematics
Philosophy
Physics
Psychology
Religion
Spanish
Theatre
Visual Arts

* New students will not be allowed to declare the Economics major beginning in Fall 2026. Students interested in the Economics major should consult their advisor or the Chair of the Department of Economics and Business.

The requirements for each of these majors may be found in the section on Course Offerings.

MINORS

Minors offer an additional opportunity for concentrated study in a discipline outside of the major (a student may not complete a minor in the same discipline as the major).

The College offers minors in the following disciplines or areas of study:

Asian Studies
Astronomy
Biology
Chemistry
Classical Studies
Creative Writing
Entrepreneurship and Innovation
Enviromental Studies
French
German
Greek
History
Latin American Studies
Latin
Leadership in the Public Interest
Legal Studies
Mathematics
National Security Studies
Music
Neuroscience
Physics
Public Policy
Race and Ethnicity Studies
Religion
Rhetoric
Spanish
Theatre
Visual Arts

The requirements for each of these minors may be found in the section on Course Offerings or other appropriate locations of the Catalogue.

CREDIT HOURS REQUIREMENT

Students meet the credit hours requirement by the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for a laboratory which meets two and one-half hours per week for the semester.

RESIDENCE REQUIREMENT

In order to graduate, students must be in residence at the College a minimum of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

Note: The residence requirement regulation may be modified in individual cases by action of the Executive Committee of the Faculty.

QUALITY REQUIREMENT

In order to graduate from the College, a student must have a grade-point average of 2.0 or better on work taken at Hampden-Sydney or in cooperative programs. The grade-point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or at another accredited institution may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth-year program must also be approved for overall coherence and quality by the Dean of the Faculty and the Chair of the second major department.

THE ADVISING SYSTEM

Faculty advisors supervise students' fulfillment of core and major requirements, provide help in understanding academic policies and grades, recommend and approve course selections appropriate to the students' background and educational interests, and, in general, oversee their academic program. Students consult their advisors before registering for classes each semester, and they should seek consultation whenever an academic or personal problem warrants counsel. Advisors may give guidance in the choice of graduate study or vocational opportunities.

The Registrar assigns a faculty advisor to each entering student well before the student arrives on campus in order to aid him in setting his first-semester schedule of courses and to advise him during his first three semesters. Freshmen normally take a Rhetoric course, Western Culture 101, and a course in a foreign language. The rest of the schedule may include a science and/or a mathematics course and courses in other areas that satisfy core requirements, and in areas in which students may consider majoring. Students should complete many of the core requirements during their first two years so that in the last two years they can concentrate on their majors and electives.

The student meets regularly with his advisor as the student's academic or personal situation demands, and occasionally for social events. Each semester, the student must meet with his advisor prior to registering for courses.

In the second semester of the sophomore year, each student selects a major, and the Registrar assigns an advisor in the department of that major to him for subsequent advising and planning a coherent program for the junior and senior years of study.

SPECIAL PROGRAMS

THE HONORS PROGRAM

The Honors Program is meant for the student who gives evidence of intellectual curiosity, independence of thought, excitement in learning, appreciation of knowledge—for the young man who sparks the enthusiasm of fellow students and challenges the best in his teachers. With its small classes and excellent faculty, Hampden-Sydney provides a first-rate learning environment for such active, engaged students.

The program is designed to provide the strongest academic students at the College with opportunities for enriched classroom experiences and independent research pursuits; to enhance students' liberal arts education by providing interdisciplinary experiences; and to create and sustain a community of like-minded young scholars.

Participation in Honors work is limited to students who have applied for membership to and been accepted by the Honors Program. Students may apply either as part of their application for admission to the College in their final year of high school or at the end of the freshman year. Interested students should contact the Director of the Honors Program.

If accepted into the program, students are expected to maintain a 3.3 grade point average an must graduate with a 3.3 GPA or higher to receive College Honors. The program requires the following course of study:

First year honors sections. In the fall semester of the freshman year, all honors scholars are enrolled together in a special honors section of a core course. In addition to fulfilling a requirement of the College core curriculum, this class provides honors students with the opportunity to engage intellectually with each other and with a faculty mentor.

In the sophomore and junior years, students complete two additional requirements:

During the sophomore year, honors students enroll in one of the Honors Seminars 201-202. These interdisciplinary seminars are designed around varied and engaging topics, and are meant to foster intellectual curiosity while building analytical skills.

Students may choose one of the following four options to personalize the other requirement:

1) **Independent research** undertaken in the junior year. Independent research includes a minimum of 3 credit hours. Proposals for independent research must be reviewed and approved by the Honors Council in advance. The course description must specify that it is to count for Honors.

2) **Summer research**. Students may choose to submit a proposal for participation in the summer research program. To fulfill this option they must complete the approved project, as evaluated by the Honors Council.

3) **An additional Honors Seminar 201-202.**

4) **Honors Reading Seminars.** Students may combine three 1-credit HONS 261-262 courses to fulfill this requirement.

In the junior and senior year, honors students undertake the Honors Capstone.

Honors students enroll in HONS 301 in the fall of their junior year. Honors students may appeal to be released from either or both courses, on demonstration of sufficient ability or experience as evaluated by the Honors Council and in consultation with their capstone advisor.

Honors Capstone. The honors capstone promotes independence, self-reliant study, and appreciation of the intricacies of an academic discipline within the broader spectrum of the liberal arts. The senior capstone project allows students to design and implement a year-long project in their major department(s). Students submit a capstone proposal in the junior year, which is then reviewed and approved by the Honors Council. The student's work is supervised by a committee comprised of departmental representatives and Council members. Successful completion of the capstone includes both an oral defense of the thesis before the supervisory committee and submission of an appropriate scholarly product (e.g., paper, presentation, display, exhibit, performance) at the end of the second semester.

MINOR IN ASIAN STUDIES

The Asian Studies Minor consists of the following requirements: A minimum of eighteen hours to be chosen from at least three of the Departments of Modern Languages, History, Fine Arts, Politics, and Religion. The most typical configuration is six hours of language and twelve hours selected from at least two other disciplines, but it is also possible to do eighteen hours of coursework selected from at least three different disciplines, with a restriction of nine hours maximum in a single discipline counting towards the minor. Students electing to pursue this minor develop their course of study in consultation with their major advisor and the Asian Studies advisor, Professor Harris.

One course is to be a three hour 495 independent study taken in one of the above disciplines. This course serves as a "capstone" experience and its product is a twenty page research paper or its equivalent. The capstone paper is evaluated by the director of the independent study and the Asian Studies advisor.

An immersion experience, approved by the Asian Studies advisor, in language study and/or cultural study is strongly recommended.

Courses that count towards the Asian Studies minor include the following: CHIN 101-102 (Introduction to Chinese); CHIN 201-202 (Intermediate Chinese); THEA 201 (Asian Theatre); POLI 225 (Government and Politics of the Middle East); POLI 226 (Government and Politics of Asia); HIST 205 (East Asia: From Tortoise Shells to Turtle Boats); HIST 206 (East Asia: From the Tokugawa to Tiananmen Square); HIST 207 (Middle East from Muhammad to the Mongols); HIST 208 (Emergence of the Modern Middle East); HIST 325 (East Asia in the Age of Imperialism); HIST 326 (East Asia in Revolution); HIST 345 (The Mongol Expansion); HIST 346 (Samurai Culture in Japanese History); RELI 103 (Introduction to World Religions); RELI 202 (Religions of South Asia); RELI 203 (Religions of East Asia); RELI 204 (Islam); RELI 405 (Seminar in World Religions).

MINOR IN ENTREPRENEURSHIP & INNOVATION

The Minor in Entrepreneurship & Innovation provides interdisciplinary preparation in opportunity recognition, venture development, persuasive communication, and applied problem-solving. Drawing upon courses across the sciences, humanities, and social sciences, the minor equips students to translate ideas into externally-validated value across business, nonprofit, civic, and creative contexts.

The Entrepreneurship & Innovation minor consists of at least nineteen hours of coursework. The minor is interdisciplinary; it is required that students take courses across multiple departments.

Coursework includes a common "core" of 10 credit hours; 6 credit hours of electives that focus on the theory of enterprise; and 3 elective credit hours from courses that explore the practice of innovation. Electives must come from at least two different departments.

The requirements of the minor are at least 19 hours including

a. INDS 109 (Making Prototypes); INDS 215 (Entrepreneurial & Business Pitches); INDS 219 (Entrepreneurial Diplomacy); INDS 409 (Design Thinking: Theory, Methods, and Practice Capstone),

b. Two courses from the Theory of Enterprise list: ECOB 202 (Health Economics and Policy); ECOB 222 (Business Foundations); ECOB 251 (Organizational Behavior & Management); CHEM 130 (Introduction to the Chemistry of Food); COMS 161 (Introduction to Computing); POLI 231 (Public Policy); HIST 250 (Introduction to Public History); INDS 101 (Introduction to Leadership); MUSI 391 (Music as Social Behavior); PHIL 101 (Critical Thinking); PHYS 106 (Electronics I); PHYS 135 (The Physics of Sound); PSYC 318 (Negotiations); RHET 202 (Style and Editing); SPAN 313 (Spanish for Business); THEA 401 (Theater Design & Technology).

c. One of the following from the Practice of Innovation list: BIOL 317 (Biostatistics); BIOL 333 (Neurobiology); BIOL 336 (Tissue Engineering); ECOB 223 (Entrepreneurial Thinking); CHEM 331 (Chemical and Biochemical Toxicology); CHEM 332 (Medicinal Chemistry); CHEM 335 (Biochemistry); COMS 261 (Computer Science I); ENGL 250 (Poetry Writing: Form and Function); ENGL 252 (Fiction Writing: Narrative and Craft); ENGL 350 (Poetry Writing: Voice and Practice); ENGL 352 (Fiction Writing: Voice and Practice); MUSIC 341 (Songwriting); MUSIC 342 (Electronic Music); RHET 302 (Creative Nonfiction); RHET 350 (Digital Media and Rhetoric); three 1-credit courses from THEA 250, 251, 252, 253, 350, 351, 352, and 353 (Theatre Production); THEA 321 (Directing); VISU 170 (Painting I); and VISU 140 (Photography I).

Students interested in the minor should consult with the Director of the Flemming Center for Entrepreneurship & Innovation.

MINOR IN ENVIRONMENTAL STUDIES

The Environmental Studies Minor prepares students to understand and respond to the critical environmental challenges of the twenty-first century. With only one earth, whose resources are rapidly being exhausted by an ever-increasing population's consumption, the vocation of the "good man and good citizen" is to come to a critical understanding of the environmental issues involved and to envision strategic responses of sustainability and trusteeship. Consistent with the interdisciplinary character of Hampden-Sydney College's liberal arts tradition, the minor draws perspectives on the environment from the natural sciences, social sciences, and humanities. The minor requires students to complete coursework in each division so that they can appreciate the multi-dimensional character of the environment as viewed through scientific, political and economic, literary, and ethical and religious lenses. The minor is coordinated by a steering committee from disciplines which mirror these diverse perspectives.

Students with a particular interest in environmental studies may elect to follow, in addition to the regular academic major, a coherent pattern of courses oriented to the environment. Students are introduced to both the scientific and the humanistic dimensions of environmental issues.

The requirements for the minor are (a) one of the following courses: BIOL 108, PHYS 107, or CHEM 108; (b) one additional approved course in Natural Science & Mathematics, (c) one approved course in the Social Sciences; (d) one approved course in the Humanities; (e) one additional approved course in either the Social Sciences or Humanities; and (f) INDS 372 (Capstone for Environmental Studies Seniors). Students interested in the minor should consult the coordinator, Professor Goodman.

The following courses are approved to count towards the minor: Natural Science & Mathematics- BIOL 108, BIOL 109, BIOL 271, BIOL 349, CHEM 105, CHEM 108, PHYS 107, PHYS 108; Social Sciences- ECOB 212, POLI 234, HIST 264; Humanities- ENGL 198, ENGL 199, RELI 225. The Steering Committee will also review sections of HIST 299, RHET 360, and RHET 370 each semester to include classes that focus on environmental issues in the Social Sciences and Humanities requirements.

MINOR IN LATIN AMERICAN STUDIES

The Minor in Latin American Studies consists of eighteen hours in addition to successful completion of SPAN 201-202 or any 300-level course in Spanish. The eighteen hours of coursework must include (a) two or more courses from among HIST 209, HIST 210, POLI 227, SPAN 332, or SPAN 315; (b) three or more additional Latin American related courses chosen from two different departments, at least one of which must be at the 300-400 level and may not have been used already to satisfy category (a) of the minor; (c) INDS 450, 451, 452, or 453; and (d) six credit hours in an approved study abroad program in a Latin American country. Study abroad courses which do not have a Latin American emphasis may be taken, but will not count toward the eighteen credit hours required for the minor. An internship experience in a Latin American country may be substituted for the six credit hours of study abroad, provided that it includes an academic component and is approved in advance for the minor. Recommended courses for satisfying category (b) of the minor include HIST 322, SPAN 310, 401 or 405, or any 300 or 400-level course with a Latin American emphasis, with prior approval from the Director, Professor DeJong.

Students pursuing a major or an additional minor in a related field (i.e. Spanish or History) may apply up to six credit hours toward both minors, or toward the related major.

MINOR IN LEADERSHIP IN THE PUBLIC INTEREST

The Leadership in the Public Interest minor is an interdisciplinary minor designed to provide opportunities to study leaders and leadership concepts that are applicable to leadership, citizenship, and ethical decision making in a variety of contexts. This study will help students gain an understanding of the leadership process required to meet personal, professional, and civic challenges today. The Leadership in the Public Interest minor complements any academic major and provides formal learning experiences that can be supplemented by additional campus and community leadership experiences as part of the leadership development process.

The requirements for the minor are eighteen hours including (a) INDS 101, POLI 101, INDS 395, and INDS 440; (b) one course chosen from BIOL 130, PHIL 215, 314, or RELI 225; and (c) one course chosen from BUSI 222, 223, ECOB 202, 217, 402, POLI 333, 442, HIST 180, 220, 260, 277, 301, 327, 328, 330, 333, INDS 320, 375, MUSI 335, 391, PHIL 316, PSYC 208, 310, RHET 210, or THEA 321.

Students electing to pursue this minor develop their course of study in consultation with their major advisor and the Director of the Wilson Center for Leadership in the Public Interest.

MINOR IN LEGAL STUDIES

The requirements of the Legal Studies minor are eighteen hours, including POLI 430; POLI 431 or 440; two courses from PHIL 201, 215, 314; and two courses from different departments from ECOB 213, ENGL 193, POLI 331, POLI 437, PHIL 216, PSYC 319.

Government majors may count no more than two courses from their major toward credit in the Legal Studies Minor.

MINOR IN NATIONAL SECURITY STUDIES

The National Security Studies minor is an interdisciplinary minor designed for students who are interested in the historical, political, cultural, ethical, and legal dimensions of national security policy.

The requirements of the minor are eighteen hours including: (a) INDS 275; HIST 277; INDS 465; and POLI 442; (b) two courses chosen from different departments from among: POLI 230, 231, 242, 341, 342; HIST 313; ECOB 261, 262; PHYS 107; RELI 103; INDS 395 (if dealing with topics in National Security), 495 (if dealing with topics in National Security).

Students electing to pursue this minor develop their course of study in consultation with their major advisor and Director of the Wilson Center for Leadership.

MINOR IN PUBLIC POLICY

The requirements of the Public Policy minor are eighteen hours, including MATH 121, POLI 231; POLI 334 or POLI 437; one course from BIOL 317, ECOB 306, POLI 250, MATH 222, PSYC 250; one course from BIOL 130, PHIL 215, PHIL 314; one course from ECOB 202, ECOB 208, ECOB 211, ECOB 212, POLI 230, or POLI 234.

Government majors may count no more than two courses from their major toward credit in the Public Policy Minor

MINOR IN RACE AND ETHNICITY STUDIES

The Race and Ethnicity Studies minor consists of seventeen hours of coursework. The minor is interdisciplinary; it is required that you take courses across multiple divisions and departments. No more than nine hours can be in the same department, and courses must come from at least three different departments and two divisions. The two lists of courses in the minor consist of a set of "core" courses that substantially and intentionally engage the study of race and ethnicity as a central theme of the course (Schedule A) and a second set of courses that include a significant exposure to topics related to various perspectives on race and ethnicity (Schedule B).

The capstone for the minor is a one-credit research course that students may link to another upper-level course of their choosing or may be an independent project.

The requirements of the minor are:

(a) INDS 210 (Introduction to Race and Ethnicity Studies), which is a prerequisite for the 400-level capstone;

(b) two 3-hour core courses from the following list (Schedule A): BIOL 363 (Human Evolution/ Anthropology), ENGL 224 (Introduction to African American Literature), ENGL (Postcolonial Literature), ENGL 230 (Multi-Ethnic American Literature), ENGL 340 (Morrison), HIST 180 (The Moton Story), HIST 219 (African American History To 1865), HIST 220 (African American History Since 1865), HIST 323 (Invasion of America), MUSI 212 (History of Popular Music in the US), MUSI 312 (Popular Music and Race in the U.S.), PSYC 306 (Social Psychology), PSYC 350 (Advanced Lab; will count towards the minor

only when the section focuses on race and ethnicity), RELI 334 (Religion and Ethnicity in America);

(c)two 3-hour courses from the following list (Schedule B): BIOL 130 (Bioethics), HIST 205 (East Asia: From Tortoise Shells to Turtle Boats); HIST 206 (East Asia: From the Tokugawa to Tiananmen Square), HIST 207 (Middle East from Muhammad to the Mongols), HIST 208 (Emergence of the Modern Middle East), HIST 209 (Colonial Latin America), HIST 210 (Modern Latin America), HIST 221 (European Imperialism), HIST 322 (History of the Caribbean), HIST 340 (Mexico and the Border), PHYS 107 (Energy and the Environment), RELI 201 (Judaism), RELI 202 (Religions of South Asia), RELI 203 (Religions of East Asia), RELI 204 (Islam), SPAN 332 (Survey of Latin American Literature), SPAN 315 (Culture and Civilization of Latin America), THEA 201 (Asian Theatre);

(d) one additional course from either Schedule A or Schedule B;

(e) INDS 410 (Race and Ethnicity Minor Capstone), ending in a spring symposium.

One course must illustrate geographic diversity, focusing on a different global region than other minor courses (ex: a course on Asia to complement studies on race and ethnicity in America).

Students completing the minor are also encouraged to consider adding a relevant off-campus opportunity (for example, an internship, service-learning course, or study abroad), including related off-campus Experiential Learning (Compass) classes. If this experience falls during the summer between junior and senior year or during first half of the senior year, the student has the option of using it as a basis for capstone work in the minor in the spring of the senior year.

One course credited toward the Race and Ethnicity Studies minor can overlap with courses for other minors.

DISTANCE EDUCATION

There are two types of distance education courses: 1) synchronous, online courses that meet regularly and are offered during Summer Term at the discretion of the Associate Dean of Faculty; and 2) the following hybrid, EL courses: Internship 250 (Professional Shadowing Course), Internship 252 (Health Professions Shadowing Course), Internship 395(Internship), Interdisciplinary Studies 250 (Cultural Engagement in Study Abroad), and some sections of Interdisciplinary Studies 255 (Summer Research Skills) and Interdisciplinary Studies 265 (Research Applications to Society). No other distance education courses are offered. Hampden-Sydney College does not offer fully online degree programs.

SUMMER TERM

Hampden-Sydney conducts a Summer Term with two components: regular courses (typically taught either on-campus in a five-week session or via distance education) and College-led study abroad or away programs. The first day of the five-week session is one to two weeks after Commencement and is considered the first day of Summer Term. All courses carry standard academic credit. Tuition fees are charged by the credit-hour. For Hampden-Sydney students on academic probation at the end of the spring semester, grades for Summer Term courses have no effect on the probation until the completion of the subsequent semester. Students on academic suspension from Hampden-Sydney or another institution are not eligible for Summer Term.

Students taking on-campus classes may live in Hampden-Sydney dormitories, and all College facilities are available for their use. A student may take a maximum of two regular courses (with any corequisite laboratories) simultaneously during Summer Term.

Students wishing to participate in College-led study abroad or study away programs during Summer Term must apply to Global Ed and pay a non-refundable deposit by February 1.

For external students, the application deadline for regular courses is May 1. Some study abroad and study away programs may accept external applicants. Admission to Summer Term in no way assures admission to a degree program at Hampden-Sydney College.

Other information, including the schedule of courses, is available in the spring semester from the Associate Dean of the Faculty.

GLOBAL EDUCATION: STUDY ABROAD & STUDY AWAY PROGRAMS

Students who meet the appropriate requirements may apply for approval to attend and earn academic credits on College-approved study abroad (international) or study away (domestic) programs. Detailed information can be found on the college website.

Interested students are encouraged to meet with the Director of Global Education & Study Abroad to explore options and to consult with their academic advisor before applying. Students may apply for College funding to attend a Global Ed program.

Participation in any Global Ed program requires approval of the Dean of Students and the Director of Global Education & Study Abroad, as well as good standing with the College's Business Office.

Semester and Academic Year Programs. Matriculated, continuing students are eligible to apply if they have a GPA of 2.5 or higher at time of application and 45 earned credit hours before departure. Students wishing to attend a program in the fall of their senior year must apply for a waiver to the senior residency requirement within their Global Ed application. Waiver requests will not be approved for students wishing to attend a program the spring of their senior year.

The College maintains an extensive list of pre-approved programs managed by other colleges and educational organizations; this list is published on the Global Education & Study Abroad section of the College's website. Students interested in a program that is not preapproved must meet with the Director of Global Education & Study Abroad a minimum of six months before the program starts to petition for program approval.

Summer Programs. Three different types of Global Ed programs are available to students during the Summer Term:

- **Hampden-Sydney Faculty-Led Programs** are taught by H-SC faculty and staff and organized through the Global Education & Study Abroad office. Most programs are 3-5 weeks in length: abroad programs are a minimum of three weeks; away (domestic) programs are a minimum of two weeks. Programs are announced each fall and applications and deposits are usually due early in the spring. Matriculated, continuing students are eligible to apply if they have a GPA of 2.0 or higher at time of application.

- **The Virginia Program at Oxford** is a six-week summer program at St. Anne's College, Oxford University. Students earn three credits in history and three credits in English. The program is administered by a consortium of Hampden-Sydney and five other Virginia colleges. Matriculated students are eligible to apply if they have a GPA of 2.5 or higher at time of application.

- **Summer Term Programs with External Providers** are not managed by Hampden-Sydney. Matriculated, continuing students are eligible to apply for College approval if they have a GPA of 2.5 or higher at time of application.

Academic Credit for Study Abroad and Study Away Programs. Courses completed as part of the Virginia Program at Oxford, the Washington Semester Program, or Hampden-Sydney faculty-led programs are treated as Hampden-Sydney courses with grades calculated toward students' GPA.

Courses from College-approved programs offered by other institutions and external providers are eligible for transfer credit. Courses approved for transfer credit are listed on the student's H-SC transcript along with the grades earned but they are not calculated into the student's H-SC GPA. Students on these programs can only receive credit for courses in which they earn a C or higher and which have received approval from the appropriate department chairs. Students are responsible for ensuring official transcripts are sent by the institution or program directly to the Office of Global Education & Study Abroad.

COOPERATIVE PROGRAMS

Cooperative Programs in Business and Management

CHRISTOPHER NEWPORT UNIVERSITY: MASTER OF FINANCIAL ANALYSIS.

Each year, Hampden-Sydney shall nominate up to five H-SC students in their junior or senior year as candidates for admission to the Master of Financial Analysis (MFinA) program. The names of nominees are submitted by January 30 of each application year. Nominees must have a GPA of 3.0 or higher. Hampden-Sydney students who are nominated through this process receive a waiver of the application fee and are not required to submit a GMAT score with their application. Hampden-Sydney students apply directly to Christopher Newport University through the normal application process and are expected to meet all admission standards, including program prerequisites. Christopher Newport University will make an admission decision in the semester that students are nominated. Final acceptance is contingent on the student graduating from Hampden-Sydney with a GPA of 3.0 or higher.

DUKE UNIVERSITY FUQUA SCHOOL OF BUSINESS EARLY ADMISSION PROGRAM: MASTER OF MANAGEMENT STUDIES

Each year, the Dean of the Faculty and the President together shall nominate up to four H-SC students in their junior year to interview as candidates for early admission to the one-year Master of Management Studies (MMS): Foundations of Business program at Duke University's Fuqua School of Business. The names of the nominees are submitted by January 30 of each application year. Hampden-Sydney students who are nominated through this process receive a waiver of the typical application fee for the MMS program, but apply directly to the Fuqua School of Business through the normal application process and are expected to meet all admissions standards. The applicants automatically qualify for interviews for the MMS program which are scheduled directly with the candidates through the Fuqua Office of Admissions. While no promises or guarantees of admission, implicit or explicit, are made, when making admissions decisions the Fuqua Office of Admissions shall give due consideration to qualitative factors in the Hampden-Sydney nominee's background that would make him a desirable member of the class entering in the year following the student's graduation from Hampden-Sydney. Any admitted student is required to maintain his grade point average at the minimum acceptable level, as set by the Fuqua Office of Admissions, during his remaining semesters at Hampden-Sydney or the offer of admission to Fuqua will be withdrawn. For students admitted early, the Dean of the MMS program may choose to make certain recommendations for courses and internships that the admitted student should complete during his final year at H-SC. Interested students must contact the Chair of the Department of Economics and Business by the beginning of September of their junior year for more information on the application and nomination process.

THE UNIVERSITY OF VIRGINIA DARDEN SCHOOL OF BUSINESS PREFERRED CONSIDERATION PROGRAM: MASTER OF BUSINESS ADMINISTRATION

Each year, the Dean of the Faculty and the President together shall nominate up to four H-SC graduates, which may include exceptional members of the current year graduating class, to interview as candidates for admission to the MBA program at the University of Virginia's Darden School of Business. The names of the nominees are submitted by January 30 of each application year. Nominated candidates receive a waiver of the typical application fee for the MMS program, but apply directly to Darden through the normal application process and are expected to meet all admissions standards. The applicants automatically qualify for interviews for the MBA program which are scheduled directly with the candidates through the Darden Assistant Dean of MBA Admissions to occur at the appropriate point in the application process. While no promises or guarantees, implicit or explicit, are made, when making admissions decisions, Darden shall give due consideration to qualitative factors in the Hampden-Sydney nominee's background that would make him a desirable member of the entering class. For truly exceptional nominees who are recent H-SC graduates or members of the graduating class, due consideration is given to a deferred admissions offer, consistent with terms and conditions that such an offer entails. Interested Hampden-Sydney graduates and current students must contact the Chair of the Department of Economics and Business by the beginning of September for more information on the application and nomination process.

Cooperative Programs in the Health Sciences

EASTERN VIRGINIA MEDICAL SCHOOL JOINT PROGRAM (BS/MD)

Through an agreement with Eastern Virginia Medical School (EVMS), outstanding premedical students may gain assurance early in their college careers of admission into medical school. Each year the EVMS Admissions Committee, in consultation with Hampden-Sydney's Health Sciences Committee, selects a small number of rising sophomores for a program that assures participants admission to EVMS upon satisfactory completion of their undergraduate studies at Hampden-Sydney. Although these students are assured of admission, they are not obligated to attend EVMS upon graduation from Hampden-Sydney. For more information concerning this program, interested students should contact the Chair of the Health Sciences Committee early in their freshman year.

THE VIRGINIA COMMONWEALTH UNIVERSITY SCHOOL OF MEDICINE EARLY SELECTION PROGRAM

Through an agreement with Virginia Commonwealth University School of Medicine, two outstanding premedical students may be selected at the end of their sophomore year to enter the medical school at Virginia Commonwealth University once they have completed the requirements for graduation from Hampden-Sydney College. The program also encourages selected students to choose from among the wide variety of courses in the liberal arts and sciences offered at Hampden-Sydney and relieves them of the stress associated with application to medical school. Although these students are assured of admission, they are not obligated to attend VCU upon graduation from Hampden-Sydney. Admission to VCU Medical School is contingent on the student's receiving the national average score on the Medical College Admissions Test (MCAT). For more information concerning this program, interested students should contact the Chair of the Health Sciences Committee early in their freshman year.

THE LYNCHBURG UNIVERSITY DOCTOR OF PHYSICAL THERAPY GUARANTEED ADMISSION AGREEMENT

Through an agreement with Lynchburg University, Hampden-Sydney College students who meet certain academic and experiential requirements will be eligible for guaranteed admission to the University's Doctor of Physical Therapy (DPT) Graduate Program. Lynchburg University will offer a minimum of two guaranteed admissions slots to students satisfying pre- specified criteria set forth by the graduate program. For more information, interested students should contact the Chair of the Health Sciences Advisory Committee.

THE MARY BALDWIN UNIVERSITY MURPHY DEMING COLLEGE OF HEALTH SCIENCES GUARANTEED ADMISSION AGREEMENT

Through an agreement with Mary Baldwin University, Hampden-Sydney College students will have the opportunity to secure guaranteed admission to the Murphy Deming College of Health Sciences graduate programs in Physical Therapy and Occupational Therapy. Each of the Doctor of Physical Therapy (DPT) and Occupational Therapy Doctorate (OTD) Programs will guarantee admission to one suitably-qualified Hampden-Sydney student who meets pre- specified criteria set forth by the graduate programs. For more information, interested students should contact the Chair of the Health Sciences Advisory Committee.

Cooperative Programs in Engineering

COOPERATIVE PROGRAMS IN ENGINEERING HAMPDEN-SYDNEY COLLEGE AND THE UNIVERSITY OF VIRGINIA

Hampden-Sydney College offers students interested in a career in engineering the opportunity to earn a Bachelor of Science degree from the College and a master's degree from the School of Engineering and Applied Science at the University of Virginia in approximately five years.

A candidate enrolls as a science or mathematics major at the College for his first three years. Upon completion of the College's core and major requirements with a B+ or higher average in his mathematics and science courses as well as overall, he applies for admission to the University of Virginia's School of Engineering and Applied Science as a special non-degree undergraduate student. Provided that the student earns grades of C or higher in the appropriate courses at the University of Virginia, transfer credit is awarded to complete the bachelor's degree at the College. The student then is eligible to apply to a graduate program in the School of Engineering and Applied Science.

The graduate portion of the program normally requires 12 months of work to obtain a Master of Engineering degree or one and one-half years to obtain a Master of Science degree, which requires the writing of a thesis. In some instances, the master's degree may be bypassed if a student proceeds to the doctorate.

Interested students should contact the Chair of the Department of Physics and Astronomy for further information.

DUAL-DEGREE PROGRAM IN PHYSICS, MATHEMATICS, APPLIED MATHEMATICS, COMPUTER SCIENCE AND ENGINEERING, HAMPDEN-SYDNEY COLLEGE AND OLD DOMINION UNIVERSITY

This dual-degree program makes it possible for undergraduate students to earn a Bachelor of Science degree in Physics, Mathematics, Applied Mathematics, or Computer Science from Hampden-Sydney College and a Bachelor of Science degree in Civil, Computer, Electrical, Modeling and Simulation, or Mechanical Engineering from Old Dominion University in five years (five and one-half years in Computer Engineering). Dual-degree candidates first declare a major in Physics, Mathematics, Applied Mathematics, or Computer Science at Hampden-Sydney College for the first three years and then transfer to the Batten College of Engineering and Technology at Old Dominion University for the final two (or two and one-half) years of their undergraduate studies. The dual-degree program is carefully constructed to meet all degree requirements of both institutions and is consistent with established Old Dominion University transfer policies.

Upon completing the prescribed courses with a minimum 2.7 grade point average and a C or better in all applicable courses during the first three years at Hampden-Sydney College, dual-degree students complete the transfer admissions application to Old Dominion University. In addition to the minimum grade point average, students are required to meet all other admission requirements at Old Dominion University. Upon completing specified courses listed in the articulation agreements, students are awarded the Bachelor of Science degree in Physics, Mathematics, Applied Mathematics, or Computer Science from Hampden-Sydney College usually at the end of the fourth year. At the conclusion of the fifth year or when all prescribed courses are completed so that the requirements for the Bachelor of Science degree in Civil, Computer, Electrical, Modeling and Simulation or Mechanical Engineering at Old Dominion University have been fulfilled, the appropriate Bachelor of Science degree is awarded by Old Dominion University.

The Engineering Committee and the student's major advisor at Hampden-Sydney College will guide students during the first three years to ensure that the requirements for the Bachelor of Science degree at H-SC and the majority of the requirements for the first two years of Engineering at Old Dominion University have been met. Each student completes the on-line transfer student application and pays the appropriate application fee to Old Dominion University in addition to requesting that all official transcripts be sent to the ODU Office of Admissions for acceptance. The Associate Dean of the Batten College of Engineering and Technology at Old Dominion University ensures that the dual-degree students are properly advised after transferring to Old Dominion University. Once the student has completed the necessary courses at ODU to complete the Bachelor of Science degree in Physics, Mathematics, Applied Mathematics, or Computer Science from Hampden-Sydney College, the student must apply for graduation from H-SC, having ODU transcripts sent to the Registrar for evaluation and posting to the H-SC transcript. The final Hampden-Sydney transcript with the Bachelor of Science degree posted must be sent to ODU's Office of Admissions for posting to the ODU record; submitted in conjunction with a new admission application (no new fees assessed) as a second-degree seeking student. At this point, the student's ODU record is adjusted to second-degree status, thus satisfying all lower division general education requirements for the Bachelor of Science in the engineering discipline. At the beginning of the last year of study at ODU, the student must apply for graduation for the second degree.

Cooperative Programs in Applied Physics and Computer Science

CHRISTOPHER NEWPORT UNIVERSITY MASTER OF SCIENCE IN APPLIED PHYSICS AND COMPUTER SCIENCE PROGRAM

Through an agreement with Christopher Newport University (CNU), Hampden-Sydney College may nominate up to three exceptional Hampden-Sydney Physics, Engineering Physics, or Computer Science majors from the junior class as candidates for early admission to Christopher Newport's Master of Science in Applied Physics and Computer Science (MS-APCS) program. Nominations must be made by January 30th of each year. A nominated student will be invited to apply to the MS-APCS program by February 1 of the junior year and will not be required to submit a GRE score or pay an application fee. Conditionally accepted students may be offered an optional summer research opportunity at CNU between the junior and senior years. With supervisor agreement, a student who successfully completes summer research at CNU may continue the research at Hampden-Sydney during the senior year under

the supervision of the instructor of one of Hampden-Sydney's advanced laboratory sequences and may also be granted a Graduate Assistantship upon final acceptance to the MS-APCS program. Final acceptance is contingent on the student's graduating from Hampden-Sydney with a 3.0 or greater GPA and having met the program's admissions standards and academic prerequisites, as specified by the Christopher Newport Graduate Studies Catalog.

Cooperative Programs in Leadership and Public Policy

THE FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY AT THE UNIVERSITY OF VIRGINIA AFFILIATION AGREEMENT: MASTER OF PUBLIC POLICY PROGRAM

Hampden-Sydney College and the Wilson Center for Leadership in the Public Interest have entered into an agreement with the University of Virginia's Batten School of Leadership and Public policy. Representatives of the Batten School of Leadership and Public Policy have committed to visiting campus and providing the Wilson Center with a list of recommended coursework for future applicants to best prepare them for the program. All Wilson Center students who apply, regardless of admissions decision, will receive an application fee waiver. Students who complete the National Security Studies minor, the Leadership in the Public Interest minor, or the Wilson Leadership Fellows program and are selected for admission at the Batten School of Leadership and Public Policy will receive an annual fellowship of $10,000 for Virginia residents and $17,500 for residents of other states. For more information, interested students should contact the Director of the Wilson Center for Leadership in the Public Interest.

THE CORNELL UNIVERSITY INSTITUTE FOR PUBLIC AFFAIRS AFFILIATION AGREEMENT: MASTER OF PUBLIC ADMINISTRATION

Hampden-Sydney College and the Wilson Center for Leadership in the Public Interest have entered into an agreement with the Cornell Institute for Public Affairs (CIPA) at Cornell University. Representatives of CIPA have committed to visiting campus and providing the Wilson Center with a list of recommended coursework for future applicants to best prepare them for the program. All Wilson Center students who apply, regardless of admissions decision, will receive an application fee waiver. For more information, interested students should contact the Director of the Wilson Center for Leadership in the Public Interest.

THE PEPPERDINE UNIVERSITY SCHOOL OF PUBLIC POLICY AFFILIATION AGREEMENT: MASTER OF PUBLIC POLICY PROGRAM

Hampden-Sydney College and the Wilson Center for Leadership in the Public Interest have entered into an agreement with the School of Public Policy (SPP) at Pepperdine University. Representatives of the SPP have committed to visiting campus and providing the Wilson Center with a list of recommended coursework for future applicants to best prepare them for the program. All Wilson Center students who apply, regardless of admission decision, will receive an application fee waiver. Students who complete the National Security Studies minor, the Leadership in the Public Interest minor, or the Wilson Leadership Fellows program and are selected for admission will receive all benefits provided to students in the Pepperdine Partners Policy Program. Benefits include:

a) The transfer of six (6) elective credits, pending review of program elements (and based on criteria set forth in the SPP Academic Catalogue);

b) Waiver of the first term "Professional Development Requirement," pending review of program elements or other relevant substantial policy internship experience;

c) An early class registration time for the first term of enrollment;

d) Tuition scholarships and waiver of test score and application requirements based on minimum undergraduate GPA.

For more information, interested students should contact the Director of the Wilson Center for Leadership in the Public Interest

NYU SPRING IN NEW YORK PROGRAM

Hampden-Sydney students interested in participating in the Spring in New York program should complete the NYU online application by the December 1st deadline (November 1st for international students). Students who meet NYU's visiting student admission criteria (defined as having a GPA of 3.0 or above) will be admitted to the Spring in New York program. Exceptions may be made on a student-by-student basis.

Once admitted, Hampden-Sydney students would have access to hundreds of NYU courses permitted to visiting students. Some NYU courses (especially those in the School of Engineering, the Stern School of Business, and arts programs in the Steinhardt School and Tisch School of the Arts) may have prerequisites that Hampden-Sydney students have not completed and therefore students may be ineligible to enroll in those specific courses.

WASHINGTON SEMESTER PROGRAM

Hampden-Sydney College is one of approximately 100 colleges and universities whose students are eligible to participate in the Washington Semester Program of American University in Washington, D.C.

The Washington Semester Program is designed to afford qualified students an opportunity to study American government in action through courses in the School of Government and Public Affairs of American University and through direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with American University includes programs in Urban Affairs, Foreign Policy, Criminal Justice, Economic Policy, American Studies, and Science and Technology.

The program has three components:

The Seminar (8 credit hours) consists of both required readings and discussions among students, faculty, and invited speakers.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study.

The Research Project (4 credit hours) gives students latitude for independent research in subjects and issues of personal interest.

Applicants must be seniors, juniors, or second-semester sophomores at the time of their participation in the Program. They must possess a cumulative grade-point average of 2.5 or above. Successful applicants pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Application procedures are announced twice a year. Interested students should contact Professor Carroll of the Department of Politics for further information.

MARINE SCIENCE EDUCATIONAL CONSORTIUM

Students who are preparing for careers in the marine sciences, or who have a strong interest in oceanography, may apply to train at a marine facility through the Marine Science Educational Consortium (MSEC) of the Marine Laboratory of Duke University. Through MSEC the students have priority access to formal courses and supervised research in the marine sciences.

Enrollment in the academic term-in-residence program is limited; admission is made on the basis of the student's ability to complete the course of study. All students will be eligible for Duke University course credit. For further information, including the Marine Laboratory Bulletin with its complete description of facilities, faculty, and opportunities, see Professor Werth of the Department of Biology.

EXCHANGE

Hampden-Sydney College participates with Hollins University, Randolph-Macon College, Randolph College, Mary Baldwin University, Sweetbriar College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program, designed primarily for juniors, enables students of the College to study for a semester or academic year at one of the other schools. The program is intended to broaden the educational opportunities of students and to provide a different campus environment. The eligibility of students to participate in EXCHANGE is determined by the home institution. Interested students should apply to the Registrar.

LONGWOOD UNIVERSITY COOPERATIVE PROGRAM

The variety of courses available to Hampden- Sydney students has been increased by a cooperative arrangement with Longwood University, a state institution in nearby Farmville, under which full-time students at either institution may enroll in certain courses at the other institution without added expense for course tuition, though students may be responsible for incidental expenses such as laboratory, material, or parking fees. A list of approved Longwood University courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are admitted to courses on a space-available basis.

ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

As part of the Longwood University Cooperative Program, Hampden-Sydney students may enroll in the Army Reserve Officers Training Corps (ROTC) program. Courses are recorded on the student's transcript.

Longwood University offers the following ROTC courses:

MSCL 101. *Foundations of Officership.* (1) Introduces students to fundamental components of service as officers in the United States Army. These initial lessons form building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally, addresses "life skills," including fitness, communications theory and practice (written and oral), and interpersonal relationships. Prerequisite: first- or second-year class standing.

MSCL 102. *Introduction to Leadership.* (1) Introduction to "life skills" of problem-solving, decision-making, and leadership designed to help students in the near-term as leaders on campus. Will also help students be more effective leaders and managers in the long-term, whether they serve in the military or as leaders in civilian life. This course is designed to introduce the student to fundamental officer skills such as map-reading, land navigation, tactics, and leadership values/actions. Using these basic skills, students will build a rudimentary understanding of the core competencies necessary to become an Army officer and leader. Prerequisite: first- or second-year class standing.

MSCL 201. *Innovative Team Leadership.* (1) Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises, and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties, as well as broadening knowledge of land navigation and squad tactics. Case studies provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. Prerequisites: MSCL 101-102.

MSCL 202. *Foundations of Tactical Leadership.* (1) Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. The course provides a smooth transition into MSCL 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisite: MSCL 201.

MSCL 204. *Leader's Training Course.* (0) Five-week summer course consisting of leadership training at Fort Knox, Kentucky. Completion of this course equates to completion of MSCL 101-202 and enables students to enroll in the advanced military leadership courses. The amount of academic credit awarded depends upon the amount of basic military science credit previously earned. Travel pay and salary provided through Department of Military Science and Leadership. Prerequisites: enrollment in the ROTC program, military service obligation, and permission of department chair.

MSCL 205. *Military History.* (0) Analyzes the US Army from Colonial times to the present. It emphasizes the Revolutionary War, Civil War, and 20th-century wars. It focuses on the Army's leadership, doctrine, organization, and technology, while simultaneously investigating the intellectual and ethical aspects of the Army in American and world society.

MSCL 301. *Adaptive Team Leadership.* (1) Cadets are challenged to study, practice, and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Cadets receive systematic and specific feedback on leadership abilities. Prerequisites: MSCL 202 and 204, or permission of department chair.

MSCL 302. *Leadership in Changing Environments.* (1) Instruction and case studies that build upon leadership competencies and military skills attained in MSCL 301 in preparation for future responsibilities as army officers. Specific instruction is given in individual leader development, planning and execution of small-unit operations, individual and team development, and the army as a career choice. Prerequisite: MSCL 301, or permission of department chair.

MSCL 390. *Independent Study.* (0) In-depth exploration of a subject not included in other courses offered by the department, done independently under the supervision of a faculty member. Prerequisites: two semesters of Military Science and permission of department chair.

MSCL 401. *Developing Adaptive Leaders.* (1) Develops student proficiency in planning, executing, and assessing complex operations; in functioning as a member of a staff; and in providing feedback to subordinates. Cadets are given situational opportunities to assess risks, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare them to make the transition to becoming Army officers. During the fourth year students lead cadets at lower levels. Both the classroom and battalion leadership experiences are designed to prepare cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates. Prerequisite: MSCL 302, or permission of department chair.

MSCL 402. *Leadership in a Complex World.* (1) Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for Basic Officer Leaders Course (BOLC) II and III and their first unit of assignment. The course uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Prerequisite: MSCL 302, or permission of department chair.

Scholarships are available for participants in ROTC.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney. Students are encouraged to contact the Ferguson Career Center early in their academic careers for guidance and assistance while exploring and preparing for career opportunities.

GRADUATE STUDY

Students who plan to pursue graduate work maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Hampden-Sydney graduates have entered the fields of business from every major program of the College. Many prepare for business careers by electing a major such as Economics and Business. Some continue their education in Master of Business Administration (M.B.A.) graduate programs. Students interested in careers in business or study in an M.B.A. program should contact Professor Dempster of the Department of Economics and Business.

THE CHRISTIAN MINISTRY

Hampden-Sydney provides an excellent foundation for those who wish to become Christian ministers. Theological seminaries do not specify particular courses as prerequisites for admission, but instead urge those who contemplate entering the Christian ministry to take a broadly based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of those languages.

ENGINEERING

Hampden-Sydney's programs in the natural sciences, mathematics, and computer science offer exceptional preparation for careers in engineering. The College fosters a successful dual-degree program with the University of Virginia and a second dual-degree program in Physics and Engineering with Old Dominion University. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see the Chair of the Department of Physics and Astronomy early in their freshman year.

GOVERNMENT

The academic program of the College is ideal for preparing students for public service. Students from all majors have entered careers in government or other public arenas. One path to such a career is involvement with the academic and co-curricular programs offered by the Wilson Center for Leadership in the Public Interest. The Wilson Center programs combine grounded theory and practice in order to help each student prepare for a lifetime of public service. The Wilson Center coordinates two academic minors: National Security Studies and Leadership in the Public Interest. Both minors are interdisciplinary and incorporate classwork from departments across the curriculum. The Center also houses the Wilson Leadership Fellows program and hosts numerous events throughout the year aimed towards preparing students for public service.

LAW

Students planning a career in law are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education." A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. Those skills are employed throughout the liberal-arts curriculum in the study of ethics, history, rhetoric, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session. Students interested in a law career should contact Professor Carroll of the Department of Politics.

MEDICINE AND DENTISTRY

A liberal education such as that offered by Hampden-Sydney is excellent preparation for those students who wish to pursue medical training and careers in the medical professions. According to recent editions of Medical School Admissions Requirements (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education-a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities."

A majority of medical and dental applicants major in science, though the choice of major in itself has no influence on chances for acceptance by a medical school. Again according to MSAR, "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." Students with strong interests in two fields sometimes elect a double major.

Whatever his major and choice of electives, the student should choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission. Virtually all U.S. medical and dental schools require at least two semesters each of basic courses, with laboratories, in biology, chemistry, and physics. A candidate's performance in these courses generally carries more weight in the admissions process than that

in other courses, particularly for the non-science major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and rhetoric or English. Students should consult MSAR for the particular requirements of each institution to which they may apply.

Every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT), and every dental school, the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

The Health Sciences Committee of the Faculty advises students on their preparation for medical and dental schools and assists them in the application process. On request, the Committee prepares recommendations for transmittal to all institutions to which the student has applied. In addition, the College participates in a joint program with Eastern Virginia Medical School, through which outstanding students receive early assurance of admission to medical school; and another with Virginia Commonwealth University School of Medicine. Students planning a career in medicine or dentistry should contact the Chair of the Committee no later than the spring semester of their freshman year.

SECONDARY-SCHOOL TEACHING

A broadly based liberal education, with a strong major in the field to be taught and supporting courses in related areas, provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. Courses needed to satisfy the certification requirements of the State of Virginia for some majors offered at Hampden-Sydney may be taken at Hampden-Sydney, at Longwood University (through the cooperative program), or at an EXCHANGE institution. Students who wish to earn full certification should consult the Associate Dean of the Faculty, preferably during the fall of their freshman year, because certain prerequisite courses must be completed by the end of the sophomore year in order to obtain teaching certification at graduation.

ACADEMIC SUPPORT

THE WALTER M. BORTZ III LIBRARY AND FUQUA TECHNOLOGY COMMONS

Opened in the fall of 2007, the library facility, named the Walter M. Bortz III Library in 2009, provides information resources and student and faculty services required to support the College's liberal-arts curriculum. The ability to use an academic library with confidence is one of the distinctive marks of an educated person. By means of formal and informal instruction in research methods, students are encouraged to progress from the heavy reliance on textbooks and assigned readings characteristic of the freshman to the independent work of the graduate scholar.

The Walter M. Bortz III Library provides an open and inviting atmosphere for study and learning. The wireless configuration of the building makes it easy for students and faculty to use laptops, mobile devices or the desktops provided on every floor. Eleven group study rooms are available for use and convenient carrels and tables provide quiet space for study. There is a designated silent study area on the first floor. The library houses more than 630,000 physical and digital resources, which includes 250,000 volumes, 230,000 cataloged e-books, 80,000 e-journals, an extensive media collection, and a collection of government documents. The book collection is arranged in open stacks on the third floor with oversize volumes and reference books on the main floor, and bound periodicals on the first floor. Open 99 hours per week while classes are in session, the Library provides a pleasant environment for individual or group study and research. The public services staff provides assistance weekdays and most evenings, and conducts classes on library research methods. Users can access the Library's on-line catalogue, more than 130,000 online journals and newspapers, and a variety of national and international indexes and databases. Access is available from devices when in the library itself and from anywhere on the Campus Data Network. Registered Library users may log-in for access to Library online resources from off-campus.

The Library also supports the College's learning management system, Canvas. Currently 85% of classes are available through Canvas online. Students may consult syllabi, participate in online class discussions, engage in group networking, visit external links, and exchange papers with faculty. Access to Canvas is available online, from any computer, anywhere in the world. The Fuqua

Technology Commons (FTC), located on the main floor of the Library, houses equipment such as laptops, digital cameras, digital video cameras, and digital voice recorders, available for student use. The FTC meets student and faculty needs through such services as consulting on projects involving instructional technology, and aiding in the production of educational media. Multimedia production and instruction are available by appointment. The Library provides free printing for students including color printing for class projects. Book and sheet-feed scanning is available during all open hours. The FTC is also the home of the only open Mac computer lab on campus, with thirteen 27" iMac computers. In addition to multimedia viewing rooms and a media lab, the Technology Commons houses the Jessie Ball du Pont Classroom for use by faculty and students wishing to make media-supported presentations to groups of up to thirty.

OFFICE OF ACADEMIC SUCCESS

The Office of Academic Success was established in 2000 and is housed on the main floor of the Walter M. Bortz III Library. This office supports students throughout their enrollment with the college via the new student advising program, campus-wide tutoring, and academic counseling. Their mission is to empower every student to excel academically and achieve their educational goals by providing an inclusive space and personalized support. Through partnerships with H-SC faculty and staff, the Office of Academic Success provides holistic guidance and comprehensive resources which equip students to own and navigate their academic journey.

Students utilize the Office of Academic Success for academic coaching to support the development of organization, time management, goal setting, learning and study skills, as well as additional guidance surrounding the College's academic program, policies and procedures. Courtesy testing spaces are regularly utilized to assist students' accommodation needs. The Office actively engages and develops students on academic probation and warning, and offers pre-term programs to support integration into the academic community.

CENTER FOR PUBLIC HISTORY

The Center for Public History is an interdisciplinary program offering students the opportunity to engage in 'applied history.' The Center offers guidance and support for students to connect classes and co-curricular offerings in museum studies, oral history, archeology, archives, and historic preservation. Founded in 2019, the Center's goal is to enable students to create exhibits, digital projects, and documentaries, assist in archival and artifact processing and management, participate in archeological fieldwork, and undertake off-campus internships. Hampden-Sydney's 250-year history, its historic campus, and its location in the center of Virginia's many historic resources provide an ideal setting for the study of how historical information is presented to the public. With the College's emphasis on rhetoric and civil discourse, students interested in public history can put these skills into practice by producing their own public-facing projects on a variety of historical topics.

CENTER FOR THE STUDY OF POLITICAL ECONOMY

Founded in 2006, the Center for the Study of Political Economy (CSPE) is a co-curricular center with the mission "to motivate undergraduate students to create a more just and prosperous world through educational entrepreneurship and scholarship with an emphasis on the study of classical liberal political economy." Affiliated faculty and students accomplish the Center's mission through the development of critical thinking skills and research tools necessary for engagement in academic scholarship and public policy analysis in the broad area of political economy.

The CSPE provides a progressive program of co-curricular opportunities for students to be actively engaged throughout their academic careers and beyond. By facilitating events and activities for students who are exploring, engaging, and creating in the classical liberal tradition, the Center provides tools for students to develop their skills and knowledge of political economy as they pursue their passion for scholarship.

FLEMMING CENTER FOR ENTREPRENEURSHIP AND INNOVATION

The Flemming Center for Entrepreneurship and Innovation is named in memory of Harry S. Flemming, father of Todd Flemming ('85, both of whom founded successful businesses. The Center strives to make Hampden-Sydney a place that inspires and empowers students to use their liberal arts foundation to become value creators and entrepreneurial market leaders. It develops programs that support a community of students with the interest and ability to be successful entrepreneurs and give them the experience, connections, and skills necessary to help them achieve their visions. These programs include workshops, guest lectures, and excursions as well as the Tiger's Den Competition and the H-SC Venture

Fund. The Center's goals are to increase awareness of entrepreneurship as a viable career option, give students exposure to entrepreneurial methods for solving complex problems, and provide students opportunities for progressive development toward successful venture creation.

WILSON CENTER FOR LEADERSHIP IN THE PUBLIC INTEREST

The Wilson Center for Leadership in the Public Interest was established in 1996 and named for the College's former president Lt. General Samuel V. Wilson (U.S. Army, Ret.). The Center's mission is to prepare men of character for lives of consequence. To that end, the Center provides students with the opportunity to explore, practice, and hone their leadership skills, preparing them to become tomorrow's CEOs, business founders, military officers, and civic and political leaders. With guidance from faculty and staff mentors, students gain an understanding of the challenges confronting the United States and the world today through lectures, forums, symposia, and excursions. The Wilson Center for Leadership in the Public Interest is also the home for the Wilson Leadership Fellows Program, a four-year, co-curricular leadership program designed for students who wish to make a difference in their communities today and tomorrow.

EDUCATIONAL SUPPORT FACILITIES AND SERVICES

JOHN BROOKS FUQUA COMPUTING CENTER

The mission of John B. Fuqua Computing Center is fivefold: (1) implementing, developing, and maintaining the College technology infrastructure; (2) providing technology training and support for general-use software; (3) life-cycle technology planning, development, implementation, and support; (4) assuring stability, reliability, and security of all applications, systems, and networks; and (5) developing, maintaining, and assuring compliance with technology-related policies and procedures.

Location and Facilities
Located in Bortz Library, the Computing Center serves to meet the technological needs of the Hampden-Sydney community. The Computing Center houses all centralized computing systems which support both the administrative and academic requirements of the College.

Administrative Systems
The Computing Center implements and maintains the systems, applications, and infrastructure which support the business processes of the institution. This service is achieved by constantly assessing infrastructure performance and use, and addressing these areas either by modifying existing services and processes, or by incorporating new technology to support the needs of users.

Client Services
The commitment of the Computing Center is to offer professional-level technology services for all constituents of the Hampden-Sydney community. The Client Services Group of the Computing Center operates the Technology Helpdesk, is responsible for all associated support requests, and provides end-user training for general-use/standard software applications.

Web Services
The Web Services division of the Computing Center maintains and operates all official web sites of the College, assures integrity of all data posted on such sites, and leads the College in strategic planning and standards for all official and unofficial web pages within the "hsc.edu" domain.

Data Network
The Computing Center Network Group is responsible for the maintenance and operation of the Campus data network. The Network Group monitors all College Internet connections, conducts performance vs. use analysis of the network infrastructure, and performs network upgrades to ensure the speed and reliability of the campus Local Area Network (LAN). Additionally, the Network Group is responsible for network security, as well as other critical network services. Ethernet and wireless access is provided throughout the campus in all academic, administrative, and residence areas.

Policies and Procedures
The Computing Center develops, recommends, and assures compliance with all technology-related policies and procedures of the College.

ESTHER THOMAS ATKINSON MUSEUM OF HAMPDEN-SYDNEY COLLEGE

The Museum, named for its founder and first director, strives to promote an awareness and understanding of the history of Hampden-Sydney College as it relates to its role in the history of Virginia and the United States, while serving to support and enhance the College's mission to form

good men and good citizens in an atmosphere of sound learning. The Museum achieves its purpose by (1) collecting, preserving, and interpreting the history of the College and the community in which it exists from the birth of the College in 1775 to the present; (2) serving as an educational outreach tool, offering a variety of changing or traveling exhibitions to highlight classroom topics and symposiums, to honor faculty achievements, and to supplement other educational programs of the College; (3) serving the general public, providing a meaningful and educational experience through publications, exhibitions, tours, lectures, and other programs; (4) offering opportunities for volunteer work and internships; and (5) using electronic media to promote the College's history to a wider audience.

HAMPDEN-SYDNEY ATHLETICS

Mission Statement

The athletic program is important at any college, but is particularly important at Hampden-Sydney because of the overwhelming interest of our students in athletics; approximately 25% of the student body participates in intercollegiate athletics and over 70% in the intramural program. Athletics, quite simply, is vital to the wholeness of the College. Essentially, the program can be divided into several components: intramurals, intercollegiate athletics, lifetime sports, physical fitness, and recreational programs.

As indicated, intramurals constitutes an important element within the athletic program, especially given the large percentage of students who actively participate at this level.

A lifetime sports and recreational program gives students an opportunity to keep physically fit while learning a new athletic skill that can be beneficial later in life.

Intercollegiate athletics plays a significant role at this college, not only because it provides an important outlet for many students, but also because such competition is good for participants. The varsity intercollegiate program can be and is a true character-building experience. One learns from winning, one learns from losing, and one learns from playing the game. One learns something about coping with pressure, commitment, loyalty, self-discipline, sacrifice, and pain--what it takes as well as what it means to compete. When one considers that 50% of all incoming freshmen intend to participate in the intercollegiate programs, then one realizes what athletics means to the College. Many of the best students at Hampden-Sydney are also varsity athletes, young men who come to this college in part to engage in intercollegiate athletics.

ACADEMIC POLICIES AND PRACTICES

Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section. Academic rules, regulations, practices, and procedures are fundamental to the total educational program at the College. Questions regarding these regulations may be directed to the student's advisor, the Registrar, or the Office of the Dean of Faculty.

Exceptions to these policies may be considered by the Executive Committee of the Faculty under extraordinary circumstances if sufficient justification is offered. Petitions for such exceptions should be directed to the Executive Committee through the Office of the Dean of Faculty.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades		*Quality Points Per Semester*
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Fair	2
C-		1.7
D+		1.3
D	Poor	1
F	Failure	0
W	Withdrew or Withdrawn	0
WF	Withdrew Failing or Withdrawn Failing	0
I	Incomplete	0

GRADE REPORTING

At the end of every semester, a set of detailed instructions for accessing final grades on line via Tiger Web is sent to each student.

GRADE CHANGES BY FACULTY

Grade changes may be made by an instructor no later than five class days after the beginning of the next term in which the student is enrolled following the term in which the grade was given. An instructor, wishing to change the grade of a student who has enrolled in Summer Term, has until the fifth day of Summer Term for the change to be made. Faculty appeals to change a grade after these deadlines must be approved by the executive committee of the faculty. Student appeals for a grade change must follow the procedures outlined in the section below entitled "Grade Appeals."

GRADE APPEALS

A student who believes that his final grade reflects an arbitrary or capricious academic evaluation, or reflects discrimination based on race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status may employ the following procedures to seek modification of such an evaluation:

He should first discuss the grade with the faculty member involved before the end of the drop period of the next academic term.

1. If the student's complaint is not resolved, the student may appeal the grade to the department chair. It is the student's responsibility to provide a written statement of the specific grievance with all relevant documentation (syllabus, graded work, guidelines for papers, presentations, etc.) attached.
2. If the department chair is unable to resolve the grade appeal to the satisfaction of both the student and faculty member involved, or the person giving the disputed grade is the department chair, then a written appeal with all relevant documentation may be made to the Dean of Faculty. The Dean may make recommendations to the student or instructor and will try to find an equitable solution to the dispute.
3. All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. Until an Incomplete is resolved, it will be counted as an F in the calculation of a student's grade-point average. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

A student who receives a grade of Incomplete for the spring semester, who, as a result, is potentially subject to suspension, and who wishes to enroll in Summer Term, has until the fifth day of Summer Term to complete the work for which he has received the grade of I (Incomplete). If such work has not been completed by the fifth day, or if the work is completed and the resulting cumulative academic record warrants suspension, the student shall be withdrawn from any Summer Term courses in which he is enrolled and any tuition paid will be refunded. A student who is withdrawn from a College-led study abroad or away program will be responsible for costs as detailed in the Global Ed Cancellation and Refund Policy.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade-point average that semester, for at least 15 credit hours of work.

GRADUATION WITH LATIN HONORS

Graduation with honors shall be accorded to students who meet the following requirements:

- Summa cum laude, grade-point average of 3.7
- Magna cum laude, grade-point average of 3.5
- Cum laude, grade-point average of 3.3.

For distinction in a particular department, see Departmental Distinction in this Catalogue.

MIDSEMESTER PROGRESS REPORTS

By the eighth week of classes, instructors submit midsemester progress reports for all students in all courses. The reports include a statement of the student's grades at that point in the semester and may include the reasons for a grade. Students and advisors can view midsemester progress reports electronically. No grades from midsemester progress reports appear on a student's transcript.

Though midterm progress reports give valuable information about a student's status in a course at a moment in time, final grades can be quite different from midterm progress reports due to student performance on remaining coursework.

A student who receives a grade of C- or below is expected to meet with his advisor and the instructor who issued the grade, and to take action to improve his academic performance.

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

Determinations of academic probation and suspension are based on the number of "in residence" semesters a student has spent at Hampden-Sydney. If a student withdraws from the College in the course of a semester, such that he receives no grades and/or academic credit for that semester, he will not be considered to have been "in residence" for that semester.

1. A student whose cumulative grade-point average falls below the following standards will be placed on academic probation:

In-Residence Semesters at the College	1	2	3	4 or more
Accumulated Grade-Point Average	1.4	1.7	1.8	2.0

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of an honest effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

In-Residence Semesters at the College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	-	1.3	1.5	1.7	1.8	1.9

4. A student who receives a grade of F in 50% or more of the hours he has attempted in any one semester will be reviewed by the Executive Committee of the Faculty, which will determine whether the student will be placed on academic probation or suspended from the College.

5. A student who returns to Hampden-Sydney after an academic suspension will be placed on academic probation. A student who returns to Hampden-Sydney after any other absence and whose academic record justifies his being on academic probation at the time of his return will be placed on academic probation.

ACADEMIC COUNSELING

As a condition of continued enrollment at the College, a student on academic probation is required to work with the Office of Academic Success to improve his academic performance.

REENROLLMENT STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for reenrollment. The student may access the instructions, deadlines, and additional forms that may need to accompany the application on the College website. This information can be found at "Former Student Reenrollment Applicant", which is located under Admission and Applications. The student's application will be considered by the Reenrollment Committee, which will review his academic record, citizenship at Hampden-Sydney, and his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for reenrollment to demonstrate convincingly that he should be reenrolled. The Reenrollment Committee is in no way obligated to reenroll any student, no matter what the circumstances of his withdrawal or the terms of his suspension. For more information, please contact the Office of Student Affairs.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course, but he will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

Repetition of courses taken at Hampden-Sydney College is governed by the following rules. Students may petition for exceptions to these policies through the Executive Committee of the Faculty.

Adding and dropping repeated courses: A student may re-enroll only in a course at Hampden-Sydney College in which a grade of C- or below has already been received. If the student drops the course before its completion, the former grade and degree credit (if any) will remain as the grade of record. Degree credit is awarded only once for any course.

Limits on repeating courses: For the first 3 courses repeated by a student (whether or not these arise from the same or distinct courses), the new

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

AP Test	*Credits*	*H-SC Equivalent*	*Core Requirement*
African American Studies	6	History 219/220	II.A and IV
Art 2D + Design	3	Visual Arts 250	III.B
Art History	6	Visual Arts 101/102	II.B and III.B
Biology	4	Biology 110/151	V.A. or V.B.
Calculus AB	4	Mathematics 141	Mathematics
Calculus BC	8	Mathematics 141/142	Mathematics
Chemistry	4	Chemistry 110/151	V.A. or V.B.
Chinese Language and Culture	6	Chinese 201/202	Foreign Language
Computer Science A	4	Comp. Science 261	
Computer Science Principles	3	Comp. Science 161	
Economics (Macro)	3	Economics Elective	VI
Economics (Micro)	3	Economics 101	VI
English Language and Composition	3	Rhetoric 101	Rhetoric
English Literature and Composition	3	English Elective	III.A.
Environmental Science	3	Biology 108	V.B.
European History	6	History 101/102	II.B. and VI
French Language	6	French 201/202	Foreign Language
German Language	6	German 201/202	Foreign Language
Government and Politics (Comparative)	3	Politics 140	VI
Government and Politics (United States)	3	Politics 101	VI
Human Geography	3	Politics Elective	VI
Italian Language and Culture	6	Italian Elective	Foreign Language
Japanese Language and Culture	6	Japanese Elective	Foreign Language
Latin (Vergil)	6	Latin 201/202	Foreign Language
Music Theory	7	Music 221/321	IIIB
Physics 1	3	Physics Elective	V.B.
Physics 2	3	Physics Elective	V.B.
Physics C (Mechanics)	4	Physics 131/151	V.A. or V.B.,
Physics C (Electricity and Magnetism)	4	Physics 132/152	V.A. or V.B.
Psychology	3	Psychology 101	V.B.
Spanish Language	6	Spanish 201/202	Foreign Language
Spanish Literature	6	Spanish 201/202	Foreign Language
Statistics	3	Math 121	Mathematics
U.S. History	6	History 111/112	II.A and VI
World History	6	History Elective	VI

grade will, in all cases, replace the original grade as the grade of record for the purpose of calculating the student's grade-point average. Although the original grade will remain on the student's transcript, it will not be included in the calculation of the student's grade-point average. If the student attempts the repetition of more than 3 courses, all grades beyond the first 3 courses will be grades of record and computed in the grade-point average.

Repeating a course that is a prerequisite for a course already taken: After receiving a grade in the original course, a student may not repeat that course after having passed another course for which the original course is a specific prerequisite.

Repeating a course in which the student received a WF: Although students may repeat courses in which they received a WF, the WF cannot be replaced.

Honor offenses: Grades received as the result of conviction for an honor offense cannot be replaced.

TRANSFER CREDIT

Students may apply to receive credit hours for college courses taken through another accredited college or university if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are computed in the grade-point average. Students receive credit only for courses which are equivalent to those available at Hampden-Sydney. Students may use credit hours earned through another college or university to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney body. To ensure transfer of credit for courses taken at other institutions after a student matriculates at Hampden-Sydney College, a student must obtain departmental approval prior to enrollment. A transfer course approval form must be completed before credit is awarded. A copy of the course syllabus must accompany the form. Courses will be approved by the department on a case by case basis. A student who wishes to receive transfer credit for credits earned at another institution is responsible for providing the Registrar's Office with an official transcript of the work promptly on completion of the coursework. Dual enrollment credit courses are treated as transfer credit.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive up to eight hours of academic credit and exemption from corresponding core requirements. Exemptions from requirements for the academic major are determined by the appropriate department (see chart). A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit. It is the student's responsibility to see that official AP score reports are sent to the Registrar's Office at Hampden-Sydney before the student enrolls, so that appropriate AP credit can be awarded.

REGISTRATION

During the summer before he enrolls, each new student's admission folder is reviewed by his academic advisor who then makes course recommendations based on the student's indicated interests and skills. Using these recommendations, the Office of Academic Success pre-registers the student for his fall term coursework. During the summer, access to his primary schedule through Tiger Web is granted to the student. The student will have the opportunity to make alterations to his schedule during New Student Orientation after consultation with his academic advisor.

ADDING AND DROPPING COURSES

Students are encouraged to consult with their advisors before making changes to their schedules. Once a student has registered:

1. The student may add an open course through the first week of classes in any semester.
2. The student may add a closed course with the written permission of the instructor through the first week of classes in any semester.
3. The student may drop a course without record during the first two weeks of the semester provided that his remaining course load is at least 12 hours. Courses dropped in such a manner will not appear on the student's permanent record.
4. The student may drop a course after the first two weeks of class through the ninth week of classes provided that his remaining course load is at least 12 hours. **Courses dropped in such a manner will appear as a "W" on the student's permanent record.**
5. A student hopelessly deficient in one course may, with the permission of the instructor, advisor, and Registrar, drop that course after the deadline for withdrawing. **The grade for**

the semester will be recorded as "WF."

6. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE-LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of Faculty. For further information, see the following section on Part-Time Enrollment. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

PART-TIME ENROLLMENT

A student is considered a full-time degree candidate in each semester if he is enrolled in courses with a minimum of 12 credit hours. With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than 12 hours of academic credit in a semester. Part-time students are not normally permitted to live on campus. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to part-time status or fees. Further information about part-time status may be obtained from the Office of the Dean of Faculty.

SPECIAL STUDENTS

With the permission of the Dean of Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than 7 hours of credit in any given semester. Special students will normally be limited to 28 total credits, but may continue to enroll with the additional permission of the Business Office. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admissions procedure. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to special-student status or fees. Further information about special-student status may be obtained from the Office of the Dean of Faculty.

CLASS ATTENDANCE

Attendance policies

- There is no college-wide policy on the number of unexcused absences from class allowed. Professors inform each of their classes at the beginning of each semester what attendance is expected.
- All students must present assigned homework promptly and must be present for all assigned tests and quizzes unless excused by the instructor.
- Students are expected to attend class on the day before and the day after scheduled vacations. Faculty members will hold classes on the day before and the day after vacations.

Excused Absences

- An excused absence entitles the student to make up any work done for a grade during the class period missed. It does not excuse the student from doing the assignment for the period missed, nor from the responsibility for the subject matter taken up during that period. Whenever possible the student should inform his instructor, turn in assignments, and arrange to make up classroom work to be missed, before he is absent. If the student delays in attending to this matter, his excuse may be nullified.
- A student is excused from class if he is absent for a scheduled intercollegiate athletic competition involving a team which is recognized as part of the athletic department's program or for a trip officially sanctioned by the College, such as an artistic performance or a field trip connected with a course.
- There are no formal medical excuses or excuses for personal emergencies. However, faculty are encouraged to use reasonable consideration when working with students in these situations.

Excessive Absences

- A faculty member who believes that a student's absences are damaging his work in a course will inform the Dean of Faculty, who will in turn notify the student by mail. Written notice from the Dean's Office constitutes a final warning about absences in that course. No prior verbal warning is required. If a student receives warnings about absences in more than one course, the Dean of Faculty, or his/her designee, will ask the student to come in for a meeting to discuss if there are problems that can be resolved with the assistance of campus resources.

- If, after such a warning, a student continues to miss classes, the professor will again notify the office of Dean of the Faculty. The Dean of Faculty or his/her designee will determine whether the student should be withdrawn from the course. If the student is withdrawn and has the right to drop the course without penalty at the time of the withdrawal, no grade for the course will appear on the permanent record; otherwise, the student will receive a grade of WF (withdrawn failing) in the course.
- Any appeal for reinstatement to the course must be made in writing to the Executive Committee of the Faculty within one week after the student has been notified of his withdrawal. Unless and until the Executive Committee reinstates the student, he may not take part in the course.
- If the student is withdrawn with grades of WF from two courses during the same semester, the student will be suspended for the remainder of that semester and will receive grades of W in all of his other courses. A student suspended in this manner must apply to the Reenrollment Committee for reenrollment at the College and ordinarily will not be readmitted for the following semester. The Executive Committee may set time limits upon the student's suspension consistent with his academic and disciplinary record.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two final examinations scheduled at the same time, he should reschedule one examination in consultation with the instructors.
- If a student has more than two final examinations scheduled for consecutive exam periods, he may reschedule an examination to the study days or to other days acceptable to the instructors involved.
- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.
- A professor may move an examination to an earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of examinations in Rhetoric courses).
- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of Faculty.

RE-EXAMINATIONS

A senior who has been doing passing work in a course prior to examination week of his final semester but who fails the final examination in that course may, upon the recommendation of the instructor concerned and the approval of the Dean of the Faculty, be allowed to take a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College, he must have the approval of the Dean of Faculty and the Dean of Students. A student resigning on or before December 1 in the fall semester or April 15 in the spring semester will receive a grade of W in all of his classes. A student resigning after December 1 in the fall semester or April 15 in the spring semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

In the event that a student withdraws from the College for medical reasons, sufficient documentation from the student's healthcare professional must be provided to the College, in writing, within three weeks of the date of resignation. This documentation must also be reviewed and approved by College medical professionals. A student who has been granted a medical withdrawal is not ordinarily eligible to return the following semester. Appeals for exceptions to this policy may be granted by the Reenrollment Committee. In the case of an appeal, written documentation satisfying the College of the student's readiness to resume his education is necessary but does not guarantee readmittance.

LEAVE OF ABSENCE

A student who has been at Hampden-Sydney for at least a semester can apply to the Office of the Registrar for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm reenrollment and pay a reservation deposit of $500 by April 1 (for the fall term) or November 1 (for

the spring term). Candidates for a leave of absence must complete the semester preceding the leave of absence and may not be on academic probation, nor have any disciplinary or honor proceedings pending against them. If a student is approved for a leave of absence and then fails to meet the criteria for a leave of absence, permission for the leave will be revoked. The deadline for applying for a leave of absence is five business days before the start of the semester. The maximum leave will be one year. Students on a leave of absence are expected to abide by the College's Honor Code and Code of Student Conduct but will not reside on campus or attend classes. Non-compliance with the conditions governing the leave of absence will lead to the returning student needing to apply for reenrollment at the College. Students wishing to take a leave of absence should consult with the Office of Financial Aid.

EXCLUSION FROM COLLEGE

College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney, a student with a learning disability or perceptual handicap should make himself known to the Disabilities Services Coordinator and supply documentation of his particular disability. Subject to the approval of the Dean of the Faculty, the Disabilities Services Coordinator, together with the student's advisor, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities may be obtained from the Dean of Faculty or the Disabilities Services Coordinator.

GUIDELINES FOR ACADEMIC POLICIES AND PROCEDURES IN STUDENT-FACULTY RELATIONS

PREAMBLE

Hampden-Sydney College has always aspired to uphold high standards and principles, particularly in the relationships between students and faculty members. Hence, it seems appropriate that a statement pertaining to some of these relationships in the academic area, the primary concern of the College, be based on the expectation that only the highest standards are consonant with the traditions of the College.

These policies and procedures are not intended as rigid rules, but rather as examples of expected practice. Nor is this statement to be considered all-inclusive, for additions and deletions probably will be necessary in the future. Nevertheless, faculty and appropriate administrative personnel will be expected to work diligently to see that the spirit of the statement is upheld for the benefit of the entire academic community.

TESTS AND PAPERS

- Professors should announce a major (full-period) test at least one week in advance. Material to be covered on a full-period test or examination should be clearly specified (*e.g.,* "chapters 5-10 and notes").
- The relative value of each part of a full-period test or examination should be indicated to the class before work is begun.
- Graded tests and papers should be returned to students within two weeks with appropriate comments (either oral or written) about the evaluation and apparent deficiencies.
- A professor should go over a graded final examination with a student if requested to do so.
- Whoever administers a test or examination should be available for questions from students during the testing period.
- If a student feels that an error in grading has been made, he may request that specific questions be reviewed. If a professor acknowledges that an error has been made, a proper adjustment in the grade should be made.
- Should two full-period tests fall on the same day, a student is expected to take both of them on the day assigned. Should more than two full-period tests be scheduled for the same day, the difficulty should be resolved between the professors and the student.

- Major full-period tests should not ordinarily be scheduled during the final five days of classes.
- Except when it constitutes the majority of the grade, a research paper should ordinarily be due before the final five days of classes.

OTHER CLASSROOM AND ACADEMIC SITUATIONS

- Insofar as is feasible, the relative importance of course elements such as tests, papers, and the examination should be specified during each semester.
- In view of the Honor Code's prohibition of giving or receiving aid without the consent of the professor on tests, quizzes, assignments, or examinations, the professor should make clear when help may and may not be given or received.
- The student should be able to find out his approximate class position and course grade (if possible) at appropriate intervals during the semester.
- Instructors have sole authority to assign course grades. However, a student who believes that a final course grade is erroneous or unfair may appeal the grade.
- A professor may not require attendance at class sessions in addition to those regularly scheduled, unless they are approved by the Dean of Faculty.
- The professor should schedule tests and other class activities for best educational advantage. Students have a responsibility to avoid pressuring professors for concessions or adjustments in class schedules to suit their outside activities.

Prepared by the Student-Faculty Relations Committee, March 3, 1972. Passed by the Faculty on April 10, 1972. Amended April 1998.

POLICY STATEMENT ON ACCESS TO RECORDS

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the College receives a request for access.

   Students should submit to the Registrar, the Dean of Students, the Director of the Ferguson Career Center (job placement records only), the chair of the Health Sciences Committee, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

   Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits personal disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support-staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Hampden-Sydney College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington D. C. 20202-4605

PUBLIC INFORMATION

The College considers the following information public information: name of student, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and other similar information.

No later than one week before classes begin in the fall (or before enrollment if one enters second semester or in the Summer Term), a student may submit a written statement to the Dean of Students stating that he does not want specified information about him included as public or directory information. The request will be honored.

ACADEMIC RECORDS, PRIVACY, AND THE BUCKLEY AMENDMENT

Institutions of higher education accumulate and maintain extensive records concerning the characteristics, activities, and accomplishments of their students. These records pose special problems for those concerned with personal privacy, problems that derive from a basic tension between the rights and needs of individuals and the legitimate demands of institutions in which they participate. In choosing to pursue a college education the student is often hopeful that this experience will contribute to the attainment of career objectives and is keenly aware that his performance will be viewed and evaluated by others. At the same time, the right to privacy asserts that individuals have a legitimate interest in controlling what information about themselves they will reveal to others and what uses may be made of this information.

For its part, the College has a legitimate interest in obtaining information necessary to carry out its functions and to fulfill its obligations to the student. For these reasons, the following policies and procedures are published so that this information will be available to all members of the College community. All statements herein apply only to the official records of the institution pertaining to current and former students, and these policies are in conformity with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment). The text of the law is available in the Office of Student Affairs.

Briefly, the purposes of the Act are to assure college students access to their educational records as limited and defined by the Act, and to protect students' rights to privacy by limiting the transferability of their records without their consent. The rights in the Act are, essentially, accorded to the college student himself.

CONFIDENTIALITY

All members of the faculty, administration, and clerical and other staff are expected to respect confidential information about students which they acquire in the course of their work.

ACCESS TO RECORDS

Student access to records is limited to records maintained by the Registrar (academic records); by the Dean of Students; by the Director of the Ferguson Career Center (job placement records only); and by the Health Sciences Committee.

DEFINITIONS

For the purposes of this policy the term "educational records" means those records, files, documents, and other materials maintained by the College which contain information directly related to a student.

The term "educational records" does not include:

1. Financial records of the parents of the student or any information contained therein.
2. Confidential letters and statements of recommendation which were placed in the education records before January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended.
3. Confidential recommendations
   a. Respecting admission to any educational

agency or institution;
b. Respecting an application for employment;
c. Respecting the receipt of an honor or honorary recognition if the student has signed a waiver of his right of access. A student may sign a statement waiving his right of access for any or all of these three types of recommendation letters. The general waiver would eliminate the need to face the question of waiver of access on each letter that may be written for admission to graduate or professional school, employment, etc. If a student waives his right of access to any or all of these three categories, he may request that the College notify him of the names of all persons making confidential recommendations. The College will use these recommendations solely for the purpose for which they were specifically intended.

4. Records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
5. The records and documents of the campus police (who do not have access to educational records) which are maintained solely for law enforcement purposes and are not made available to persons other than law enforcement officials of the same jurisdiction.
6. Records which are created or maintained by a physician, psychologist, psychiatrist, or other recognized professional or para-professional acting in his professional or para-professional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.
7. Records such as the alumni records gathered after a student leaves the College are not considered educational records, and therefore students do not have access to them.

PROCEDURE FOR EXAMINING RECORDS

A student wishing to inspect and review specified educational records pertaining to himself should submit the request in writing to the particular office in which the records are maintained. To the extent that the law permits, the request will be granted as soon as possible, no later than forty-five days after the written request is made.

If desired, a student will be granted an opportunity to challenge the content of his records in an informal hearing between the student and the College personnel involved. If satisfactory adjustments cannot be agreed upon by the student and the author of the information challenged, the College official in charge of the particular office in which the records are kept will meet with the parties to attempt to resolve the matter by correcting, deleting, or allowing refutation of allegedly inaccurate, misleading, or otherwise inappropriate data in the content of the records. If the matter cannot be resolved informally, at the request of the student, a hearing will be conducted by a College official without a direct interest in the outcome of the hearing, normally the Dean of Students. A student has the right to file a written complaint directly with the following office:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington D. C. 20202-4605

If a student desires copies of educational records to which he has access as allowed by this policy, he shall be furnished copies at a rate covering the cost to the institution, $.10 per page copied, plus postage, if any.

With the exceptions as noted, no one from outside the College has access to educational records.

RELEASE OF RECORDS

The College will not release educational records (or personally identifiable information contained therein other than what is considered public information as defined in this policy statement) of a student without the written consent of the student to any individual, agency, or organization other than the following:

- Other College officials, including teachers, who have legitimate education interests, e.g., the educational background of the student.
- Officials of other schools in which the student seeks, or intends, to enroll.
- Authorized representatives of the Comptroller General of the United States, the Secretary or assistant (D.O.E.) and administrative head of an education agency, state educational authorities, the Commissioner of Education, and the Director of the National Institute of Education.

- College officials dealing with a student's applications for, or receipt of, financial aid.
- State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974.
- Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and on the condition that such information will be destroyed when no longer needed for the purpose for which it is conducted.
- Accrediting organizations in order to carry out their accrediting functions.
- Parents of a dependent student of such parents as defined in section 152 of the Internal Revenue Code of 1954.
- Subject to regulations of the Secretary in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

Other than the exceptions listed above under Release of Records and Public Information, the College will not release in writing, or provide access to, any personally identifiable information in education records unless:

- There is written consent from the student specifying the records to be released, the reasons for such release, and to whom or what class of parties the records are to be furnished. The student shall receive a copy of the records, if requested.
- Such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the College.

The College will notify any third party receiving information about a student from the College (other than educational institutions, etc., noted in this policy statement as exceptions) that the information is being transferred on the condition that such third party will not permit any other party to have access to such information without the written consent of the student.

NOTE: A student whose account is delinquent is not entitled to issuance of an official transcript or diploma.

RELEASE OF GRADE REPORTS AND DISCIPLINARY ACTION TO, AND CONSULTATION WITH, PARENTS AND GUARDIANS

Realizing that parents and guardians have a legitimate interest in the progress of their sons and daughters, the College routinely mails copies of deficiency reports (for freshmen and first-semester sophomores), and notices of significant disciplinary action taken against a student, to parents and guardians. A financially independent student (as defined by the Internal Revenue Code) may submit a written request to the Dean of Students asking that the College not send designated information to parents or guardians, and this request will be honored.

The College recognizes the legitimate interests of parents and guardians to consult with the professional staff about the academic and personal well-being of their sons and daughters. This consultation will be carried out consistent with basic College policy respecting the rights of confidentiality of the student. Whenever a student is separated from the College for academic, disciplinary, or other reasons, the College notifies the parents or guardians.

RECORD OF RELEASE OF OR ACCESS TO EDUCATIONAL RECORDS

A record of all requests for educational information is maintained in each office where applicable student records are kept. The form includes information on the name of the inquirer, institution, or agency; the date of the request; the purpose or legitimate interest that each person, institution, or agency has in obtaining this information; and the disposition of the record. A student may see this record.

EDUCATIONAL RECORDS MAINTAINED BY THE COLLEGE, THE COLLEGE OFFICIAL IN CHARGE, COLLEGE PERSONNEL WHO HAVE ACCESS AND THE PURPOSES FOR WHICH THEY HAVE ACCESS

The College does not expunge academic records after a student leaves college or is graduated. These records are maintained either on microfilm or in a storage facility for possible future reference. Most other records are kept for up to five years.

Academic, administrative, and clerical personnel

of the College having a legitimate and demonstrable need for information concerning students as a result of their duties in the College are permitted access to those records directly related to their duties and functions. Whenever possible, the information needed by such persons should be provided by the officials responsible for the records, without permitting direct access to the records themselves.

If academic records and personnel folders are relevant to student courts, social fraternities, student government, or honor societies, the necessary information will be provided only when authorized by the appropriate College official.

A. Records in the Office of the Registrar. The Registrar is responsible for the maintenance of academic records, including Hampden-Sydney transcripts and grade reports, transcripts from colleges attended other than Hampden-Sydney, and copies of letters granting advanced-placement credit and waiver of academic requirements.

B. Records in the Office of Student Affairs. The Dean of Students is responsible for the maintenance of the following records:

1. Some materials related to the admission process: application form, autobiography, high school grades, and copies of correspondence of both confidential and non-confidential nature.
2. Copies of letters notifying the student of disciplinary action taken against him.
3. Copies of letters of commendation for honors, Dean's List, etc.
4. Copies of letters sent to the student warning him of poor class attendance.
5. Copies of letters of academic suspension and the like.
6. Copies of letters of recommendation written by the Dean of Students to graduate/professional schools or prospective employers.

C. Records in the Ferguson Career Center. The Director of Career Education is responsible for the maintenance of job placement records, including résumés and letters of recommendation for employment and graduate or professional school.

D. Records in the Office of the Chair of the Health Sciences Committee of the Faculty. The Chair of the Health Sciences Committee of the Faculty is responsible for the maintenance of recommendations for and evaluations of applicants to medical or dental school made by professors and administrators and the recommendation statement made by the Health Sciences Committee to medical or dental schools.

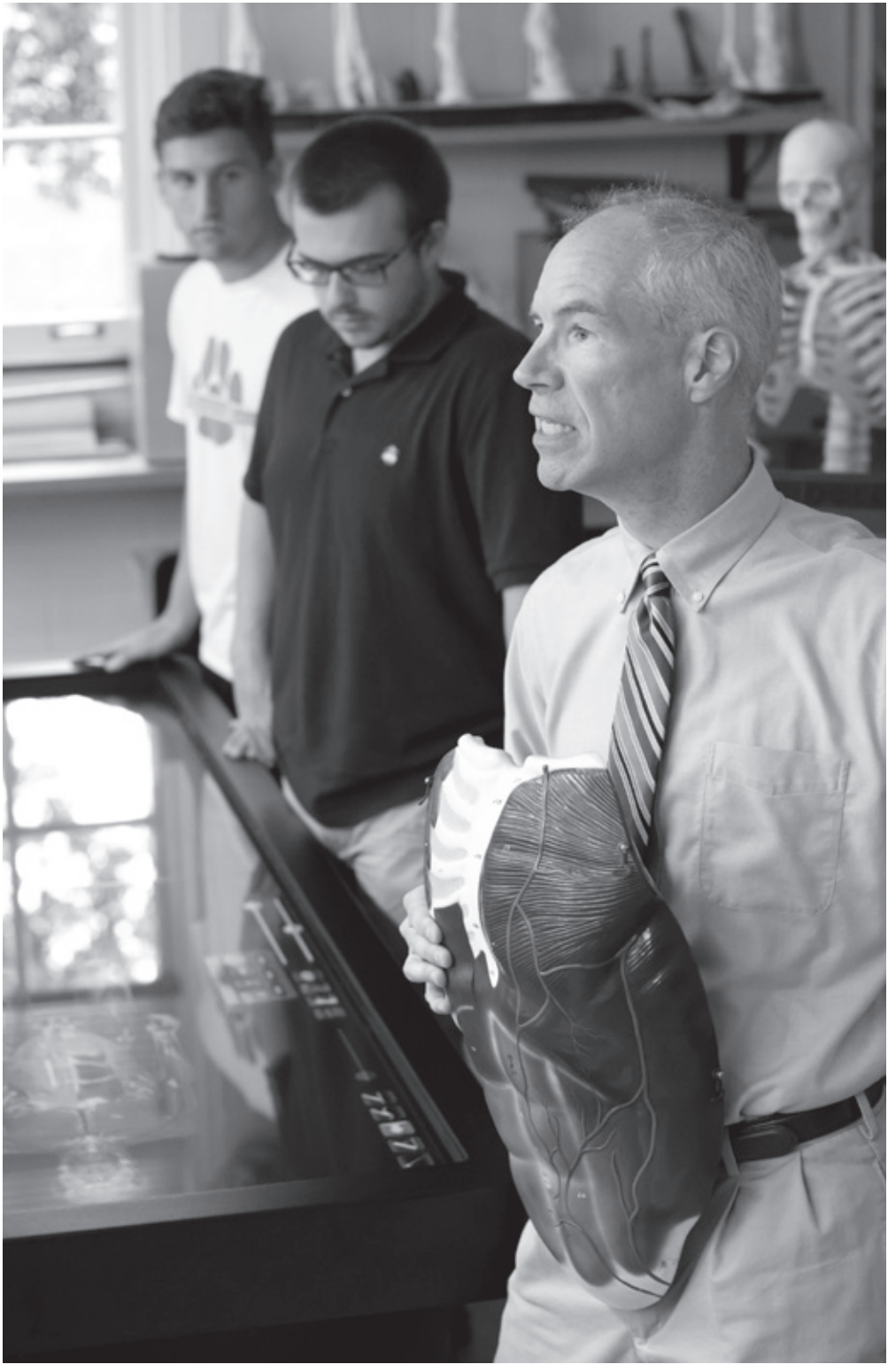
NOTE: All officers listed in this section receive mail at the following address:

Hampden-Sydney College
Hampden-Sydney, Virginia 23943

STUDENT COMPLAINT POLICY

The Southern Association of Colleges and Schools (SACSCOC) requires its accredited institutions to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. The Commission also requires, in accord with federal regulations, that each institution maintain a record of complaints received by the institution. The complaints may be reviewed and evaluated by the Commission as part of the institution's decennial evaluation or when other SACSCCOC committees are on campus. Students may wish to file complaints in three distinct settings. In all cases students may request advice and counsel from the Dean of Students. The types of complaints and the weblinks where students may find further information follows:

1. "**H-SC Student Complaint Policy**" Procedures and all documents are found in *The Key* (Student Handbook)
2. "**The Procedure for Filing a Complaint Against the College with SACSCOC**" Procedures and all documents are found in *The Key* (Student Handbook)
3. "**Procedure for Filing Complaints Against SACSCOC Board of Trustees and Staff**" Procedures and all documents are found in *The Key* (Student Handbook)



COURSE OFFERINGS

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Mathematics and Computer Science, Physics and Astronomy, and Psychology.

SOCIAL SCIENCES, including Economics and Business, History, and Politics.

COURSE CLASSIFICATION

Each course listed in this catalogue is identified by the name of the department which offers it and a course number. (Courses which include significant content from more than one discipline are listed under Interdisciplinary Studies rather than under one of the academic departments.) At the right of the course number are parentheses which contain the credit hours per semester granted for passing the course. There are two variations. For example, Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, each earning three hours of credit, and the student may take one or both semesters.

One credit hour can be awarded as follows over a 15-week semester or equivalent, which includes one week for exams: (a) for 50 minutes of in-class lecture or discussion time and a minimum of 2 hours of out-of-class work each week; (b) for 150 minutes of laboratory time each week; (c) for 150 minutes of ensemble time each week; (d) for 30 minutes of music lesson time and 120 minutes of out-of-class work each week; (e) and for at least 140 hours of supervised work or 45 hours of work in addition to related directed instruction for pre-professional and shadowing EL courses. For the 1-credit INDS 250 Cultural Engagement in Study Abroad course, out-of-class work expectations and direct instruction are combined with cultural engagement activities. For directed reading, independent study, and senior thesis courses, credit is awarded in accordance with the time commitment required for the expected product. The Rhetoric Proficiency Exam (or, alternately, Rhetoric 200) is the only formal degree program requirement for which students receive zero credit hours.

There is necessarily some variation in the way course levels are assigned in the various disciplines because of differences in the character of the disciplines themselves. In general, however, courses are numbered according to the following guidelines: courses at the 100-level are introductory or survey courses suitable for freshmen or students taking such courses to complete core requirements; courses at the 200-level, suitable for freshmen and sophomores, are more focused or specialized than 100-level courses and may require some background in a discipline; courses at the 300-level are designed for students with formal background in a discipline; courses at the 400-level are typically junior- or senior-level courses building on relatively sophisticated knowledge of a discipline gained from taking lower-level courses. The expected background for both 300- and 400-level courses is typically reflected in prerequisite or recommended classes.

185, 285, 385, or 485. Special Topics (1, 2, or 3 hours).

A course of study, not regularly offered, in an area other than one described in the course listings. Special topics courses of the appropriate subject and level automatically fulfill core, major, or minor requirements when those requirements are defined solely by the course's subject code or by the combination of subject code and level (e.g. Mathematics 285 automatically fulfills a requirement for a mathematics course at the 200-level). In all other cases, special topics courses need approval to fulfill core, major, or minor requirements. For transfer courses, approval is granted by the Executive Committee of the Faculty; for Hampden-Sydney courses, this approval must be obtained from the Academic Affairs Committee prior to registration.

395. Internship (1, 2, or 3 hours).

Combines work done normally in the summer with ongoing course work that might include a research paper, a portfolio or a daily journal recording the

internship experiences and the student's reactions to them, interviews with professionals, or book reviews. To qualify, a student must be in good standing academically at the time of application. Pending approval, some internship courses will fulfill an "off the Hill" experiential learning requirement for graduation. For more information about this and other pre-professional academic credit, see the INTERNSHIP section of the catalogue and associated course listings.

490. Directed Reading (1, 2, or 3 hours). Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who assists in designing the student's program.

495. Independent Study (1, 2, or 3 hours). Research in which the student works independently under the supervision of a faculty member; the project ordinarily leads to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For directed reading (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chair of the department, and the student's faculty advisor.

A student may take no more than two 490/495 courses per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, a written proposal must be submitted to the Dean of the Faculty for approval. Students who wish to do extensive independent work are encouraged to pursue Departmental Distinction.

Departments may specify prerequisites including minimal grade-point averages for taking 395, 490 and 495 courses.

DEPARTMENTAL DISTINCTION

The Departmental Distinction designation provides an opportunity for students to pursue independent scholarship in one or more departments above and beyond the requirements of completing a major. The Departmental Distinction designation is separate from the College Honors designation, which is available only to those students enrolled in the College's Honors program. Each department may add requirements for attaining a Distinction designation beyond those listed below, and the decisions on awarding Distinction are made at the individual department level. The following minimum standards are required for receiving a Departmental Distinction designation:

a. Members of each department agree on the creation of a department-specific program that recognizes students who engage in a scholarly project appropriate to the discipline. The project will be conducted over a minimum of two semesters to encourage an appropriate level of rigor in the research.

b. A student interested in a Departmental Distinction designation will have an overall GPA of 3.0 and a department GPA of 3.3 at the time of application.

c. An application for Departmental Distinction will consist of a written proposal submitted by the Chair of the relevant department(s) with a letter of support from the faculty member who has agreed to supervise the project.

d. An appropriate finished scholarly product (e.g., paper, presentation, display, performance) will be presented as evidence of successful completion of the project.

Each Department will submit its list of students attaining Departmental Distinction status to the Director of the Honors Program by April 30. The Director of the Honors Program will submit a final list of Departmental Distinction designees to the Registrar for recognition at Commencement and affixing of the designation to the final transcript.

KEY TO FACULTY LEAVE STATUS:
L= On leave, 2026-2027
F= On leave fall semester only.
S= On leave spring semester only.

BIOLOGY

Professors Goodman, Hargadon, Wolyniak, Werth; Associate Professors Fischer, Lowry[F]; Assistant Professors Ferguson, Starr.

Chair: Michael J. Wolyniak/David "Ed" Lowry

All students interested in majoring in Biology or Biochemistry and Molecular Biology are requested to see a representative of the Department of Biology during their freshman year to discuss their future programs of study.

The requirements for a major in Biology are the following: Biology 110/151 (4 hours credit); Biology 201, 203, 299 (9 hours credit); Chemistry 110/151, and 221/152 (8 hours credit); at least 22 additional credit hours in Biology at the 200 level or higher, with a minimum of 6 courses from one of the following categories, at least 4 of which are at the 300 level (for a total of 43 credit hours including the required courses listed above):

Category I (Ecology and Biodiversity): Biology 260, 261, 271, 317, 321, 324, 331, 332, 341, 343, 347, 349, 350, 353, 354, 355, 356, 360, 361, 362, 363, 376.

Category II (Genetics and Cellular Biology): Biology 302, 304, 311, 313, 314, 321, 323, 324, 336, 358.

Category III (Biomedical Sciences): Biology 204, 205, 302, 303, 304, 310, 311, 313, 314, 321, 323, 324, 331, 332, 333, 336, 358, 363.

Category IV (General Biology): At least one course drawn from each of Categories I, II, and III. A course that is listed under multiple categories does not count multiple times towards the completion of this distribution requirement, but rather satisfies a single category requirement.

Majors are encouraged to take a course in statistics, most likely Mathematics 121 (Statistics). Note that the Biology Department offers a course in Biostatistics (Biology 317) that counts towards the major and provides invaluable experience in the mathematical application found in the life sciences.

The requirements for a major in Biochemistry and Molecular Biology are as follows: Chemistry 110/151, 221/152, 230/251, 231, 335 (also listed a Biology 311), 336, 340, 351/352; Biology 110/151, 201, 304, 358, and one of the following electives: 310, 313, 321, 323, or 324. For students interested in pursuing topics related to Biochemistry and Molecular Biology in graduate school, the following courses are recommended but not required: Chemistry 252, 341, 440, 441, Mathematics 121, and additional Biology electives from the list above.

Note: Majors planning to pursue graduate or professional studies should speak with Biology faculty as soon as possible to determine which other courses (e.g., calculus, physics, organic chemistry) should be taken.

The requirements for a minor in Biology are the following: Biology 110/151, 201, 203; one elective Biology course at the 300-level (3-4 hours credit); and an additional elective Biology course at the 200- or 300-level (3-4 hours credit). At least one of these elective courses must include a laboratory.

The requirements for a minor in Neuroscience are Biology 110/151 (4 hours credit), Biology 201, Biology 333, Psychology 101, Psychology 250, Psychology 301 and 351, and one course from among the following: Biology 130, 204, 304, 307, 310, 311, 347, 358; Chemistry 110/151; Computer Science 161; Physics 131/151; Philosophy 102, 314; Psychology 204, 207, 302, 303, 312 and 352, 313, 350.

Please note also the availability of a minor in Environmental Studies.

BIOLOGY 105. (3)
BIODIVERSITY. Discussions of the variety of life forms that exist, and have existed, on Earth, with focus on three organizing questions: *How is biodiversity measured? How does it arise—what creates diversity? Why does it matter?* We will investigate biodiversity of local air, soil, water, leaf litter, and skin surfaces, and explore views of different people including farmers, hunters, zookeepers/aquarists, arborists and gardeners, epidemiologists and parasitologists, soil and water specialists, physicians, scientists, and so on. Assignments include daily essays or quizzes, group projects, and collected writings. Prerequisite: none. Corequisite: none.

BIOLOGY 108. (3)
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course includes discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Corequisite: none.

BIOLOGY 109. (3)
WATER RESOURCES AND ENVIRONMENTAL ISSUES. An introduction to global water resources, in terms of quantity, quality, and geographic distribution. Scientific investigations include aquatic ecology, geomorphology, and hydrology. Human use of water and environmental issues arising from over-use and distributional inequality are discussed, using national and international case studies. Prerequisite: none. Corequisite: none.

BIOLOGY 110. (3)
PRINCIPLES OF BIOLOGY. An introduction to biology, focusing on the major conceptual principles that unite the life sciences. Biology 110 uses evolution as an underlying theme in the study of biology. Prerequisite: none. Corequisite: Biology 151. Offered: every semester.

BIOLOGY 130. (3)
BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt is made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No laboratory. This course does not provide credit toward a Biology major. Prerequisite: none.

BIOLOGY 140. (3)
BIOLOGY OF CANCER. An exploration of fundamental biological concepts underlying normal cellular and developmental processes and those that are disrupted in cancer. Topics include cell structure and function, regulation of growth, the genetic and environmental causes of cancer, cancer treatments, and the role of clinical trials. Case histories and specific cancers will be used to explore the personal and social dimensions of a cancer diagnosis. This course is intended for non-majors wishing to fulfill a science requirement and may not be counted toward the Biology major. Prerequisite: none.

BIOLOGY 151. (1)
LABORATORY PRINCIPLES OF BIOLOGY. Laboratory work designed as an introduction to the study of biology. Prerequisite: none. Corequisite: Biology 110. Offered: every semester.

BIOLOGY 201. (4)
GENETICS AND CELL BIOLOGY. This course explores the genetic basis of cell structure and function. Emphasis is given to information flow within a cell from gene to protein and the ways in which regulating gene expression influences fundamental cellular properties, including the cell cycle, cell signaling, and cellular metabolism. Attention will also be placed on understanding the genetic basis of inheritance at the cellular, organismal, and population levels. Laboratory activities allow students to work with model organisms and cutting-edge research techniques that emphasize biotechnological applications of genetics to cell biology. Prerequisites: Biology 110 and 151.

BIOLOGY 203. (4)
ECOLOGY. A study of the interrelationships between living organisms with each other and their non-living environment. Topics to include, but not to be limited to: the history of ecology; the characteristics of the physical environment; ecosystem energetics; biogeochemical cycles; comparative ecosystem ecology; population ecology; community ecology; and the impact of man on natural ecosystems. The laboratory emphasizes the techniques and practice of field ecology and natural history. Local and extended field trips are made. Prerequisites: Biology 110 and 151.

BIOLOGY 204. (4)
HUMAN ANATOMY AND PHYSIOLOGY I. The first half of a two-semester course series studying the structure and function of the human body. The primary focus will be on anatomical orientation, clinical terminology, homeostasis and metabolism, membrane physiology, and integumentary, musculoskeletal, and nervous and sensory systems. Laboratory sessions involve anatomical models, microscopy, guided dissection in gross and microscopic anatomy, and physiology experiments. Prerequisites: Biology 110 and 151. Offered: fall semester.

BIOLOGY 205. (4)
HUMAN ANATOMY AND PHYSIOLOGY II. The second half of a two-semester course series that continues exploration of the human body. The primary focus will be on clinical terminology and the cardiovascular, lymphatic, respiratory, endocrine, digestive, urinary, and reproductive systems. Laboratory sessions involve anatomical models, microscopy, guided dissection in gross and microscopic anatomy, and physiology experiments. Prerequisite: Biology 204. Offered: spring semester

BIOLOGY 260. (4)
TROPICAL BIOLOGY. A study of species and habitat diversity characteristics of different tropical biomes. A guided description of the natural history, the interactions between animals and plants, and the effects of human intervention is offered. Students practice the scientific method by emphasizing intensive field work, gathering of data, analysis, and presentation of results. The course includes a study of different taxa unique to each biome and an exploration of the different environmental characteristics that allow some species and not others to be present in those environments. Prerequisites: Biology 110 and 151, or consent of the instructor. Offered: Summer Term.

BIOLOGY 261. (4)
EVOLUTIONARY ECOLOGY. A field-based study of the causal relationship between Darwinian ecology and evolution, examining the principal evolutionary and ecological mechanisms leading to biodiversity, typically in tropical biomes. Using diverse terrestrial and marine ecosystems as living laboratories, this course explores the dynamic interface of biogeography, behavioral ecology, and physiological ecology to investigate means by which organisms adapt to their physical habitat and the other species that live there, both in historical and modern contexts. Prerequisites: Biology 110 and 151. Offered: normally, Summer Term.

BIOLOGY 271. (4)
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS). This course will introduce concepts related to Geographic Information Systems (GIS). GIS is a computer-based tool used to store, visualize, analyze, and interpret geographic data. Topics covered include cartography, coordinate systems and map projections, data classification and generalization, methods of thematic map symbolization, GIS application domains, data models and sources, analysis methods and output techniques. Lab includes hands-on experience with GIS software. Prerequisites: none.

BIOLOGY 299. (1)
JUNIOR SEMINAR. This course is designed to allow Biology majors to refine their scientific communication skills as well as reflect on the directions they will take with their Biology degree after graduating from Hampden-Sydney. Students will attend the Department's Biology Colloquium seminar series and write reflective response papers on each session, develop documents needed for job searches and graduate/professional school applications, and give a brief oral presentation appropriate for a general audience at a Biology Colloquium based on a scientific paper of each student's selection. This course is offered every semester and is required to be taken once by each Biology major. Prerequisite: Biology major with Junior standing.

BIOLOGY 302. (3)
HISTOLOGY. A structure- and function-based examination of the organization of vertebrate tissues. This involves an examination of the molecular, cellular and gross organization of the four basic tissues (nervous, muscle, connective, epithelial) and an examination of how they are organized into organs and organ systems in the vertebrates. Other activities include the processing of live tissue samples and the examination of microscope slides and electron micrographs. Prerequisites: Biology 201 or 204.

BIOLOGY 303. (4)
ENDOCRINOLOGY. This course involves a study of the synthesis, actions and metabolism of a variety of chemical messengers (hormones) that act as agents of action of the vertebrate endocrine system. The course focuses on integration of a variety of vertebrate tissues and organs that can act as signal generators and receptors. The course primarily examines normal endocrine function, but some attention is also given to clinical disorders resulting from hormonal imbalance. Laboratory exercises are experimental in nature and involve cell culturing and manipulation of live animals. Prerequisites: Biology 110, 151, 204.

BIOLOGY 304. (4)
MOLECULAR AND CELLULAR BIOLOGY. An examination of the workings of cells and how molecular processes govern cellular function. Topics include gene expression and regulation, structure and function of DNA, RNA, biological membranes, the cell cytoskeleton, and organelles, signaling within and between cells, and the organization of the extracellular matrix. Laboratory exercises are long-term experiments focused on giving students an authentic research experience. Prerequisites: Biology 110, 151, and 201. Offered: spring semester of odd-numbered years.

BIOLOGY 310. (4)
DEVELOPMENTAL BIOLOGY. A survey course that examines the processes involved in the transformation of a single diploid cell into a mature animal. Topics include the early sequence of cellular interactions that generate form (morphogenesis) and the molecular mechanisms involved in controlling gene expression during development. Laboratories are experimentally based and include experiments and microsurgery with a variety of live embryos, including fruit fly, sea urchin, frog, fish, chick and others. Prerequisite: Biology 201 or 204.

BIOLOGY 311. (3)
BIOCHEMISTRY. A structural and functional study of the cell, with emphasis on the role of macromolecules in metabolism, information transfer, and structure. Topics also include an introduction to the kinetics and thermodynamics of biochemical reactions. Students who have received credit for Chemistry 335 may not receive credit for Biology 311. Prerequisites: Biology 110, 151, and 201; and Chemistry 110, 221, 230, 251, and 231; or consent of instructor. Offered: fall semester of odd-numbered years. (Cross-listed as Chemistry 335 in the fall of even-numbered years.)

BIOLOGY 313. (3)
GENOMICS AND BIOINFORMATICS. This course explores the theory and applications of genomics and appreciates how it has revolutionized molecular biology. Classes draw from both textbook readings and discussions of primary scientific literature. Lab activities include the use of computer-based genetic databases, genetic library construction and analysis, and an exploration of the frontiers of DNA sequencing technology. Prerequisites: Biology 110 and 201.

BIOLOGY 314. (3)
MEDICAL GENETICS. This course addresses current research literature as a means of exploring the genetics of several diseases of clinical relevance. The focus is on experimental design and execution as well as critical reading of primary scientific literature to better understand how research scientists in both standard and clinical laboratories approach the development of treatments and cures for a variety of mutation-derived human diseases. Students are expected to analyze and argue the pros and cons of experimental techniques used in the literature as well as to lead a full class discussion based on current selected scientific papers. Prerequisite: Biology 201.

BIOLOGY 317. (3)
BIOSTATISTICS. Examination of selected important topics in experimental design, biostatistical concepts and reasoning. In addition to a survey of common data and data types found in biological research, the course uses case studies and examples from popular and scientific literature to introduce topics including experimental design, categorical data analysis, analysis of variance and regression. Topics include bias, proper design of experimental controls and treatment assignments and randomization protocols. Emphasis on practical applications will include the interpretation and presentation of data, the use of analyses in formal presentations of research, and ethics associated with experimental design, analysis, and reporting. Prerequisite: Biology 201 or Biology 203 or Biology 204.

BIOLOGY 321. (4)
MICROBIOLOGY. An intensive study of the structure, energy-harnessing mechanisms, ecology, and genetics of bacteria. Also considered is the biology of viruses (structure and genetics), fungi, and eukaryotic microbes. Laboratory work focuses on skills and practices recommended by the American Society for Microbiology, featuring opportunities for students to work independently and in small groups to sample the environment, identify unknown bacteria, and develop microscopy and microbial research laboratory skills. Prerequisite: Biology 201.

BIOLOGY 323. (4)
IMMUNOLOGY. A discussion and laboratory class that investigates the major principles of the immune response. The focus throughout is to understand how the body distinguishes "self" from "nonself." Specifically, topics include innate and acquired immunity, active and passive immunity, characteristics of cells involved in the immune response, humoral and cellular immunity, and applications of immunological principles to medical situations, such as recovery from infectious disease, successful organ transplantation, allergic responses, and treatment of cancer. Laboratory experiences include immunologically based assays as well as the study of cells and molecules of the immune response. Prerequisites: Biology 110, 151, and 201.

BIOLOGY 324. (4)
VIROLOGY. This course involves a study of the major families of viruses, including the structure, genetics, and replication cycles of these virus families. Attention is given to bacteriophages, plant viruses, animal viruses, and the virus-like agents prions and viroids. Emphasis is placed on clinically relevant topics in the field of virology, including viral pathogenicity, antiviral therapies, and host immunity to virus infection. The laboratory component of the course introduces students to cell culture techniques as well as techniques for the identification and enumeration of viruses and a semester-long project. Prerequisites: Biology 110, 151, and Biology 201.

BIOLOGY 331. (4)
VERTEBRATE ANATOMY. An intensive comparative study of vertebrate structure and evolution, from materials and tissues to organs and organ systems, including chordate systematics and diversity. Laboratories involve dissection, gross and microscopic examination of vertebrate tissues, and experimental methods in functional morphology. Prerequisites: Biology 110, 151, 204.

BIOLOGY 332. (4)
COMPARATIVE ANIMAL PHYSIOLOGY.
An intensive comparative study of the physical, chemical, and metabolic functions of vertebrates and invertebrates. Emphasis is placed on physiological ecology and adaptation to the environment. Laboratory experiments investigate the function of structural tissues and internal organ systems, utilizing computer software and instrumentation. Prerequisites: Biology 201 and 203.

BIOLOGY 333. (4)
NEUROBIOLOGY. This course covers basic neuroscience principles governing brain-behavior relationships. Topics include the organization of the nervous system, functional neuroanatomy, brain development, molecular properties of neurons, synaptic function and synaptic plasticity, neurological disorders, and cognitive neuroscience. Laboratory work includes designing and running novel experiments to answer neuroscience questions. Prerequisite: Biology 201.

BIOLOGY 336. (4)
TISSUE ENGINEERING. Tissue engineering aims to regenerate or repair diseased or injured tissues and organs in the body. This course examines principles and applications of tissue engineering concepts, including biomaterials, cell types, growth factors, bioreactors, and current medical treatments and their limitations. Specific tissues, organs, and systems covered can include the integumentary, cardiovascular, skeletal and smooth muscle, ligaments and tendons, cartilage, bone, liver, and pancreas. The laboratory sessions focus on mammalian cell culture technique, scaffold fabrication, and various analytical techniques. Prerequisite: Biology 201 or 204.

BIOLOGY 338. (1)
MEDICAL CASE REPORT ANALYSIS. Medical case reports are primary literature articles that detail unexpected, unusual, or unreported symptoms, diagnoses, and/or treatments. The focus of this course will be on reading, analyzing, and discussing the assigned primary literature. Students are expected to present and lead a discussion on the selected articles. Prerequisite: Biology 205.

BIOLOGY 339. (1)
MEDICAL TERMINOLOGY. A study of anatomical and clinical terms, including essential vocabulary of human organ systems and terminology related to pathological conditions, diagnostic and laboratory techniques, and surgical instruments and procedures. Following an introduction to Greek and Latin medical etymology, the course considers combining forms and rules, prefixes and suffixes, and reasons why standardized terminology is crucial in clinical settings. Terminology includes anatomical planes, sections, positions, and regions; acronyms, eponyms, and abbreviations; and specialized idioms and vocabulary of medical professions including radiology and imaging, dermatology, orthopedics, pediatrics, obstetrics and gynecology, geriatrics,

cardiology, hematology, pulmonology, oncology, endocrinology, psychiatry, and pharmacology. Prerequisite: none. Offered: on sufficient demand.

BIOLOGY 341. (4)
PLANT DIVERSITY. An intensive study of the anatomy, morphology, and physiology of the organisms of the kingdom Plantae with laboratory experiences. Also included in the lectures and laboratories is a review of the other non-animal organisms, namely cyanobacteria, algae, and fungi. Prerequisites: Biology 110, 151.

BIOLOGY 343. (3)
MARINE BIOLOGY. An introduction to biological oceanography including physical, chemical, and biological processes that govern life in the sea. The course focuses on diverse marine habitats and ecosystems; taxonomic and geographic diversity of marine organisms and their ecology and physiology; and marine resources and conservation. Lectures, discussions, and films explore the ecological and evolutionary mechanisms at work within marine environments. Laboratory exercises involve trips to coastal environments and aquaria plus on-campus activities. Prerequisite: Biology 203 or 204.

BIOLOGY 347. (4)
ANIMAL BEHAVIOR. An introduction to the mechanisms, diversity, and evolution of animal behavior. Students examine the development, adaptive function, evolution, and physiological control of behaviors in both vertebrates and invertebrates. Field and laboratory exercises emphasize exposure to methods used in the study of animal behavior, including research design, data collection, and statistical analysis of data. Prerequisites: Biology 110 and 151.

BIOLOGY 349. (4)
WILDLIFE BIOLOGY. This course introduces the study and management of game and non-game species of wildlife, including mammals, birds, amphibians, and reptiles. Topics include population monitoring, habitat use and management, threats to wildlife, hunting and trapping regulations, history and human dimensions of wildlife management and conservation, and preparation for and diversity of careers in this field. Lab includes identification of local species of mammals, birds, amphibians, and reptiles by sight and sound, field trips, and local field surveys. Prerequisite: Biology 203.

BIOLOGY 350. (4)
ENTOMOLOGY. This course introduces Class Insecta and explores interactions between insects and humans. Lectures and lab will provide a basic understanding of insect morphology, physiology, function, identification, diversity, evolution, and ecology. Lab will include the collection, preservation, and identification of insect specimens collected during field trips. Each student will create a personal insect collection. Prerequisites: Biology 110, 151, 203. Offered: fall semester every other year.

BIOLOGY 353. (4)
ADVANCED BIODIVERSITY. This course attempts to survey the diversity of life on Earth, including both prokaryotic and eukaryotic microorganisms, animals, plants and fungi. After an introduction to systematic biology and phylogenetics, lectures focus on the unique and fascinating characteristics of groups and their evolutionary relationships. The primary source of information and reference is the Internet, and students are expected to do substantive research on particular organisms in which they become interested. This culminates in an in-class presentation and a professional-quality poster, as well as a lengthy paper. Laboratory activities utilize living materials wherever possible, including the collection and observation of unusual organisms from local environments. Prerequisite: any 200-level Biology course.

BIOLOGY 354. (4)
COMMUNITY ECOLOGY. This course expands on the community sub-discipline from general ecology. We will examine the organization, structure, and function of living communities across the living world. Subjects include study of interactions between species as well as effects of factors from the non-living environment. Factors covered in detail include drivers of species richness, diversity, and patterns of species abundance and distribution. Important themes will consider dynamics of community change over time and current developments in the science of management of elements of the biosphere. Prerequisite: Biology 203.

BIOLOGY 355. (4)
BIOGEOGRAPHY. This course will examine the historical and ecological foundations for understanding the distribution and abundance of species, and changes in their distribution and abundance over time. Relevance of Biogeography during a time of increasing human impact in our region and around the globe is explored along with critical examination of current issues relating to Biogeography, including species invasions, both anthropogenic and natural, loss of biodiversity, and varying impacts of agricultural development, urbanization, and the beneficial effects of park lands and military bases. Prerequisite: Biology 203.

BIOLOGY 356. (3)
MEDICAL ENTOMOLOGY. An introduction to the study of insects and other arthropods of medical importance with emphasis on the role of insects in the causation of disease in animals and humans. Course topics include the ecology, systematics, potential for disease transmission, and management of insects. Prerequisites: Biology 110, 151, 203, or permission of the instructor.

BIOLOGY 358. (1)
BIOCHEMISTRY LABORATORY. A laboratory analysis of the structural and functional components of the cell. Techniques will focus on the purification and analysis of subcellular components and macromolecules, especially proteins and nucleic acids, and the kinetic analysis of metabolic reactions. As appropriate, students may engage in novel research. Prerequisite or corequisite: Biology 311 or Chemistry 335. Offered: fall semester of odd-numbered years.

BIOLOGY 360. (3)
EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena are derived and tested through problem-solving. The process of speciation is examined, and basic biogeographical principles are studied. Some discussion of the history of evolutionary biology and the lives of its major contributors also takes place. Prerequisites: Biology 201, 203, or 204.

BIOLOGY 361. (4)
VERTEBRATE PALEONTOLOGY. A survey of the major groups and events in vertebrate history (including physical anthropology), with emphasis on significant ecological and structural transitions, as well as the broader evolutionary framework of origins and extinctions. Laboratories and field trips develop geological principles of paleontology and provide for examination and preparation of fossil vertebrate specimens. Prerequisite: Biology 203 or 204.

BIOLOGY 362. (3)
HISTORY OF LIFE. A course presenting some fundamentals of plate tectonics, using this information to reconstruct past environments and past geographies. The development of life on earth is reviewed from an historical perspective, emphasizing faunal and floral changes, the processes of extinction and recovery, and the phylogeny of major groups of organisms. Prerequisites: Biology 110, 151, 203, 204.

BIOLOGY 363. (3)
HUMAN EVOLUTION/ANTHROPOLOGY. An introductory survey course in paleoanthropology, examining the origins and relationships of humans to ancestral primates and exploring various stages along the transition from the earliest hominids to modern *Homo sapiens*. The course considers all evidence-fossil, genetic, behavioral, archaeological-that bears on the subject of human evolution, and investigates a variety of topics, such as classification of humans into "races" and the roles of cloning and stem cells in the future of our species. Prerequisites: Biology 110, 151, and 201 or 204. Offered: fall semester of even-numbered years.

BIOLOGY 376. (4)
AQUATIC ECOLOGY. Provides an overview of the physical, chemical, and biological processes of freshwater lakes, rivers, streams, and wetlands. Also addresses the relationships between humans and freshwater, and the conservation measures. Lab includes methods for sampling the physical and biological environment, identification of organisms, field trips and local field surveys Prerequisites: Biology 110, 151, 203. Offered: fall semester every other year.

CHEMISTRY

Professor Dunn; Associate Professor Reichart[L]; Assistant Professors Gilyot, Kreider-Mueller, Sühnholz

Chair: Kevin M. Dunn

The requirements for a major in Chemistry are the following: all courses from the Techniques Track (except honors) and the following courses from the Concepts Track: 110, 221, 230-231, 340-341, 441, and one of the following three groups of additional courses: (a) Chemistry 440 and one Chemistry elective at the 300- or 400-level; or (b) for ACS certification in Chemistry, Chemistry 335, 420, and 440; or (c) for ACS certification in Biochemistry, Chemistry 335 or Biology 311, and Chemistry 420, Biology 304, and one additional course in Biology, chosen from Biology 201 or 321.

The requirements for a major in Chemistry also include satisfactory completion of Mathematics 141-142, Physics 131-132, and Physics 151-152.

The requirements for a major in Biochemistry and Molecular Biology are as follows: Chemistry 110/151, 221/152, 230/251, 231, 335 (also listed a Biology 311), 336, 340, 351/352; Biology 110/151, 201, 304, 358, and one of the following electives: 310, 313, 321, 323, or 324. For students interested in pursuing topics related to Biochemistry and Molecular Biology in graduate school, the following courses are recommended but not required: Chemistry 252, 341, 440, 441, Mathematics 121, and additional Biology electives from the list above.

The requirements for a minor in Chemistry are the following: Chemistry 110/151 (4 hours credit); Chemistry 221/152 (4 hours credit); one additional lecture course in Chemistry at the 200-level or above (3 hours credit); one additional lecture course in Chemistry at the 300-level or above (3 hours credit); two additional laboratory courses in Chemistry, at least one of which must be at the 300-level (3-4 hours credit).

CONCEPTS TRACK

CHEMISTRY 103. (3)
CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: staff permitting.

CHEMISTRY 104. (3)
FROM CAVEMAN TO CHEMIST. This course develops the chemistry of materials along historical lines. We begin with the chemistry of fire and learn how to make fire by friction. Ashes from the fire are processed to produce potash. Limestone burned in the fire becomes lime. Lime and potash make lye; lye is used to make soap, and the process continues, building a miniature chemical industry from scratch. While not a laboratory course, students engage in projects in which they produce the materials discussed. Prerequisite: none.

CHEMISTRY 105. (3)
TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course are the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Offered: spring semester if staff permits.

CHEMISTRY 106. (3)
PROBLEMS IN THE ATMOSPHERE AND HYDROSPHERE. This course deals with current societal issues involving environmental problems and proposed remediation patterns. Topics may include global warming, ozone layer depletion, local air pollution, freshwater pollution, ocean dumping, issues of water allocation to users, and comparable topics that may present themselves to the public. In each case, the chemical background of the problem and its remediation schemes are explored, and social and political aspects of change are considered. Prerequisite: none.

CHEMISTRY 107. (3)
CHEMISTRY AND ART. This course examines the interplay between chemistry and the visual arts. The chemistry involved in the process of making paper, paints, pottery, etchings, and photographs are explored through projects and experiments. Other topics include color theory and molecular spectroscopy, chemistry safety issues for artists, and the chemistry of art conservation. Prerequisite: none.

CHEMISTRY 108. (3)
CHEMISTRY OF THE ENVIRONMENT. This course is a survey of the basic concepts of chemistry as applied to the environment and current environmental issues. Topics include current issues of water, soil and air pollution; reactions controlling natural chemical species in our environment; the fates of chemical species in the soil, water, and air; and the basic chemical principles behind production and consumption of energy. In addition, the course emphasizes evaluating data and making informed assessments about the issues discussed. This course is intended for students with primary interests outside of the sciences and does not satisfy the prerequisite for requirements for any other chemistry course. Prerequisite: none.

CHEMISTRY 110. (3)
CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. Students electing Chemistry 110 to fulfill the laboratory science distribution requirement should also take Chemistry 151. Entering freshmen intending majors or careers related to chemistry and biochemistry should take Chemistry 110 and 151 in their first semester. Prerequisite: none. Offered: fall semester.

CHEMISTRY 130. (3)
INTRODUCTION TO THE CHEMISTRY OF FOOD. Have you ever read an ingredients list on a packaged food item and wondered, "What is that?" or "Why would they put that in food?" Would you like to be able to answer those questions? This course will introduce the different types of molecules found in food, their structures, and their properties. Although not a cooking course, we will discuss some common chemical reactions that occur in food preparation. No prior knowledge of chemistry is needed, although having taken high- school chemistry will be helpful. This course does not have a laboratory component. Prerequisite: none

CHEMISTRY 221. (3)
INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention is given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Chemistry 152 laboratory may be taken concurrently. Offered: spring semester.

CHEMISTRY 230-231. (3-3)
CHEMICAL BONDING AND ORGANIC CHEMISTRY. An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisites: Chemistry 110 and Chemistry 221. Corequisites: Chemistry 251-252. Offered: 230 in the fall semester; 231 in the spring semester.

CHEMISTRY 330. (3)
ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis is placed on the relationships between structure and mechanism. Articles from chemical journals are used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 231. Offered: on demand when staffing permits.

CHEMISTRY 331. (3)
CHEMICAL AND BIOCHEMICAL TOXICOLOGY. An introduction to selected topics in toxicology, the science of poisons. Considered in this course are the chemical and biochemical modes and sites of action of toxicants. Examples are drawn from pharmaceutically and environmentally important compounds. Additional topics that may be considered include risk assessment, epidemiological investigations, and the relative risks of "natural" and synthetic toxicants. Prerequisite: Chemistry 230, or consent of the instructor. Offered: spring semester, staff permitting.

CHEMISTRY 332. (3)
MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 231 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 335. (3)
BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. Students who have received credit for Biology 311 may not receive credit for Chemistry 335. Prerequisites: Chemistry 231 and Biology 110 and 151, or consent of the instructor. Offered: fall semester of even-numbered years. (Cross-listed as Biology 311 in the fall semester of odd-numbered years.)

CHEMISTRY 336. (3)
BIOCHEMISTRY II. An extension of the topics in Biochemistry I (Chemistry 335, cross-listed as Biology 311). Topics include metabolic mechanisms, molecular signaling, bioinformatics, DNA, RNA and proteins biosynthesis, the molecular basis of the senses, and the chemical operation of the immune system. Extensive use is made of international databases, molecular visualization, and evaluation methods. Prerequisite: Chemistry 335 or Biology 311. Offered: spring semester of even-numbered years.

CHEMISTRY 340-341. (3-3)
PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 340 considers thermodynamics, statistics, and kinetics; Chemistry 341 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry 340, Chemistry 110 and Mathematics 142; for Chemistry 341, Chemistry 340. Corequisite: for Chemistry 340, Physics 131. Offered: 340 in the fall semester; 341 in the spring semester.

CHEMISTRY 342. (3)
PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 341. Offered: spring semester, staff permitting.

CHEMISTRY 420. (3)
ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 340. Offered: spring semester.

CHEMISTRY 440-441. (3-3)
CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis, and analytical methodology. Topics include basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 341, or consent of the instructor. Offered: 440 in the fall semester; 441 in the spring semester

TECHNIQUES TRACK

CHEMISTRY 151-152. (1-1)
TECHNIQUES OF CHEMISTRY. Two first-semester projects identify unknown compounds using chemical and spectroscopic techniques. An extended spring project includes the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. A breakage deposit may be required. Prerequisite: Chemistry 151 for 152. Corequisite: Chemistry 103, 110, or 130. Offered: 151 in the fall semester; 152 in the spring semester.

CHEMISTRY 251-252. (1-1)
INTERMEDIATE LABORATORY. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. A breakage deposit may be required. Prerequisites: Chemistry 151 and 152. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 230-231. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2)
ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical, computational, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition, and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352 and 451-452 form a four-semester sequence in which students work each semester with a different member of the department. A breakage deposit may be required. Prerequisite: Chemistry 251 or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 362. (1)
PREPARATION FOR CHEMISTRY DISTINCTION. The preparation of a detailed proposal for research leading to distinction in chemistry, based on a thorough literature search, in consultation with the professor who supervises the research project in Chemistry 461-462. Prerequisite: Consent of the instructor. Offered: on demand.

CHEMISTRY 451-452. (2-2)
ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. A breakage deposit may be required. Prerequisite: Chemistry 352. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3)
ADVANCED LABORATORY WITH DISTINCTION. An extended scholarly project, developed in Chemistry 362, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. A breakage deposit may be required. Prerequisites: Chemistry 362, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3)
ADVANCED LABORATORY WITH DISTINCTION. An extended scholarly project, developed in Chemistry 362, initiated in Chemistry 461, and completed in close consultation with a supervising professor. A breakage deposit may be required. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professor Siegel; Assistant Professor Hay; Visiting Assistant Professor Schueller

Chair: Paul J. Hay

The Classics Department offers two majors and three minors. The majors are Classics and Ancient Languages (with concentrations in Greek, Latin, or Greek and Latin) and Classical Studies. The minors are in Greek, Latin, or Classical Studies. The same courses may not be used to fulfill more than one departmental major or minor.

The requirements for a major in Classical Studies are at least 30 hours, including at least 6 hours of Greek or Latin above the 100-level; one 300-level CLAS course; CLAS 470 (3-hour capstone course); and one 200-level CLAS course from each of the following three categories: "Classical Words" (CLAS 201, 203, 204, 211, 212); "Classical Worlds" (CLAS 207, 208, 209, 210, 218, 219); and "Classical Receptions" (CLAS 202, 215, 216). The remaining hours may be selected from additional courses in Greek and Latin at the 200-level or above; any Classical Studies (CLAS) course; Visual Arts 204; Philosophy 210; and Politics 310.

The requirements for a major in Classics and Ancient Languages are at least 30 hours, including at least 12 credits above the 100-level in the chosen language concentration (majors with a concentration in Greek and Latin must fulfill this requirement for both languages); one 300-level CLAS course; CLAS 470 (3-hour capstone course); and one 200-level CLAS course from each of the following three categories: "Classical Words" (CLAS 201, 203, 204, 211, 212); "Classical Worlds" (CLAS 207, 208, 209, 210, 218, 219); and "Classical Receptions" (CLAS 202, 215, 216). The remaining hours may be selected from courses in Greek and Latin at the 200-level or above; any Classical Studies (CLAS) course; Visual Arts 204; Philosophy 210; and Politics 310.

A minor in Classical Studies requires 18 hours, at least 3 of which must be at the 300-level or above. Students may select from the following: any courses in Classical Studies; Visual Arts 204; Philosophy 210; and Politics 310. Greek or Latin courses at the 200-level and above may also apply toward the 18-hour requirement, but this minor does not require language courses.

A minor in Greek or Latin requires 18 hours, including at least 6 hours in the language at the 300-level or above. The remaining 12 hours may be selected from the following: courses in Greek or Latin (if they are in the language used to satisfy the language portion of the minor they must be at the 300-level or above); courses in Classical Studies; Visual Arts 204; Philosophy 210; and Politics 310.

CLASSICAL STUDIES

All Classical Studies courses are suitable for all students. All readings are in English. No knowledge of Greek or Latin is presumed or required.

CLASSICAL STUDIES 201. (3)
CLASSICAL ROOTS OF ENGLISH WORDS. In this etymology course, students will learn key words derived from the Greek and Latin languages that are often used in combination (as roots, prefixes, and suffixes) to form English vocabulary words. In addition to basic word-building, the course will also introduce students to a wide variety of topics in classical antiquity and explain how these ancient languages and cultures have heavily influenced modern English (and other languages) and cultures. No knowledge of Greek or Latin is presumed or required. Prerequisite: none.

CLASSICAL STUDIES 202. (3)
CLASSICAL MYTHOLOGY. An introduction to classical mythology through the study of the literature, art, archaeology, architecture, and other material culture of the ancient world. We will apply different interpretations of mythology to understand why these traditional tales were so central to the lives of the ancient Greeks and Romans. We will also explore how and why these characters, plots, themes, and images have remained so popular in the art and literature of every age subsequent to antiquity, including our own. Prerequisite: none.

CLASSICAL STUDIES 203. (3)
GREEK LITERATURE IN ENGLISH. In this survey course, students will read English translations of major works of classical Greek literature representing a variety of genres and time periods, presented in their political, cultural, and historical contexts. Students will learn how these authors use rhetorical devices to enhance their works, and how their writings influence later traditions. Assigned authors may include Homer, Hesiod, Aeschylus, Euripides, Aristophanes, Thucydides, Plato, Apollonius, and others. No knowledge of Greek is presumed or required. Prerequisite: none.

CLASSICAL STUDIES 204. (3)
LATIN LITERATURE IN ENGLISH. In this survey course, students will read English translations of major works of classical Latin literature representing a variety of genres and time periods, presented in their political, cultural, and historical contexts. Students will learn how these authors use rhetorical devices to enhance their works, and how their writings influence later traditions. Assigned authors may include Terence, Cicero, Lucretius, Catullus, Horace, Propertius, Tibullus, Livy, Virgil, Ovid, Seneca, and others. No knowledge of Latin is presumed or required. Prerequisite: none.

CLASSICAL STUDIES 207. (3)
THE GOLDEN AGE OF ATHENS. A study of the major political, military, and cultural events and personages of ancient Athens from 508-399 BCE. Emphasis will be placed on the lived experiences of everyday people in Athens (including women, slaves, and marginalized communities) as well as Athenian achievements in architecture, philosophy, and statecraft. We will examine and learn to evaluate literary, epigraphic, archaeological, and material evidence. Readings may include the historiography of Herodotus and Thucydides, the dramas of Aeschylus and Aristophanes, and the ideas of Socrates. Prerequisite: none.

CLASSICAL STUDIES 208. (3)
THE WORLD OF ALEXANDER THE GREAT.
A study of the major political, military, and cultural events and personages of the classical world from 359-301 BCE, primarily the career of Alexander the Great. Attention will also be paid to the influence of Philip II on the Greek world before Alexander's rise and to the legacy of the Hellenistic kingdoms after Alexander's death. We will also reflect on the ways that Alexander has been remembered and depicted in the medieval world and in modern Anglophone media. Prerequisite: none.

CLASSICAL STUDIES 209. (3)
THE FALL OF THE ROMAN REPUBLIC. A study of the major political, military, and cultural events and personages of ancient Rome in the final century of its Republic (roughly 133-31 BCE). We will chart the turning points in Roman history that led to the destruction of norms and erosion of barriers meant to thwart tyranny. We will examine and learn to evaluate literary, epigraphic, archaeological, and material evidence. Emphasis will also be placed on the lived experiences of everyday people in Rome (including women, slaves, and marginalized communities). Prerequisite: none.

CLASSICAL STUDIES 210. (3)
THE HEIGHT OF THE ROMAN EMPIRE. A study of the major political, military, and cultural events and personages of the Roman Empire from the end of the Julio-Claudian dynasty under Nero to the peak of the Antonine dynasty under Marcus Aurelius (roughly 54-180 CE). We will encounter virtuous and vicious emperors, courageous and cowardly statesmen, lofty and vulgar poetry, and a spectrum of real lives from different regions, identity groups, and social strata. We will examine and learn to evaluate literary, epigraphic, archaeological, and material evidence. We will also reflect on the ways that the Roman Empire is remembered and depicted in modern Anglophone media. Prerequisite: none.

CLASSICAL STUDIES 211. (3)
GREEK AND ROMAN EPIC LITERATURE IN ENGLISH. A cross-cultural study of Greek and Roman epic poems presented in their political, cultural, and historical contexts: war epics, adventure/quest epics, didactic poems, epyllia, and mock epics. We will consider the authors' use of figurative language and rhetorical devices, how and why the Romans adopted and adapted Greek models, the influence of these ancient poets on later literary traditions, and why these epic themes still resonate with readers today. Primary texts may include those by Homer, Hesiod, Apollonius, Vergil, Lucretius, Ovid, Lucan, and Statius, among others. All readings are in English; no knowledge of Greek or Latin is presumed. Prerequisite: none.

CLASSICAL STUDIES 212. (3)
GREEK AND ROMAN DRAMA IN ENGLISH.
A cross-cultural study of Greek and Roman drama presented in its cultural, historical, and performative contexts, this course examines the evolution of ancient drama over time; the very different religious, social, and political realities it reflects; and the enduring influence of these classical dramatic traditions on later ages. Primary texts may include plays by Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Terence, Plautus, and Seneca, among others. All readings are in English: no knowledge of Greek or Latin is presumed. Prerequisite: none.

CLASSICAL STUDIES 215. (3)
MYTHIC ELEMENTS IN TELEVISION AND FILM.
This course teaches students to identify and explore the kinds of mythic tropes that allow the boundaries of human existence to be transcended, thereby illuminating what it means to be human. Students will first read English translations of some texts from the classical mythological tradition by authors such as Homer, Apollonius, Vergil, and Ovid to see under what circumstances and with what consequences humans can overstep their bounds. We will then turn our attention to selected television shows and films from the genres of horror, science fiction, and fantasy that capture this same mythic essence in unique, profound, and sustained ways, even though these screened texts feature neither characters nor settings from classical mythology. Prerequisite: none.

CLASSICAL STUDIES 216. (3)
SCREENED ODYSSEYS. In this course, students will undertake a comprehensive study of one of classical literature's most seminal texts, Homer's Odyssey (read in English translation) and then critically explore its legacy on screen in the form of dramatizations, adaptations, and modern reinventions called "Modysseys." Live-action films, television shows, and animated productions from a wide variety of countries (USA, France, Australia, Germany, Italy, Mexico, Germany, Canada, Japan, etc.) stand as evidence of the Odyssey's ability to transcend the boundaries of time, geography, and culture. Prerequisite: none.

CLASSICAL STUDIES 218. (3)
PRE-MODERN EXPERIENCES OF NATURE.
We will discuss how various ancient cultures (from the Mediterranean world and beyond) addressed questions about "Nature" and its relationship with human civilization. We will also examine how the ancient environment affected human history, as well as how ancient humans affected environmental history. Course topics will include: geomythology; deforestation, mining, and ancient climate change; scientific and moral discourse about nature; plants and animals, and their relation to humanity; plagues and diseases; archaeology and archaeobotany. No prior knowledge of ancient history, culture, or languages is required for students enrolled in this course. Prerequisite: none.

CLASSICAL STUDIES 219. (3)
JEWS AND CHRISTIANS IN ANTIQUITY.
A study of the lives and writings of Jews and Christians living in the Greco-Roman world of classical antiquity, from the death of Alexander the Great to the rise of Constantine. Readings will be drawn from both Biblical (e.g., Maccabees, Acts) and Classical (e.g., Philo, Josephus) sources and will be complemented with modern scholarship. We will examine how ancient Jews and Christians created and adapted their identities both in opposition to, and alongside, the dominant Greco-Roman cultures that surrounded them. Prerequisite: none.

CLASSICAL STUDIES 301. (3)
HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's Theogony—an account of the genesis of the Greek gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis is placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisite: Any of the following: Western Culture 101; Latin or Greek at the 200-level or above; any Classical Studies course; or permission of the instructor.

CLASSICAL STUDIES 302. (3)
THEMES IN THE CLASSICAL TRADITION.
A study of Greek and Roman themes in the ancient world and in Western and other cultures. The course may focus on a genre (e.g., epic), character (e.g., Hercules), theme (e.g., revenge), location (e.g., Olympia), or idea (e.g., progress). Students study a variety of materials, which may include literature, art, music, and film. Prerequisite: Any Classical Studies course or permission of the instructor.

CLASSICAL STUDIES 303. (3)
LIFE IN THE ANCIENT WORLD. A study of the material life of the ancients that focuses on the way people lived and confronted their environment. Topics may include both the humdrum artifacts of everyday life and the grand religious and political monuments left by the great civilizations, as well as ancient trade and agriculture, plagues and famines, city-planning, and engineering. Materials studied include those in the literary, epigraphic, archaeological, and artistic record. Prerequisite: Any Classical Studies course or permission of the instructor.

CLASSICAL STUDIES 470. (3)
CAPSTONE FOR ALL MAJORS IN CLASSICS.
Each "Classical Studies" and "Classics and Ancient Languages" major is required to complete this three-credit capstone, working independently but in conjunction with a department faculty supervisor. Each major will produce a final project (likely but not necessarily a research paper) that presents an original interpretation of an aspect of Classical Studies in its political and socio-historical context, takes an interdisciplinary approach, engages with primary sources in their original language(s), and identifies and utilizes pertinent secondary scholarship in Classics. Majors should register for CLAS 470 in the Fall of their senior year.

GREEK

The introductory Greek language sequence begins in the spring semester with Greek 101, which presumes no knowledge of Greek. Students who wish to take a higher-level Greek course and have not fulfilled the stated prerequisites should contact the Department Chair to inquire about language placement procedures.

GREEK 101. (3)
ELEMENTARY GREEK (PART I). Students will learn the forms of most Greek nouns, adjectives, pronouns, and verb forms. Also covered are basic usages and constructions including prepositional phrases and relative clauses. Students will build a good foundation in Greek vocabulary of about 250 words. From the beginning of the semester, students will be translating Greek sentences and stories. Prerequisite: none. Offered: every spring semester.

GREEK 102. (3)
ELEMENTARY GREEK (PART II). Students continue their Greek study with the introduction of more complicated grammar, including participle formation and usage, advanced verb constructions, specialized usage of noun cases, and the formation and usage of the subjunctive and optative moods of verbs. Vocabulary building and regular translation assignments will prepare students to read unadapted Greek. Prerequisite: Greek 101 or equivalent. Offered: every fall semester.

GREEK 201. (3)
INTERMEDIATE GREEK (PART I). This Greek reading course is for students who have completed their study of Greek grammar. After a brief review of introductory concepts, students will begin reading unadapted Greek prose literature with the help of glosses and level-appropriate commentaries. Prerequisite: Greek 101-102 or equivalent. Offered: every spring semester.

GREEK 202. (3)
INTERMEDIATE GREEK (PART II). This Greek reading course is for students who have completed their study of Greek grammar and are experienced with reading unadapted Greek prose. Students will begin reading unadapted Greek epic (usually Homer) with the help of glosses and level-appropriate commentaries. Prerequisite: Greek 201 or equivalent. Offered: fall semester (with sufficient interest).

GREEK 301. (3)
GREEK DRAMA. Two plays (usually one by Sophocles and one by Euripides, perhaps one by Aristophanes or Menander) with study of literary form, myths, and relevant social, political, religious, and philosophical issues. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 302. (3)
GREEK PROSE. Works of one or more Greek prose writers, excluding Plato and the Greek Orators. Possible authors include Herodotus, Thucydides, Xenophon, and Aristotle. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 303. (3)
THE GREEK BIBLE. Close study of passages from the Septuagint, the Synoptic Gospels, Acts, and perhaps some other books. Due attention is given to peculiarities of koiné Greek and to textual problems, especially those with theological implications. Prerequisites: Greek 202 or equivalent. Offered: on sufficient demand.

GREEK 304. (3)
PLATO. The reading of one or more of the dialogues (or selections thereof) with attention paid to literary and philosophical elements. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 305. (3)
GREEK POETRY. Readings in poetry, excluding Homer and the dramatists, will be drawn from among the archaic lyric and elegiac poets (e.g., Sappho, Archilochus, and Solon), the Epinikian poets (Pindar, Bacchylides, and Simonides), and the Hellenistic poets (Apollonius, Theocritus, and Callimachus). Introduction to Greek metrics and literary dialects with an emphasis on close reading and critical analysis of the poems. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 306. (3)
GREEK ORATORY. Readings from extant orators (Andocides, Lysias, Demosthenes, and Isocrates) with study of rhetorical issues as discussed in ancient theoreticians of oratory (Alcidamus, Aristotle, Plato, and Thucydides). Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 307. (3)
HOMER. Selected books of the Iliad, Odyssey, or both. Prerequisite: Greek 202 or equivalent. Offered every three years.

LATIN

The introductory Latin language sequence begins in the fall semester with Latin 101, which presumes no knowledge of Latin. Students who wish to take a higher-level Latin course and have not fulfilled the stated prerequisites should contact the Department Chair to inquire about language placement procedures.

LATIN 101. (3)
ELEMENTARY LATIN (PART I). Students will learn the forms of all Latin nouns, adjectives, pronouns, adverbs, and most verb forms (except subjunctive). Also covered are basic usages and constructions including prepositional phrases and relative clauses. Students will build a good foundation in Latin vocabulary of about 450 words. From the beginning of the semester, students will be translating Latin sentences and stories. Prerequisite: none. Offered: every fall semester.

LATIN 102. (3)
ELEMENTARY LATIN (PART II). Students continue their Latin study with the introduction of more complicated grammar, including participle formation and usage, advanced verb constructions, specialized usage of noun cases, and especially, the formation and usage of the subjunctive mood of verbs. Vocabulary building and regular translation assignments will prepare students to read unadapted Latin. Prerequisite: Latin 101 or equivalent. Offered: every spring semester.

LATIN 201. (3)
INTERMEDIATE LATIN (PART I). This Latin reading course is for students who have completed their study of Latin grammar. After a brief review of introductory concepts, students will begin reading unadapted Latin prose literature with the help of glosses and level-appropriate commentaries. Prerequisite: Latin 101-102 or equivalent. Offered: every fall semester.

LATIN 202. (3)
INTERMEDIATE LATIN (PART II). This Latin reading course is for students who have completed their study of Latin grammar and are experienced with reading unadapted Latin prose. Students will begin reading unadapted Latin epic (Vergil or Ovid) with the help of glosses and level-appropriate commentaries. Prerequisite: Latin 201 or equivalent. Offered: spring semester (with sufficient interest).

LATIN 301. (3)
ROMAN DRAMA AND SATIRE. Readings in Terence, Plautus, and Seneca (for drama), and Horace, Juvenal, Seneca, and Petronius (for satire), with attention paid to the interplay of moral voice and sense of humor, relations between philosophy and satire, rhetoric and poetry. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 302. (3)
ROMAN HISTORIANS. Selected readings from Sallust's Bellum Catilinae and Bellum Iugurthinum, Livy's Ab Urbe Condita, or Tacitus' Annales, with their interpretation of Rome's past by historians of the era of transition from republic to empire. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 303. (3)
EPICS OF VERGIL AND OVID. Selected readings in the Aeneid and Metamorphoses; the development of Vergilian and Ovidian poetic techniques; the civilized and national epic as a new form and its influence on Roman and later cultures; Greek literary precedents and the Romans' originality. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 304. (3)
CICERO. Readings from Cicero's speeches, essays, or letters, with special attention to language, subject matter, rhetoric, literary artistry in general, and historical setting. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 305. (3)
LATIN POETRY. Readings in Latin poetry, excluding the epics of Vergil and Ovid. Selections from the poetry of Catullus, Propertius, Tibullus, and Horace will be read, along with critical analysis of their art and Greek models. The intention of this course is to discover to students the rich variety in Latin poetry.

LATIN 306. (3)
ROMAN THOUGHT. The poetry of Lucretius, some of the essays of Cicero and Seneca will be studied for the ways in which they present Roman versions of Greek ideas to a Roman audience, on the subjects of nature, religion, politics, and the goals of life. Prerequisite: Latin 202 or equivalent. Offered every three years.

CORE CULTURES

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Senior Lecturer Worley; Visiting Assistant Professor Potter.

Director: A. Gardner Harris

The Core Cultures program consists of three courses, including both Western Culture 101 and 102 and either Global Cultures 103 or 104. The Western Culture sequence introduces all Hampden-Sydney students to the history and cultural achievements of western civilization, from its roots in the early civilizations of the Middle East to the present day. The course in Global Cultures expands on this sequence through the comparison of cultures across global regions, tracing common experiences. Core Cultures courses are grounded in a consideration of both historical sequence and significant historical and cultural questions; they examine a variety of texts--literary, philosophic, theological, artistic--placed clearly in historical context. Ultimately, the courses aim to explore "the way we live now" through a consideration of both Western and global cultural legacies.

GLOBAL CULTURES

GLOBAL CULTURES 103. (3)
BEGINNING TO 1500 C.E. Introduces students to global processes across time. The course is thematically organized and contextually centered. It does not attempt to narrate a "history of the world;" rather, it compares hierarchal structures, cultural frameworks, and regional and global networks from the beginning of human history to 1500. It emphasizes how contingency and human agency have shaped the global past, how civilizations are mutable "works in progress," and how texts serve as examples of authors writing within specific historical contexts.

GLOBAL CULTURES 104. (3)
1500 C.E. TO PRESENT. Introduces students to global processes across time. The course is thematically organized and contextually centered. It does not attempt to narrate a "history of the world;" rather, it compares hierarchal structures, cultural frameworks, and regional and global networks from 1500 to the present. It emphasizes how contingency and human agency have shaped the global past, how civilizations are mutable "works in progress," and how texts serve as examples of authors writing within specific historical contexts.

WESTERN CULTURE

WESTERN CULTURE 101. (3)
BEGINNING TO 1500 C.E. Western Culture 101 introduces students to the history, cultural achievements, and dilemmas of western civilization, from its roots to 1500. The course is grounded in a consideration of significant historical events and cultural questions. It examines a variety of texts – literary, philosophic, theological, and artistic – placed in historical context. Ultimately, the course aims to give a perspective on the contemporary world through an exploration of the West's cultural legacy.

WESTERN CULTURE 102. (3)
1500 C.E TO PRESENT. Western Culture 102 introduces students to the history, cultural achievements, and dilemmas of western civilization, from 1500 to the present day. The course is grounded in a consideration of significant historical events and cultural questions. It examines a variety of texts – literary, philosophic, theological, and artistic – placed in historical context. Ultimately, the course aims to give a perspective on the contemporary world through an exploration of the West's cultural legacy.

ECONOMICS AND BUSINESS

Professors Carilli, Dempster, Isaacs, Thornton[F], Townsend; Associate Professors Carson, Khurana, Redford; Assistant Professors Lin, Matyus, Schwartz, Wilken.

Chair: Justin P. Isaacs

Students may choose from one of two majors: Economics and Business and Mathematical Economics.

The requirements for a major in Economics and Business are 36 hours in the Economics and Business Department, to include ECOB 101, 203, 231, 241, 301, and 303; in addition, either (a) ECOB 299 and Mathematics 121 or higher or (b) Mathematics 121 (or a higher-level Statistics course) and 140 (or a higher-level Calculus course); and at least 18 additional credit hours in Economics and Business from one of the following Categories:

Category I (General Economics and Business Track): A minimum of six additional courses in Economics and Business at the 200-level or above including ECOB 401 and 402 or ECOB 421 and 422. Entry into ECOB 401 requires two courses from among ECOB 201, 202, 204, 205, 206, 207, 208, 209, 210, 211, 212, 215, 216, 217, 218, 261 and 262. Entry into ECOB 421 requires ECOB 222, 231, 233, and 241.

Category II (Finance Track): ECOB 222, 233, 421, and 422, plus two additional courses from among ECOB 331, 341, and 342.

Category III (Management Track): ECOB 222, 233, 421, and 422, plus two additional courses from among ECOB 223, 251, and 252.

Category IV (Public Economics Track): ECOB 401 and 402, plus four additional courses in Economics and Business at the 200-level or above, including two from among ECOB 202, 206, 207, and 208.

Category V (International Track): ECOB 401 and 402, plus four additional courses in Economics and Business at the 200-level or above, including two from among ECOB 210, 261, 262 and 263.

Students are expected to take ECOB 299 and Mathematics 121 or higher or the two Mathematics courses prior to the junior year and to complete ECOB 301 and 303 during the junior year.

The requirements for a major in Mathematical Economics are 21 hours in Economics to include Economics and Business 101, 203, 301, 303, 306, 308, and 402, and, in addition, Mathematics 121, 141, 142, 231, and 242, and Computer Science 261.

No more than three hours of courses at the 100-level in Economics and Business may be applied toward any degree in the department.

The Mathematical Economics major was created jointly by the Departments of Economics and Business and Mathematics and Computer Science. This joint participation from a department in the Social Sciences Division and a department in the Natural Sciences and Mathematics Division gives majors in Mathematical Economics the option of electing either a Bachelor of Arts or a Bachelor of Science degree at graduation.

*The requirements for a major in Economics are 30 hours in the Economics and Business Department, to include Economics and Business 101, 203, 301, 303, 401, and 402, and, in addition, Mathematics 121 (or a higher-level Statistics course) and 140 (or a higher-level Calculus course). Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. *New students will not be allowed to declare the Economics major beginning in Fall 2026. Students interested in the Economics major should consult their advisor or the Chair of the Department of Economics and Business.*

ECONOMICS AND BUSINESS 101. (3) *INTRODUCTION TO ECONOMICS*. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS AND BUSINESS 141. (3)
PERSONAL FINANCE. This course provides an introduction to personal financial management for students who may not have a prior background in finance. It equips students with the essential tools to make informed financial decisions throughout their lives. Topics include budgeting, saving, credit and debt management, taxes, investing, home-buying, investing fundamentals, and other financial management strategies. The course also introduces foundational financial concepts such as the time value of money, interest rate conversions, and the use of financial calculators and online tools to support day-to-day decision-making. Prerequisite: none.

ECONOMICS AND BUSINESS 161. (3)
INTRODUCTION TO R AND RSTUDIO. An introduction to R statistical programming, the RStudio integrated development environment, and associated Open-Source tools with a particular emphasis on the tidyverse. Practical issues of documenting workflow, data management, and reporting will be addressed.

ECONOMICS AND BUSINESS 201. (3)
COMPARATIVE POLITICAL ECONOMY. An examination of the major political-economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Beginning with the origins of the field dating back to Adam Smith and the French Physiocrats, the course reviews the development of political-economic governance, focusing on domestic institutions that comprise diverse models of political economy around the world. Areas of interest include systems of industrial relations, finance, welfare policies, and the economic role of the state. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 202. (3)
HEALTH ECONOMICS AND POLICY. An economic analysis of markets for health care and the participants in those markets (e.g., government, insurers, health care providers, and patients). The course uses economic analysis to examine some of the unique characteristics of markets for health care, including high levels of uncertainty, asymmetric information, externalities, and the government's unusually large presence in the market. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 203. (3)
MONEY AND BANKING. Analysis of the fractional reserve banking system and its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics and Business 101. Offered: each semester.

ECONOMICS AND BUSINESS 204. (3)
TOPICS IN ECONOMIC HISTORY. This course explores historical events of economic significance and examines them using the tools of economic analysis. Potential topics include, but are not limited to, the 20th century U.S. economy; the rise and fall of communism; the history of financial markets; and the role of the entrepreneur in economic development. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 205. (3)
HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from Plato and Xenophon through marginalism. Emphasis is on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics and Business 101. Offered: fall semester.

ECONOMICS AND BUSINESS 206. (3)
ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics and Business 101. Offered: fall semester.

ECONOMICS AND BUSINESS 207. (3)
INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 208. (3)
PUBLIC ECONOMICS. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics and Business 101. Offered: spring semester.

ECONOMICS AND BUSINESS 209. (3)
TOPICS IN POLITICAL ECONOMY. This course adapts and applies the tools of economics to what are often considered non-economic questions and employs economic analysis to explore related public-policy problems. Potential topics include, but are not limited to, war, peace, and conflict resolution; poverty; crime and punishment; and democracy and voting systems. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 210. (3)
ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics and Business 101. Offered: spring semester.

ECONOMICS AND BUSINESS 211. (3)
LABOR ECONOMICS AND LABOR RELATIONS. The course examines outcomes in the labor market and their causes. Topics covered vary from year to year, but are selected from the following: wage determination; labor supply decisions; firms' employment decisions; the impact of education and human capital investment, migration and immigration, unemployment, welfare programs, theories of workplace discrimination, and the employment-at-will doctrine; and the impact of government regulation of labor markets. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 212. (3)
ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies are used to illustrate, and require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics and Business 101. Offered: spring semester.

ECONOMICS AND BUSINESS 215. (3)
URBAN AND REGIONAL ECONOMICS. Economic analysis of the location and growth of urban and regional areas with emphasis on public-policy issues. Discussion of land-use patterns, measurement and change in regional economic activity, and urban problems, such as transportation, housing, poverty, and crime. Special attention is placed on local fiscal behavior, overlapping jurisdictions and the provision of local public goods, and intergovernmental fiscal relations. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 216. (3)
AUSTRIAN ECONOMICS. This course develops the methodological foundations of the Austrian school. From these foundations the course investigates the Austrian view on value theory and social costs and benefits, entrepreneurship, competition and monopoly, the socialist calculation debate, capital and interest, money and monetary institutions, business cycle theory, and wages and unemployment. Prerequisite: Economics and Business 101. Offered: spring semester.

ECONOMICS AND BUSINESS 217. (3)
ECONOMICS OF SPORTS. Economic analysis of individual, team, and league sports. This course focuses not only on the market structure and industrial organization of sports leagues, but also addresses the public finance issues of municipal stadium construction and the labor issues involved with free agency and salary caps. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 218. (3)
DISEQUILIBRIUM, MONEY, AND MACROECONOMICS. This course provides an overview of macroeconomic theories and policies based on (the concept of) disequilibrium in markets for money and capital. Attention will be paid to both seminal literature and recent advances in the field. Prerequisite: Economics and Business 101. Offered: spring semester.

ECONOMICS AND BUSINESS 222. (3)
BUSINESS FOUNDATIONS. This course introduces each of the functional areas of business, including accounting and control, finance, marketing, operations, and management, and demonstrates how these functions are integrated to form a successful enterprise in a global economy. Students will acquire skills and employ tools necessary to recognize business opportunities, engage with customers and other stakeholders, and design and execute business models that meet customer needs. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 223. (3)
ENTREPRENEURIAL THINKING. This course is about learning to think and act entrepreneurially in order to create value through new products, new solutions, new firms, new business units, new distribution channels, new business models, new technologies, and business transformation. Emphasis is on both the theory and practice of venture creation, and students are required to apply what they learn in the context of transforming their own ideas into a feasible and testable venture opportunity. Critical reflection on the "learn-by-doing" process is also emphasized. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 231. (3)
FINANCIAL ACCOUNTING. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Emphasis is placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics and Business 101. Offered: each semester.

ECONOMICS AND BUSINESS 233. (3)
MANAGERIAL ACCOUNTING. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis is placed on managerial accounting techniques. Prerequisite: Economics and Business 231. Offered: each semester.

ECONOMICS AND BUSINESS 241. (3)
CORPORATE FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, asset valuation, derivatives, and international applications. Prerequisite: Economics and Business 203; Prerequisite or co-requisite: Economics and Business 231. Offered: each semester.

ECONOMICS AND BUSINESS 242. (3)
INVESTMENT BANKING. This course is an introduction to advanced topics in investment banking, private equity, and venture capital. A case study method of instruction is used, and issues of valuation relating to small and medium enterprises are emphasized. Prerequisite: Economics and Business 241 or permission of instructor.

ECONOMICS AND BUSINESS 243. (3)
REAL ESTATE FINANCE. The purpose of this course is to develop a student's ability to analyze aspects of global commercial real estate and investment. Topics include but are not limited to: Macro- and microeconomic factors affecting real estate; demographic influences; valuation; financing; risk mitigation; urban planning and development; governmental regulation, impact fees, tax abatements and incentives; and real estate law. Attention will be given to the impact of unforeseen and disruptive events such as financial crisis and web-based retail; investment vehicles such as Real Estate Investment Trusts (REITs); repurposing and renovation of existing structures; and green construction and operation of facilities. Prerequisite: Economics and Business 241 or permission of instructor.

ECONOMICS AND BUSINESS 251. (3)
ORGANIZATIONAL BEHAVIOR & MANGEMENT. This course will explore the dynamics of human behavior in organizational settings, including areas of communication, motivation, leadership, and group dynamics. Through case studies and real-world examples, students will gain insights into fostering effective teamwork, managing conflicts, and understanding the psychological aspects shaping organizational success. Prerequisites: Economics and Business 222.

ECONOMICS AND BUSINESS 252. (3)
CONSUMER BEHAVIOR. This course explores the psychology behind consumer decision-making. The course moves beyond simple demographics to uncover the hidden drivers of social, cultural, and psychological influence on purchasing habits. Students will examine how perceptions, motivations, and attitudes shape brand loyalty and how marketers craft messages to resonate with specific audiences. Students will also learn to interpret consumer data by analyzing market research statistics and utilizing basic quantitative methods to measure demand and predict trends. Prerequisite: Economics and Business 222.

ECONOMICS AND BUSINESS 261. (3)
INTERNATIONAL TRADE. This course examines theories of trade patterns, trade-related policies in competitive and non-competitive markets, the effects of trade liberalization and economic integration, trade policies by developed and developing nations, and international factor movements. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 262. (3)
INTERNATIONAL ECONOMICS AND FINANCE. This course will focus on topics related the international flows of goods and services, capital, and labor, as well as economic policies that nations commonly adopt to influence those flows. Topics include the economic rationale for trade in goods and services, flows of labor across borders, economic integration, international capital flows, foreign direct investment, foreign exchange rate determination, the balance of payments, and the effect of macroeconomic policies on international trade and investment. Prerequisite: Economics and Business 203.

ECONOMICS AND BUSINESS 263. (3)
INTERNATIONAL BUSINESS. This course is a survey of international business issues and strategies. Subject areas include issues related to the economic, political, and human environments of international business. In addition, the functional operation of global firms is examined. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 299. (3)
QUANTITATIVE FOUNDATIONS AND APPLICATIONS FOR ECONOMICS. This course provides an integrated approach to the mathematical tools essential for modern economic and business analysis, combining concepts from calculus and statistics in an applied context. Students will learn how to model economic relationships using differential calculus, while also mastering statistical techniques for analyzing data and testing economic hypotheses. Topics include optimization and marginal analysis, probability theory, descriptive and inferential statistics, regression analysis, the time value of money, growth rates, and applications to microeconomic and macroeconomic problems. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 301. (3)
INTERMEDIATE MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; and comparison of resource allocation in competitive and non-competitive markets. Prerequisites: Economics and Business 101, either Economics and Business 299 or Mathematics 140 or higher, and junior standing. Offered: each semester.

ECONOMICS AND BUSINESS 303. (3)
INTERMEDIATE MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics and Business 203, and junior standing; Prerequisite or co-requisite: Economics and Business 299 or Mathematics 140 or higher. Offered: each semester.

ECONOMICS AND BUSINESS 306. (3)
ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive empirical econometric work. Prerequisites: Economics and Business 101 and Mathematics 121. Offered: fall semester.

ECONOMICS AND BUSINESS 307. (3)
GAME THEORY. This course introduces a game theoretical framework to analyze strategies adopted by consumers, firms, or governments when there are competing interests or ends and the outcomes depend on the actions chosen by all of the participants. Topics include simultaneous move, sequential move, perfect information, imperfect information, and bargaining games. Class sessions often involve experiments. Prerequisite: Economics and Business 101.

ECONOMICS AND BUSINESS 308. (3)
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics and Business 301 and Mathematics 141. Offered: spring semester.

ECONOMICS AND BUSINESS 311. (1)
ECONOMICS RESEARCH AND WRITING I. This course is part of a two-semester sequence to introduce students to the methods and practice of producing scholarly research in economics. The first semester, students are required to read and discuss published research in the field of economics. Discussion focuses on choosing research questions, making effective arguments, and establishing support for an argument. Prerequisite: Economics and Business major, or Economics and Business 101 and permission of the instructor. Offered: fall semester.

ECONOMICS AND BUSINESS 312. (1)
ECONOMICS RESEARCH AND WRITING II. This course is part of a two-semester sequence to introduce students to the methods and practice of producing scholarly research in economics. The second semester, students are required to read and discuss published research in the field of economics as well as present their own ongoing research and review peer work. Prerequisite: Economics and Business 311. Offered: spring semester.

ECONOMICS AND BUSINESS 331. (3)
FINANCIAL STATEMENT ANALYSIS. This course covers issues associated with the analysis and interpretation of financial statements, with particular emphasis placed upon understanding the economic characteristics of a firm's business, the strategies the firm selects to compete in each of its businesses, and the accounting procedures and principles underlying the financial statements. Prerequisite: Economics and Business 231.

ECONOMICS AND BUSINESS 341. (3)
FINANCIAL MARKETS AND INVESTMENTANALYSIS. This course begins with a detailed examination of the securities market and basic portfolio theory. Additional topics include index models of portfolio selection, market equilibrium analysis and efficiency, stock valuation, and performance evaluation. Prerequisite: Economics and Business 241.

ECONOMICS AND BUSINESS 342. (3)
SEMINAR IN FINANCIAL MODELING. This course introduces theoretical equity, fixed income, foreign exchange and derivative pricing models. Students will use statistical programs such as Excel, R and/or Python to empirically evaluate those models applying contemporary analytic techniques to publicly available market data. Prerequisites: Economics and Business 241, and Economics and Business 299 or Mathematics 140 or 141, or consent of instructor.

ECONOMICS AND BUSINESS 343. (3)
STUDENT-MANAGED INVESTMENT FUND. In this course, participants in Tigerfund act as managers of an actual equity investment fund using money contributed for this purpose by the College. They are required to conduct investment research, carry out and document trades, file weekly reports, and prepare and present an annual report summarizing their investment activities. Critical reflection on the "learn-by-doing" process is also emphasized. Prerequisites: Economics and Business 241 and participation in Tigerfund in the preceding semester. Corequisite: Economics and Business 341 or 342.

ECONOMICS AND BUSINESS 395. (1, 2, or 3) *INTERNSHIP.* Internship opportunities are made available to qualified students in the belief that learning which involves both the classroom and the larger world is especially valuable for the student. Combines work (normally done in the summer before the student's senior year) with ongoing course work and the production of a substantial research paper on a related issue. This paper, a daily journal, and the worksite supervisor's evaluation serve as the basis for the internship grade. However, the granting of credit for an internship remains at the discretion of the sponsoring faculty member. To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of Hampden-Sydney Economics and Business courses or the equivalent before the internship begins. May not be included in the 30 hours required for the major.

ECONOMICS AND BUSINESS 401. (3) *SEMINAR IN APPLIED ECONOMETRICS AND FORECASTING.* A capstone course primarily for those seniors specializing in general economics, this seminar combines economic theory and econometric technique for the task of modeling and forecasting trends in both industry-level and aggregate economic activity. Prerequisites: Economics and Business 301 and 303 and two courses from among Economics and Business 201, 202, 204, 205, 206, 207, 208, 209, 210, 211, 212, 215, 216, 217, 218, 261 and 262. Offered: fall semester.

ECONOMICS AND BUSINESS 402. (3) *SEMINAR IN EMPIRICAL PUBLIC POLICY.* A capstone course primarily for those seniors specializing in general economics, this seminar explores the application of economic analysis to a variety of public-policy issues. Prerequisite: Economics and Business 401, or permission of the instructor. Offered: spring semester.

ECONOMICS AND BUSINESS 421. (3) *MANAGERIAL DECISION MAKING.* Application of microeconomic decision tools to managerial problems of the firm. The class time is divided between a discussion of tools to be used and application of those tools. Prerequisites: Economics and Business 222, 231, 233, 241, and 301. Offered: fall semester.

ECONOMICS AND BUSINESS 422. (3) *SEMINAR IN BUSINESS POLICY AND STRATEGY.* The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisite: Economics and Business 421, and senior standing, or permission of the instructor. Offered: spring semester.

ENGLISH

Professors Davis, Hardy, Perry, K. Weese; Associate Professors Horne, Varholy; Assistant Professor Celeste.

Chair: Sarah B. Hardy

The requirements for a major in English are 34 hours. These hours must include one semester of History of English Literature (211 or 212); one semester of American Literature (221 or 222); one focused perspectives course (English 224, 226, 228, 230, or 340); Literary Theory and Criticism (English 380); four other upper level English courses (300-level), two of which need to be pre-1900; one elective numbered 223 or above (not including creative writing courses); one free elective (this can be any English course including creative writing). Each major must also enroll in English 480, the Capstone Seminar, and take as a corequisite English 481, the Research Methods Seminar. It is strongly recommended that students take Literary Theory and Criticism in the junior year. Students should take 480/481 during their senior year unless they are considering Departmental Distinction, in which case they should talk to their advisor about taking 480/481 during the second semester of their junior year. It is recommended that students complete 380 and two other 300-level courses before enrolling in the capstone. Prospective majors are strongly encouraged to take a literature course numbered at the 100 level in their freshman year.

The requirements for a minor in Creative Writing are 15 hours, including a minimum of three creative writing courses from among English 250, 252, 350, and 352. A Creative Writing minor must specialize in either poetry or fiction by taking both workshops in that genre as well as a literature course that focuses on the genre of choice. In addition, each student must take Rhetoric 302.

English majors who elect to complete this minor are allowed to count one course towards both the English major and the Creative Writing minor. Students completing the Creative Writing minor who elect also to complete the Rhetoric minor (see under Rhetoric) are allowed a one course overlap (Rhetoric 302). Students electing to pursue this minor develop their course of study in consultation with their major advisor and Creative Writing advisor, Professor Neil Perry.

For information about the Creative Writing minor, please contact Professor Perry.

Note: The English Department offers several sections of the following 100-level courses each year. Please consult TigerWeb for the precise courses offered each semester. These courses are especially suitable for first- and second-year students beginning the English major or satisfying the College's general literature requirement. Students may take as many different 100-level literature courses as they like for credit, and all will satisfy the general literature requirement, but only one such course will fulfill a requirement for the English major.

All 300- and 400-level courses have the following prerequisite: any 100-level or 200-level literature course in the Department of English, or consent of the instructor.

ENGLISH 190. (3)
FATHERS AND SONS IN LITERATURE.

This course explores how literature treats issues of masculinity as they are handed down and transformed from one generation to the next. With attention to literary fathers and sons, students develop techniques for reading and analyzing works from several historical periods and genres, possibly including poetry, fiction, nonfiction, drama, and/or film. Related topics to be considered might include the representation of the family, the role of the artist, and the possibility of language as a place for experimentation and social change. Prerequisite: none.

ENGLISH 191. (3)
LITERATURE OF THE AMERICAN ROAD.

This course will introduce students to literary analysis through works that explore the motif of the road, especially as it has flourished in American literature. We will attend to the relationship between the road and narrative structure, the road as a metaphor for life, the association of the road with outsiders, and the use of the road to further plot and character development. Readings will vary each semester, but may include fiction by Nathaniel Hawthorne, Flannery O'Connor, Paul Auster, and Cormac McCarthy; poetry by Walt Whitman and Allen Ginsberg; and selected drama and film. Prerequisite: none.

ENGLISH 192. (3)
LITERATURE AND YOUTH. This course focuses on literary works--short stories, novels, poetry, some films--that dramatize the experience of coming of age in a complex world. Students read versions of the Bildungsroman (or novel of education) and the Künstlerroman (or novel of the growth of the artist), in the process considering the varying ways in which young men and young women experience the transition from youth to adulthood. In addition, students develop techniques of reading, interpreting, and analyzing works from several historical periods and genres. Prerequisite: none.

ENGLISH 193. (3)
LAW AND LITERATURE. This course introduces students to literary analysis through a study of the intersections between legal discourse and literary writing. Students will sharpen their skills in reading literary texts and writing analytical arguments as they study works from several historical periods and genres that may include short stories, novels, essays, poetry, drama, and film. They will also read some case law. By considering both legal themes in fiction and literary elements in legal discourse, students will explore topics such as equality before the law, the unreliability of testimony, communal justice, and civic responsibility. They will also consider how competing narratives in fictional texts and in actual courtrooms complicate notions of justice. Prerequisite: none.

ENGLISH 195. (3)
LITERATURE AND MEDICINE. Drawing on representations of illness, health, science, and the body, this course explores connections between the discourses of medicine and literary writing. Students will analyze literary, historical, and other cultural texts from a variety of traditions and told from the point of view of practitioners, patients, and onlookers. Topics to be considered might include questions of medical and narrative authority, storytelling and diagnosis, and how new technologies impact medical narratives. Readings will be chosen at the instructor's discretion, but could include authors such as Anton Chekhov, William Carlos Williams, and Margaret Edson and cultural texts such as The Patient Bill of Rights, as well as assorted poems, essays, and short stories. Prerequisite: none.

ENGLISH 196. (3)
RELIGION AND LITERATURE. This course introduces students to literary analysis through an exploration of religious themes in literary works, such as the inexpressibility of the transcendent; the significance of suffering; the relationship between beauty and the divine; and our place within family, community, and history. The assigned texts will vary from semester to semester, but they may include work by fiction writers such as Dostoevsky, Hawthorne, Kafka, O'Connor, Kawabata, McCarthy, and Ozick; poets such as Milton, Donne, Blake, Hopkins, Dickinson, Eliot, Stevens, Plath, Snyder, and Larkin; and dramatists such as Aeschylus, Beckett, and Shaffer. Prerequisite: none.

ENGLISH 198. (3)
SEA STORIES. An introduction to maritime literature and the "blue humanities." This course explores the ocean in the literary imagination, tracing how authors represent a world connected by water. By analyzing Anglophone poetry and prose from the eighteenth century to the present, students raise timely questions about the relationship between representation and reality, with particular attention to how literature shapes our cultural and environmental values. Prerequisite: none.

ENGLISH 199. (3)
AMERICAN NATURE WRITING. This course will introduce students to how American literature negotiates the relationship between human beings and the natural world. We will examine American attitudes toward nature as a source of delight, terror, ethical wisdom, and revelation in some larger sense, as well as the evolution of American attitudes toward nature over time. With detailed attention to form, we will read works that ponder the connections between nature, health, and justice in the American landscape and that register the trauma of a natural world in peril. Readings will vary each semester but may include Henry David Thoreau, Rachel Carson, Edward Abbey, Barry Lopez, Annie Dillard, and Alice Walker, among others. Prerequisite: none.

ENGLISH 211-212. (3-3)
BRITISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3)
AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). We focus especially on major figures: Hawthorne, Melville, Emerson, Thoreau, Douglass, and Whitman; Dickinson, Twain, Frost, Stevens, Hughes, Faulkner, Baldwin, and others. Prerequisite: none. Offered: 221 in the fall semester; 222 in the spring semester.

ENGLISH 224. (3)
INTRODUCTION TO AFRICAN-AMERICAN LITERATURE. The works of major African-American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to African-Americans. Poetry (from Dunbar to Rita Dove) and fiction (from Toomer to Morrison) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none.

ENGLISH 226. (3)
LITERATURE AND GENDER. This course employs gender as a category of analysis for studying literary texts. We will explore some of the cultural practices that shape gender roles and gendered identities with particular attention to how literature—poetry, prose, drama, and essays—affects how individuals interpret their own bodies, identities, and relationships as gendered beings. We'll also consider how gender has shaped who writes and what is written in a given culture. Readings will include Anglophone texts written by both men and women across a variety of time periods, including the present. Prerequisite: none.

ENGLISH 228. (3)
POSTCOLONIAL LITERATURE. This course explores definitions of Postcolonialism through literature from places that are not normally canonized in Western literature courses. For example, students might read texts from India, Australia, and Africa as well as from Canada, Latin America, and the Caribbean. Readings will come primarily (but not exclusively) from the twentieth century and cover a variety of genres. Themes that the course investigates include the idea of nationality, the construction of history, categories of race and class, the complexities of cultural inheritance, and problems of narrative transmission. What does it mean to come from a certain place? Who gets to tell the history of a given country? What do governments and national identity have to do with storytelling and art? Prerequisite: none.

ENGLISH 230. (3)
MULTI-ETHNIC AMERICAN LITERATURE.
Through fiction, poetry, drama, and essays, this course explores the literary imaginations of writers who are members of two different cultures and analyzes how these writers express their sense of identity and locate themselves in relation to the dominant culture. The course includes works by Native American, Asian American, and Chicano/a and Latino/a authors. The course covers historical and cultural background materials to help students understand the literary themes and techniques of multi-ethnic writers. Readings emphasize works written since the 1970s renaissance in multi-ethnic literatures in the United States.

ENGLISH 241. (3)
INTRODUCTION TO CINEMA. Drawing on classic through contemporary masterpieces from American and European cinema, this course first teaches students how to read the filmic image and to appreciate film style. It next addresses narrative technique in film, then introduces some critical approaches to understanding film, such as genre and auteur criticism. Finally, the course examines some films in a cultural-studies context. This course does not satisfy the college's literature requirement. Screenings are held at a time different from the class period. Prerequisite: none.

ENGLISH 243. (3)
THE SHORT NOVEL IN TRANSLATION.
This course explores the development of the short novel over two centuries, drawing on multiple global and national traditions. Students can expect to read authors such as Dostoevsky, Flaubert, Mann, Duras, Camus, Garcia Márquez, and Dai Sijie. This comparative literature course also traces literary, philosophical, and political movements across decades and national boundaries. Prerequisite: none.

ENGLISH 244. (3)
THE ART OF THE ESSAY. This course takes a close look at the essay as a literary form that has evolved to meet new political, cultural, and media challenges. Students analyze conventional and experimental essays for technique, content, and social and historical context. This is primarily a literature course concerned with careful reading and discussion of published essays, but students will also have a chance to respond creatively to the primary material. Prerequisite: none.

ENGLISH 245. (3)
SATIRE. An introduction to the tradition of literary satire. The course emphasizes understanding satiric techniques such as irony, parody, caricature, hoaxes, and the creation of a satiric persona. A subsidiary concern is the historical development of the genre from classical literature to the present. Writers to be studied vary, but may include Juvenal, Horace, Butler, Swift, Pope, Voltaire, Blake, Byron, Carlyle, Twain, Bierce, Waugh, Orwell, Vonnegut, and Atwood.

ENGLISH 246. (3)
SCIENCE FICTION. A study of science fiction short stories and novels, exploring how science fiction works as literature and as a genre, as well as the ways in which science fiction both reflects and addresses important social, historical, and cultural issues.

ENGLISH 247. (3)
AMERICAN COMICS AND GRAPHIC NOVELS
An introduction to the history and interpretation of American comics from their appearance in the Sunday supplements of early twentieth-century newspapers to the flourishing of graphic novels in recent decades. The class will pay attention to the formal, cultural, and the historical contexts of the works. Students may read works from other comics traditions, such as Japanese manga, to appreciate unique American contributions to the form.

ENGLISH 257. (3)
FICTION INTO FILM. An examination of how several notable works of fiction have been adapted for the screen. After beginning with general principles of narrative theory and some general principles of film aesthetics, the course then focuses on the different ways that stories are told in short fiction, novel, and film. The texts included are ones that present some interesting challenges for adaptation from one medium to another, with the films often representing significant departures from the print text. Emphasis is placed on understanding the important differences between print and film media for narrative and narration.

ENGLISH 258. (3)
LITERATURE OF THE SOUTH. This course examines Southern literature with attention to the idea of the "Southern" writer as a geographical, cultural, and historical distinction. Within this broader category, the course explores differences of region, race, class, and gender. Readings include major literary genres (fiction, poetry, drama) as well as other cultural constructions of the South. Prerequisite: none.

ENGLISH 270. (3)
INTRODUCTION TO SHAKESPEARE.
An introduction to Shakespeare's language and his major poetic and dramatic works. Texts are grounded in their historical contexts, and particular attention is given to Shakespeare's use and development of literary forms and themes.

ENGLISH 300. (3)
MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings are in modern translation; knowledge of the Old English and Middle English languages is not required.

ENGLISH 301. (3)
LITERATURE OF THE ENGLISH RENAISSANCE. This course examines poetry, plays, and prose produced during Tudor and Stuart eras in England—the English Renaissance. We study the remarkable literary output of Shakespeare's contemporaries, who saw themselves as part of a developing English literary tradition. Authors may include Sir Thomas More, Sir Philip Sidney, Sir Edmund Spenser, Christopher Marlowe, John Donne, Ben Jonson, and John Webster. We will consider the place of public writing in the English culture of this period, when debates about self-determination, religion, and the proper exercise of political power were prominent. Students will read and write about secondary criticism pertinent to the literary texts.

ENGLISH 302. (3)
EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift, and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic eras. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose.

ENGLISH 303. (3)
THE ENGLISH ROMANTICS. The six major Romantics-Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats-are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination."

ENGLISH 304. (3)
VICTORIAN TRANSFORMATIONS. This course investigates transformations in and of Victorian literature, tracing how texts represent biological, thermodynamic, and ecological change over time. Drawing on nineteenth-century scientific theories as well as recent concepts and methods from ecocriticism, new materialism, and literary formalism, students will explore three vectors of transformation: evolution, energy, and extraction. Through their careful study of poetry, prose, and criticism, students will track how Victorian literature signals and shapes past and present engagements with the material world.

ENGLISH 311. (3)
EPIC WRITING. In this course, the nature of the epic and of episodic storytelling is considered. The course will begin with the Odyssey and include the Epic of Gilgamesh as well as selected texts from the English, American, and broader European traditions. Along the way, a number of questions connected to the epic genre are examined: how epics represent their political and social contexts, how epics establish a fictional world in their opening lines, how this genre uses the episode to isolate and illuminate action or thought, in what ways notions of the heroic evolve as this genre develops in later traditions. The relationship between the epic and different forms of storytelling is also considered--from oral to early writings to mass produced print to visual media--and how differing media shape narrative conventions.

ENGLISH 314. (3)
MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, Garcia Lorca, Brecht, Tennessee Williams, and Arthur Miller.

ENGLISH 317. (3)
THE BRITISH NOVEL IN THE LONG NINETEENTH CENTURY. This course traces flashpoints in the British novel's development and reception across the long nineteenth century (ca. 1789-1914). Carefully attending to both textual form and historical context, students will analyze the narrative techniques and structures of selected novels and consider how those works respond to changing desires and demands in the literary marketplace.

ENGLISH 318. (3)
MODERN BRITISH AND AMERICAN NOVEL. This course explores developments in the novel during the twentieth century, with a focus on Modernism and the earlier decades. Featured authors may include Conrad, Joyce, Woolf, Faulkner, Hemingway, and Nabokov, followed by a more contemporary author who inherits the Modernist tradition.

ENGLISH 320. (3)
THE SHORT STORY. This course will approach the short story as a separate prose genre and examine what it means to read that genre. Readings will begin with earlier "masters" of the form—Poe, Maupassant, Chekhov—and then survey trends in the modern short story form from the early part of the twentieth century to the present. Other authors in the course may include Joyce, Kafka, Mansfield, Hemingway, Faulkner, Borges, O'Connor, Welty, Carver, and Lahiri. The course will end with a sampling of contemporary stories from current magazines and journals.

ENGLISH 322. (3)
CONTEMPORARY FICTION. Readings are drawn from the work of major novelists writing in English in the late twentieth- and early twenty-first centuries. The reading list, which reflects the cultural diversity of highly regarded writers in the contemporary period, evolves as new authors emerge and established figures produce new works of fiction. Innovations in narrative technique are considered in relation to the novels' thematic content. The course materials explore how experimental techniques associated with postmodernism and metafiction work in conjunction with elements of literary realism.

ENGLISH 323. (3)
CONTEMPORARY POETRY. This course is a study of contemporary English-language poetry and poets from the late twentieth to the early twenty-first century, though earlier work may be read to provide appropriate perspective. The reading list, which will aim to represent the wide range of poetry being written in our time, will change as the landscape of contemporary poetry moves and changes. The course will consider not only variations and unities in thematic approaches, but also contemporary form and prosody.

ENGLISH 326. (3)
THE CIVIL WAR AND AMERICAN IDENTITY IN THE 19th CENTURY. This course explores the shifting terrains of American literature in the mid to late nineteenth century as the crisis of the Civil War spurs important questions about national belonging. Among a divided citizenry, American literature joins the debate, goes to battle, and attempts to reconcile. We will analyze how the aims of nineteenth century literary movements—such as Transcendentalism and Regionalism—intersect with the objectives of political rhetoric and create deep impressions on the cultural landscape. This course aims to investigate not only the discourse that surrounded the Civil War in the nineteenth century but the implications of that discourse in how we remember and reimagine the Civil War in the present day.

ENGLISH 334. (3)
SPECIAL TOPICS IN SHAKESPEARE. A thematic consideration of some of Shakespeare's works in their cultural and literary contexts and an introduction to literary criticism and scholarship in Shakespeare studies. Primary readings may include selections from the long narrative poems, the sonnets, and the tragedies, comedies, histories, and romances.

ENGLISH 335. (3)
MILTON. This course analyzes John Milton's major works in their intellectual and cultural contexts with attention to recent critics' approaches. The primary focus is a careful reading of *Paradise Lost* in full, but *Paradise Regained* and *Samson Agonistes* are also considered. To prepare for the major works, we study Milton's shorter poems, such as "Lycidas," and his political prose, such as *Areopagitica*. Central concerns include how Milton engaged in the political and religious controversies of his time and why his writing continues to generate debate and to move readers. Along with students of English literature, students with interests in religion, classics, government, and English history are encouraged to take this course.

ENGLISH 336. (3)
AUSTEN. A study of Austen's six novels, juvenilia and selected letters critically considered, focusing on her subject of the growth of the mind and on her style. The question of whether Austen is an eighteenth- or nineteenth-century writer, a classic or a romantic artist, a "revolutionary" or a "conservative" is central, but emphasis is on the fiction, not on the revolutionary period in which she lived.

ENGLISH 337. (3)
DICKENS. A seminar on Dickens's literary techniques, social themes, and cultural impacts. This course explores Dickens's contributions not only to the literary marketplace (with particular attention to serialization and adaptation) but also to Victorian-era (and later) debates about socioeconomic inequality, industrialization, urbanization, labor, imperialism, gender roles, and modern bureaucracy. Students will read selected major novels as well as some of Dickens's shorter literary and nonliterary writings; students will also engage with secondary criticism.

ENGLISH 338. (3)
FAULKNER. Readings for this course include at least five of Faulkner's novels, many short stories, and some Faulkner miscellany, all positioned against the backdrops of Modernism and the American South. The course also includes some shorter works by other 20th-century authors and several critical approaches to this complex and innovative author.

ENGLISH 340. (3)
MORRISON. A study of seven of Morrison's novels, from The Bluest Eye to Paradise, and selections from her literary criticism, as well as a consideration of criticism written about this Nobel Prize-winning author. Central issues include narrative technique, treatment of race and gender, and the historical/cultural background of the novels. [English 340 will satisfy the focused perspective requirement for majors, OR the upper-level or free elective requirement.]

ENGLISH 341. (3)
MARK TWAIN. In this course, students study the innovative and influential literary career of Mark Twain, the pen name of Samuel Langhorne Clemens. They read novels, short stories, and nonfiction by Twain, who was a leader in listening to American voices and talking back to them. Students analyze Twain's commentary on the late-nineteenth-century American cultural landscape and also explore the effects of Twain's methodologies and ideas on the writers who followed him. Central issues include satire, realism, and conceptions of race and nationhood. Students read and write about secondary criticism and theory pertinent to Twain's work, and they investigate why William Faulkner and others have considered Twain to be "the father of American literature."

ENGLISH 360. (3)
AUTHORSHIP AND THE HISTORY OF THE BOOK. This course examines the ways that literature has been shaped by changes in authorship and changes in textual technologies. Students consider questions such as how authors have been educated, compensated, and represented; the importance of authorship in literary theory; and how literature is affected by the way it is written and read, whether orally, in manuscript, in print, or in electronic form.

ENGLISH 380. (3)
LITERARY THEORY AND CRITICISM. A study of critical theories, especially of modern trends in criticism, and an introduction to the practice of critical techniques. Offered: fall semester.
In the second semester of the junior year or the first semester of the senior year, each major must enroll in English 480, the Capstone Seminar, and take as a corequisite English 481, the Research Methods Seminar.

ENGLISH 480. (3)
CAPSTONE SEMINAR FOR ENGLISH MAJORS.
In this course students engage a special topic in English and select individual research topics on which to do guided independent work resulting in a substantial critical research paper. While the class as a whole covers readings relating to the topic of the course, each student is expected to find further primary and secondary texts related to his own work. During the semester each student gives oral presentations, writes brief thought papers and/or summaries of critical works, and produces drafts of his final essay. Corequisite: English 481. Offered: at least once every academic year concurrent with English 481.

ENGLISH 481. (1)
RESEARCH METHODS SEMINAR FOR ENGLISH MAJORS. In this course advanced English majors who are working on their capstone projects develop and strengthen the skills they need for independent research. The syllabus for the course is keyed to the schedule in the 480 course. Tasks and topics include developing an annotated bibliography, honing library skills, adhering to citation formats, and designing oral presentations appropriate to literary studies. Special emphasis is placed on effective use of critical discourse and on writing workshops. Corequisite: English 480. Offered: at least once every academic year concurrent with English 480.

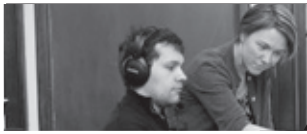
WRITING COURSES

ENGLISH 250. (3)
POETRY WRITING: FORM AND FUNCTION.
A workshop and seminar in the craft of writing poetry. Students study a large variety of poets and poems, analyzing the craft and content of the texts, to use as models in the writing of their own poems. Students are expected to produce analytical responses to the reading, study prosody and technique, and produce substantial original work. Prerequisite: none. Offered: fall semester.

ENGLISH 252. (3)
FICTION WRITING: NARRATIVE AND CRAFT.
A workshop and seminar in the discipline of writing fiction. Students study the techniques of short-story writers, such as Anton Chekhov and Eudora Welty, to use as models in the writing of their own stories. Students are expected to produce analytical responses to the reading, study craft and technique, and produce substantial original work. Prerequisite: none. Offered: fall semester.

ENGLISH 350. (3)
POETRY WRITING: VOICE AND PRACTICE.
A workshop and seminar in the art of writing poetry in today's literary and cultural landscape. Classes are a mix of open readings and criticism of student poems, reports on and analysis of reading from the class, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: none. Offered: spring semester.

ENGLISH 352. (3)
FICTION WRITING: VOICE AND PRACTICE.
A workshop and seminar in the art of writing fiction in today's literary and cultural landscape. Students move from brief assignments and readings emphasizing the elements of fiction—description, point of view, character, and plot—to the writing of short stories. Students are expected to produce analytical responses to the reading, study craft and technique, and produce significant original work. Prerequisite: none. Offered: spring semester.



FINE ARTS

Professor Kagan; Associate Professors Dubroff, Kleinlein, Szabo, von Rueden[L]; Assistant Professors Morgan, Pierson

Chair: Victor Szabo

The Department of Fine Arts offers two majors: Theatre and Visual Arts.

The requirement for a major in Theatre is a minimum of 32 hours, to include: Theatre 101, 201, 210, 220, 250, 251, 252, 260, 261, 321, 401, 498, and 499. Additional courses from the following: Theatre 230, 253, 260, 261, 350, 351, 352, 353, English 270, 314, 334, French 401, German 401, Greek 301, Latin 301, Spanish 405, 408. Note: Theatre 260 and 261 are courses that may be taken more than once for credit, as the topic rotates.

The requirement for a major in Visual Arts is a minimum of 34 hours, to include: Visual Arts 301 (Contemporary Art), three additional Art History Courses, six Studio Art courses, including one at the 300-level or above, and Visual Arts 498 (Pre-Thesis) and Visual Arts 499 (Thesis). Philosophy 218 or Religion 305 may be counted as one of the Art History Courses. Theater 401 may be counted as one of the Studio Art courses. Note: Visual Arts 360 and 361 are courses that may be taken more than once for credit, as the topic rotates.

Students interested in majoring in the Visual Arts should meet with the Visual Arts faculty before or during their sophomore year to devise a course of study. They are strongly encouraged to complete VISU 220 before the end of their sophomore year and VISU 200 and VISU 202 before the end of their junior year. The Visual Arts Division of the Fine Arts Department must approve Visual Arts courses taken at other institutions and presented for major credit.

The Department of Fine Arts offers three minors: one in Music, one in Theatre, and one in the Visual Arts.

The requirements for a minor in Music are 16 credit hours from the following: Music 101, 103, 121, 146, 211, 212, 216, 217, 218, 221, 246, 312, 321, 335, 341, 342, 360, 391, Physics 135, Theatre 210. Of these, Music 221 is required, as is one of the listed 300-level courses. (Music 221 has a prerequisite; students may place directly into Music 221 by taking a placement exam). No more than six hours of courses at the 100-level may be applied towards the Music minor. Three credits accumulated from the following one-credit performance courses may substitute for one of the listed three-credit courses (all performance credits must represent cumulative work within a single instrument (or voice)); a) Music 250-253 or 350-353, b) Music 254-357, c) Music 270-273 or 370-373, d) private instrumental or vocal instruction at Longwood University, or e) music ensemble participation through the Cooperative Agreement with Longwood University.

Students interested in taking private music lessons for academic credit can do so at Longwood University by enrolling in Music 155/156, 255/256 through the Longwood University Cooperative Program. Students are encouraged to see Professor von Rueden for details.

The requirements for a minor in Theatre are 15 credit hours from the courses listed below, including at least three Theatre offerings: Theatre 101, 201, 210, 220, 230, 250, 251, 252, 253, 260, 261, 321, 401, English 270, 314, 334, French 401, German 401, Greek 301, Latin 301, Spanish 405, 408.

The requirement for a minor in the Visual Arts is five classes, including at least one Art History course, one Studio Art course, and one 300-level course. Religion 305 may be counted as an Art History course.

Students interested in going into arts management may want to consider Economics 101 as the prerequisite for the following helpful courses: Business 222, 231, or 241.

MUSIC

MUSIC 101. (3)
EXPERIENCING MUSIC. The aim of this lecture course is to develop listening skills, musical understanding, and knowledge of historical and contemporary music practices. It examines music in its historical and cultural contexts through readings, lectures, demonstrations, audio-visual materials, listening guides, concert attendance, and creative assignments. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none.

MUSIC 103. (3)
UNDERSTANDING MUSIC THROUGH FILM.
How do musical sounds come together to create certain effects, emotions, moods, and meanings? This course addresses this question by studying the sounds, history, and composition of music for film. Students investigate how music contributes to the experience of film, how film music is made, and how composers and filmmakers have historically taken different approaches to film scores and soundtracks. Along the way, students learn the fundamentals of music theory, composition, and production by creating original film music. No special musical knowledge or ability is required. Prerequisite: none.

MUSIC 121. (3)
FUNDAMENTALS OF MUSIC THEORY.
This course introduces students to the fundamentals of musicianship, music notation, and music theory. Students learn how to identify basic music structures by ear, read music notation, construct scales and chords, and write melodies with accompaniment. The course includes applied skills such as ear training, basic keyboarding, and composition. Prerequisite: none.

MUSIC 146 – 246. (3-3)
PIANO I & II. These are practice-based classes that teach basic keyboard skills, an essential tool for the student musician. With a focus on technique, theory fundamentals, and repertoire in varied styles, beginning and intermediate piano students will gain an understanding of the keyboard, prepare scales and exercises, play solo and duet repertoire, sight read, and perform. The class will include lecture and keyboard sessions. 146/246 offered concurrently each fall. Prerequisite for 246: Music 146 or permission of the instructor.

MUSIC 211. (3)
INTRODUCTION TO CLASSICAL MUSIC.
Classical Music explores western art music by highlighting significant musical works from different stylistic periods; focus is given to the musical features of each piece, as well as issues of performance practice, genre, and aesthetic values affecting compositional decisions. This lecture course emphasizes the development of listening skills, aural analysis, reading, and writing about music. Prerequisite: none.

MUSIC 212. (3)
HISTORY OF POPULAR MUSIC IN THE U.S.
This course surveys the history, culture, and sounds of popular music in the United States from the 19th century to the present day. Through lectures, discussions, listening assignments, and writing, students link the development of popular music genres to significant historical trends and events, cultural and political movements, advances in technology, and music industry practices. Students also examine how the sound of popular music reflects and shapes aspects of social identity such as class, race, gender, and sexuality. Prerequisite: none.

MUSIC 216. (3)
MUSIC OF THE TWENTIETH CENTURY.
This lecture course provides an intensive study of the art music of the past century. Significant composers and the musical, historical, philosophical, and social contexts of their works are explored; attendance at several concerts is required. Prerequisite: none. Offered on sufficient demand.

MUSIC 217. (3)
AMERICAN MUSIC. This lecture course is a survey of the music of the North American colonies and the United States from the 17th century to the present. The course seeks to establish the continuity of American music with the Western European tradition while exploring the diversity of influences from other world cultures. The continuing interactions of classical, folk, and popular music, which give American music its uniqueness, are fully examined. Concert attendance is expected. Prerequisite: none.

MUSIC 218. (3)
JAZZ HISTORY. This lecture course is an examination of jazz as both a musical and a sociological phenomenon. The course focuses on the musical developments that resulted in the creation of jazz, the major jazz styles from New Orleans origins to the present day, the musicians who perform jazz, and the influence the art of jazz has had on other areas of music. Attendance at a local jazz concert is required. Prerequisite: none. Offered on sufficient demand.

MUSIC 221. (4)
MUSIC THEORY I. This class is designed to refine music reading, writing, aural, and analytical skills. Classwork regularly involves critical listening, analysis, and exercises in composition. Topics include scales and keys, diatonic harmony, rhythm and meter, form, and score study. A weekly ear training session focuses on the development of aural skills related to the theoretical lessons. Prerequisite: Music 121, 146, or 246 or placement by the department. Offered: each spring.

MUSIC 312. (3)
POPULAR MUSIC AND RACE IN THE U.S.
What role has race played in the formation of musical genres like country, soul, rock, and rap? Are "black music" and "white music" meaningful categories? How does the music of Latin American, Asian American, and mixed-race artists complicate "black and white" racial narratives in the U.S.? How have popular musicians addressed racism in the U.S.? How do musical preferences inform our racial identities, and how do racial identities inform our musical preferences? Can music transcend race? This course will address these questions (and more) through listening to, reading about, and reflecting upon historic and contemporary U.S. American popular music. Prerequisite: none, but Music 212 is recommended.

MUSIC 321. (3)
MUSIC THEORY II. This lecture class is an advanced continuation of Music 221. Topics include chromatic harmony, modes, the analysis of larger musical forms, and more advanced score study. Prerequisite: Music 221, or permission of the instructor.

MUSIC 335. (3)
CONDUCTING. This course explores the techniques of instrumental and choral conducting, repertoire, and leadership skills in a rehearsal setting. Students learn the history of conducting, basic physical and musical gestures, skills in score reading and musical interpretation, and leadership and rehearsal practices. Students conduct live musicians and execute musical performances in project-based assignments. Prerequisite: Music 121 or permission from the instructor. Concurrent or past enrollment in Music 245, 246, or 221 encouraged but not required. Offered on sufficient demand.

MUSIC 341. (3)
SONGWRITING. A workshop in the craft of writing songs. Students study songwriting through lyric- writing exercises, listening reports, short composition exercises, and reflections on the songwriting process. Each student writes at least three original songs, with one of these songs realized through performance or an audio recording for presentation to an audience. Prerequisite or corequisite: Music 221 or permission of the instructor.

MUSIC 342. (3)
ELECTRONIC MUSIC. An introduction to the history, production, and performance of electronic music. The course surveys the history of electronic music aesthetics, compositional techniques, technologies, genres, and cultures, primarily in the U.S. and Western Europe. Concurrently, students learn how to record sound and use digital audio workstations in order to make original electronic music productions, as well as how to DJ electronic music and perform collaboratively in a live setting. Prerequisite: none.

MUSIC 360. (3)
TOPICS IN MUSIC. This course explores a specific aspect of music with an emphasis on a topic in theory, history, or performance. The course concentrates on a performance area (e.g., Choral Conducting), a genre (e.g., The Symphony), or a topic interwoven with the discipline (e.g., Music and Social Change). The course examines its topic through reports, discussion, practice, as well as through papers and/or performances, depending on the topic. Prerequisite: Any music course or permission of the instructor.

MUSIC 391. (3)
MUSIC AS SOCIAL BEHAVIOR. Music-making provides illustrative examples of the social behaviors of music-makers, music leaders, and human groups. Through its effects on the human mind and body, music is a powerful communication tool playing a significant role in social cohesion, identity, and culture. In this interdisciplinary course, students will explore why music matters to humans through critical analysis and discussion of texts from the fields of ethnomusicology, anthropology, neurobiology, cultural studies, psychology, leadership studies, conducting, and politics, and religion. No prior musical knowledge is necessary for this course. Course work will include daily seminar-style discussions, reading, writing, student presentations, and experiential activities pertaining to music.

MUSIC 498. (1)
PRE-THESIS STUDY. Students must take this course the semester before taking Music 499 (Senior Thesis) to craft the thesis project proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project.

MUSIC 499. (3)
SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Music 498 and senior status.

PERFORMANCE STUDIES IN MUSIC

Music performance study courses are listed below. All performance courses have the following in common: They are offered every semester; the classroom experience culminates in public performance(s); attendance is a necessary part of fulfilling the course requirements; students study the material for performance in the context of its period(s) and its critical reception, with attention to the terms and special considerations necessary for its appreciation; each student writes a paper upon an aspect of performance or the material used in performance, or takes a performance examination upon the same; grading is based on attendance and class participation, quality and effort in performance, and the paper or performance exam; in each course 1 hour of academic credit can be earned.

MUSIC 250, 251, 252, 253, 350, 351, 352, 353. (1)
THEORY AND PRACTICE OF CHORAL MUSIC. A sequence of courses involving the study, analysis, and performance of choral works in a variety of styles and traditions. Integral to the course is the study of basic music theory, terminology, and vocal techniques, as well as application of foreign languages, history, and social context as they relate to the specific literature of the semester. Because of the special nature of this course, it is possible to register for it late without penalty through the second full week of the semester. Special rules apply to courses in Performance Studies (see above).

MUSIC 254, 255, 256, 257, 354, 355, 356, 357. (1)
THEORY AND PRACTICE OF INSTRUMENTAL ENSEMBLE MUSIC. The work of this performance class will culminate in the public performance of ensemble music in various venues. Also integral to the course is the study of basic music theory, terminology, sight-reading, solo techniques, and ensemble playing. Because of the special nature of this course, it is possible to register for it late without penalty through the second full week of the semester. Special rules apply to courses in Performance Studies (see above).

MUSIC 270, 271, 272, 273, 370, 371, 372, 373. (1)
PRIVATE APPLIED LESSONS. Private instrumental or vocal lessons are practice-based classes that teach musical technique, theory, and repertoire in varied styles. Students prepare scales and exercises, play solo repertoire, sight read, and perform. Students meet weekly for half-hour private lessons with an instructor, and are responsible for practicing their instrument regularly. Students will perform a selection of repertoire in a recital or performance exam format at the end of the semester. Individual instructors will assign repertoire appropriate to each student's individual needs. Students will be evaluated based on their mastery of assigned repertoire and associated assignments. There is an additional fee for students enrolled in private applied lessons. Prerequisite for 270: none. Prerequisite for other course numbers: the previous course number in the sequence. Special rules apply to courses in Performance Studies (see above).

THEATRE

THEATRE 101. (3)
INTRODUCTION TO THEATRE. This is a general survey lecture course which aims to familiarize students with the history and practice of western theatre. Plays are studied chronologically from the Greeks to contemporary playwrights. Geographical coverage includes theatre of the world from Asia to South America. Students also participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: each semester.

THEATRE 201. (3)
ASIAN THEATRE. This lecture course introduces students to the rich traditional theatre of various Asian countries, including India, China, and Japan. Historical and cultural analysis provides the context for detailed study of dramatic theory and scripts in translation. Students also are exposed to the different performance techniques through practical workshop sessions and video presentations. Students participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: spring semester of even-numbered years.

THEATRE 210. (3)
AMERICA AND THE MUSICAL. This course examines both the broad sweep of and key events in American history as portrayed in a cherished American art form: the musical. Beginning with the Declaration of Independence (as chronicled in "1776") ranging all the way to the difficulties of modern-day urban living ("Rent") there is a musical for almost every significant event or decade in American history. Examining a musical (through watching a recorded performance or a live performance if/when available) serves as a springboard for presentations and discussions on the period in history reflected in the piece.

THEATRE 220. (3)
ACTING. This studio course introduces students to acting, including basic proficiency in movement and vocal techniques. Students develop an approach to character and an understanding of theatre through extensive play-reading, scene work, and in-depth script analysis. The course also hones memorization, oral proficiency, and presentation skills. Prerequisite: none. Offered: each semester.

THEATRE 230. (3)
THE NOH TRAINING PROJECT. This course will develop the fundamental skills of performing noh theatre. Japan's 650-year old theatre form employs aspects of performance including acting, singing (utai), dancing (shimai), and playing musical instruments. Students will have daily group and individual lessons under the guidance of Theatre Nohgaku performers.Theatre Nohgaku is the premier performance troupe that specializes in performing noh in Japanese and English and features a global membership. The Noh Training Project is the educational branch of Theatre Nohgaku with over a 30-year history. Weekly viewings of noh videos, reading of noh plays and group discussions will complement students' formal training. Writing tasks will include response papers and analysis of plays read. Prerequisite: None. Offered: Summer Term

THEATRE 260. (3)
TOPICS IN THEATRE THEORY AND LITERATURE. This lecture course explores a specific aspect of theatre with an emphasis on theory or history. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Offered: each fall.

THEATRE 261. (3)
TOPICS IN THEATRE PRACTICE. This studio course explores a specific aspect of theatre with an emphasis on performance or craft. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Offered: each fall.

THEATRE 321. (3)
DIRECTING. This studio course immerses students in the comprehensive approach to theatre required of the director. Through extensive readings, script analysis, character-delineation techniques, organizational exercises, time-management drills, and communication-strengthening approaches, students develop the skills necessary to mount a production. The semester culminates in the presentation of a one-act play festival which is open to the public. Prerequisite: Theatre 101 or Theatre 220. The course is normally offered every spring semester.

THEATRE 401. (3)
THEATRE DESIGN AND TECHNOLOGY.
This studio course focuses on the history and evolution of design and technology from the Renaissance to the present. Students work in conjunction with the department's theatre productions to create a working knowledge in such areas as set and light design and stage craft. Each student also devises his own set designs for prominent plays from the history of theatre. Prerequisite: Theatre 101 or consent of the instructor. Offered: spring semester of odd numbered years.

THEATRE 498. (1)
PRE-THESIS STUDY. Each Theatre major must take this course the semester before taking Theatre 499 (Senior Thesis) to craft the thesis project proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project.

THEATRE 499. (3)
SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Theatre 498 and senior status.

PERFORMANCE STUDIES IN THEATRE

Theatre performance study courses can be identified by their numbers, which fall between 250 and 253 and between 350 and 353. All performance courses have the following in common: They are offered every semester; the classroom experience culminates in public performance(s); attendance is a necessary part of fulfilling the course requirements; students study the material for performance in the context of its period(s) and its critical reception, with attention to the terms and special considerations necessary for its appreciation; each student submits written work upon an aspect of performance or the material used in performance; grading is based on attendance and class participation, quality and effort in performance, and the written work; in each course 1 hour of academic credit can be earned.

THEATRE 250, 251, 252, 253, 350, 351, 352, 353. (1)
THEATRE PRODUCTION. This course provides intensely close script analysis leading towards the staging of a fully realized play, open to the public. Students may be involved in any of several aspects of production, such as acting, directing, stage managing, designing, or dramaturgy. Because of the special nature of this course, it is possible to register for it late without penalty through the fourth full week of the semester. Special rules apply to courses in Performance Studies (see above).

VISUAL ARTS

ART HISTORY COURSES

VISUAL ARTS 101. (3)
HISTORY OF WESTERN ART I: ANCIENT TO MEDIEVAL. This introductory lecture course surveys the artistic traditions of ancient and medieval Europe framed against the art and architecture of ancient Near East and Egypt. Students examine representative works in their historical contexts and consider the ways art and architecture function as carriers of cultural meaning. Prerequisite: none. Offered: fall semester.

VISUAL ARTS 102. (3)
HISTORY OF WESTERN ART II: RENAISSANCE TO MODERN. This introductory lecture course surveys painting, sculpture, and architecture in Europe and America from the early Italian Renaissance to the middle of the twentieth-century. Students examine representative works in their historical contexts and consider the ways art and architecture function as carriers of cultural meaning. Prerequisite: none. Offered: spring semester.

VISUAL ARTS 204. (3)
GREEK AND ROMAN ART AND ARCHITECTURE. An introductory survey to the art and architecture of ancient Greece and Rome. The course concentrates on Greece from the Geometric through Hellenistic periods and on Rome from the Late Republic to the Late Empire including the period of the early Christian church under the patronage of the Emperor Constantine. Prerequisite: none.

VISUAL ARTS 205. (3)
MEDIEVAL ART AND ARCHITECTURE. This lecture course focuses on the architecture, sculpture, painting, and decorative arts produced in Europe between the fourth century and the early fourteenth century. Emphasis is on the construction, composition, and iconography of the monuments so that students develop skills in visual analysis and interpretation. Prerequisite: none.

VISUAL ARTS 208. (3)
WESTERN ART OF THE 19TH AND 20TH CENTURIES. This lecture course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous historical events. Prerequisite: none.

VISUAL ARTS 210. (3)
AMERICAN PHOTOGRAPHY. This lecture course examines American photographic representation from mid-19th-century experimental processes to the current digital age. The study of the role of photography in the United States is used to explore themes in the arts, social and political history, popular culture, and personal expression. Readings, discussion, portfolio viewings, oral and written reports, and visits to photographic exhibitions compose the course of study. Prerequisite: none.

VISUAL ARTS 300. (3)
CONTEMPORARY ART. This course examines visual art made over roughly the past fifty years, including the art of the present. Through lectures, presentations, and discussions, it explores how artists have engaged broader questions and themes relevant to the contemporary world. Topics may include networks, digitization, identity, the economics of art, and museum practices. Prerequisite: none.

VISUAL ARTS 301. (3)
ART AND THE MOVING IMAGE. Since the invention of cinema, painters, sculptors, and photographers have gravitated towards the moving image. Through in-class screenings, discussion, and exercises in hands-on production, this course surveys the ways visual artists have incorporated film, video, animation, and other moving image-based techniques into their practices from the late 19th century to the present. Prerequisite: none.

VISUAL ARTS 360. (3)
TOPICS IN ART HISTORY. This lecture course focuses on a specific topic in visual art, either of a specific period or style or discipline (e.g., Renaissance Art or early Christian Art, architecture, or decorative arts). The course emphasizes analysis and interpretation through written reports, observation, and discussion. Appropriate field trips may be undertaken. Prerequisite: permission of the instructor. Offered: in rotation with Visual Arts 361.

STUDIO ART COURSES

VISUAL ARTS 130. (3)
DRAWING I. This is a studio course, concerned with the development of basic rendering (such as linear perspective and contour drawing) in accordance with the concepts of art. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none. Offered: each semester.

VISUAL ARTS 140. (3)
PHOTOGRAPHY I. This is a studio course, with projects and readings that explore both the history and aesthetics of photography as a fine art. Along with instruction in using a 35mm film camera and processing and printing photographs, this course deals with the sharpening of visual perception and emphasizes the creative use of photographic technique. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none. Offered: each semester.

VISUAL ARTS 141. (3)
SEEING WITH A CAMERA. In this studio arts course, students will work with smart phone cameras and image editing applications. Projects are designed to strengthening creative thinking and visual communication skills. Through visual study, lectures, and discussions, students will be introduced to a variety of photographic genres with attention also given to the role of social media and image making. Students will develop strategies for image analysis, and learn vocabulary for discussing images in the context of group critiques, written essays, and oral reports. Prerequisite: none.

VISUAL ARTS 170. (3)
PAINTING I. This introductory-level studio course stresses technical skills and includes color theory and instruction in both direct and indirect painting techniques. Students create several paintings during the semester. There is a lab fee to cover the cost of materials. Prerequisite: none.

VISUAL ARTS 230. (3)
DRAWING II. This is a studio course that focuses upon identifying style, improving visual memory, working on a large scale, and using varied drawing materials. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 130.

VISUAL ARTS 240. (3)
PHOTOGRAPHY II. This studio course explores photography as a visual language. Projects help students to develop their capacity for creative thinking and communication. Topics include montage, digital imaging, photographic mixed media, fiber-base printing, and print-toning. Students create a self-directed project and develop a portfolio of images. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 140, or permission of the instructor.

VISUAL ARTS 242. (3)
DIGITAL PHOTOGRAPHY. This studio course explores the aesthetic, conceptual and technical aspects of digital image making. Students develop proficiency using a digital camera and working with image editing software. Digital photographic techniques such as workflow, digital darkroom, image manipulation, and digital printmaking are addressed. Students work with color and learn basic color theory as it relates to photographic imagery. Students enrolling in this course are charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 140 or 141, or permission of the instructor. Offered: fall semester.

VISUAL ARTS 250. (3)
COLOR AND TWO-DIMENSIONAL DESIGN. This is a studio course which introduces and explores the use of color theory and the visual elements of line, shape, value, texture, and space in the visual arts and design. Drawing skills are not emphasized, though they would not be a disadvantage. Projects and problem solving include both fine arts assignments and graphic design applications. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none.

VISUAL ARTS 270. (3)
PAINTING II. This intermediate-level studio course is an expansion upon Painting I, with assignments that look for more mastery of basic painting skills to further image sophistication and complexity. There is a lab fee to cover the cost of materials. Prerequisite: Visual Arts 170

VISUAL ARTS 340. (3)
PHOTOGRAPHY III. In this advanced level studio course, students will refine their technical and creative skills as they complete projects and assemble portfolios of images. Students are encouraged to work more autonomously while developing their own approaches to the medium and investigating related issues in contemporary photography. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 240 or 242, and permission of the instructor. Offered: on sufficient demand.

VISUAL ARTS 351. (3)
OFF THE WALL: NEW GENRES IN STUDIO ART. This course is an introduction to non-traditional, contemporary practices in studio art: conceptual, land, installation, performance, light, body, video, political and social commentary, constructions, etc. Students will learn about contemporary art through slide presentations and make their own work. There is no supply fee, but students will be responsible for purchasing some necessary supplies. Prerequisite: none.

VISUAL ARTS 361. (3)
TOPICS IN STUDIO ART. This studio course focuses on a specific studio discipline (documentary photography or digital art). The course emphasizes analysis and interpretation through examination of practices and portfolio development. Observation, discussion, and reports are also a part of the class. Appropriate field trips may be undertaken. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: permission of the instructor. Offered: in rotation with Visual Arts 360.

VISUAL ARTS 370. (3)
*PAINTING III. T*his advanced-level studio course is an expansion of Painting II with projects that look for increased technical proficiency and conceptual sophistication. Direction is given in the development of personal styles. There is a fee to cover the cost of materials. Prerequisite: Visual Arts 270.

VISUAL ARTS 470. (3)
PAINTING IV. This course is the continuation of Painting III. It is geared toward painting students who are committed to improving their painting ability and to more fully developing their personal style, themes, and content. Students will also demonstrate an understanding of their work in its art historical context. There is a fee to cover the cost of materials. Prerequisite: Visual Arts 370.

PRE-THESIS AND THESIS

VISUAL ARTS 498. (1)
PRE-THESIS STUDY. Each Visual Arts major must take this course the semester before taking Visual Arts 499 (Senior Thesis) to craft the thesis project proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project. Prerequisite: major in Visual Arts.

VISUAL ARTS 499. (3)
SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Visual Arts 498 and senior status.

FRESHMAN SEMINAR

Contact: Rebecca L. Jayne

Through study of an academic topic, freshman seminars (FRSM 101-102) are designed to stimulate students' interest in the liberal arts from the outset of their college careers, to encourage students to begin asking important questions and seeking answers to them, and to provide students with the opportunity for interaction with faculty and other students in a small seminar environment. Seminar enrollment is limited to 12-14 students per class and is open only to freshmen. No special skills or knowledge in any specific academic area is necessary for successful performance in a freshman seminar and the work level is consonant with expectations of other freshmen-level courses.

Freshmen seminar courses do not satisfy any specific core requirements, except for part I.E. (Compass Experiential Learning) when designated as such.

FRESHMAN SEMINAR 101-102 (1, 2, or 3 hours).
FRESHMAN SEMINAR. Freshman seminar course on an academic topic to be determined by individual instructors. Course will require active participation of students and include a significant amount of both writing and oral presentation.

HISTORY

Professors Blackman, Coombs, Dinmore, Emmons, Frusetta-Ulfhrafn, Greenspan[F]; Associate Professors Hulbert, Stephan; Assistant Professor Chrisman

Chair: Eric G. Dinmore

The requirements for a major in History are 33 hours in History courses, including 6 hours in United States history, 6 hours in European history, and 6 hours in areas outside of Europe and the United States History 299. History 499, and 9 elective hours comprise the remainder of the major.

No more than six hours of courses at the 100-level in History and no more than eighteen hours of courses at the 200-level (including History 299) may be applied toward the major. At least nine hours must be taken at the 300/400 level (including History 499).

For purposes of the major and minor requirements that courses be taken in geographic areas, the department counts the following as courses on United States history: 111, 112, 180, 211, 212, 213, 214, 215, 216, 219, 220, 240, 255, 264, 265, 313, 317, 321, 323, 352 and 358.

The department counts the following as courses on European history: 101, 102, 130, 201, 202, 221, 222, 225, 226, 230, 260, 277, 301, 304*, 305, 307, 308, 309, 310, 328, 329, 330, 332*, and 333.*

The department counts the following as courses in the history of areas outside of Europe and the United States: 204, 205, 206, 207, 208, 209, 210, 221, 261, 263, 303, 304*, 322, 324, 325, 326, 332*, 339, 340, 345, 346, and 360.*

**History 221, 304, and 332 may count as either a course on Europe or a course on an area outside of Europe and the United States.*

Selected sections of History 185, 250, 252, 285, 350, and 385 courses may count for a geographic area; refer to the course section description to see a note of approval.

All 300- and 400-level courses are open only to juniors and seniors, though underclassmen may enroll with the consent of the instructor.

The History minor consists of eighteen hours in History department courses. Of these eighteen hours, at least six hours must be earned at the 300/400 level, and no more than six hours at the 100-level. Courses satisfying the minor are also to be distributed among the areas of American, European, and non-American/non-European history. Minors must take at least three credit hours in each of these areas and no more than nine credit hours of the required eighteen in any one area.

Note: HIST 252, 310, 350, and 352 are topics courses that may be taken more than once for credit, as the topics rotate.

HISTORY 101-102. (3-3)
EUROPEAN SURVEY. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. Prerequisite: none. Not open to seniors.

HISTORY 111-112. (3-3)
UNITED STATES. The first semester covers the period from the establishment of the colonies to the close of the Civil War. Emphasis is on who we are as a people and the process by which we became a nation. The second semester begins with Reconstruction and continues to the present. Emphasis is on the rise of America as an industrial, financial, and military power and on the domestic political and social implications of that rise. Prerequisite: none. Not open to seniors.

HISTORY 130. (3)
MICHELANGELO'S ROME AND SHAKESPEARE'S LONDON. Michelangelo and Shakespeare, the Sistine Chapel and the Globe Theatre: Rome and London long have been recognized for their vital artistic, intellectual, and architectural contributions to the early modern world and beyond. Rome was the center of papal government and the capital of Catholic Christendom, while London was becoming the political and commercial center of a growing Protestant empire. This course uses these two cities as a lens through which to examine early modern society and culture in a comparative context. Major topics include politics and urban government, religion, art and architecture, theater and ceremony, science and medicine, crime and the courts, and popular and elite culture. We also devote particular attention to the ways in which geography,

environment, and urban space influence social and cultural development.

HISTORY 180. (3)
THE MOTON STORY: PRINCE EDWARD COUNTY AND THE CIVIL RIGHTS MOVEMENT. An investigation of the civil rights movement using the Moton school crisis in Prince Edward County as our focus of inquiry. The seminar looks at the "Jim Crow" system of segregation in Virginia, civil rights leaders and organizations that emerged to challenge that system, and the school desegregation crisis that unfolded in this region between the 1940s and 1960s. Prerequisite: none. Open to freshmen only unless with permission of the instructor.

HISTORY 201-202. (3-3)
ENGLAND AND THE BRITISH EMPIRE. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of its empire. The second semester begins in 1700. Prerequisite: none.

HISTORY 203. (3)
RUSSIA. A survey of Russian history covering the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. Prerequisite: junior or senior status, or permission of the instructor. Prerequisite: none.

HISTORY 204. (3)
THE GREAT AFRICAN WAR. This course focuses on the Congo Wars, one of the great human tragedies to follow the end of the Cold War. Over 1997 to 2003 the collapse of the Zairian state led to civil war, the military intervention of nine other African countries, and the deaths of an estimated 5 million people. More people died in the Congo Wars than in any other war since 1945, and the following two decades have seen continued violence. This course explores the Congo Wars as a case study of organized violence, tracing how colonial rule, political competition, dictatorship, the Cold War, and ethnic conflict created a context in which different political actors frustrated peaceful reform — escalating conflict for their benefit. Prerequisite: none.

HISTORY 205. (3)
EAST ASIA: FROM TORTOISE SHELLS TO TURTLE BOATS. This introductory course focuses on the history of China, Korea, and Japan from the earliest available records to 1600 CE. Chinese historical topics include the Confucian classics, foundations of the imperial system, the introduction of Buddhism, and the commercial revolution of the Song Dynasty. Korean and Japanese topics include the rise and maturation of unified states on the peripheries of China, agrarian bureaucracy in Korea, court life in Heian Japan, and the evolution of samurai society and culture. The course will also explore the effects and legacies of Mongol expansion into East Asia. Prerequisite: none.

HISTORY 206. (3)
EAST ASIA: FROM THE TOKUGAWA TO TIANANMEN SQUARE. This introductory course focuses on the history of China, Korea, and Japan from 1600 CE to the end of the twentieth century. Topics include the Manchu conquest of Ming China, Korea's Joseon Dynasty, the Tokugawa Shogunate, Opium Wars, imperialism, Meiji state-building in Japan, the 1911 Chinese Revolution, Maoism, World War II, colonial Korea and the Korean War, the Cold War, and post-1945 "economic miracles." Prerequisite: none.

HISTORY 207. (3)
MIDDLE EAST FROM MUHAMMAD TO THE MONGOLS. This course follows the development of Islamic empires in the premodern period, from the rise of Islam through the Mongol invasions. It charts the emergence of political, cultural, and religious institutions, including the Sunni/Shi'ite divide, in Islamic societies from Spain and North Africa to Central Asia.

HISTORY 208. (3)
EMERGENCE OF THE MODERN MIDDLE EAST. This course begins with the early modern Islamic empires, the Ottomans, Safavids, and Mughals, and considers how their rise and fall contribute to the making of the modern Middle East. Topics include colonialism and imperialism, nationalism, reform, intellectual movements, and revolution in states from Morocco to Indonesia, ending in the present day.

HISTORY 209. (3)
COLONIAL LATIN AMERICA. This course introduces the cultural, economic, and political developments of major pre-Hispanic civilizations, focusing on the Olmecs, Aztecs, Inca, and Maya. The course then examines the causes and consequences of European conquest and the construction of early 16th and 17th century colonial societies in Latin America. It interrogates the cross-cultural exchanges and interactions that characterized the relationship between indigenous people, Spanish explorers, noble men and women, intellectuals, and enslaved Africans, as well as the exploitation and catastrophe that shaped the colonial Latin American experience. Prerequisite: none.

HISTORY 210. (3)
MODERN LATIN AMERICA. This course surveys Latin America from 1800 to the present, tracing the development of various nations that were former European colonies. It provides an overview of the region, focusing on the topics of independence, indigenous peoples, slavery, state formation, nationalism, labor history, revolution, the Cold War, and U.S. foreign policy. Students will come to understand the common historical events that have shaped modern Latin America: the construction of national, racial, cultural, and gender ideologies; decolonization and nation building, urban life and popular culture, the effects of political and economic change on everyday life, and Latin America's place in the global world. Prerequisite: none.

HISTORY 211. (3)
COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the political, religious, economic, and social institutions in the eighteenth century. Prerequisite: none.

HISTORY 212. (3)
THE AGE OF THE AMERICAN REVOLUTION. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic.

HISTORY 213 (3)
THE COMING OF THE CIVIL WAR, 1820–1861. Beginning with the Missouri Compromise and concluding with the booms of heavy artillery in Charleston Harbor, this course surveys the political, economic, social, and cultural factors that combined to trigger the American Civil War. Coverage focuses extensively on the events of the Sectional Crisis, from the rise of Jackson and Nullification to Nat Turner's bloody revolt, the Mexican War, Bleeding Kansas, Secession Winter, and a host of other people, ideas, and events in between. Students will explore how the decades-long debate over slavery and its westward expansion ultimately fractured American politics—and convinced elite southerners that secession was the only way to preserve the institution. Prerequisite:

HISTORY 214. (3)
THE CIVIL WAR AND RECONSTRUCTION, 1861–1877. Spanning from 1861 to 1877, this course surveys the American Civil War and Reconstruction from a variety of angles and perspectives. During the war years (1861-1865), it explores the organization of armies; weapons technology and tactics; the waging of war in all three major geographic theaters; social, economic, and cultural developments on the home front; widespread guerrilla violence; the roles of women, Indians, free African Americans, and enslaved peoples; as well as Union and Confederate attempts at international diplomacy. During Reconstruction (1865-1877), the course provides coverage of the restoration of the Union; the fight of freed people for social and political rights; and the rise of commemorative organizations and collective memory movements such as the Lost Cause. Prerequisite: none.

HISTORY 215. (3)
TWENTIETH-CENTURY AMERICA, 1890–1945.
This course examines the development of the United States as a modern world power from approximately 1890 through the end of World War II. During this period, the U.S. experienced rapid economic and industrial growth and emerged as an influential global actor. This growth did not occur without conflict: increased immigration and urbanization produced tensions that were not easily alleviated. A devastating economic crisis and two world wars also posed profound challenges to the nation. Throughout, race, class, and gender issues complicated American social development. Among topics covered in this class are Progressivism and other reform movements of the early twentieth century, the New Deal, and the two world wars. Prerequisite: none.

HISTORY 216. (3)
TWENTIETH-CENTURY AMERICA, 1945–2001.
This course examines the recent history of the United States: its emergence as a superpower in the post-World War II period, the challenges, and opportunities that status conferred on the U.S., and the development, effects, and resolution of the Cold War. On the domestic front, this course examines the dramatic social, cultural, and economic changes that occurred within American society in the mid to late 20th century, including the civil rights movement, the anti-war and counterculture movement, the advancement of modern technologies, and the rise and decline of liberalism. Other topics covered in this class are continuing debates over the legacies of the Cold War and civil rights movements, political and social realignments in the post-Watergate era, and 9/11. Prerequisite: none.

HISTORY 219. (3)
AFRICAN AMERICAN HISTORY TO 1865.
This course examines the experience of African Americans in United States history from the beginning of the Atlantic slave trade through Emancipation. Topics range from fifteenth century interactions between Africans and Europeans through to the Civil War and Emancipation, including discussion of the origins of African American culture, the experience and impact of the Atlantic slave trade, the experience of free Blacks living outside the South, and the institutionalization of slavery. Special attention will be paid to how African Americans resisted slavery through the development of art and culture, literature, political activism, religion, and through direct resistance. Prerequisite: none

HISTORY 220. (3)
AFRICAN AMERICAN HISTORY SINCE 1865.
In 1865, Emancipation transformed the lives of most African Americans living in bondage. But it did not necessarily bring 'freedom.' That process has been much more protracted and contested. This course examines the experience of African Americans in United States history from the Reconstruction Period to the present, including topics such as the rise of Jim Crow, the Harlem Renaissance, Garveyism, the Great Depression, wartime experiences, and particularly the civil rights movement. This course emphasizes the struggle by Black Americans to demand access to their rights as citizens and to opportunities that were present in American society during the 20th century, with special attention to the ideas, organizations, and leaders who emerged during this period. Prerequisite: none

HISTORY 221. (3)
EUROPEAN IMPERIALISM. An introductory course in European history focusing on the interaction between Europe and the rest of the world, in particular the less-powerful nations that Europe was able to dominate in the latter half of the second millennium CE. Between 1500 and 1900, the states of Europe went from being minor players on the world stage to staffing the command center of the world economy. In this class, we attempt to discover how this happened and look for the causes behind European expansion arising both within Europe itself and in the decline of the powerful states in the Indian subcontinent, Africa, and the Far East. We also discuss the consequences of the two World Wars on European hegemony and the decolonization that followed them. This course has no prerequisites and is open to all students.

HISTORY 222. (3)
MODERN FRANCE AND ITS EMPIRE.
After 1789, France became a beacon of hope for those throughout the world who sought to establish just governments at home based on the principles of liberty, equality, and fraternity. In this course, students explore the complex course French history took between the French Revolution and the present, and the ways in which France's domestic affairs have influenced the course of events in the modern world. Special emphasis will be put on the acquisition and later independence of France's colonies in Africa,

Asia and the Americas. When possible, students will be required to attend the French Film Festival at the Byrd Theater in Richmond. Prerequisite: none.

HISTORY 225. (3)
ALCOHOL AND TOBACCO IN EARLY MODERN BRITAIN. In early modern Britain and its empire, what people drank, where they drank it, and with whom they shared the experience were marks of social, political, and economic status. Tobacco became a pillar of consumer culture, a focus of public debate, and a tangible component of the empire in metropolitan life. From the domestic production of beer, ale, and gin, to imported wine, to the imperial trade in rum and tobacco, this course takes alcohol and tobacco as lenses through which to examine the development of early modern and imperial Britain. Among the topics we explore are the social spaces and places of consumption; commodities and trade; product marketing and advertising; material culture; early modern health and medicine; religion and morality; technology and early modern industry; and intoxication and criminality. Prerequisite: none.

HISTORY 226. (3)
THE WORLD OF JOHN HAMPDEN AND ALGERNON SYDNEY. This course focuses on the society and culture in which John Hampden (1595-1643) and Algernon Sydney (1623-1683) lived and which they helped to shape. As members of the social and political elite, Hampden and Sydney lived in a world rooted in the tradition of country estates, honor codes, and service in government and the military. Yet they also challenged those traditions on political, social, intellectual, and military grounds. The seventeenth century was a period of tremendous transformation, upheaval, and transformation, with lasting contributions from creators and thinkers including Shakespeare and John Milton, Thomas Hobbes and John Locke, Christopher Wren and Robert Hooke. It saw the development of modern political parties and the Glorious Revolution of 1688; a dynamic print culture; the emergence of modern intelligence and espionage strategies; outbreaks of plague and the Great Fire that destroyed much of historic London; the creation of the Royal Society scientific academy and the Bank of England. Oral and literate cultures coexisted, public theatres closed and reopened, witches were tried and executed, the empire expanded, and important scientific and medical discoveries were reshaping understandings of health, disease, and wellness. This course, using Hampden and Sydney as a broad point of entry into this world, will explore these complex shifts in the political, cultural, religious, economic, legal, and social arenas during this transformative period. Prerequisite: none.

HISTORY 230. (3)
TWENTIETH-CENTURY EUROPE. A study of European history from 1900 to 2000, including such topics as the World Wars, the crisis of modernity and its social and economic repercussions, the challenge of Fascist and Communist ideologies, the Cold War, and efforts at European integration since 1945. Prerequisite: none.

HISTORY 240. (3)
FIELD METHODS AND PRACTICE IN HISTORICAL ARCHAEOLOGY. This course offers a hands-on introduction to basic excavation, recording, and laboratory techniques employed on historical period archaeological sites throughout the United States. The various topics covered include survey and excavation strategies, as well as the interpretation of ceramics, faunal remains, plant phytoliths and pollen deposits, and interpreting the spatial distribution of artifacts across sites and larger landscapes. Prerequisite: none.

HISTORY 250. (3)
INTRODUCTION TO PUBLIC HISTORY. The field of public history is a diverse and dynamic one, spanning multiple disciplines, professions, and audiences. It encompasses so many types of activities and approaches that it is difficult to define succinctly. In short, public history is the study and practice of producing historical information and interpretation for a public audience. We have all been exposed to public history when we have visited museums, watched documentaries, or even just stopped to read a roadside historical marker. As students in this class, you will learn some of the theory behind public history practice, receive an introduction to skills used in each subfield, and gain direct experience in working as a public historian through class projects.

HISTORY 252. (1-3)
TOPICS IN PUBLIC HISTORY. This course will provide students with an opportunity to undertake focused study on a particular aspect of public history work, such as museum exhibit design, archives and special collections management, oral history, archeology, or digital humanities projects. Students will learn the basic principles and methodologies of a public history subfield such as those listed above as well as having an opportunity to apply those skills to a hands-on example. This is an experiential course that will enhance students' ability to think about how historical information is produced and interpreted for a general audience. When offered as a one or two-hour course, this course will not count towards the geographic distribution for the History major.

HISTORY 255 (3)
METHOD AND INTERPRETATION IN AMERICAN HISTORICAL ARCHAEOLOGY. This course provides an introduction to the relatively new field of historical archaeology, particularly as it is practiced in the United States. The first part of the course focuses on fundamental archaeological principles and methods of data recovery, with the topics addressed including foundational concepts such as the Law of Superposition and Terminus Post Quem, as well as stratigraphic phasing, seriation, mean ceramic dating, and other analytical techniques that archaeologists use to sequence and date material remains. Using scholarly articles and essays, the remainder of the course surveys the differing scales of investigation and interpretive approaches that practitioners in the field utilize to gain insight into the lived experiences of people in the past from archaeological evidence.

HISTORY 260. (3)
THE CRUSADES. This course considers the emergence of Crusader rhetoric in Europe, the experience of the Crusades from both Christian and Muslim perspectives, and the development of the notion of jihad in the Islamic World. In addition to Greater Syria, it examines Crusades in Europe and against the Ottoman Empire. Students question how and why reference to the Crusades has been mobilized in the modern period. Prerequisite: none.

HISTORY 261. (3)
THE OTTOMAN EMPIRE. This course examines the rise of the Ottoman Empire, how it legitimized and structured itself, diplomacy, and the relationship of the borderlands to the center. Students consider the discourses from Europe about the Empire and Ottoman reform movements in the modern era. It also covers the rise of the Young Turks, constitutionalism, and the creation of the modern nation of Turkey, ending with how the Ottoman past has been remembered or erased. Prerequisite: none.

HISTORY 263. (3)
ATLANTIC AFRICA IN THE ERA OF THE TRANSATLANTIC SLAVE TRADE. This course is a survey of the history of Atlantic Africa during the period between the late fifteenth and early nineteenth centuries when the transatlantic trade in slaves first developed and reached its peak volume. With extensive reading in scholarly articles and seminal monographs, the course examines issues such as the centrality of kinship and the place of slavery in African society, as well as how engagement with Europeans influenced the major economic, political and military developments in the different subregions of Sub-Saharan Atlantic Africa during the slave trade era.

HISTORY 264. (3)
HISTORY OF HUNTING AND FISHING IN AMERICA. From Ice Age mammoth trackers and vast pre-Contact civilizations to market hunters, commercial fishermen, and recreational sportsmen, this course surveys the history of hunting and fishing in America and how the identities of American hunters and anglers have changed over time. Coverage includes: the role of hunting and fishing and related technologies in the social, cultural, economic, and political development of various American societies; the interaction of different peoples with North American flora/fauna and the commodification of the environment; the rise of distinctly American concepts of conservation, environmentalism, and wildlife management; and, how industrialization and digitization have forced modern Americans to grapple with notions of "traditional use," "fair chase," "trophy hunting," "hunting rifle," and even "the frontier" as our national identity continues to evolve. Prerequisite: Rhetoric 102.

HISTORY 265. (3)
THE EARLY AMERICAN FRONTEIR.
This course examines the different contexts of encounter and the process of settlement formation along the moving permeable boundary— variously referred to in scholarship as "the frontier," "borderlands," or the "backcountry"—from the seventeenth century through the era of the American Revolution. Drawing on the rich vein of scholarship that focuses on the topic, the class covers not only the transformative effects of epidemic disease and violent clashes ranging from localized territorial disputes to full-scale imperial wars, but also the cross-cultural negotiation and cooperation with Native Americans that underpinned trading relationships, diplomacy, and military alliances, as well as the process through which European settlers carved out new communities within what to the them was a raw "wilderness."

HISTORY 277. (3)
HISTORY OF WAR. This course examines warfare from antiquity to the present with special attention to the relationship of military tactics and strategies to the evolution of technological, bureaucratic, and social organizations. Prerequisite: none.

HISTORY 299. (3)
INTRODUCTION TO HISTORICAL METHODS.
A thematic course that introduces the methods, concepts and skills historians use to study the past, applied to a specific topic. The course reinforces student writing skills through an active research project that develops skills in source use, critical reading, crafting a research plan, and historical citation. Prerequisite: completion of Rhetoric 102.

HISTORY 301. (3)
GRAND STRATEGY AND THE SECOND WORLD WAR. An introduction to the grand strategies of the Second World War. Using Liddell Hart's definition of "grand strategy," the course looks at the strategies of major combatant powers, and to the economic, political, doctrinal and institutional contexts in which these strategies were shaped. The second half of the course traces how these grand strategies were applied through the war. Prerequisite: completion of Rhetoric 102.

HISTORY 304. (3)
MEDIEVAL CIVILIZATION. Beginning with the rise of the Islamic Caliphate and the Byzantine Empire, this course compares medieval civilizations in the Middle East and Europe. Themes include the emergence of religious institutions, culture and society, art and architecture, warfare and violence, and trade and exchange. The course ends with the advent of early modern empires and the foundations of the modern age. Prerequisite: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 305. (3)
THE AGE OF ENLIGHTENMENT. A course on the social, cultural and intellectual history of the age of Enlightenment in Europe, 1660-1790, with a focus on primary source readings. The course goal is to give students familiarity with major Scottish, French, and German writers from the Eighteenth century, with a focus on the general themes of the Enlightenment, viz. religious toleration, liberty, scientific inquiry, an optimistic view of human nature, a belief in the ability of humans to fix their own problems, and a seemingly boundless belief in reason. In addition, students study the society and culture in which these ideas came to the fore and have the opportunity to do low-level research of a topic of their choice. Prerequisite: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 307. (3)
EARLY MODERN BRITAIN. This course adopts a thematic approach to examine early modern social, political, economic, and cultural developments in depth. Among the major topics are politics and political culture, social structures and institutions, the maintenance of order and the challenges of disorder, religion and religious life, urbanization and the growth of London, print and popular culture, and imperial development. Students also gain familiarity with different types of historical sources, methods, and interpretations through readings, discussion, and assignments. Prerequisites: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 308. (3)
RENAISSANCE ITALY. This course examines the society and culture of Renaissance Italy. Major topics include politics in Italian republics and principalities, the development of papal Rome, art and patronage, work and leisure, social and civic ritual, religion, health and medicine, and humanism and education. In addition to these course themes, we examine the ways in which historical approaches, methods, and theories have changed over time. Assignments are designed to familiarize students with the practice of history and to develop skills in critical analysis, research methods, and the pursuit of independent research projects. Prerequisite: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 309. (3)
RENAISSANCE, REFORMATION, AND RELIGIOUS CONFLICT. This course examines the transformation of European society during the Renaissance and Reformation. Major topics include the Protestant and Catholic Reformations, violence and religious warfare, Renaissance politics and the court, and the development and spread of print culture. Prerequisite: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 310. (3)
TOPICS IN EUROPEAN HISTORY. A seminar focusing on selected topics in modern European history such as the Enlightenment, the Industrial Revolution, the Concert of Europe, the Second Empire, Bismarck's Germany, the Belle Epoque, or Imperialism, using primary and secondary readings, class presentations, and discussion. Prerequisite: Rhetoric 102.

HISTORY 313. (3)
HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the Republic to the contemporary period. Emphasis is given to the nature of American interests and the interplay between ideals and self-interest as America experienced the transition from small-power to great-power status. Prerequisite: Rhetoric 102.

HISTORY 317. (3)
THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: Rhetoric 102.

HISTORY 320. (3)
TOPICS IN AMERICAN HISTORY. A seminar investigating selected topics in twentieth-century American life and politics, utilizing readings, student papers, and class discussions. Prerequisite: senior or junior status. Prerequisite: Rhetoric 102.

HISTORY 321. (3)
COLONIAL VIRGINIA. An in-depth study of Virginia and the Chesapeake Bay region to ca. 1763, the oldest, most populous, and wealthiest region in British mainland North America. The course provides students with a more temporally and geographically focused exposure to various historical methods and topics of inquiry through readings and discussion of Anglo-Indian relations, issues of social and economic development, labor systems, household organization, politics and imperial structure, and material culture. Prerequisite: Rhetoric 102.

HISTORY 322. (3)
HISTORY OF THE CARIBBEAN. The Caribbean has been a crossroads for European, African, and Native American peoples, all of whom have left a mark on its culture and history. This course examines the history of the Caribbean from the pre-Columbian period through the present. Topics covered include the era of European exploration and colonization, the rise of plantation economies, the development of Afro-Caribbean and creole cultures, and the significance of the region in 20th century geopolitics, particularly in terms of the Cold War. Students increase their knowledge of the extraordinary diversity of peoples and cultures that make up this region. Prerequisite: Rhetoric 102.

HISTORY 323. (3)
THE INVASION OF AMERICA. This course examines the many complex aspects of Europe's invasion of North America during the sixteenth, seventeenth, and early eighteenth centuries. Topics covered include the technologies and ideologies that drove European expansion as well as how the continent's native inhabitants responded to the

challenges and opportunities created by social, religious, economic, and environmental changes that occurred as a result of colonization. Prerequisite: Rhetoric 102.

HISTORY 324. (3)
EARLY MODERN ATLANTIC HISTORY.
An examination of the Atlantic basin from 1500 to 1815 that integrates the histories of Europe, Africa, and the Americas. Students read and discuss numerous works addressing the reasons behind European colonization, the interactions of European explorers, traders, and settlers with the indigenous peoples of Africa and the Americas, and how European expansion and the intermingling of disparate peoples it engendered shaped perceptions and ways of life in both the "Old" and "New" Worlds. The course also examines the emergence of Atlantic history as an important field within the discipline, and how its development has reflected broader changes in intellectual trends since World War II. Prerequisite: Rhetoric 102.

HISTORY 325. (3)
EAST ASIA IN THE AGE OF IMPERIALISM.
This course emphasizes three themes pertaining to nineteenth-century East Asian history: 1) the upheaval felt as Chinese, Japanese, and Korean societies "modernized"; 2) the widely varying East Asian responses to Western imperialism; and 3) the sociocultural and economic impacts of early industrialization. Weekly readings mix translated primary sources, biographical accounts, and scholarly secondary sources. Topics covered include commercialization in preindustrial East Asia, the Opium Wars, the treaty port system, the Meiji Restoration, the Taiping Rebellion, efforts at modern state-building, transformations in social class relations, the Sino-Japanese and Russo-Japanese Wars, and the loss of Korean independence. Prerequisite: Rhetoric 102; History 206 is recommended.

HISTORY 326. (3)
EAST ASIA IN REVOLUTION. This course examines the common experience of modern revolution in twentieth-century China, Japan, and Korea. Students read and discuss translated primary sources, oral histories, articles, and novels illustrating the many facets of this period. Occasionally, they also consider documentary and propaganda films. Course themes include East Asian struggles with westernization and "modernization," mass political movements, industrialization and total war mobilization, World War II in Asia, imperialism and decolonization, the Cold War division of East Asia, radical Maoism, and individual experiences of war and revolution. Prerequisite: Rhetoric 102; History 206 is recommended.

HISTORY 328. (3)
THE FRENCH REVOLUTION. A study of the origins of the French Revolution, following the transformation of its ideals in response to war and counter-revolution, and assessing its long-range achievements from 1789 through the Consulate. The French model and tradition of revolution as a recurrent theme in the 19th and 20th centuries is also examined. Prerequisites: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 329. (3)
CROMWELL'S WARS. This course examines wars in England, Scotland, Ireland, and the British colonies in the mid-seventeenth century, a revolutionary period that saw the rise of Oliver Cromwell from a minor member of Parliament (MP) to Lord General of the army and ultimately Protector of a united commonwealth. For over three centuries, historians have debated Cromwell's character, motivations, and leadership. Was he a moderate or radical? A tolerationist or an agent of persecution? A godly warrior against political and religious corruption, or a military dictator? In addition to examining these historical and historiographical debates, the course examines republicanism and royalism; the expansion of empire; news and intelligence; and religious controversy. In this period war was fought as much in the press as on the battlefield, and particular attention is paid to the ways in which print helped to shape political, religious, cultural, and colonial/imperial struggles. Prerequisites: Rhetoric 102; History 101 or Western Culture 102 is recommended.

HISTORY 330. (3)
AGE OF NAPOLEON. Can any one person change the course of world history? Napoleon Bonaparte believed that he could and he set Europe aflame. This course covers the period of Napoleon's life, 1769-1821, with special focus on the period 1797-1815. Additional consideration is given to the myth of greatness that arose around Napoleon during his life and grew after his death. Students will learn about Napoleon himself as well as the world that made him possible and the times he lived in. Prerequisite: Rhetoric 102.

HISTORY 332. (3)
RUSSIAN AND SOVIET MODERNIZATION.
This course interprets Russian and Soviet history since 1855 through the lens of modernization. The perceived need to reform society, the economy and the state has been a central theme in Russia's political and intellectual history from the Great Reforms of the nineteenth century through the Putin era. The course traces this theme through the nineteenth and twentieth centuries. Prerequisites: completion of Rhetoric 102.

HISTORY 333. (3)
NAZI GERMANY. An overview of the origins, development, and consequences of the National Socialist regime of 1933-1945. Emphasis is given to the rise of the Nazi Party, the domestic (social, racial, and economic) policies of the regime, the origins of the Second World War and its importance in Nazi ideology, the occupation of Europe, and the Holocaust. Prerequisites: completion of Rhetoric 102.

HISTORY 339. (3)
HISTORY OF MEXICO. This course introduces students to the major historical developments and tragedies that shaped Mexico into a modern nation. Beginning with an analysis of the advanced pre-Hispanic civilizations, the course then analyzes the causes and consequences of Spanish colonization, Mexico's struggles for independence, and the results of war with the United States. Students will then learn about the Porfirian dictatorship, the origins of Mexico's 1910 Revolution, land and labor reform, and the "Miracle" and disasters associated with Mexico's capitalist development and embracement of neoliberal economic policies. It will interrogate the political inequality and struggles of workers, peasants, women, students, and indigenous people, helping students make sense of some of Mexico's current struggles. Lectures and readings will span a variety of perspectives and orientation, and supplemental materials will include cinema, music, and artwork. Prerequisite: completion of Rhetoric 102.

HISTORY 340. (3)
MEXICO AND THE BORDER. The course reviews Mexico's history since independence to provide context for a detailed exploration of current U.S.-Mexican border relations. Among the topics addressed are commercial and economic ties (including NAFTA and the maquiladoras); immigration--its history, its causes, and its consequences; and the economics and international politics of drug trafficking. These issues and others will be examined from an explicitly bilateral perspective. Prerequisite: none, but History 209 or 210 are recommended.

HISTORY 345. (3)
THE MONGOL EXPANSION. In this course, we will consider: 1) the rise of the Mongols amid many medieval Eurasian pastoral civilizations; 2) why a small Mongol population managed to conquer a large swath of the world's surface; 3) what available sources can and cannot tell us about the Mongol khanates; 4) the material, religious, and cultural exchanges promoted under Mongol rule; and 5) how the Mongol expansion and its legacies crucially shaped the evolution of Eurasian successor states. We will focus our attention on the rise of Chinggis Khan in the twelfth century through the closing of the steppe in the eighteenth century. Prerequisite: Rhetoric 102; History 205 is recommended.

HISTORY 346. (3)
SAMURAI CULTURE IN JAPANESE HISTORY.
This course traces the rise and fall of the samurai in Japan, as well as the distinct impact these warriors left on Japanese and global culture. Although we will primarily focus on history and historiography, we will also draw from theatre studies, religion, literature, and political philosophy. In the first half of the semester, we will study the historical transformation of the samurai from loosely-knit bands of provincial warriors to a powerful and mythologized political elite. In the second half, we will examine the Tokugawa shogunate, the transformation of samurai from warriors to bureaucrats, and the demise of samurai society after the 1868 Meiji Restoration. Through these in-depth explorations, we will develop a culturally and historically sophisticated view of the samurai. Prerequisite: Rhetoric 102; History 205 is recommended.

HISTORY 350. (3)
TOPICS IN COMPARATIVE HISTORY. A seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include comparative revolutions; colonialism; the trans-Atlantic slave trade; or themes in European, Asian, Middle Eastern, and Latin-American development. Prerequisite: Rhetoric 102.

HISTORY 358. (3)
THE AMERICAN WEST IN HISTORY AND FILM. This course explores the history and culture of the American West through the medium of film. While surveying major developments in the history of the West from the early nineteenth century to the present, specific points of coverage include (but are not limited to): how "the West" and the "Western Frontier" have been used to construct American identity; the role of the frontier in American empire building; and how evolving uses of western imagery, stereotypes, and ideals in cinema reflect changing cultural, social, racial, and political conditions in the United States. Prerequisite: Rhetoric 102.

HISTORY 360. (3)
LAW AND SOCIETY IN THE ISLAMIC WORLD. The first half of this course covers the development of Islamic law, from the legal precepts in the Quran to the crystallization of the main Sunni and Shi'ite legal schools. The second half of the course is a series of case studies on the intersection of Islamic law and society, considering both premodern and modern examples. Prerequisite: Rhetoric 102.

HISTORY 499. (3)
COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings, to make occasional oral reports on specific topics, and to write a number of analytical essays of short-to- moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior History majors. Prerequisite: completion of History 299.

HISTORY 500. (3)
SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis investigates in detail some historical topic of interest to the student. The student works under the guidance of a member of the history department in selecting, researching, and writing his essay. Prerequisite: History 499.

DEPARTMENTAL DISTINCTION IN HISTORY
To earn Departmental Distinction in History, the student must meet all of the following requirements: To be eligible to apply, the student must normally have a 3.3 GPA for History courses; have a 3.0 GPA overall; and must have completed at least one 300- or 400-level History course by the end of the junior year. In the spring of the junior year, the history department must approve the student's proposal for a thesis, exhibit, or public history project on which the student must ultimately receive no less than a B+. By the end of his junior year he must have taken at least one 300- or 400-level History course. After taking History 499 no later than the fall of senior year and earning a grade of no less than B+, the student will proceed to History 500 in the spring of senior year. At the end of the spring semester, the student must pass an oral defense of the project before the project committee and members of the history department. All members of the project committee must be satisfied with the student's defense of the project in order for the student to receive Distinction.

HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Director: Sarah Loeb

HONORS 201-202. (3-3)
HONORS SEMINAR. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: Honors scholar status; permission of the Honors Council required. Offered: 201 in the fall semester; 202 in the spring semester.

HONORS 261, 262, 361, 362, 461, 462. (1)
HONORS READING SEMINAR. A small-group seminar course normally meeting weekly and following one book over the course of a semester. Students participate in and take turns leading discussions. Additional reading, speaking, and writing assignments may be given. Open to honors scholars (sophomore and above level) and to other students with instructor's permission. Up to six courses can be taken for up to six hours counting toward graduation. Prerequisite: none. Offered: each semester.

HONORS 301. (1)
HONORS PROPOSALS. Students participating in the Honors Capstone take Honors 301 in the fall semester of their junior year. This course explores how research is framed in different disciplines and develops students' abilities to prepare a full proposal that illustrates the aims, process, and anticipated outcomes of a capstone project. Offered: fall semester.

HONORS 497-498.
(3 to 6 credit hours each semester)
HONORS CAPSTONE. Students participating in the Honors Capstone may undertake, under the guidance of an advisory committee, three to six hours of original scholarship during each semester of the senior year. Prerequisites: senior status and designation as an Honors Scholar; approval of proposed scholarship by members of the Honors Council. Offered: 497 in the fall semester; 498 in the spring semester.

INTERDISCIPLINARY STUDIES

Contact: Rebecca L. Jayne

INTERDISCIPLINARY STUDIES 101. (3)
INTRODUCTION TO LEADERSHIP. This course provides an introduction to leadership through a study of history, theory, and current events. Through case and biographical studies students will explore historical leaders and examine how their lessons in leadership may or may not be applicable to current leadership issues. This study will help students gain an understanding of the leadership process required to meet personal, professional, and civic challenges today. Prerequisite: none. Offered: fall semester.

INTERDISCIPLINARY STUDIES 109. (1)
MAKING PROTOTYPES. This one-credit class encourages students to explore and practice the "build-measure-learn" loop by making things. Students will identify a need, create a series of prototypes of physical things that meets that need, assess how well the prototype product meets that need, and reflect on the overall process. Students will transform raw ideas into functional products through prototyping. Prerequisite: none.

INTERDISCIPLINARY STUDIES 210. (1)
INTRODUCTION TO RACE AND ETHNICITY STUDIES. This interdisciplinary one-hour course introduces students to foundational theories and concepts for understanding the role of race and ethnicity as a category of analysis in a variety of disciplinary contexts, including but not limited to history, literature, religion, psychology, culture, political science, science and technology, and economics. The course will be taught by professors from across departments, each bringing a different set of analytical tools to the study of race and ethnicity. The course is required for students who plan to complete the Race and Ethnicity Studies minor but is open to all students. Offered: spring semester.

INTERDISCIPLINARY STUDIES 215. (3)
ENTREPRENEURIAL AND BUSINESS PITCHES. This course introduces students to the entrepreneurial mindset through a hands-on exploration of startup fundamentals, pitch development, and real-world business communication. Students examine the characteristics of successful entrepreneurs, analyze startup successes and failures, and engage with experiential activities that build resilience, creativity, and strategic thinking. Through case studies, simulations, guest speakers, and guided practice, students learn the essential skills needed to craft, refine, and deliver compelling entrepreneurial and business pitches.

The course emphasizes practical application: students identify entrepreneurial opportunities, research pitch competitions, tailor pitches to specific audiences, and develop confident presentation skills through structured feedback and iterative practice. Additional experiences include podcast and case study analyses, engagement with community resources such as the SBDC and SEED Innovation Hub, networking with alumni innovators, and participation in a semester-long Entrepreneurial Field Consultancy project. The course culminates in a Demo Day–style pitch presentation, offering students authentic exposure to entrepreneurial evaluation and performance.

Overall, the course equips emerging innovators with the tools to communicate effectively, navigate entrepreneurial challenges, and present ideas with clarity, influence, and professional confidence

INTERDISCIPLINARY STUDIES 219. (3)
ENTREPRENEURIAL DIPLOMACY.
This course examines the emerging field of entrepreneurial diplomacy, where innovation, creativity, and cross-cultural understanding intersect to address global challenges. Students learn how entrepreneurial thinking can be combined with diplomatic skills to build relationships, negotiate diverse perspectives, and design impactful solutions in complex social, political, and economic systems. Emphasizing creativity, intercultural communication, and systems thinking, the course prepares students to act as global changemakers capable of fostering collaboration, driving social innovation, and advancing responsible global citizenship. Through case studies, experiential activities, and project-based learning, students develop the mindset and tools needed to create value across cultural and international contexts.

INTERDISCIPLINARY STUDIES 250. (1) *CULTURAL ENGAGEMENT IN STUDY ABROAD (EL-OFF)*. This course is designed to enhance the study abroad experience by encouraging students to deepen their understanding of the culture in which they will be living during their time abroad. There will be activities to be completed prior to travel, while in the host country, and after students return. This course counts for a Compass (EL-OFF) experiential learning credit, which means that the College wants students to learn as much as they can by reflecting on what it means to be immersed in another culture, rather than being an observant tourist. Students will set goals for themselves which they will evaluate periodically to make decisions about what has helped or hindered their progress in achieving those goals.

INTERDISCIPLINARY STUDIES 255. (1) *SUMMER RESEARCH SKILLS (EL-ON)*. This course is designed to help summer research students think about how to engage in independent scholarly work by exploring, reflecting on, and formulating responses to questions about general and discipline-specific research skills. Students will learn to identify resources and contexts in their research field, situate their projects within a larger scholarly conversation, and present their work to others outside their field. They will also consider ways in which their work has connections to other disciplines, as well as whether it has potential to contribute to helping others.

INTERDISCIPLINARY STUDIES 265. (1). *RESEARCH APPLICATIONS TO SOCIETY (EL-OFF)*. This companion course to the Hampden-Sydney College summer research program is designed to give students the opportunity to explore the ways in which their research work may apply to communities beyond campus. Students will work on how to describe their research and its potential benefits to a general audience, identify community stakeholders in the results of their research, and establish a dialogue with these stakeholders. Students will also present their research work off-campus in a fall semester academic or community focused conference. By taking this course, students will be able to better understand the significance of the work they are undertaking in their research and to reflect on how their work can influence stakeholders in the community. Prerequisite: INDS 255.

INTERDISCIPLINARY STUDIES 270. (3) *EXPEDITIONARY LEADERSHIP*. This course is a wilderness expedition that provides opportunities for students to practice leadership skills that are transferable beyond the backcountry. Students will spend the first few days at Hampden-Sydney College where they will learn skills necessary for wilderness travel and will be introduced to concepts useful for leading teams in austere environments. We will then travel to the Rocky Mountains (or a similar wilderness venue) for a 10-day backpacking trip. During this trip, students will rotate through three leadership roles, respond to simulated medical emergencies, and will be evaluated by the instructors and their classmates. Students will keep a reflection journal and participate in daily debrief sessions. Upon return, students will write an essay and create a video essay reflecting on their experience.

INTERDISCIPLINARY STUDIES 275. (3) *UNITED STATES MILITARY AND AMERICAN SOCIETY: IDEALS, INSTITUTIONS, AND ISSUES*. A seminar primarily for sophomores enrolled in the National Security Studies minor, but open to any interested student, the course combines lecture/conference instruction with student oral and written reports based on research assignments on such topics as the constitutional ideals undergirding our national military establishment; the relationship between the military and key national institutions, law enforcement agencies, and the media; and historical and contemporary legal, social, political, and cultural issues that both support and complicate the military's place in American society. Prerequisite: none. Offered: spring semester.

INTERDISCIPLINARY STUDIES 320. (3) *PHILANTHROPY IN THEORY AND PRACTICE*. Through the lenses of philosophy, classics, religion, history, and economics, students learn how western ideas about philanthropy have changed over time and how philanthropy is practiced today in an effort to improve the living conditions of people locally, nationally, and globally. The class includes a service learning component with a local non-profit organization. Prerequisite: Rhetoric 102 and junior or senior standing.

INTERDISCIPLINARY STUDIES 372. (3)
CAPSTONE FOR ENVIRONMENTAL STUDIES SENIORS. A topical capstone experience for students in the Environmental Studies Minor, designed to integrate the various courses taken by the students (or by other students who have completed an appropriate subset of the designated courses required in the Minor but not officially enrolled in the program) and to allow reflection on and engagement with significant issues that arise in the study of the environment. Students are expected to apply the concepts and materials of related courses to meta-themes discussed in the seminar. Topics may include issues in ecology, the economics of environmentalism, and bioethics, as well as other scientific, social science, and humanistic concerns. Prerequisite: at least four courses required for the Environmental Studies Minor. Offered: spring semester.

INTERDISCIPLINARY STUDIES 375. (3)
LEADERSHIP AND PUBLIC SERVICE IN CONSTITUTIONAL CONTEXT. Beginning with an examination of the major historical developments that have shaped the place and role of administrative-class officials in the United States, this course provides students with a general introduction to significant legal and political dimensions of public-sector employment. Consideration is given to the general subject of public-service ethics, including such topics as conflict of interest regulations, and to the complexities of intergovernmental and inter-branch relations. The first segment of the course focuses on historical, ethical, and political themes, while the second part is devoted to management-related matters and legal issues. Prerequisites: junior standing and consent of the instructor. Offered: fall semester.

INTERDISCIPLINARY STUDIES 377-380. (1 each)
PUBLIC SERVICE SEMINARS.

377 (Constitutional History/Culture) reviews the political thought of leading founders such as Washington, Madison, and Jefferson with the goal of understanding the "cultural" as well as the "governmental" dimensions of the American constitutional order. Attention also is given to the "reformist" thinking of Lincoln, Wilson, and Franklin Roosevelt.

378 (Budgeting) examines theories and practices associated with governmental budgeting with special attention given to object classification, performance, program, and zero-base budgeting.

379 (Organizational Science) examines various management theories that have been developed and applied within public-sector organizations. Assignments cover the work of Frederick Taylor, Herbert Maslow, Herbert Simon, and the New Public Administration Movement, among others.

380 (Administrative Law) introduces students to some of the major concepts and principles in the field of administrative law (e.g., sovereign immunity, "privilege" and "delegations" doctrines). Assigned readings include case material from judicial and administrative agencies, as well as commentaries by practitioners and theorists. Students enrolled in these "lab" courses are expected to attend presentations/workshops by speakers both on and off campus. Prerequisite: enrollment in the minor for Leadership in the Public Interest. Offered: one each semester.

INTERDISCIPLINARY STUDIES 395. (3)
PUBLIC SERVICE INTERNSHIP RESEARCH PROJECT. The internship, required of students in the Public Service Program, is to be combined with a research project. The internship and research project are closely supervised by a faculty member. Internships are arranged to complement the course work in the Public Service Program. Credit is awarded only following a public defense of the completed research project. Prerequisite: Interdisciplinary Studies 375. Offered: fall semester.

INTERDISCIPLINAR STUDIES 409. (3)
DESIGN THINKING: THEORY, METHODS, AND PRACTICE. This course is the capstone course for the Entrepreneurship & Innovation minor, integrating theory and practice through a human-centered design approach to real-world problem-solving. Students apply the design thinking process—empathize, define, ideate, prototype, and test—to complex, open-ended challenges through sustained, project-based work.

As a culminating experience, students synthesize prior coursework by partnering with local ventures through the Flemming Center's F.U.E.L. initiative or pursuing a faculty-approved self-directed project. Through user research, iterative prototyping, and testing, students develop solutions that demonstrate innovation, feasibility, and responsible impact. Emphasis is placed on analytical reasoning, evidence-based decision-making, collaboration, and ethical

responsibility, culminating in a public presentation of their work. Prerequisite: INDS 215 and INDS 219.

INTERDISCIPLINARY STUDIES 410. (1)
RACE AND ETHNICITY MINOR CAPSTONE. This one-hour course is a capstone experience for students in the Race and Ethnicity Studies Minor and is designed to integrate the various courses taken by the students and to allow reflection on and engagement with significant issues that arise in the study of race and ethnicity. During the semester, students use the knowledge and analytical tools acquired through the study of race and ethnicity to further develop projects based in their academic majors. The projects culminate in a public forum that presents the application of concepts and materials grounded in the study of race and ethnicity to a variety of disciplines. This class enrolls only seniors who have declared a Race and Ethnicity Studies minor. Offered: spring semester.

INTERDISCIPLINARY STUDIES 440. (3)
LEADERSHIP AND ETHICS. An advanced seminar focused on learning and developing requisite skills and qualifications for successfully meeting senior leadership challenges in various fields of endeavor (i.e., politics and government, including the military; organized religion; non-profit agencies; academe; scientific research and development; the corporate world; the entertainment arena, etc.). Major emphasis on identifying and understanding varying leadership styles and using case studies (actual and posited) for working out and solving problems and issues of leadership. Offered: each semester.

INTERDISCIPLINARY STUDIES 450-453. (3 each)
SEMINAR IN INTER-AMERICAN RELATIONS. This is an interdisciplinary capstone course for the Latin American Studies minor which addresses current or historical hemispheric issues from a Latin American perspective. The main purpose of the course is to prepare a team to represent a specific Latin American country at the Washington Model Organization of American States although participation in the MOAS is not mandatory, nor guaranteed. Students using this course to fulfill the requirements for the Latin American Studies minor must take it during their junior or senior year, and may take it up to two times in fulfillment of the minor. If a student chooses not to participate in the MOAS, he will instead produce a twenty page research paper, or its equivalent, in which he demonstrates an interdisciplinary grasp of a particular problem, issue, or phenomenon approached from a Latin American perspective. He will select his topic in consultation with the faculty member who is teaching the capstone and who, in turn, helps guide the student's research. This course is open to all students; however, permission of the instructor is required for enrollment. Offered: spring semester.

INTERDISCIPLINARY STUDIES 465. (3)
AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; and guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal education. Extensive use is made of the case-study approach for illustrative purposes. Each student is required to prepare and present an intelligence analysis focusing on a selected area of potential threat to U.S. foreign-policy interests. Students are chosen on the basis of class rank and at the discretion of the instructor. Offered: each semester.

INTERDISCIPLINARY STUDIES 470. (3)
LEADING TEAMS IN COMPETITION. This course is an interdisciplinary elective that provides an opportunity for students to recruit, prepare, and lead teams in off-campus intercollege leadership competitions. Three to six senior Wilson Leadership Fellows will be selected for this course. Those "team leaders" will receive three academic credits for this course, though the students that comprise their teams will not. Upon completion of the competition, students reflect on the experience through a paper and public presentation. Prerequisite: INDS 101.

INTERNSHIPS

Contact: Patrick Jourdain

INTERNSHIP 201, 301, 401. (1)
PROFESSIONAL INTERNSHIP. A work-related internship that must be at least 140 hours. At the end of the internship, the student will receive a grade of either Pass or Fail based on the written recommendation of the internship supervisor. To qualify, a student must be in good standing academically at the time of application. A student may complete no more than 3 professional internship courses during the student's tenure at Hampden-Sydney College.

INTERNSHIP 250. (1)
PROFESSIONAL SHADOWING COURSE (EL-OFF). This one-credit course will use experiential learning approaches to help students get the most out of a professional shadowing experience. Students will determine learning goals and objectives before they begin shadowing, reflect on what they are learning during their time in the professional environment, and articulate what they have learned in order to apply it to future career choices.

INTERNSHIP 252. (1)
HEALTH PROFESSIONS SHADOWING COURSE (EL-OFF). This experiential learning course is structured to help students benefit from shadowing experiences in the healthcare and medical professions. Students will determine learning goals and objectives before they begin shadowing, reflect on what they are learning during their time in the professional environment, and articulate what they have learned in order to apply it to future career choices. Students must shadow for at least 45 hours over at least three weeks and complete all related coursework to receive credit. Because of medical settings, students could have to meet specific expectations regarding confidentiality and security clearance.

INTERNSHIP 395. (1)
INTERNSHIP. A 395 Internship that meets the College's requirement for experiential learning.

MATHEMATICS AND COMPUTER SCIENCE

Professors Jayne, Lins; Associate Professors Loeb, Strayer; Assistant Professors Domel-White, Machacek, Rennie, Tolley.

Chair: Sarah Loeb

Students may choose one of three majors in the discipline of mathematics: Mathematics, Applied Mathematics, or Mathematical Computer Science. A major in Mathematics or Mathematical Computer Science requires at least 11 courses. A major in Applied Mathematics requires at least 10 courses.

All students majoring in either Mathematics or Applied Mathematics *must complete Mathematics 141, 142, 231, 242, 254. In addition, a major in Applied Mathematics requires Mathematics 222, 421, Computer Science 261 as well as two electives in Mathematics at the 200-level or higher. At least one of these electives must be at the 400-level. Computer Science 262 may be substituted for the other Mathematics elective. A major in Mathematics requires Mathematics 431, 441, two electives at the 200-level or higher, and two additional electives at the 300-level or above. One elective may be Computer Science 261.*

A major in Mathematical Computer Science *requires: Computer Science 261, 262, 460, 461, Mathematics 141, 142, 231, 254, and three additional elective courses. The electives may include Mathematics 222, 243, Physics 220, or any 300-level or higher Computer Science or Mathematics courses. At least one of the electives must be at the 300-level or higher.*

The department recommends that students who intend to pursue a career in engineering complete a major in either Mathematics or Applied Mathematics; it is recommended that these students take Mathematics 243 and 342 and Computer Science 261 and 262.

The requirements for a minor in Mathematics are 19 credit hours from the following Mathematics courses: 141, 142, 231, 242, and one additional 3 or 4 credit hour course in Mathematics at the 300-level or above.

COMPUTER SCIENCE

COMPUTER SCIENCE 161. (3)
INTRODUCTION TO COMPUTING. An overview of computing, with consideration given to its impact upon today's society. Topics may include history, applications, computer organization, programming languages, algorithms, and computability. A student cannot receive credit for Computer Science 161 if he has passed any other college course in Computer Science. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 261. (4)
COMPUTER SCIENCE I. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs. Problem-solving is emphasized. Prerequisite: none. Offered: fall semester.

COMPUTER SCIENCE 262. (4)
COMPUTER SCIENCE II. A continuation of Computer Science 261 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. Prerequisite: Computer Science 261. Offered: spring semester.

COMPUTER SCIENCE 308. (3)
PROGRAMMING LANGUAGES. A study of the design and implementation of programming languages. Concepts such as non-procedural languages, scope rules, data types and data sharing, control structures, block structure, recursion, storage management, formal specification of syntax and semantics, parsing, and interpreters. Prerequisite: Computer Science 262.

COMPUTER SCIENCE 311. (3)
GRAPH THEORY. Fundamentals of the field of graph theory. Topics include graphs, trees, matchings, paths and cycles, networks, graph coloring, and planar graphs. Applications and related graph algorithms will also be discussed. Prerequisite: Mathematics 254 or instructor permission. Offered: fall of odd-numbered years. (Cross listed as Mathematics 311.)

COMPUTER SCIENCE 321. (3)
CRYPTOGRAPHY. An introduction to both classical and modern methods of cryptography with emphasis on how classical number theory has been applied to problems of modern cryptography in recent years. Topics to include digital signatures, algorithms and protocols for public and private key cryptography, and systems for secure communications such as e-mail. Ethical and political issues having to do with secure communications are also discussed. Prerequisites: Computer Science 262 and Mathematics 254. (Cross listed as Mathematics 321.)

COMPUTER SCIENCE 331. (3)
COMPUTER GRAPHICS. This course covers the principles of two-dimensional and three-dimensional computer graphics, including the mathematical theory underlying those principles. Topics include the graphics pipeline, drawing basic shapes in two and three dimensions, linear transformations, meshes, clipping, shading, lighting, textures, and various graphics algorithms. Prerequisites: Computer Science 262 and Mathematics 141.

COMPUTER SCIENCE 351. (3)
ARTIFICIAL INTELLIGENCE. A broad introduction to the field of Artificial Intelligence. Topics may be chosen from the Turing Test, expert systems, game playing, machine learning, neural networks, automated theorem proving, natural language understanding, and robotics. Programming languages for Artificial Intelligence, such as Lisp and Prolog, are also studied. Prerequisites: Computer Science 262 and Mathematics 254. (Cross-listed as Mathematics 351.)

COMPUTER SCIENCE 361. (3)
COMPUTER ORGANIZATION. A machine-level view of computing. Topics may include computer arithmetic and data representation, assembly language programming and the assembly process, machine instruction sets, microprogramming and digital logic. Prerequisite: Computer Science 262.

COMPUTER SCIENCE 410. (3)
OPERATING SYSTEMS. An historical study of operating systems with an emphasis on how some classical problems of concurrency, such as mutual exclusion and deadlock, have been solved. Additional topics to be chosen from memory management, virtual storage organization, paging, segmentation, process management and scheduling, and interrupt handling. Prerequisite: Computer Science 361.

COMPUTER SCIENCE 460. (3)
ALGORITHMS. An overview of strategies of algorithmic design and introduction to the analysis of algorithms. Strategies discussed include greedy, divide-and-conquer, and dynamic programming. The course also includes data structures and algorithms related to trees and graphs. Throughout, there will be a focus on run-time analysis. Corequisite: Mathematics 231. Prerequisites: Computer Science 262 and Mathematics 254. Offered spring semester of even-numbered years. (Cross-listed as Mathematics 460.)

COMPUTER SCIENCE 461. (3)
THEORY OF COMPUTING. An introduction to theoretical computer science. Abstract models of computers are used to help investigate the limitations of computing. Topics may include computability, complexity, automata, formal languages and grammars, and the Chomsky hierarchy. Prerequisite: Computer Science 362 and Mathematics 254. Offered: spring semester of odd-numbered years.

COMPUTER SCIENCE 480. (3)
ADVANCED TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among compiler design, symbolic computation, computational complexity, program verification and correctness, and database theory. Prerequisite: Computer Science 461, or consent of instructor.

MATHEMATICS

MATHEMATICS 105. (1)
PREPARATION FOR CALCULUS. A course designed to maximize students' potential to succeed in calculus by reinforcing basic mathematical skills. Specific topics include functions and their graphs, algebra, and trigonometry. Students may not self-enroll in Mathematics 105; rather they are placed in the course based on the results of a departmental assessment of calculus readiness. offiered: each semester.

MATHEMATICS 111. (3)
MATHEMATICS AND SOCIETY. An exploration of the mathematical techniques used to solve problems in society. Specific topics are chosen from among the following: voting and power; division and apportionment; graph theory and scheduling; cryptography, game theory, symmetry, and form; and probability. Students who have completed any course in mathematics above Mathematics 111 cannot receive credit for Mathematics 111. Prerequisite: none. Offered: each semester.

MATHEMATICS 121. (3)
STATISTICS. Introduction to probability and statistics. Exploratory data analysis. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 130. (4)
FINITE MATHEMATICAL MODELS. A course emphasizing the use of finite mathematics in modeling real-world phenomena. Specific topics are chosen from among the following: matrix algebra, graph theory, cryptography, Leontief input-output models, linear programming, probability, counting methods, game theory, and Markov chains. Prerequisite: none.

MATHEMATICS 140. (3)
CALCULUS FOR ECONOMICS AND BUSINESS. A study of differential calculus and its applications. Topics include differentiation of elementary functions and applications including constrained and unconstrained optimization in one and several variables. Prerequisite: Economics 101 and satisfactory performance on a departmental assessment. Students who have any credit at Hampden–Sydney for the study of calculus may not take this course. Offered: each semester.

MATHEMATICS 141. (4)
CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: satisfactory performance on a departmental assessment. Offered: each semester.

MATHEMATICS 142. (4)
CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Mathematics 141 or the equivalent. Offered: each semester.

MATHEMATICS 212. (3)
INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142, or consent of the instructor.

MATHEMATICS 222. (3)
STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Mathematics 121, or consent of the instructor. Offered: spring semester.

MATHEMATICS 231. (4)
LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformations, inner products, and eigenvalues, with some emphasis on applications and computing. Prerequisite: Mathematics 142. Offered: spring semester.

MATHEMATICS 242. (4)
CALCULUS III. Plane curves, polar coordinates, vector analysis of curves, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Mathematics 142. Offered: fall semester.

MATHEMATICS 243. (3)
DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Mathematics 231 and 242, or consent of the instructor. Offered: fall semester.

MATHEMATICS 254. (3)
PROOF AND ABSTRACTION. An introduction to logic, set theory, and the discrete structures most often used in mathematics and computer science. Students will learn foundational proof techniques. Additional topics may include number theory, graph theory, and combinatorics. Prospective mathematics, applied mathematics, and computer science majors should take Math 254 during the fall of sophomore year. Prerequisite: Mathematics 142 or both Mathematics 141 and Computer Science 261. Offered: fall semester.

MATHEMATICS 311. (3)
GRAPH THEORY. Fundamentals of the field of graph theory. Topics include graphs, trees, matchings, paths and cycles, networks, graph coloring, and planar graphs. Applications and related graph algorithms will also be discussed. Prerequisite: Mathematics 254 or instructor permission. Offered: fall of odd-numbered years. (Cross listed as Computer Science 311.)

MATHEMATICS 321. (3)
CRYPTOGRAPHY. An introduction to both classical and modern methods of cryptography with emphasis on how classical number theory has been applied to problems of modern cryptography in recent years. Topics to include digital signatures, algorithms and protocols for public and private key cryptography, and systems for secure communications such as e-mail. Ethical and political issues having to do with secure communications are also discussed. Prerequisites: Computer Science 262 and Mathematics 254. (Cross-listed as Computer Science 321.)

MATHEMATICS 323. (3)
ENGINEERING MATHEMATICS. An introduction to mathematical tools, techniques and software widely used in engineering, applied mathematics, and the sciences. Topics include partial differential equations, transform methods, orthogonal functions, Fourier series, and complex variables. A survey of widely used software packages for mathematical modeling and simulation is also included in the course. Other topics may be included at the discretion of the instructor. Prerequisite: Mathematics 243 or Physics 326; or Mathematics 231 with permission of instructor. Offered: spring semester of odd-numbered years.

MATHEMATICS 331. (4)
OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231.

MATHEMATICS 334. (3)
ELEMENTARY NUMBER THEORY.
An introduction to the theory of numbers. Prerequisite: Mathematics 254.

MATHEMATICS 342. (3)
NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisites: Mathematics 231 and 242. Offered: spring semester of even-numbered years.

MATHEMATICS 343. (3)
VECTOR ANALYSIS. Line and surface integrals, classical theorems of vector analysis. Prerequisites: Mathematics 231 and 242.

MATHEMATICS 345. (3)
APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Mathematics 231 and 242, or consent of the instructor. Offered: fall semester of even-numbered years.

MATHEMATICS 351. (3)
ARTIFICIAL INTELLIGENCE. A broad introduction to the field of Artificial Intelligence. Topics may be chosen from the Turing Test, expert systems, game playing, machine learning, neural networks, automated theorem proving, natural language understanding, and robotics. Programming languages for Artificial Intelligence, such as Lisp and Prolog, are also studied. Prerequisites: Computer Science 262 and Mathematics 254. (Cross-listed as Computer Science 351.)

MATHEMATICS 421. (3)
PROBABILITY AND STATISTICS I. Discrete and continuous probability distributions, moment-generating functions, and limit theorems. Prerequisite: Mathematics 242 and Mathematics 254. Offered: fall semester of odd-numbered years.

MATHEMATICS 422. (3)
PROBABILITY AND STATISTICS II. The theory underlying estimation and hypothesis testing, and its application in one- and two-sample problems. Prerequisite: Mathematics 421. Offered: spring semester of even-numbered years.

MATHEMATICS 431. (3)
ALGEBRAIC STRUCTURES. Groups, rings, fields, and linear algebra. Prerequisites: Mathematics 231 and 254. Offered: spring semester of odd-numbered years.

MATHEMATICS 432. (3)
ADVANCED ALGEBRA. Select topics in algebra, which may include field extensions, Galois Theory, or algebraic coding. Prerequisite: Mathematics 431.

MATHEMATICS 441. (3)
INTERMEDIATE ANALYSIS. Further investigation of the calculus of one real variable. Continuity, uniform convergence, differentiation, and integration. Prerequisites: Mathematics 231, 242, and 254. Offered: spring semester of even-numbered years.

MATHEMATICS 444. (3)
COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Mathematics 242 and 254. Offered: fall semester of even numbered years.

MATHEMATICS 448. (3)
TOPOLOGY. Elementary topological concepts. Prerequisite: Mathematics 254.

MATHEMATICS 451. (3)
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231.

MATHEMATICS 460. (3)
ALGORITHMS. An overview of strategies of algorithmic design and introduction to the analysis of algorithms. Strategies discussed include greedy, divide and-conquer, and dynamic programming. The course also includes data structures and algorithms related to trees and graphs. Throughout, there will be a focus on run-time analysis. Corequisite: Mathematics 231. Prerequisites: Computer Science 262 and Mathematics 254. Offered spring semester of even-numbered years. (Cross-listed as Computer Science 460.)

MATHEMATICS 461-462. (3-3)
DEPARTMENTAL DISTINCTION IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor. Prerequisites: permission of the instructor for 461; 461 and permission of the instructor for 462. Offered: on demand.

MODERN LANGUAGES

Associate Professors Afatsawo, DeJong, Palmer, Varona; Senior Lecturers Maus, Salinas; Assistant Professors Cooper, Crisafulli, Hernandez-Lasa

Chair: Julia E. Palmer

The requirements for a major in French, German, or Spanish are 30 hours, 6 hours of which must be completed at an approved host institution in a foreign country in which the target language is spoken and which includes a home-stay.

The major in French must include 301 and 302; at least two 400-level courses; and six electives at the 200 level or higher. Students who enter at the 300-level may not take French 202.

The major in German must include 301 and 302; at least two 400-level courses; and six electives at the 200 level or higher. Students who enter at the 300-level may not take German 202.

The major in Spanish must include 311 or 312; 314 and 315; 331 and 332; two 400-level courses; and three electives at the 200 level or higher. Students who enter at the 300-level may not take Spanish 202.

The requirements for a minor in French, German, or Spanish are 18 hours. Three to six hours of study at an approved institution in a foreign country where the language is spoken are strongly recommended.

The minor in French must include 301 or 302; one 400-level course; and four electives at the 200 level or higher. Students who enter at 300-level may not take French 202.

The minor in German must include 301 and 302; one 400-level course; and three electives at the 200 level or higher. Students who enter at 300-level may not take German 202.

The minor in Spanish must include 311 or 312; 314 or 315; 331 and 332; and two electives at the 200 level or higher. Students who enter at the 300-level may not take Spanish 202.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid may be available for approved programs in the event of need. Courses overseas must be approved in advance by the department chair and be consonant with Hampden-Sydney's curricular philosophy.

CHINESE

CHINESE 101-102. (3-3)

INTRODUCTION TO CHINESE. A first-year course for students who have little or no experience with the language. The goal is to develop the four basic skills: speaking, listening comprehension, reading, and writing on daily topics such as greetings, making appointments, shopping, sports, etc., and to introduce and expose students to Chinese customs and culture. Prerequisite for 101: none; prerequisite for 102: Chinese 101, or placement by the department. Offered: 101 in the fall semester, as staffing permits; 102 in the spring semester, as staffing permits.

CHINESE 201-202. (3-3)

INTERMEDIATE CHINESE. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing on more advanced topics such as traveling, advertising, health, etc., and helping students develop a more profound understanding of the culture and culturally related issues. Prerequisite: Chinese 102, or placement by the department. Offered: 201 in the fall semester, as staffing permits; 202 in the spring semester, as staffing permits.

FRENCH

FRENCH 101-102. (3-3)
INTRODUCTION TO FRENCH. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of French in the classroom. Students are encouraged to converse in French with their instructor and with each other. This course includes a significant audio component to improve listening skills. Prerequisite for 101: none; prerequisite for 102: French 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 105. (3)
FRENCH LANGUAGE AND CULTURE. A flexible language and culture course open to students with little or no knowledge of French. Activities such as getting and giving information, understanding instructions and directions, functioning in shops and transportations systems, and conversing politely with native speakers develop functional competence in the language. Students cultivate cultural competence by visiting sites of historical and cultural interest, including the Louvre, the Arc de Triomphe, and the Champs-Elysées. Fifty percent of the course is dedicated to an examination and discussion of cultural issues and their impact on interaction with the French: the personal, the political, and the economic. The course does not fulfill credit for French 101, 102, or 201. Prerequisite: none. Offered: Summer Term.

FRENCH 201-202. (3-3)
INTERMEDIATE FRENCH. Review of basic French grammar and vocabulary, introduction to literary texts (201), and reading of a short novel (202). Prerequisite: French 102, or placement by the department. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 300. (3)
GRAMMAR REVIEW AND INTRODUCTION TO THE READING OF FRENCH TEXTS. A course designed for grammar review and introduction to the analysis of short literary texts. It is designed for the student with a minimum of three or more years of high school study or the student who has completed French 202 and is interested in a minor or major in French. Readings, essays, and discussion in French are required. The course counts toward a major or minor. Prerequisites: French 201-202, or placement by the department.

FRENCH 301-302. (3-3)
MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present. Excerpts from major texts are read and discussed in class, with an emphasis on literary genres and principal ideas. Short papers, a research paper, and oral presentations are required. Prerequisites: French 201-202, or placement by the department.

FRENCH 303. (3)
FRENCH AND FRANCOPHONE IDENTITY: CULTURE AND CIVILIZATION. An introduction to the construction of French and francophone identities. Students explore the history and culture of France and selected francophone countries through artistic, historic, literary, and journalistic sources. Prerequisites: French 201-202, or placement by the department. Offered: on sufficient demand.

FRENCH 305. (3)
ADVANCED COMPOSITION AND CONVERSATION. A course in spoken French and in writing skills. Compositions and classroom discussions based on a variety of topics: may include readings in literary texts, newspaper and magazine articles, movies. Continued vocabulary building and grammar review. A course designed to develop and improve speaking and writing skills for more advanced course work. Required for the major and the minor.

FRENCH 401. (3)
FRENCH THEATER. A survey of French drama from medieval religious plays to works of the 20th century. Reading of representative plays from major movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 402. (3)
STYLISTICS AND TRANSLATION. A course on the usage and translation of idiomatic expressions and style. Literary texts, as well as articles from contemporary media, serve as the basis for translation projects. In French. Prerequisites: two courses in French at the 300-level, or permission of the department. Offered: on sufficient demand.

FRENCH 403. (3)
FRENCH POETRY. A study of French poetical forms from the Middle Ages to the 20th Century. Examination of representative poems from major poetic movements in France. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 404. (3)
FRENCH NOVEL. Reading of major French novels from early texts to the Nouveau Roman. Study of authors and movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 405. (3)
FRANCOPHONE LITERATURE. Introduction to all genres of Francophone literature from Canada, the Caribbean countries, Indochina, and Africa. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 408. (3)
FRENCH FILM. A study of French cinema, beginning with the first films of the Lumière brothers through the Nouvelle Vague innovations and culminating in the works of contemporary directors. The art of the genre, as well as how these films depict and reflect French culture, both past and present, are emphasized. Extensive readings on film analysis and culture, weekly film viewing. Requirements: Weekly reaction papers, Mid-term exam, oral presentation, final paper. In French. Prerequisite: French 301, 302, or 305.

FRENCH 409. (3)
FRENCH PRONUNCIATION AND PHONETICS. A course that focuses on the phonetic system of the French language. Students learn phonetic theory, articulatory variation, and corrective phonetics through auditory discrimination exercises and contrastive analysis. Transcriptions into the international phonetic alphabet and back to standard French spelling are mastered as a tool to improve awareness about sounds and how they are recorded in writing. Students also learn to master rhythm and intonation patterns of standard French. This course addresses the major contrastive features of the sounds of French and English as we consider the particular challenges to the Anglophone. The course is conducted in French. Prerequisites: two courses in French at the 300-level. Offered: on sufficient demand.

FRENCH 410. (3)
TOPICS IN CONTEMPORARY FRENCH CULTURE. Students study aspects of modern French culture and civilization. They are required to master selected readings, as well as to choose an independent research project for which they conduct "field research" in France. They are required to present weekly oral and written progress reports on their projects. Each student prepares a 7-10 page analysis of his findings in French. This course counts towards the major. Prerequisite: French 202, equivalent, or permission of the instructor. Offered: Summer Term.

GERMAN

GERMAN 101-102. (3-3)
INTRODUCTION TO GERMAN. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of German in the classroom. Students are encouraged to converse in German with their instructor and with each other. Prerequisite for 101: none; prerequisite for 102: German 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3)
INTERMEDIATE GERMAN. A review of grammar. Oral practice based on readings from various types of material. Elements of composition. Students perform plays and report on individual outside reading. Laboratory. Formal essays in German. Prerequisite for 201: German 102, or placement by the department. Prerequisite for 202: German 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3)
SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with reading of selected poetry, prose, and drama from the Middle Ages to the twentieth century. Term reports on extensive parallel reading. Prerequisites: 201-202, or equivalent. Required for the major and the minor.

GERMAN 303. (3)
GERMAN CULTURE THROUGH FILM. This course examines various aspects of German society and culture-from the Twenties until the post-unification present-through the medium of film. Topics include Germany in the Weimar Republic and the Third Reich; the emergence of a post-war German identity; Germany in the Cold War, coming to terms with the Nazi past; the changing faces of Berlin; and more current socio-cultural developments within Germany. Both full-length films and film excerpts are shown to inspire critical discussion and to introduce students to some of the important issues that define modern Germany. Oral and written work in German only. Prerequisites: German 201-202, or placement by the department. Offered: Fall semester of even-numbered years.

GERMAN 304. (3)
POSTWAR GERMANY: LITERATURE AND CULTURE. As a form of historical documentation, literature informs us about the social and cultural life of a people, the country's political climate as well as certain philosophical trends within a particular epoch or time span. This course will look at samples of literature written between two pivotal historical dates-1945 and 1990-and will open up for discussion significant political, social, historical and philosophical aspects of that era. Readings will include both literary works as well as select non-literary texts that provide important factual information about the political and historical climate of that period. The class will capitalize on the location of Münster to highlight aspects of this recent historical and political legacy. Students will be required to give oral presentations and to write several position papers and a longer analysis of the texts under consideration. Offered: Summer Term

GERMAN 305. (3)
ADVANCED CONVERSATION AND COMPOSITION. A course designed to improve speaking and writing skills in preparation for more advanced course work. Compositions and classroom discussions will be based on a variety of contemporary topics drawn from German radio and news programs, magazines, and the internet. Students will perform a variety of oral communicative tasks. They will also continue to build their vocabulary and work on grammatical structures in their compositions. Discussions and all course work in German. Prerequisites: German 201-202, or placement by the department. Offered: fall semester of odd-numbered years.

GERMAN 306. (3)
CONTEMPORARY GERMANY AND THE MEDIA. In this course students will become acquainted with the most significant current events in Germany using both regional as well as prominent national newspapers and magazines. Students will learn to evaluate, analyze and discuss relevant topics in the German media. At the same time, they will continue to work on advanced grammatical structures and will learn how to incorporate more nuanced and idiomatically informed language into their spoken and written German. Aside from taking regular quizzes on grammatical structures, students will give daily summaries of regional news items and will give two oral presentations and write two longer analytical pieces on items of national significance. Offered: Summer Term

GERMAN 401. (3)
GERMAN DRAMA. A diverse cross-section of German dramatic production from the late eighteenth century to the 1980s. The goal is not to give a representative survey of the German dramatic canon as such, but to present the medium of drama and its wide range of dramatic expression. Prerequisites: one 300-level course, preferably German 301 or 302.

GERMAN 403. (3)
GERMAN POETRY. Survey of German poetic forms from Middle Ages to Symbolismus; Sprüch-dichtung, Ballade, and Klassische Poesie through Dichtungstheorie. Extensive reading. Analysis of thematic and metrical variations. Prerequisites: German 301-302. Offered: fall semester of odd-numbered years.

GERMAN 405. (3)
THE HOLOCAUST: REPRESENATION IN POSTWAR GERMAN LITERATURE AND CULTURE. The Holocaust was arguably the defining event in twentieth-century history. This course will examine central aspects of the Holocaust and its interpretation by subsequent generations, but above all its representation in German postwar literary production in all genres—drama, poetry, prose narrative, as well as cinema. Prerequisite: at least one 300-level course, preferably German 301 or German 302.

SPANISH

SPANISH 101-102. (3-3)
INTRODUCTION TO SPANISH. A first-year course for students who have little or no experience with the language. Development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite for 101: none; prerequisite for 102: Spanish 101, or placement by the department. Both courses are offered each semester.

SPANISH 103. (4)
BEGINNING SPANISH I + II. This course is intended for entering students who have at least three years of Spanish experience in high school, but who do not have sufficient proficiency for successful completion of 201-202. The course reviews the material covered in Spanish 101-102 in one intensive semester. Students develop their proficiency in four basic language skills: speaking, listening comprehension, reading, and writing. Emphasis is on the use of Spanish in the classroom, Prerequisite: three years of Spanish language study, or placement by the department. Offered: fall semester.

SPANISH 201. (3)
INTERMEDIATE SPANISH I. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite: Spanish 102, 103, or placement by the department. Offered: each semester.

SPANISH 202. (3)
INTERMEDIATE SPANISH II. Emphasis on the productive skills of speaking and writing with a general grammar review. Continued practice in reading of authentic Hispanic texts, both popular and literary. Several oral presentations are required. Prerequisite: Spanish 201. Offered: each semester.

SPANISH 310. (3)
LATIN-AMERICAN LITERATURE IN TRANSLATION. An in-depth study of major Latin-American writers. Readings come from mostly the twentieth century and may include poetry, essay, short story, or novel. The course emphasizes the historical and cultural context for the readings in order to consider the national, as well as the international, significance and appeal of representative writers from a variety of Latin-American countries. Readings, class discussions, papers, and oral presentations are in English. This course does not count towards the major or minor in Modern Languages. Prerequisite: none. Offered: on sufficient demand.

SPANISH 311. (3)
ADVANCED CONVERSATION AND GRAMMAR REVIEW. A course designed to develop and improve speaking skills for more advanced course work. Classroom discussions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students perform a variety of oral communicative tasks, including presentations, debates, and conversation. Continued vocabulary building and grammar structures which are inherent to specific types or oral communication are reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 312. (3)
ADVANCED COMPOSITION AND GRAMMAR REVIEW. A course designed to develop and improve writing skills for more advanced course work. Compositions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students learn basic elements of composition, such as the development of a thesis with supporting paragraphs and the use of appropriate citations. In addition to compositions, the course may include the art of letter writing and creative writing. Vocabulary building and grammar structures which are inherent to specific types of written expression are reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 313. (3)
SPANISH FOR BUSINESS, LEADERSHIP, AND GOVERNMENT. This course introduces students to the language and culture of practices in government, companies, and institutions in the Hispanic World. Emphasis is place on improving the four language skills (listening, speaking, reading, and writing) and on underscoring and explaining the differences in the conduct of public affairs in Hispanic cultures. There is extensive use of realia, such as the Hispanic press, internet, and interactive web sites. Lectures and oral and written student performance are in Spanish. Prerequisite: Spanish 202, or placement by the department. Offered: spring semester.

SPANISH 314. (3)
CULTURE AND CIVILIZATION OF SPAIN.
An introduction to the history and culture of Spain through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Prerequisites: Spanish 201-202, or placement by the department.

SPANISH 315. (3)
CULTURE AND CIVILIZATION OF LATIN AMERICA. An introduction to the history and culture of Latin America through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 320. (3)
SPANISH PHONETICS AND PHONOLOGY.
This course is intended to provide students with an introduction to the sound system of Spanish. Students learn all of the linguistic terminology necessary to describe the point of articulation, the manner of articulation, and the voicing of all the phonemes of standard Spanish. This knowledge is necessary for one to be able to pronounce Spanish well and to be able to teach others to pronounce Spanish. After all of the phonemes of standard Spanish are introduced, students complete both phonetic transcriptions of texts as well as practice their own pronunciation in the language lab. We also study the salient features of all the major dialects of Spanish in both Spain and Latin America. This is an introductory Spanish linguistics class that is ideal for students who have taken Spanish 311 or Spanish 312. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester of even-numbered years.

SPANISH 322. (3)
INTRODUCTION TO HISPANIC LINGUISTICS.
This course is intended to provide students with an introduction to the principles and methods of objective language analysis applied to the Spanish language. This general introduction to Hispanic linguistics includes an analysis of the sound system (phonetics and phonology), word formation (morphology), the structure of utterances (syntax), meaning and usage (semantics and pragmatics), and language variation. Assignments include regular reading and homework exercises in the form of problems to solve or questions to answer and short in-class presentations. Assessment tools include regular quizzes, oral interviews, written exams and a final portfolio project in which students must apply the information they have learned to analyze different language samples. The portfolio includes a phonetic transcription of a text, a morphological analysis of a word list, a syntactic analysis of a text, the results of a small, original language study given to native speakers and an essay that discusses a relevant issue in semantics or pragmatics. Prerequisites: Spanish 311 or 312 or permission of the department. Offered: fall semester, alternate years.

SPANISH 331. (3)
SURVEY OF PENINSULAR LITERATURE. Students read representative pieces of Spanish prose, poetry, and drama within the context of the major literary movements. In oral and written work students develop analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Any 300-level Spanish class, or placement by the department. Offered: fall semester.

SPANISH 332. (3)
SURVEY OF LATIN AMERICAN LITERATURE. Students read representative pieces of Latin American prose, poetry, and drama within the context of the major literary movements. In oral and written work students develop analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Any 300-level Spanish class, or placement by the department. Offered: spring semester.

SPANISH 401. (3)
LATIN-AMERICAN NARRATIVE. A seminar course which examines the precursors and principal authors of the "Boom," a reference to the sudden international critical acclaim and popularity of Latin-American literature in the mid-twentieth century. Readings include short fiction and novels by Jorge Luis Borges, Julio Cortázar, and Gabriel Garcia Márquez, among others. The seminar also addresses the post-boom culture which has taken Garcia Márquez's mythical Latin-American village Macondo and turned it into a more globalized McOndo. Readings and discussions in Spanish. Prerequisite: Spanish 332.

SPANISH 403. (3)
PENINSULAR GENRES BEFORE THE 18TH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic Jarchas, and including the theater of Lope de Vega and the novel of the picaro. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 331.

SPANISH 404. (3)
PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the Illustracion, the Afrancesados, the subsequent eruption of romanticisimo and into the contemporary period of Garcia Lorca, Camilo José Cela, and Ana Maria Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 331.

SPANISH 405. (3)
MODERN LATIN AMERICAN THEATER. A seminar introducing students to the development of Latin American theater. Representative plays of national, vanguard, and contemporary theater. Class discussions and oral and written student performances in Spanish only. Prerequisite: Spanish 332.

SPANISH 409. (3)
SPANISH-ENGLISH TRANSLATION. An introduction to the tools and mechanisms of translations from Spanish into English. Includes investigation of style, word usage, synonyms, and idiomatic expressions. Exercises include translation of popular media and literature. A final lengthy translation project is required. Prerequisite: Spanish 311 or 312.

SPANISH 410. (3)
THE SPANISH CIVIL WAR. The 1936-39 Spanish Civil War offers an extraordinary opportunity to test, apply, and contextualize the war as the site of interplay of common cross-cultures: literature, history, reportage, political intrigue and rhetoric, exile, ideologies, religions, gender and race relations, military planning and alliances, arts, diplomacy. This course aims to give students an interdisciplinary understanding of the reasons for the Spanish Civil War by exploring important events, the lives of individuals who participated in the war or who experienced it in less immediate but always real terms, and their legacies. The course focuses on the war as a national conflict against the backdrop of the trial runs to WWII. Prerequisite: any 300-level Spanish course

SPANISH 411. (3)
CONTEMPORARY ISSUES IN SPANISH SOCIETY. This advanced course complements the Summer Term study-abroad experience in Spain for Spanish majors or minors. Students focus on raising cultural awareness and further developing analytical and discussion skills through the study of contemporary issues in society. Students read newspapers, watch selected programs on television (e.g., newscasts, debates, or documentaries), listen to educational radio programs, and attend public lectures. These activities provide the information and vocabulary necessary for discussion of issues of social significance. Classes are conducted in Spanish, and discussions are carefully directed for clear and correct expression of ideas and optimal oral practice. Students demonstrate their understanding of the issues through oral presentations, brief papers, and a final written or oral project. Prerequisite: Spanish 314. Offered: Summer Term.

SPANISH 412. (3).
LA MOVIDA MADRILEÑA. "La Movida" denotes a unique cultural wave that began in Madrid in the late 1970s and swept through Spain's cultural landscape into the mid-1980s. "La Movida" is the open expression of a yearning by the youth for freedom and democracy after General Franco's death in 1975. In this course, students will explore the plurality of voices and perspectives that gave birth to and contributed to this youth phenomenon by examining works of literature, film, music, and visual arts of the period. Students will also work with primary sources (newspaper articles, memoirs, television clips, videos and songs) as they explore the dynamism of this period in terms of its elements of provocation and individuality. Students will also be encouraged to reflect on the impacts, lasting or fleeting, of "La Movida" on Spanish society and to compare it with other international counter-culture movements. Classes, written work and oral presentations are in Spanish.

SPANISH 420. (3)
SPANISH SOCIOLINGUISTICS THROUGH FILM. Sociolinguistics is an interdisciplinary area of language study that looks at language in its social context and studies the complex relationship between language, society and culture. This course is intended to familiarize students with issues about Spanish language use in its social context including language attitudes, accents and dialects, gender, bilingualism, racism and discrimination, cross-cultural communication, literacy and the social reasons for language change. We will examine different types of language variation (both regional and social). Based on the readings, discussions and practice, students will have the opportunity to explore, discover and investigate different aspects of the social nature of the Spanish language. Prerequisite: either Spanish 320 or Spanish 322, or any other two 300-level Spanish classes.

SPANISH 422. (3)
HISTORY OF THE SPANISH LANGUAGE. This course is intended to provide the student with an introduction to the history of the Spanish language as it developed from spoken Latin. The historical study of Spanish provides explanations for the phonological, morphological, syntactic and lexical structures of the modern language and also de-mystifies the development of irregular forms and structures in modern Spanish. Prerequisite: Spanish 311 or 312.

Independent study courses numbered 485-490-495 in French, German, or Spanish only may be developed between faculty members and students to examine specific topics, periods, areas, styles, images, themes, or authors not treated in other offerings. Such courses may be taken only by language majors, however, and then only by students holding a grade-point average of at least 3.0. Determination and approval lie with department chair.

PHILOSOPHY

Professors Hight, Wilson; Assistant Professor Dale.

Chair: Marc A. Hight

The requirements for a Philosophy major are Philosophy 102, 201, 210, 302 or 303, 304 or 305, two Capstone Seminars (411-413), and an additional 9 hours in the discipline (30 total hours).

For more information about the department, see its web page.

PHILOSOPHY 101. (3)
CRITICAL THINKING. What exactly is wrong with concluding that a team will be competitive because each of its players is skilled? Or that astrology must work because it's been practiced for thousands of years? Critical thinking is a tool for analyzing these sorts of fallacies, for sifting fact from nonsense, for learning to think for oneself and about one's life, and for fully engaging as a well-informed citizen. In a competitive world, the ability to think critically gives anyone a valuable edge over candidates for jobs in almost any field.

The course is pitched to the beginning student, with absolutely no prior knowledge presupposed. It involves sustained discussion of examples of good and bad reasoning. Grades are based primarily on quizzes, homework, and tests. There are no papers. The course's aim is to provide an enjoyable and intellectually stimulating environment in which to hone skills and prepare for a life of independent thinking. Prerequisite: none. Offered: most semesters.

PHILOSOPHY 102. (3)
INTRODUCTION TO PHILOSOPHY. Does God exist? What makes life meaningful? How to explain consciousness? Am I somehow (how?) one and the same being over time? Could a computer think? What makes a person a person? What is the source of morality? And what does morality require of me? If I want to be a good man and good citizen, how should I live my life? This course welcomes students to the practice of philosophy via a careful examination of questions such as these. Be ready to think hard about your basic beliefs—and to be unsettled. Prerequisite: none. Offered: each semester.

PHILOSOPHY 201. (3)
LOGIC. The ability to think critically and recognize unsound reasoning is fundamental to a liberal education and valuable in graduate and law school, as well as a wide variety of occupations. This course provides a traditional introduction to propositional logic and proof methods, accompanied periodically by an introduction to categorical and/or predicate logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 210. (3)
ANCIENT AND MEDIEVAL PHILOSOPHY. Emphasizing the thought of Plato and Aristotle, this course seeks to develop intellectual virtues in students today by examining the views of early western philosophers from the pre-Socratics through the medieval era. The course is typically the second course students take in philosophy but is suitable for any student seeking to improve his critical thinking skills. Prerequisite: none. Offered: fall semester.

PHILOSOPHY 215. (3)
PROFESSIONAL ETHICS. Is deception acceptable in certain professional situations? When should I blow the whistle on an employer? How should ethical considerations motivate my choice of a job in the first place? Are there right and wrong ways to practice good citizenship and good leadership? All of us face ethical dilemmas in our personal, professional, and social lives. This course introduces a variety of intellectual tools for thinking through ethical questions for ourselves, especially actual dilemmas that we must face but can't easily or obviously resolve. The course hones our skills by practicing on numerous real-world examples from the professions, from politics, and from situations calling for sound leadership. Prerequisite: none.

PHILOSOPHY 216. (3)
PHILOSOPHY OF POLITICAL ECONOMY. Under what circumstances is a government legitimate? For example, must a government guarantee rights? When is it politically appropriate to use authorized coercion in the service of the state? This course explores the intersection of political and economic theory as applied to the nature and functioning of contemporary states. The course focuses on contemporary work in political economy, which might include rights theory, democratic theory, public choice theory, theory of constitutions and more. Prerequisite: none. Offered: the fall of even numbered years.

PHILOSOPHY 217. (3)
PHILOSOPHY OF RELIGION. The tenets of various religions and the phenomenon of religion itself raise deep philosophical questions: Can God's existence be proven? Why does God allow suffering? How central are humans to creation? What gives rise to religious experience? As an investigation of foundational questions in metaphysics, epistemology, and ethics, this course will appeal to believers and nonbelievers alike. Prerequisite: none. Offered: spring semester of odd-numbered years.

PHILOSOPHY 218. (3)
PHILOSOPHY OF ART. What makes art "art"? Indeed, can "art" be defined at all? What is the difference between various types of art—a piece of music versus a sculpture, say? What is beauty? Are judgments regarding artworks and beauty subjective or objective? Is art important and valuable? Should the state support art and artists? What is the relation between art and morality? Should art ever be censored? Can you imagine a case where you would respond in the affirmative and, say, picket in front of a museum? In this course we'll think about questions such as these—questions that will appeal to artist and non-artist alike. Prerequisite: none. Offered:on sufficient demand.

PHILOSOPHY 302. (3)
MODERN PHILOSOPHY: RATIONALISTS. Our contemporary ways of thinking (in science, religion, and elsewhere) are built upon the foundations of early modern thinkers such as Descartes, Leibniz, Spinoza, and Malebranche. This course examines the philosophy of the early modern tradition known as rationalism, engaging questions about the nature of the mind, whether the material world has empty space, the nature of identity, monads, and more! Prerequisite: one course in philosophy or consent of the instructor. Offered: spring semester of even-numbered years

PHILOSOPHY 303. (3)
MODERN PHILOSOPHY: EMPIRICISTS AND KANT. This course examines the philosophy of the early modern tradition known as empiricism, focusing on the work of Locke, Berkeley, Hume, and Reid. It concludes by engaging Kant's response to his predecessors. Topics include personal identity, arguments as to why material substance does not exist, and intriguing discussions about the limits of human knowledge. Prerequisite: one course in philosophy or consent of the instructor. Offered: spring semester of odd-numbered years.

PHILOSOPHY 304. (3)
NINETEENTH-CENTURY PHILOSOPHY. Is the world a fundamentally rational place? What is our role in such a world and how might we change it? Such questions are engaged in this course, which focuses on the thought of Hegel and Marx. The remainder of the course considers the views of philosophers such as Schopenhauer, Nietzsche, Mill. Prerequisite: Rhetoric 102. Offered: fall semester of even-numbered years.

PHILOSOPHY 305. (3)
CONTEMPORARY PHILOSOPHY. Can there be two distinct material objects in the same place at the same time? How do words get their meanings and refer to the world? What are colors, and where are they located? What is consciousness, and what sorts of beings possess it? What does it mean to know anything, and how does that differ from being certain about things? What is the most just way to organize society? This course engages relatively recent work on these and similarly pressing questions. Typically the course content is shaped by student interest. Prerequisite: Rhetoric 102. Offered: fall semester of odd-numbered years.

PHILOSOPHY 312. (3)
PHILOSOPHY OF SCIENCE. Modern science employs uniquely effective methods for obtaining knowledge of the natural world. This course explores the philosophical foundations of science: What does it mean for evidence to confirm a theory? For a theory to explain a phenomenon? What constitutes a scientific theory in the first place? Does the nature of science change through history? In this course students reflect on how science works and why it works so well. Prerequisite: Rhetoric 102. Offered: fall semester of even-numbered years.

PHILOSOPHY 313. (3)
SCIENCE AND RELIGION. Does the Big Bang entail creation from nothing? Are rational beings central to the development of the universe or the evolution of life? Is any purpose evident in that development or evolution? Do explanations involving intelligent design conflict with those by natural selection? Questions like these motivate this course, which will appeal to students interested in religion, science, or any of the numerous philosophical questions to which these subjects give rise. Prerequisite: Rhetoric 102. Offered: on sufficient demand.

PHILOSOPHY 314. (3)
ETHICS. Are all actions self-interested? Is altruism possible? How to explain human nature? Is it fixed and constant? Or might human nature change across time? Just how and why do others matter? (Or do they?) Is morality founded in reason or emotion? What are the virtues? What is happiness? How should I live my life? This course addresses these and other basic questions—questions at once both fun and challenging—in philosophical ethics. Prerequisite: Rhetoric 102. Offered: fall semester.

PHILOSOPHY 316. (3)
POLITICAL PHILOSOPHY. If persons are equal, how can anyone have legitimate political authority over others? Who defines justice, freedom, and equality? Where do rights come from, and what are the limits of tolerance? Which social and political institutions are worth defending? This course encourages students to think critically about the nature of human society, the role of the individual vis-à-vis the group, and the legitimacy of the state. Prerequisite: Rhetoric 102. Offered: spring semester.

PHILOSOPHY 411-413. (3-3-3)
CAPSTONE SEMINAR. A capstone sequence, required for junior and senior philosophy majors, which usually focuses on an individual philosopher or issue in some depth. The seminar format encourages especially close reading of seminal texts, prompts vigorous discussions of the same, and develops students' facility in the conventions of philosophical research. Students also have the special opportunity to work closely—discussing their ideas one on one and honing the arguments of their individual research essays—with two visiting scholars, both of whom are experts on the topic of the seminar. The capstone sequence is an exciting and fitting culmination of our majors' experience in the department. Prerequisite: major in philosophy or consent of the instructor.

PHYSICS AND ASTRONOMY

Professors Bloom, Cheyne, McDermott; Associate Professors Keohane, Thurman

Chair: Walter C. McDermott III

The requirements for a major in Physics are 34 hours within the Department of Physics and Astronomy, including Physics 131, 132, 151, 152, 233, 244, 331, 332, either Physics 106 or 243, and at least one of Physics 351, 352, or 461. Of the remaining 9 hours, 3 hours must be at the 200-level or above and 3 hours must be at the 300-level or above.

Students majoring in Physics must complete Mathematics 141, 142, and 242.

The requirements for a major in Engineering Physics are 16 hours in Engineering Physics, including Engineering Physics 101, 215, 243, 331, 451, and 452; 14 hours in Physics, including Physics 106, 131, 132, 151, 152, and 244. Students majoring in Engineering Physics must complete Mathematics 141, 142, 242, 231, and 243. Students must choose one of the two tracks:

(a) Students must complete 6 elective hours at the 200- level or higher in the Department of Physics and Astronomy. Students must choose to complete either Physics 220 or Computer Science 261, or

(b) Students must complete 9 elective hours in Engineering Physics or Physics with at least 3 at the 300- level or above; Computer Science 261, 262; Economics and Business 101; Philosophy 215; and either Chemistry 110/151 or Biology 110/151.

Physics majors seeking Distinction in Physics must complete Physics 461-462 and may not use these courses to fulfill elective hours in the major. Engineering Physics majors seeking Distinction in Engineering Physics must complete Engineering Physics 451- 452 and meet all requirements as defined by the department.

The requirements for a minor in Astronomy are 18 hours, including Astronomy 115, 210, and 310; and Physics 131, 132, 151, and 152. Of these classes, only Physics 131, 132, 151, and 152 may count for both this minor and another major or minor that lists these courses among its requirements.

The requirements for a minor in Physics are 19 hours within the Department of Physics and Astronomy, including: Physics 131, 132, 151, 152, 233, and one semester of Physics 351 or 352. Of the remaining 6 hours, at least 3 hours must be at the 300-level or above. Students minoring in Physics must complete Mathematics 141 and 142, with Mathematics 242 being highly recommended.
No student may both minor in Physics and complete a major within the Department of Physics and Astronomy.

For more information about the department, see its web page.

ASTRONOMY

ASTRONOMY 115. (4)
INTRODUCTION TO ASTRONOMY WITH LABORATORY. An examination of astronomy: its methods and history, and the origin and development of the solar system, the galaxy, and the universe. Goals for this class include the implementation of observational techniques, the development of data analysis skills using current standard spreadsheet software, the development of scientific writing skills, and learning to use an astronomical telescope. Prerequisite: none. Offered: each semester.

ASTRONOMY 125. (3)
LIFE IN THE UNIVERSE. This course concentrates on the astronomical and biological conditions which have made possible the development of life on Earth. Our knowledge of the cosmos is critically examined to estimate the probabilities for life to arise elsewhere. Methods of searching for intelligent extraterrestrial life are reviewed. This is a one-semester course intended for the non-physical-science major. Prerequisite: none.

ASTRONOMY 210. (3)
OBSERVATIONAL ASTRONOMY.
Optical and radio astronomy are introduced, with an emphasis on measurement techniques, instrumentation, and data analysis. Prerequisites: Astronomy 115.

ASTRONOMY 310. (3)
ASTROPHYSICS.. The study of the physics of astronomical processes in order to understand what can be learned from the radiations observed from astronomical objects. Prerequisites: Physics 132 and Mathematics 141. Offered: spring semester of odd-numbered years. (Cross-listed as Physics 310.)

ENGINEERING PHYSICS

ENGINEERING PHYSICS 101. (3)
INTRODUCTION TO ENGINEERING PHYSICS. Introduction to the professions of engineering and engineering physics with emphasis on developing fundamental basis of scientific exploration into engineering using physics, communication, teamwork, creativity, and analysis. Prerequisite: None. Not open to juniors or seniors without prior consent from the professor.

ENGINEERING PHYSICS 215. (3)
STATICS. An application of free-body force diagrams using vector methods to analyze systems in internal and external equilibrium. Other topics will include rigid bodies, centers of gravity, centroids, moments of inertia and applications to structural analysis. Prerequisite: Physics 132. Prerequisite or corequisite: Mathematics 142.

ENGINEERING PHYSICS 243. (3)
ELECTRONICS II. An inquiry-based approach to the concepts and principles behind interfacing with specific application to experimental control and data collection through the use of microprocessors. Topics to be covered include analog to digital converters, digital to analog converters, and encoders. Prerequisite: Physics 106 or Physics 132.

ENGINEERING PHYSICS 331. (3)
CLASSICAL MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 131. Prerequisite or corequisite: Math 242. Offered: fall semester. (Cross-listed as Physics 331. Students are not allowed to receive credit for both Engineering Physics 331 and Physics 331.)

ENGINEERING PHYSICS 342. (3)
THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisites: Physics 132 and Mathematics 242. Offered: spring semester of even numbered years. (Cross-listed as Physics 342. Students are not allowed to receive credit for both Engineering Physics 342 and Physics 342).

ENGINEERING PHYSICS 343. (3)
FLUID MECHANICS. Topics include: properties of fluids, fluid statics, dimensional analysis, the Bernoulli equation, and the Navier-Stokes equations. These will include the conservation of mass, momentum, and energy in both integral and differential form. Prerequisites: Physics 132. Prerequisite or corequisite: Mathematics 242. Offered: on sufficient demand. (Cross-listed as Physics 343. Students are not allowed to receive credit for both Engineering Physics 343 and Physics 343)

ENGINEERING PHYSICS 441. (3)
MATERIALS SCIENCE AND SOLID-STATE PHYSICS. An introductory course in solid-state physics and material science, with an emphasis on the applications of each topic to experimental and analytical techniques. Topics include crystallography, thermal and vibrational properties of crystals and semiconductors, metals and the band theory of solids, superconductivity, the magnetic properties of materials, and surface physics. Prerequisite: Physics 332. Offered: on sufficient demand. (Cross-listed as Physics 441. Students are not allowed to receive credit for both Engineering Physics 441 and Physics 441.)

ENGINEERING PHYSICS 451. (2)
ADVANCED PROJECT I. An independent project course that will require a detailed project proposal to be developed. Topics included in developing this project proposal will include engineering economics, engineering ethics, and literature review. A preliminary exploration of the feasibility of each project is expected. Prerequisites: Physics 244 and senior standing as an Engineering Physics major.

ENGINEERING PHYSICS 452. (2)
ADVANCED PROJECT II. A continuation of Engineering Physics 451 with the inclusion of instrumentation and data analysis topics to be covered. A detailed final report and presentation are expected at the end of the course. Prerequisite: Engineering Physics 451.

PHYSICS

PHYSICS 105. (3)
PHYSICS AND ASTRONOMY OF SCIENCE FICTION. An overview of the physics and astronomy content of popular television, film and literature, with a focus on analyzing common science fiction tropes such as: intelligent life in the universe, robots, space travel, and teleportation. Prerequisite: none.

PHYSICS 106. (3)
ELECTRONICS I. An inquiry-based approach to the study of electronics including transistors, integrated circuits, and digital logic. Prerequisite: none. Not open to juniors or seniors without prior consent from the professor.

PHYSICS 107. (3)
ENERGY AND THE ENVIRONMENT. An introductory course focusing on the basic physical principles behind production, consumption, conservation and pollution due to the use of energy. Topics include fossil fuels, renewable energy sources, conservation techniques, transportation, and climate change. Prerequisite: none. Offered: fall semester of odd-numbered years.

PHYSICS 108. (3)
METEOROLOGY AND CLIMATOLOGY. An elementary introduction to meteorology and climatology including properties of the atmosphere and their effects on the weather, climate change and global warming. Prerequisite: none.

PHYSICS 131. (3)
FUNDAMENTALS OF PHYSICS I. A calculus-based introduction to classical mechanics. Topics include linear kinematics and dynamics, work and energy, momentum, gravitation, rotational kinematics, oscillations, fluids, and mechanical and sound waves. Corequisite: Physics 151. Offered: fall semester.

PHYSICS 132. (3)
FUNDAMENTALS OF PHYSICS II. A calculus-based introduction to electromagnetism and modern physics. Electrostatics, the electric field and potential, electric current and circuits, magnetostatics, induction, light and optics, the atomic nature of matter, the structure of the atom, and the nucleus are studied. Prerequisite: Physics 131. Corequisite: Physics 152. Offered: spring semester.

PHYSICS 135. (3)
THE PHYSICS OF SOUND. The course begins with an introduction to the basic physics of sound. Additional topics include a study of musical instruments, high-fidelity audio systems, speaker design and placement, microphones, and room acoustics. Prerequisite: none.

PHYSICS 220. (3)
COMPUTATIONAL METHODS IN PHYSICS. An introduction to the techniques of using computers to solve problems in physics. These include numerical differentiation and integration, numerical modeling, and graphical presentation of data. The techniques learned are applied to solve interesting problems in physics. Previous programming experience and computer literacy are helpful but not expected. Prerequisite: Physics 131. Prerequisite or corequisite: Mathematics 141. Offered: fall semester.

PHYSICS 233. (3)
MODERN PHYSICS I. An introduction to modern physics, which includes a study of special relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisites: Physics 132 and Mathematics 141. Offered: fall semester.

PHYSICS 244. (3)
EXPERIMENTAL PHYSICS. An instrumentation-based course that provides an introduction to modern measurement techniques, instrumentation, and data analysis. Topics include concepts of electronics, spectroscopy systems, and mechanical systems. Emphasis is placed on the principles of data collection and analysis. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 310. (3)
ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what can be learned from the radiation observed from astronomical objects. Prerequisites: Physics 131 and Mathematics 141. Offered: spring semester of odd-numbered years. (Cross-listed as Astronomy 310.)

PHYSICS 326. (3)
MATHEMATICAL METHODS FOR PHYSICS AND ENGINEERING. Selected mathematical techniques most often used in physics are studied. Power Series, Fourier series, linear transformations, ordinary and partial differential equations, eigenvalues, eigenvectors, complex variables, Legendre polynomials, spherical harmonics, and Bessel functions are among the topics considered. These techniques are applied to problems in electricity and magnetism, mechanics, acoustics, and quantum mechanics. Prerequisite: Physics 132. Prerequisite or corequisite: Mathematics 242. Offered: fall semester of odd- numbered years.

PHYSICS 331. (3)
CLASSICAL MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 131. Prerequisite or corequisite: Math 242. Offered: fall semester. (Cross-listed as Engineering Physics 331. Students are not allowed to receive credit for both Engineering Physics 331 and Physics 331).

PHYSICS 332. (3)
ELECTRICITY AND MAGNETISM. A study of electrostatics, dielectrics, and magnetostatics. Prerequisite: Physics 331 and Mathematics 242. Offered: spring semester.

PHYSICS 333. (3)
MODERN PHYSICS II. An extension of the material from Modern Physics I with topics to include atomic and molecular physics, multi-electron atoms, semiconductor physics, nuclear and particle physics. Prerequisite: Physics 233. Prerequisite or corequisite: Mathematics 242. Offered: on sufficient demand.

PHYSICS 340. (3)
ELECTROMAGNETIC WAVES AND OPTICS. Topics include transmission lines, electromagnetic waves, and light. In particular, refraction, polarization, diffraction, and emission mechanisms will be covered. Prerequisites: Physics 132. Prerequisite or corequisite: Mathematics 242. Offered: on sufficient demand.

PHYSICS 342. (3)
THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisites: Physics 132 and Mathematics 242. Offered: spring semester of even-numbered years. (Cross-listed as Engineering Physics 342. Students are not allowed to receive credit for both Engineering Physics 342 and Physics 342).

PHYSICS 343. (3)
FLUID MECHANICS. Topics include: properties of fluids, fluid statics, dimensional analysis, the Bernoulli equation, and the Navier-Stokes equations. These will include the conservation of mass, momentum, and energy in both integral and differential form. Prerequisites: Physics 132. Prerequisite or corequisite: Mathematics 242. Offered: on sufficient demand. (Cross-listed as Engineering Physics 343. Students are not allowed to receive credit for both Engineering Physics 343 and Physics 343)

PHYSICS 441. (3)
MATERIALS SCIENCE AND SOLID-STATE PHYSICS. An introductory course in solid-state physics and material science, with an emphasis on the applications of each topic to experimental and analytical techniques. Topics include crystallography, thermal and vibrational properties of crystals and semiconductors, metals and the band theory of solids, superconductivity, the magnetic properties of materials, and surface physics. Prerequisite: Physics 332. Offered: on sufficient demand. (Cross-listed as Engineering Physics 441. Students are not allowed to receive credit for both Engineering Physics 441 and Physics 441).

PHYSICS 442. (3)
QUANTUM MECHANICS. The physical foundations of the quantum theory are studied. Schroedinger's Equation is introduced and used to analyze elementary aspects of the atom. Perturbation theory, the variational method, and other approximation methods are introduced. Prerequisite: Physics 233. Offered: on sufficient demand.

LABORATORIES

ASTRONOMY

ASTRONOMY 351-352. (2)
ADVANCED LABORATORY. An independent research project will be conducted to answer a scientific question, to design an observational instrument, or to explore a pedagogical question, which will include data collection, analysis, interpretation, and hypothesis testing. Results will be presented through a written report and a presentation. Prerequisite: Astronomy 210 or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS

PHYSICS 351-352. (2)
ADVANCED LABORATORY. An independent research project will be conducted to answer a scientific question, to design an experimental instrument, or to explore a pedagogical question, which will include data collection, analysis, interpretation, and hypothesis testing. Results will be presented through a written report and a presentation. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3)
ADVANCED LABORATORY WITH DISTINCTION. An extended project conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor and a cumulative GPA of 3.2 or higher.

PHYSICS 462. (3)
ADVANCED LABORATORY WITH DISTINCTION. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor and a grade of B or higher in Physics 461.

POLITICS

Associate Professor Carroll Jones; Assistant Professors Burke, Kuthy, Mead, Mkrtchian, Sinha.

Chair: Celia M. Carroll Jones

Students may major in either Government or Foreign Affairs.

The requirements for a major in Government are a minimum of 37 semester hours in Government, to include the following courses: POLI 101, 140, 370, and 470; two political philosophy courses (POLI 310 and one course selected from POLI 312-315); two American institution courses (POLI 331-333); and one Constitutional law course (POLI 430 or 431). Philosophy 216 may count towards the remaining 12 elective hours. Government students are encouraged to take courses in Classics, Economics and Business, History, Religion, and Philosophy. Government majors are strongly encouraged to participate in off-campus study. either in a Summer Term course, or in an approved Washington Semester or Study Abroad program.

Students considering graduate study in political science, public policy, or public administration are encouraged to take Math 121(Statistics) and POLI 250 (Research Methods in Political Science) before beginning their junior year.

The requirements for a major in Foreign Affairs are a minimum of 37 semester hours in approved courses, 19 to include POLI 101; 140; 310; 440 or 443; 370 and 470 and Economics 101. Students studying Foreign Affairs must complete the major by taking 18 credits from the following: Economics and Business: three to six credits from 103, 210, 261, 262; Politics: at least three credits from 223, 224, 225, 226, 227 and 228; additional electives from 231, 242, 250, 321, 322, 323, 341, 342, 413, 414, 442; Interdisciplinary Studies: 275, 465. Students are strongly encouraged to study abroad either through a Summer Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Students interested in foreign affairs or comparative politics are strongly encouraged to undertake a minor in a foreign language or at a minimum to complete a 300-level modern language course. Foreign Affairs majors should complete their mathematics requirement before the junior year. The degree will not be complete until the student has publicly presented the product of his Senior Seminar paper POLI 470, normally in the fall of the senior year.

Requirements for the minor in Legal Studies and the minor in Public Policy are listed under Special Programs.

POLITICS 101. (3)
INTRODUCTION TO AMERICAN GOVERNMENT.
A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICS 140. (3)
INTRODUCTION TO WORLD POLITICS.
A study of the development of modern states and the relations among states in the modern international system. This course examines the political ideologies that have influenced the development of modern states and that have shaped the major conflicts in the modern world. It considers the present condition and possible future of the modern state system. Prerequisites: none, but Western Culture 102 and 103 are recommended. Offered: each semester.

POLITICS 151, 152, 251, 252, 351, 352, 451, 452. (1)
COUNTRY STUDY LAB. This course engages students in the study of the politics, governmental institutions, economy, and social conditions in one developing country. It is organized in a series of one credit courses spread over three or four years. Regular meetings, normally one hour per week, will review contemporary articles and analytic or historical materials related to the target country. The expectation will be that for each credit, students will write a summary paper on the institutions, politics, economy and/or social conditions of the target country. Students who complete the work at the senior level will be expected to produce a comprehensive, but compact, country study of the target country including short term estimates for political and economic development along with long term estimates of stability. While not a research lab, it will aim at teaching students to apply an analytic framework and concepts to contemporary issues.

POLITICS 200. (3)
PARTIES AND ELECTIONS. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how is it sought? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline. Prerequisite: POLI 101. Offered: fall semester of even-numbered years.

POLITICS *202. (3)*
MEDIA AND POLITICS. This course introduces political media and the political media's role in American politics. The course begins with political journalism, paying special attention to questions of bias and objectivity and how the changing American media landscape has transformed political journalism. The second part of the course draws upon social science research to examine the media's impact on Americans' political attitudes and behaviors. Prerequisite: POLI 101

POLITICS *203. (3)*
INTEREST GROUPS AND SOCIAL MOVEMENTS. This course considers collective action in American politics. The course defines the different types of interest groups and evaluates the strategies they use to enact public policy such as campaign contributions and lobbying. The second part of the course studies social movements and examines why they emerge, how they organize, and the intra-organizational dynamics that shape their goals and strategies. This course draws extensively from historical and contemporary case studies in American politics. Prerequisite: POLI 101

POLITICS *211. (3)*
VIRGINIA POLITICS. This course investigates state government and politics, focusing on the state of Virginia. It examines the structures of government and the processes of politics in the state. It considers the historical and contemporary regime character of Virginia, that is, The Commonwealth as a political community with a particular determination of who rules and for what purposes. Prerequisite: none. Offered: spring semester of odd-numbered years.

POLITICS 223. (3)
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention focuses on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: POLI 140 or permission of the instructor. Offered: fall semester of even-numbered years.

POLITICS 224. (3)
GOVERNMENT AND POLITICS OF CENTRAL & EASTERN EUROPE. An examination of the historical and political development of Central and Eastern European nations. Attention is given to the problems and prospects of nations that emerged from communist totalitarianism. Topics include transforming economies, creating workable political institutions, reestablishing civil societies, and renewing traditional cultures. The course also focuses on the resistance of Eastern European nations to the integration of Central European countries into the European community. Prerequisite: None. Offered: summer semester if there is sufficient student interest.

POLITICS 225. (3)
GOVERNMENT AND POLITICS OF THE MIDDLE EAST. A survey of political issues and problems of transnational importance in the modern Middle East, as well as of the policies adopted by states of the Middle East to deal with those matters. Topics include population growth, economic development, natural resource management, the changing role of women, security, pan-Arabism, pan-Islamism, and the role of religion in public life. Prerequisite: Because an understanding of Middle Eastern history is necessary to an understanding of the politics of the region, History 207 and 208 are strongly recommended, to be taken either prior to or at the same time as this course. POLI 140 is also recommended. Offered: fall semester of odd-numbered years.

POLITICS 226. (3)
GOVERNMENT AND POLITICS OF ASIA. A survey of the local, national, regional, and international politics of Asia. Japanese political development from the Tokugawa shogunate to the post-World War democratic government, along with modern Chinese politics (Mao and after), is examined. Politics of Southeast Asia and the

Korean peninsula are also covered, with particular emphasis on the relationship among the nations of these areas with each other and with Japan and China. Prerequisite: Because an understanding of Asian history is necessary to understanding the area's politics, History 205 and 206 are strongly recommended, to be taken either prior to or at the same time as this course. POLI 140 is also recommended. Offered: fall semester of even-numbered years.

POLITICS 227. (3)
GOVERNMENT AND POLITICS OF LATIN AMERICA. A survey from a developmental perspective of Iberian Latin American politics. The course focuses on factors affecting Latin American political development, such as the impact of the colonial experience, culture, political party competition, bureaucratic authoritarianism, the global market, religion, regional cooperation, and popular movements. Prerequisite: Because an understanding of Latin American history is necessary to understanding its politics, History 209 and 210 are strongly recommended, to be taken either prior to or at the same time as this course. POLI 140 is also recommended. Offered: spring semester of even-numbered years.

POLITICS 228. (3)
GOVERNMENT AND POLITICS OF SUB-SAHARAN AFRICA. A survey of post-colonial politics in sub-Saharan Africa. Work in the class is divided between political development issues and important policy issues (as they affect and are affected by current conditions of political development). Political development considers such issues as colonial legacies, ideological foundations and regime types, ethno-cultural-religious pluralism, and economic-political relations with the broader international community. Policy topics include economic growth, education, health issues (such as AIDS and malarial control), natural-resource development, and family policies. Prerequisite: POLI 140 or the permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICS 230. (3)
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics include the history of American public administration, the role of administrative officials in the formulation and execution of public policy, accountability and responsibility in the public sector, the politics of public budgeting, and administrative discretion and the rule of law. Prerequisite: POLI 101. Offered: fall semester of even-numbered years.

POLITICS 231. (3)
PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention is given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems are considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: POLI 101. Offered: fall semester of odd-numbered years.

POLITICS 233. (3)
THE COMMON LAW. This course introduces students to the nature and practice of law in the United States. It looks at the origins of American common law. It examines how a common law system differs from other legal systems such as continental or code systems. Finally, the course examines the application of law in America by detailing and evaluating the institutions, expectations, and behavioral norms of American judicial process. Prerequisite: none. Offered: fall semester.

POLITICS 234. (3)
ENVIRONMENTAL POLITICS AND POLICY. A study of the major US environmental laws. Legal, political, and economic approaches to environmental policy are examined via case studies of public lands policy, the Endangered Species Act, the Clean Air Act, and global warming. Emphasis is placed on domestic politics with some attention to international law and treaties. Prerequisite: POLI 101 or permission of the instructor. Offered: fall semester of odd-numbered years.

POLITICS 242. (3)
AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy-making, the decision-making process, and the role of interest groups and public opinion. Prerequisite: POLI 101 or 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICS 250. (3)
RESEARCH METHODS IN POLITICAL SCIENCE.
This course introduces the student to empirical methods of Political Science research, as well as to a systematic, analytical approach to addressing questions relating to politics and political behavior. Topics include the formulation of appropriate research questions; research design; sampling; measurement; and univariate, bivariate, and multivariate statistical analysis techniques. The course is strongly recommended for those students considering graduate work. Prerequisite: Mathematics 121, or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICS 310. (3)
CLASSICAL POLITICAL PHILOSOPHY.
An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: each semester.

POLITICS 312. (3)
AMERICAN POLITICAL THOUGHT. A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and F. D. Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every other year

POLITICS 313. (3)
EARLY MODERN POLITICAL PHILOSOPHY. A n examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of even-numbered years.

POLITICS 314. (3)
MODERN POLITICAL PHILOSOPHY. A critical examination of Kant, Burke, Marx, Nietzsche, and Heidegger. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of odd-numbered years.

POLITICS 315. (3)
SPECIAL TOPICS IN POLITICAL PHILOSOPHY.
Critical examination of a single thinker or movement with significance for modern politics. Such topics might include Tocqueville's study of American democracy, Marxism, nationalism, conservatism, critical theory, etc. Prerequisite: POLI 310 or permission of the instructor.

POLITICS 321. (3)
COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The intent is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: POLI 140. Offered: spring semester of odd-numbered years.

POLITICS 322. (3)
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes. Prerequisite: POLI 140, or permission of the instructor. Offered: fall semester of even-numbered years.

POLITICS 323. (3)
TYRANNY AND TOTALITARIANISM. A practical and theoretical analysis of tyranny and the modern variant, totalitarianism. It examines various writings on tyranny, such as those of Xenophon, Aristotle, Machiavelli, and Solzhenitsyn; and considers particular tyrannical and totalitarian regimes, such as Cromwell's Protectorate, Napoleon's Consulate, Hitler's Nazi Germany, and Soviet Communism under Lenin and Stalin. Prerequisite: POLI 140, or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICS 331. (3)
AMERICAN COURTS AND JUDICIAL PROCEDURE. This course examines the function and structure of the American judicial system at state and federal levels including criminal and civil litigation, the selection of judges and juries, and alternative forms of dispute resolution. Special focus is placed on the political aspects of judicial policymaking and access to justice in the United States. Prerequisite: POLI 101

POLITICS 332. (3)
THE PRESIDENCY. An analysis of the American executive. Special attention is paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students are expected to give class presentations on topics of continuing interest. Prerequisite: POLI 101. Offered: fall semester of odd-numbered years.

POLITICS 333. (3)
THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention is paid to the creation of the legislative branch and the development of its powers, its organization, and its effectiveness. Prerequisite: POLI 101. Offered: fall semester of even-numbered years.

POLITICS 334. (3)
SPECIAL TOPICS IN PUBLIC POLICY. This course provides an in-depth, substantive study of selected policy topics not covered by fixed-content policy courses. This course is primarily intended for POLI majors, building upon knowledge developed in Public Administration (POLI 230) and Public Policy (POLI 231) courses. Students examine the unique actors and interests characterizing a given policy area, learn from policy-makers in the field, and complete an individualized research project. Potential topics include welfare and poverty policy, education, healthcare, and criminal justice. Prerequisite: POLI 230 or POLI 231 or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICS 341. (3)
THEORIES OF INTERNATIONAL RELATIONS.
A study of the treatment in ancient and modern political thought, and contemporary political science, of the fundamental problems of international relations. Issues to be considered are the causes of war, the possibilities for peace, the objectives, strategies, and instruments of foreign policy; and political decision-making in foreign affairs. Prerequisite: POLI 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICS 342. (3)
THE CONSTITUTION AND FOREIGN AFFAIRS.
This course examines the constitutional and legal issues involved in the conduct of foreign affairs by the government of the United States. Topics include foreign affairs in the American tradition of political thought; the role of foreign affairs in the framing of the Constitution; the nature of the foreign affairs power under the Constitution; the role of the states in foreign relations; the foreign affairs powers of the President, Congress, and the federal courts; individual rights and the conduct of war; and the relationship between American municipal law and international law. Readings are drawn from the speeches and writings of American presidents and other political leaders, statutes, Supreme Court cases, and U.S. Treaties and Executive Agreements. Prerequisite: POLI 101 or 140, or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICS 370. (1)
PRE-THESIS SEMINAR. A seminar aimed at developing a research proposal for POLI 470. To be taken the semester before POLI 470. The seminar will concentrate on development of a working research proposal for the Senior Seminar, including a thesis statement, statement of methodology to be used, significant working bibliography, a partial review of the literature, and a general plan for project completion. Prerequisite: 18 hours in POLI. Offered: Must be taken in the spring semester of the junior year unless authorized by the Chair of POLI.

POLITICS 430. (3)
AMERICAN CONSTITUTIONAL LAW. This course examines the major provisions of the American Constitution and their development through judicial interpretation. Prerequisite: POLI 101. Offered: fall semester.

POLITICS 431. (3)
AMERICAN CONSTITUTIONAL LAW: CIVIL LIBERTIES AND RIGHTS. This course examines guarantees for civil liberties and civil rights in the United States Constitution, focusing on the First and Fourteenth Amendments. Special attention is given to freedom of expression (speech, press, association, and religion), equal protection, the right of privacy, and substantive due process. Prerequisite: POLI 101

POLITICS 437. (3)
REGULATORY POLICYMAKING & THE ADMINISTRATIVE STATE. This course examines the legal and historical foundations of the American administrative state. Students will explore how regulations are constructed and the relationship between administrative agencies and political institutions. Key concepts and controversies in administrative law will also be discussed. Prerequisite: POLI 230 or 231.

POLITICS 440. (3)
INTERNATIONAL LAW. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: POLI 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICS 442. (3)
ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States. Special attention is given to a review of the formulation of American foreign policy and its implementation. Consideration is also given to responses to American foreign policy by other nation states. Prerequisite: permission of the instructor. Offered: spring semester.

POLITICS 443. (3)
INTERNATIONAL ORGANIZATION. This course examines international organization as a process. The focus is on global institutional development, including the United Nations and the United Nations family system. This course explores the foundations, contemporary problems, and future prospects of global and regional inter-government and non-governmental organization. The intent is to put the process of international organization development in a coherent historical and theoretical perspective. Prerequisite: POLI 140, or permission of the instructor. Offered: fall semester of odd-numbered years.

POLITICS 470. (3)
SENIOR SEMINAR AND THESIS. In the senior year, majors write a thesis-length paper on a topic relating to government or foreign affairs. Under the supervision of the seminar's instructor, students choose a topic, undertake substantial research on the issue, and write a thirty-page paper. Seminar sessions are devoted to defining topics, organizing research, discussing problems in research and writing, and giving oral presentations based on work in progress. Majors should plan to be in residence at the College in the fall semester of their senior year when this course is offered. Prerequisite: senior status and POLI 370. Offered: each semester.

SOCIOLOGY 201. (3)
INTRODUCTION TO SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: as staffing permits.

SOCIOLOGY 305. (3)
SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, viz. that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, predominates. Prerequisite: Sociology 201, or status as a Religion major. Offered: as staffing permits.

PSYCHOLOGY

Professor Vitale; Associate Professor Gyurovski; Assistant Professors Bauer, Locey.

Chair: Ivo I. Gyurovski

The requirements for a major in Psychology are 34 hours in Psychology, including Psychology 101, 250, 350, and 450. In addition, students must take two 300-level courses from among Psychology 301, 302, 303, 304, 305, 306, 312, 313, and 315. Students must also take three one-credit labs associated with a 200- or 300-level course. Electives in Psychology may be chosen from department offerings above the 100-level.

The requirements for a minor in Neuroscience are Biology 110/151 (4 hours credit), Biology 201, Biology 333, Psychology 101, Psychology 250, Psychology 301 and 351, and one course from among the following: Biology 130, 204, 304, 310, 311, 347, 358; Chemistry 110/151; Computer Science 161; Physics 131/151; Philosophy 102, 314; Psychology 204, 207, 302, 303, 312 and 352, 313, 350.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to undertake independent research.

PSYCHOLOGY 101. (3)
INTRODUCTION TO PSYCHOLOGY. Introduction to the field of psychology with an emphasis on research methodologies and findings in the areas of neuroscience, learning, development, abnormal, and social psychology, plus other topic areas as appropriate. Examination of the methods and evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 107. (3)
CONTROVERSIAL ISSUES IN PSYCHOLOGY. This is an entry-level course designed to introduce students to conflicting views on a variety of important issues in different areas of psychology. The focus of this course is the gulf between public opinion and empirical knowledge. Discussions about each controversy begins with a presentation of some basic information about the general topic under study (e.g., the accuracy of eyewitness testimony and the nature of human memory) and is followed by an in-depth examination of each controversy in light of what the public believes to be true and what psychologists have learned. Videotapes, web resources, and readings from the critical thinking monograph are used to supplement the primary text in this course. Prerequisite: none.

PSYCHOLOGY 204. (3)
ABNORMAL PSYCHOLOGY. An overview of emotional, behavioral, and cognitive conditions which are considered sufficiently stressful, dysfunctional, unusual, or bizarre to require treatment by mental-health professionals. Included in each major category defined by psychiatry's diagnostic manual are a description of symptoms, typical antecedent life stresses, correlates in childhood developmental patterns, and physiological, neurological, and temperamental concomitants. Theory and research concerning causes and common therapeutic approaches are reviewed. Prerequisite: Psychology 101.

PSYCHOLOGY 205. (3)
MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101.

PSYCHOLOGY 207. (3)
DRUGS AND BEHAVIOR. The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions; the interaction of a drug with the nervous system; the biological and psychological makeup of the individual; and the social and physical environment as the determinant of the drug experience. Prerequisite: Psychology 101.

PSYCHOLOGY 208. (3)
SPORT PSYCHOLOGY. Examines the psychological principles involved in sport, including the effects of attention and arousal on performance, audience effects on performance, factors underlying achievement motivation, factors that predict effective coaching and team cohesion, and personality variables associated with athletic participation. Emphasis is placed on reading and discussing empirical studies in the area, with some attention paid to case studies. Prerequisite: Psychology 101.

PSYCHOLOGY 209. (3)
PSYCHOLOGY OF ADOLESCENCE. This course is designed to introduce students to adolescence, an important stage of human growth and development. Students begin by reviewing the major theories of adolescence, then cover some of the physical, cognitive, social, and emotional changes that occur during this stage of development. Current research on problematic behaviors such as drug use, sexual behavior, risk taking, juvenile delinquency, and psychopathology help students explore the roles that neurological development, parents, and cultural forces play in the development of these behaviors. Finally, students develop ideas about how we might reduce or eliminate the occurrence of some of these problematic behaviors. Videotapes, web resources, and additional short readings are used to supplement the primary text in this course. Prerequisite: Psychology 101, or permission of the instructor.

PSYCHOLOGY 212. (3)
BUSINESS PSYCHOLOGY. This course is designed to increase the student's understanding of the nature and dynamics of mental processes and interpersonal behavior relevant to organizational performance in business and industry. Course content will focus on theory and research in cognitive and social psychology that is applicable to management, consumer behavior, and marketing (e.g. social perception, interpersonal relations, persuasion, and cooperation). The course will include a combination of case discussions, the reading of primary sources, group activities, and lectures. This course will enable students to use psychological concepts in order to gain insight into practical workplace issues. Prerequisite: Psychology 101.

PSYCHOLOGY 250. (4)
RESEARCH METHODS AND STATISTICAL ANALYSIS IN PSYCHOLOGY. Students will learn how to design, conduct, and evaluate research in the behavioral and biological sciences and how to conduct parametric and nonparametric statistical analyses. There is an emphasis on understanding experimental design, using descriptive and inferential statistics, interpreting analyses, and reporting conclusions. Students will learn how to use a computer based statistical package and will learn how to use and write in APA style. Offered fall semester. Prerequisite: Psychology 101.

PSYCHOLOGY 301. (3)
BEHAVIORAL NEUROSCIENCE. The role of the nervous system in the control of behavior. An examination of neurophysiology, neurochemistry, neuropharmacology, and neuroanatomy and their relation to motivation, learning and memory, cognition, and mental disorders. Prerequisite: Psychology 101 or Biology 110; recommended: Psychology 210 and 351.

PSYCHOLOGY 302. (3)
SOCIAL AND AFFECTIVE NEUROSCIENCE. This course will offer an overview of the neural basis of social (e.g. person perception) and affective (e.g. emotion regulation) processes. Social and affective neuroscience applies tools typically used to study cognition (i.e. neuroimaging) to better understand affective and social processes, as well as how these processes interact with cognitive ones. For example, affect (e.g. the emotional salience of the information we are processing) can alter performance on cognitive tasks. Students will be introduced to foundational concepts in the field, and will use this knowledge in order to understand recent findings in core content domains including emotional appraisal, emotion regulation, person perception and impression formation, social affiliation and rejection, inferring the mental states of others, risk evaluation, reward processing, and default network activity. Prerequisite: Psychology 101.

PSYCHOLOGY 303. (3)
COGNITIVE NEUROSCIENCE. Cognitive neuroscience examines the neural basis of higher mental functions, including brain systems supporting vision, object recognition, attention, memory, spatial functions, language, and decision-making. Major themes include mind/brain relationships, localization of function, and plasticity of the brain, in addition to behavioral measures of cognition used to study people with focal brain damage as well as neuroimaging studies of neurologically normal people. Cognitive neuroscience approaches to disorders such as autism, schizophrenia, and Alzheimer's disease are also explored. Prerequisite: Psychology 101 or Biology 110/151.

PSYCHOLOGY 304. (3)
PERSONALITY: THEORY AND MEASUREMENT. This course focuses on theoretical models and research methods relevant to the study of personality. Historical and modern approaches are examined, with an emphasis on evaluating theories in the context of relevant empirical evidence. Students are also exposed to common methods of personality assessment, and the processes behind scale development and validation. Prerequisite: Psychology 101.

PSYCHOLOGY 305. (3)
COGNITIVE PSYCHOLOGY. This course focuses on the study of human memory and mental processes. The information-processing approach is presented and described in some detail. A variety of mental activities are covered, including attention, perception, remembering, using language, reasoning, and problem-solving. Special attention is paid to the application of current research in cognitive psychology to real-life situations. Prerequisite: Psychology 101.

PSYCHOLOGY 306. (3)
SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101.

PSYCHOLOGY 310. (3)
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. Application of psychological principles to problems in business and industry, and to management. Addresses such topics as personnel selection and organizational theory. Prerequisite: Psychology 101. Offered: as staffing permits.

PSYCHOLOGY 312. (3)
LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101; recommended: Psychology 250.

PSYCHOLOGY 313. (3)
SENSATION AND PERCEPTION. An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics in perception include attention, feature detection, depth perception, perceptual organization, and perceptual illusions. Prerequisite: Psychology 101.

PSYCHOLOGY 315. (3)
DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period and with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age are described in less detail. Prerequisite: Psychology 101; recommended: Psychology 250.

PSYCHOLOGY 318. (3)
NEGOTIATIONS. Negotiation is prevalent in interpersonal interactions, from the trivial, such as making dinner plans, to the consequential, such as determining employer-employee disputes or resolving international conflicts. In this course, we will examine the structure of different negotiations. We will pay particular attention to the principles, derived through psychological science, that govern the processes and outcomes of a negotiation. For instance, we consider the role of perceptions, expectations, intuitions, and biases, and evaluate the role of information processing, culture, modes of communication, and power in influencing a negotiated outcome. We see how the psychology

of trust, reciprocity, fairness, cooperation and competition can affect our ability to benefit from an exchange or contribute to the escalation of conflict. To better understand the dynamics of the negotiation process, we learn through engaging in a variety of negotiation role-plays, through reflecting on these experiences during class discussions, and through relating these experiences to research findings and behavioral science. Prerequisite: Psychology 101.

PSYCHOLOGY 319. (3)
THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law; the psychology of jury selection and deliberation; the validity of eyewitness testimony; the nature and treatment of criminal offenders; and the psychology of lawyering, negotiation, and conflict-resolution are among its concerns. Some attention is given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101.

PSYCHOLOGY 320. (3)
PSYCHOTHERAPY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 204 or 304.

PSYCHOLOGY 343. (3)
JUDGEMENT AND DECISION MAKING. People form judgments and make decisions frequently, yet we are far from perfect when doing so. Further, we are consistent in the ways we depart from rationality. This course examines the psychological processes by which intuition, reasoning, and social interaction generate judgments and decisions as well as how these mental processes enable prediction and control of human behavior. We will consider the limitations of willpower, self-interest, and ethics. We will contextualize our learning through historical examples and role-playing exercises. We will identify practical applications of scientific findings in a number of fields, including finance, public policy, law, medicine, management, and marketing. Prerequisite: Psychology 101.

PSYCHOLOGY 350. (3)
ADVANCED LAB. Advanced Lab in Psychology is a laboratory-based course focusing on developing and conducting research based on a topic or area of investigation within the instructor's realm of expertise. PSYC 350 should be completed by the end of the junior year. Prerequisite: Psychology 250. Offered each semester.

PSYCHOLOGY 351. (1)
LABORATORY FOR BEHAVIORAL NEUROSCIENCE. Application of laboratory techniques in physiological research, including dissection, anesthesia, surgery, lesioning, behavioral testing, and histology. Corequisite: Psychology 301.

PSYCHOLOGY 352. (1)
LABORATORY FOR LEARNING. Applications of principles of classical and operant conditioning, observational learning, human learning, and memory in laboratory exercises and experiments. Corequisite: Psychology 312.

PSYCHOLOGY 355. (1)
LABORATORY FOR DEVELOPMENTAL PSYCHOLOGY. Exercises utilizing various research methods involved in the study of developmental processes, such as observational techniques and cross-sectional and longitudinal studies. Corequisite: Psychology 315.

PSYCHOLOGY 356. (1)
LABORATORY FOR SOCIAL PSYCHOLOGY. Application of research methods in the fields of social behavior and social cognition. Students conduct direct and conceptual replications of studies in areas including group dynamics, conformity, persuasion, information processing biases, attributional style, and stereotype use. Corequisite: Psychology 306.

PSYCHOLOGY 403. (3)
HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists are discussed. The course is highly recommended for students who are planning on graduate study in psychology or related fields. Prerequisites: Psychology 101 and at least three courses at the 300-level; Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: as staffing permits.

PSYCHOLOGY 410. (3)
PRACTICUM AND INTERNSHIP IN PSYCHOLOGY. Students gain hands-on experience in a work setting that applies the principles of psychology. Academic-year internships typically involve about 120 hours per semester at the internship site (one full day or two half-days per week) with supervision by a psychology professional. Summer internships may (and generally do) involve a more substantial time requirement. Prerequisite: status as a senior majoring in Psychology, or consent of the department. Offered: as staffing permits.

PSYCHOLOGY 450. (3)
SENIOR SEMINAR IN PSYCHOLOGY. The Senior Seminar in Psychology is the capstone course for those students majoring in psychology. Under the supervision of a faculty advisor, students design and conduct an original, empirical, semester-long research project. In so doing, they will apply knowledge they have gained from courses in statistics, research design, as well as courses with laboratories that introduce students to fields of psychology. Students will also grapple with common ethical issues in psychology. Prerequisites: Psychology 250, Psychology 350. Offered: spring semester.

RELIGION

Professors Utzinger, Vogel; Associate Professor Harris; Assistant Professor Cifers.

Chair: Jeffery A. Vogel

The requirements for a major in Religion are 31 hours in Religion courses, including at least one course at the 200-level or above in each of the four areas of study: world religions, Biblical studies, Christian theology and ethics, and American and historical studies. Additionally, the major requires two courses at the 300-level or higher, as well as the pre-thesis seminar and the departmental colloquium (Religion 444 and Religion 445). In addition to Religion courses, up to two courses from among Classical Studies 219, Greek 303, History 360, and Philosophy 217 may serve as electives toward the religion major.

The requirements for a minor in Religion are 19 hours of courses in Religion. The minor requires two courses at the 200-level or higher, one additional course at the 300-level or above, as well as the pre-thesis seminar and the departmental colloquium (Religion 444 and Religion 445). In addition to Religion courses, one course from among Classical Studies 219, Greek 303, History 360, and Philosophy 217 may serve as an elective toward the Religion minor. serve as electives toward the Religion minor.

INTRODUCTORY COURSES

RELIGION 101. (3)
INTRODUCTION TO RELIGION. A consideration of the nature of religion and the human religious quest. Students should gain an understanding of how religious communities and individuals interact with one another and their wider cultural milieu. Themes such as the role of experience, faith, theology, sacred texts, and ritual in the religious life of individuals and communities are considered. Prerequisite: none. Offered: each semester.

RELIGION 103. (3)
INTRODUCTION TO WORLD RELIGIONS. This course introduces the central tenets of six major world religious traditions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, and Islam. Through a close reading of primary scripture, this course studies the diversity and similarity of religious thought. Prerequisite: none. Offered: each semester.

RELIGION 104. (3)
INTRODUCTION TO HEBREW BIBLE/OLD TESTAMENT. An introductory study to the books of the Hebrew Bible/Old Testament as an expression of the religious life and thought of ancient Israel and as part of the scriptural canon of both Judaism and Christianity. This study focuses on the first five books of the biblical canon (the Torah or Pentateuch) and the former and latter prophets (also referred to as the historical books and prophetic literature). Consideration is given to methods of interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Offered: each fall.

RELIGION 105. (3)
INTRODUCTION TO NEW TESTAMENT. An introductory study to the books of the New Testament and the history and religious thought of the early Christian community. Consideration is given to methods of interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Offered: each spring.

COURSES IN WORLD RELIGIONS

RELIGION 201. (3)
JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none.

RELIGION 202. (3)
RELIGIONS OF SOUTH ASIA. This course introduces the central tenets of the five major religious traditions in South Asia: Hinduism, Jainism, Buddhism, Sikhism, and Islam. Through a close reading of primary scripture, this course studies the diversity and similarity of religious thought in South Asia. Prerequisite: none. Offered: each year.

RELIGION 203. (3)
RELIGIONS OF EAST ASIA. This course introduces the central tenets of the four major religious traditions in East Asia: Confucianism, Taoism, Buddhism, and Shinto. Through a close reading of primary scripture, this course studies the diversity and similarity of religious thought in East Asia. Prerequisite: none. Offered: each year.

RELIGION 204. (3)
ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, Qur'an, Prophet, worship, law, theology, mysticism. Special attention is paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none.

RELIGION 303. (3)
RELIGIOUS PLURALISM. This course involves critical reflection on the meaning of religious pluralism in the contemporary world. This process of reflection includes clarification of the significance of "pluralism," its impact on asserting truth claims, and the possibility of one tradition's claim to absolute truth in relation to the truth claims of other traditions. In particular, the course addresses the model of interreligious dialogue as a strategy for living with truth claims and religious pluralism. Prerequisite: Rhetoric 102.

RELIGION 305. (3)
ART AND ARCHITECTURE OF INDIA. India has a rich visual culture that dates back more than 4,000 years. This course surveys art and architecture from the ancient to the present time, focusing on Hindu, Buddhist, and Jain contexts. This course will investigate a variety of themes. How does religious iconography and temple architecture reflect the wider universe, political order, and social world? What role do both play in the lives of devotees? How are religious and philosophical concerns reflected visually? How does modern and contemporary art integrate ancient themes with new creative techniques? This course is interdisciplinary in approach and provides a framework for comparison with other visual cultures. Prerequisite: Rhetoric 102

RELIGION 306. (3)
SAINTS, YOGIS, AND MADMEN IN INDIA.
This course surveys a range of spiritual teachings and practices associated with exceptional, religious individuals from three religious traditions in India—Hinduism, Buddhism, and Jainism. The course will investigate a variety of questions: What is proper knowledge? Is it God? Is there an effective method to experience God or the soul? Can religious experience be at odds with social norms and conventions? This course also provides a framework for comparison with other major religious traditions. Prerequisite: Rhetoric 102.

RELIGION 401. (3)
THE HOLOCAUST: CONTEMPORARY PERSPECTIVES ON MEANING. This seminar provides an integrative approach to studying the Holocaust. Through literature, film, drama, art, conversation with a Holocaust survivor, and a museum field trip, student participants explore a range of human responses-denial, guilt, rage, sorrow-and thereby attempt to assess the enduring meaning of the Holocaust for the human community. Limited to juniors and seniors. Prerequisite: Rhetoric 102.

RELIGION 405. (3)
SEMINAR IN WORLD RELIGIONS. A seminar on a focused topic in world religions that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN BIBLICAL STUDIES

RELIGION 141-142. (3-3)
BIBLICAL HEBREW: THE LANGUAGE AND CULTURE OF ANCIENT ISRAEL. An introduction to the basics of Biblical Hebrew grammar, syntax, and vocabulary. Along with language acquisition, this course facilitates an understanding of the culture of ancient Israel, from which arose the literary legacy of the Hebrew Bible (Old Testament). Students will be equipped to read select texts from the Hebrew Bible and understand them in light of their cultural origins. Prerequisite: for 141: none; for 142: RELI 141, or placement by the department. Offered: when there is sufficient demand.

RELIGION 251. (3)
READINGS IN INTERMEDIATE HEBREW.
Reading of selections from the Hebrew Bible and from the Dead Sea Scrolls with the goals of increasing speed and proficiency in the language, of beginning an appreciation of Hebrew poetry, and of gaining insight into the texts. Prerequisite: Hebrew 151-152, or their equivalent. Offered: on sufficient demand.

RELIGION 210. (3)
BIBLICAL ARCHAEOLOGY. A study of the goals and methods of archaeologists working in the Near East that enables the student to understand the peoples of the Near East, especially Palestine, in terms of their culture, artifacts, and history. This course seeks to provide the background--history, geography, and culture--within which the setting of the Bible can be understood. The course treats methods in archaeology, archaeological sites and the history of Palestine, and analysis of Biblical and non-Biblical texts. Prerequisite: none.

RELIGION 211. (3)
THE TORAH. A study of the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students consider passages which reflect the ancient life of monarchic and pre-monarchic Israel, but concentrate on discovering the exilic and post-exilic message of the books as they presently exist. Prerequisite: none.

RELIGION 212. (3)
THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: none.

RELIGION 213. (3)
EXILIC NOVELLAS: SINGING THE LORD'S SONG IN A FOREIGN LAND. The biblical books of Daniel and Esther are part of a genre known as exilic novellas, which each offered their ancient audiences tales of faithfulness in the wake of imperial oppression, loss, and unexpected relocation to foreign territory. While making connections to the influence of stories in our culture, students will explore the power of these narratives to shape ancient Judean identity, theology, and ethics. Prerequisite: none.

RELIGION 214 (3).
THE WRITINGS OF ANCIENT ISRAEL. An exploration of the rich literary legacy of ancient Israel and Judah, including the psalms, books of wisdom, and exilic and post-exilic narratives of the Hebrew Bible (Old Testament). Prerequisite: none.

RELIGION 215. (3)
THE SYNOPTIC GOSPELS. A study of the presentation of Jesus in the Synoptic Gospels. Students also study other ancient portraits of Jesus to show how the Synoptic Gospels define the character and teaching of Jesus over against an astonishing breadth of possibility. Prerequisite: none.

RELIGION 216 (3).
HIDDEN FIGURES IN EARLY CHRISTIANITY. This course will employ several methodologies of historical reconstruction of the first five centuries of the early Christian movement. Students will explore a variety of historical evidence, seeking especially to uncover the roles and influence of women in the early Church. Literary and archaeological evidence from around the ancient Mediterranean will be considered, as well as the work of modern reconstructionists. Collectively, the class will work to piece together what we can of Christianity's earliest communities and the lives of the women that shaped them. Prerequisite: none.

RELIGION 219. (3)
LIFE AND LETTERS OF PAUL. In the first half of this course, students study the life of the apostle Paul and the central themes and issues addressed in his letters to the first century Church. In the second half of this course, students grapple with the ethical concerns surrounding the interpretation of certain passages of Paul's letters regarding slavery, women, Jews, and sexuality. Attention is also given to addressing controversial arguments about the authorship of the Pauline letters in the New Testament. Prerequisite: none.

RELIGION 312. (3)
SECOND TEMPLE PERIOD LITERATURE. This course offers a deep exploration of the Second Temple period literature. Through engaging with both the primary sources (in translation) and leading secondary scholarship, students will consider how the rich textual remnants of this era provide our first evidence for biblical interpretation as well as a window into the diversity of ancient Jewish identity, thought, and expression. Prerequisite: Rhetoric 102.

RELIGION 316. (3)
THE GOSPEL OF JOHN. Through careful reading of John and of ancient works that clarify John's imagery, the class attempts to understand this simple and profound Gospel. Students also read selections from interpreters, such as Origen, Augustine, Calvin, and Brown. Prerequisite: Rhetoric 102.

RELIGION 318. (3)
THE ETHICS OF BIBLICAL INTERPRETATION. In this course, students are equipped with the tools of Narrative Poetics and Ethics to analyze how form shapes function in a selection of biblical narratives and their literary re-presentations. Students will study how biblical stories are retold and biblical characters are re-presented by later authors to different ethical effects. Prerequisite: Rhetoric 102.

RELIGION 415. (3)
SEMINAR IN BIBLICAL STUDIES. A seminar on a focused topic in Biblical studies that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN CHRISTIAN THEOLOGY AND ETHICS

RELIGION 221. (3)
HISTORY OF CHRISTIAN THOUGHT I. A study of important Christian thinkers and the historical currents in which they worked from New Testament times to the Reformation. Readings include the work of several early Church Fathers and Medieval mystics as well as singularly important figures such as Augustine and Thomas Aquinas, with a view toward exploring the diversity of Christian experience, practice, and theology in the first fifteen hundred years of the Christian era. Prerequisite: none.

RELIGION 222. (3)
HISTORY OF CHRISTIAN THOUGHT II.
A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Within the great diversity of this period, the course focuses upon the work of the Reformers (Luther, Calvin, the Anabaptists), the development of 18th and 19th century liberalism, and the subsequent reactions of thinkers such as Newman, Kierkegaard, Barth, and Balthasar. Prerequisite: none.

RELIGION 225. (3)
CHRISTIAN ETHICS. An exploration of Christian ethics emphasizing the role of Christian community and identity as fundamental to Christian ethical practice. An initial examination of the Biblical, theological, and historical bases for Christian ethics in the first part of the course leads to focused discussions of specific contemporary moral and social issues in the latter part of the semester. Prerequisite: none. Offered: spring semester.

RELIGION 323. (3)
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis is on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes vary. Prerequisite: Rhetoric 102.

RELIGION 324. (3)
THE CROSS OF CHRIST: HISTORY AND INTERPRETATION. The death of Jesus has been a significant event for the faith of Christians since the time of the New Testament, believed by many to constitute the definitive act of God on behalf of humanity's salvation. Despite this, the collective witness varies widely on just what this death means for humanity, with some critics arguing that it should not be a central focus of the faith at all. This course considers the history of this event--insofar as it can be obtained from the earliest testimonies--and the many interpretations it has received by Christians and non-Christians alike. Key thinkers may include Athanasius, Anselm, Abelard, Luther, Nietzsche, Simone Weil, Rene Girard, Leonardo Boff and Jurgen Moltmann. Prerequisite: Rhetoric 102.

RELIGION 325. (3)
THE DARKNESS OF GOD: MYSTICISM AND PRAYER IN THE CHRISTIAN TRADITION. This course explores some of the key thinkers, texts, and ideas within the Christian mystical tradition. Though the thinkers who fall into the category of "mystic" do not usually describe themselves in this way, their writings are characterized by common emphases on the pursuit of union with the divine, techniques of asceticism and prayer, and the limits of human reason and language. This class is designed, first and foremost, to familiarize students with a handful of these writings, as well as several works within the lively, ongoing secondary literature. The primary objective is to facilitate close reading of some of the foundational writers within this tradition (Gregory of Nyssa, Pseudo-Dionysius, Julian of Norwich, Meister Eckhart, Teresa of Avila, John of the Cross, etc.), paying particular attention to the cultures out of which they come, as well as their diverse terminology, imagery, and theological claims. As with every religion class at Hampden-Sydney, the ultimate goal is to hone students' ability to engage with others' ideas critically, creatively and charitably, and to reason adequately in a religious context. Prerequisite: Rhetoric 102.

RELIGION 327. (3)
STUDIES IN CHRISTIAN THEOLOGY. Intensive study of selected issues in contemporary Christian theology or Biblical studies. Prerequisite: Rhetoric 102.

RELIGION 328. (3)
WEALTH AND POVERTY IN THE CHRISTIAN TRADITION. This course explores questions of wealth, consumption, stewardship, poverty and work, using various traditions within Christianity. It further aims to use the resources of these traditions to examine current issues in this area, such as hunger and disease, international debt, the prosperity gospel and lending practices. It considers evidence from the Bible, as well as stances taken by the church and its critics throughout history. Typical authors include Clement of Alexandria, Chrysostom, Calvin, Weber, Rauschenbusch, John Schneider, Rand, Paul VI and Wendell Berry. Prerequisite: Rhetoric 102.

RELIGION 329. (3)
CHRISTIAN ETHICS AND TECHNOLOGY. The extraordinary technological innovations of the last fifty years have affected nearly every aspect of daily life. As heavily discussed as these new technologies are, there has been little fundamental reflection on the ethical questions raised by the sweeping changes brought on by the technological revolution. This course explores and critiques the technological revolution from the broad standpoint of Christian ethics in order better to understand the social effects, both positive and negative, of the new technologies, and strives to begin to work out constructive ethical responses to those effects. Prerequisite: Rhetoric 102.

RELIGION 425. (3)
SEMINAR IN THEOLOGY AND ETHICS. A seminar on a focused topic in theology or ethics that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN AMERICAN AND HISTORICAL STUDIES

RELIGION 231. (3)
RELIGION IN AMERICAN LIFE I. An historical survey of religion in American life and thought to 1870. The course will look at major religious developments in what is now the United States, particularly highlighting religious interaction and diffusion among First Nations, Europeans, and Africans and their descendants. Prerequisite: none.

RELIGION 232. (3)
RELIGION IN AMERICAN LIFE II. An historical survey of religion in American life and thought since 1870. Topics include American religious pluralism, immigrant religion, religious responses to social issues, and the character of modern American religious experience. Prerequisite: none.

RELIGION 238. (3)
RELIGIOUS AUTOBIOGRAPHY. In this course students consider the nature of religion and the human religious quest as expressed in autobiographical texts from a variety of religious traditions, as well as versions that express the "loss of faith" or the "problem of belief." They will also write their own autobiographical texts, which explore their own experience of religion and others' expressions of religious life. Students also examine critically the nature, social uses, and ethics of memory, as well as consider the reliability of autobiographical reconstruction. Finally, students examine how autobiography is intended to persuade readers for particular ends, such as conversion, social justice, political/cultural reform, religious purity or identity, or religious reflection. Prerequisite: none.

RELIGION 245. (3)
PERSPECTIVES IN THE STUDY OF RELIGION. This course is a survey of the development of the discipline of religion from the 19th century to the present. By reading classical and current theorists, students are introduced to the methodology, theoretical debates, and approaches within the discipline of religion as they have historically developed. Students also consider how (and whether) one can academically define and investigate the phenomenon of "religion." Emphasis is on seminal figures in the discipline, including James Frazer, Emile Durkheim, Mary Douglas, Mircea Eliade, and Clifford Geertz, as well as their contemporary critics. Prerequisite: none.

RELIGION 321. (3)
REFORMATION THOUGHT. A study of the disintegration of medieval Catholicism, the rise of Protestant Christianity, and the development of Catholic reform in the sixteenth century. This course emphasizes the interaction between religious, theological, social, and political forces. Prerequisite: Rhetoric 102.

RELIGION 334. (3)
RELIGION AND ETHNICITY IN AMERICA. An examination of the relationship between religious and ethnic identity in the context of American culture. Topics include theoretical approaches to religion and ethnicity, debates over the designation of "American," and consideration of how race, class, and gender affect ethno-religious identity. Prerequisite: Rhetoric 102.

RELIGION 336. (3)
ALTERNATIVE RELIGIONS IN AMERICA. An historical study of new religious movements in the United States. Topics include theoretical approaches about the nature of religious movements, the difference between "alternative" and "mainstream" religion, and the contours of religious success and failure. Prerequisite: Rhetoric 102.

RELIGION 435. (3)
SEMINAR IN RELIGIOUS HISTORY. A seminar on a focused topic in American religion or religious history that prepares students for a significant exercise in research. Prerequisite: junior or senior status, or permission of the instructor.

PRE-THESIS SEMINAR AND COLLOQUIUM

RELIGION 444. (1)
PRE-THESIS SEMINAR. This course is a seminar for majors and minors aimed at developing a research proposal for Religion 445. The seminar concentrates on development of a working research proposal for the departmental Colloquium, including a topic of study, guiding questions, a statement of methodology to be used, significant working and annotated bibliography, and a general plan for project completion. Students also present research in progress to their peers and consider the art and practice of scholarship. Students take this course the semester before Religion 445. Offered: every fall semester.

RELIGION 445. (3)
COLLOQUIUM. Under the direction of the Religion faculty, students propose and write a major research project. All senior Religion majors are expected to participate in this course in which all faculty members of the department play a role. Limited to Religion majors and to other qualified students with the permission of the instructor. Prerequisite: Religion 444.

RHETORIC

Professors Hardy, Perry, K. Weese; Associate Professors Euteneuer, Gleason, Horne, Nace, Varholy; Senior Lecturers Florczyk, Schooling; Assistant Professors Parnell, Rouse; Visiting Assistant Professors Dweik, Malyszek; Visiting Instructor Harris.

Director: Jacob Euteneuer

The requirements for a minor in Rhetoric are 18 hours, including Rhetoric 102 and 210. Students choose four additional courses from the following group: Rhetoric 201, 202, 240, 302, 310, 350, 360, 370, and English 380. Students completing the Rhetoric minor who elect also to complete the Creative Writing minor (see under English) are allowed a one course overlap (Rhetoric 302).

RHETORIC 100. (3)
INTRODUCTION TO GRAMMAR AND COMPOSITION. This course emphasizes basic sentence grammar-parts of speech, sentence types, sentence combining, and major errors in sentence construction-and the basic elements of composition-thesis development, paragraphing, and selection and organization of evidence. Students also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3-3)
PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students learn and practice the skills they need to write well. The course emphasizes reading, clear thinking, composing, revising, and editing, and in the process prepares students for other courses that demand careful reading, thinking, and writing. The course also provides a foundation of skills necessary to pass the Rhetoric Proficiency Examination. Prerequisite: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101, or consent of the Director.

RHETORIC 200. (0)
PROFICIENCY TUTORIAL. (No credit-equal to a three-hour course.) This is a tutorial course designed for those students who have not passed the timed Rhetoric Proficiency Examination after three attempts or have completed the equivalent of six semesters of enrollment without passing the examination. During the semester students review the principles of sound argumentative prose under the tutelage of an instructor and write three essays. Receiving a grade of Satisfactory on the three essays constitutes a demonstration of proficiency in writing and so satisfies the College's Rhetoric Proficiency Examination requirement.

RHETORIC 201. (3)
STRUCTURE OF THE ENGLISH LANGUAGE. This course is dedicated to understanding and taking advantage of the expressive resources of the English language through an in-depth study of the language itself. Students will be introduced to the historical and theoretical study of the English language by tracing the language's development from its earliest unstable forms all the way to its current complicated status as a globally dominant force. In taking this long view of English, students will study individual word histories, processes of phonetic and semantic change, deep syntactic structures, dialect variety, rhetorical approaches to language instruction, dictionaries and lexicography, and efforts to regularize and fix grammar and usage. After gaining familiarity with Old, Middle, Early Modern, and/or Modern English, students will engage with debates that seek to understand the concept of grammar as it relates to race, ethnicity, class, imperialism, etiquette, propriety, identity, and/or globalization. Prerequisite: Rhetoric 101.

RHETORIC 202. (3)
STYLE AND EDITING. Students in this course will learn to read, write, edit, and design with greater personality and precision. The course will focus on the choices that authors, editors, journalists, and graphic designers make in order to create verbal and visual works that are lively, clear, balanced, engaging, and responsive to their rhetorical occasion. Through a mix of background readings in composition studies and visual rhetoric, stylistic case studies, and workshop-style editing practice, students will expand upon their knowledge gained in Rhetoric 102 in order to further refine their own voice, style, and tonal range. While focusing on such aspects of style as rhythm, repetition, and word choice, students will engage in editing of their own and others' work. Practice in copy editing will take place at the level of the word, phrase, and sentence, but it will also extend all the way to the processes of preparing a manuscript for publication and to matters of text layout and design. Prerequisite: Rhetoric 102.

RHETORIC 210. (3)
PUBLIC SPEAKING. A good person is a good citizen, and a good citizen is an ethical, confident speaker. Rhetoric 210 introduces students to the art of public speaking and civil discourse. Emphasis is placed on crafting intelligent and compelling arguments that unite—rather than divide—an audience. Over the course of the semester students deliver informative and persuasive speeches that incorporate foundational rhetorical techniques, theories, and figures of speech. In addition, students critique their own work and the work of their peers. Students' final grades in the course reflect both oral and written work. Prerequisite: none.

RHETORIC 240. (3)
COMMUNICATION STRATEGIES FOR CONSULTING, COACHING, AND INSTRUCTING. This course is for students across the curriculum who have demonstrated a proficiency in introductory Rhetoric courses and have an interest in tutoring, consulting, teaching, mentoring, or coaching. The course focuses on theories of learning and education and the practices of teaching, coaching, and mentoring within the broader disciplines of Rhetoric, Writing, and Communication. This course provides a theoretical overview of the work that happens in educational exchanges from the perspective of both the student and the teacher. Students will consider theory, practice, and praxis around how, when, where, and why learning happens. In doing so, students will practice the act of teaching as well as refine their own skills in learning. Students will read, write about, and discuss texts; observe educators, coaches, or mentors in their practice; and write reflectively about these experiences through a variety of assignments. This course is required for students preparing to work as Peer Consultants in the Rhetoric Studio. Offered: Fall semester

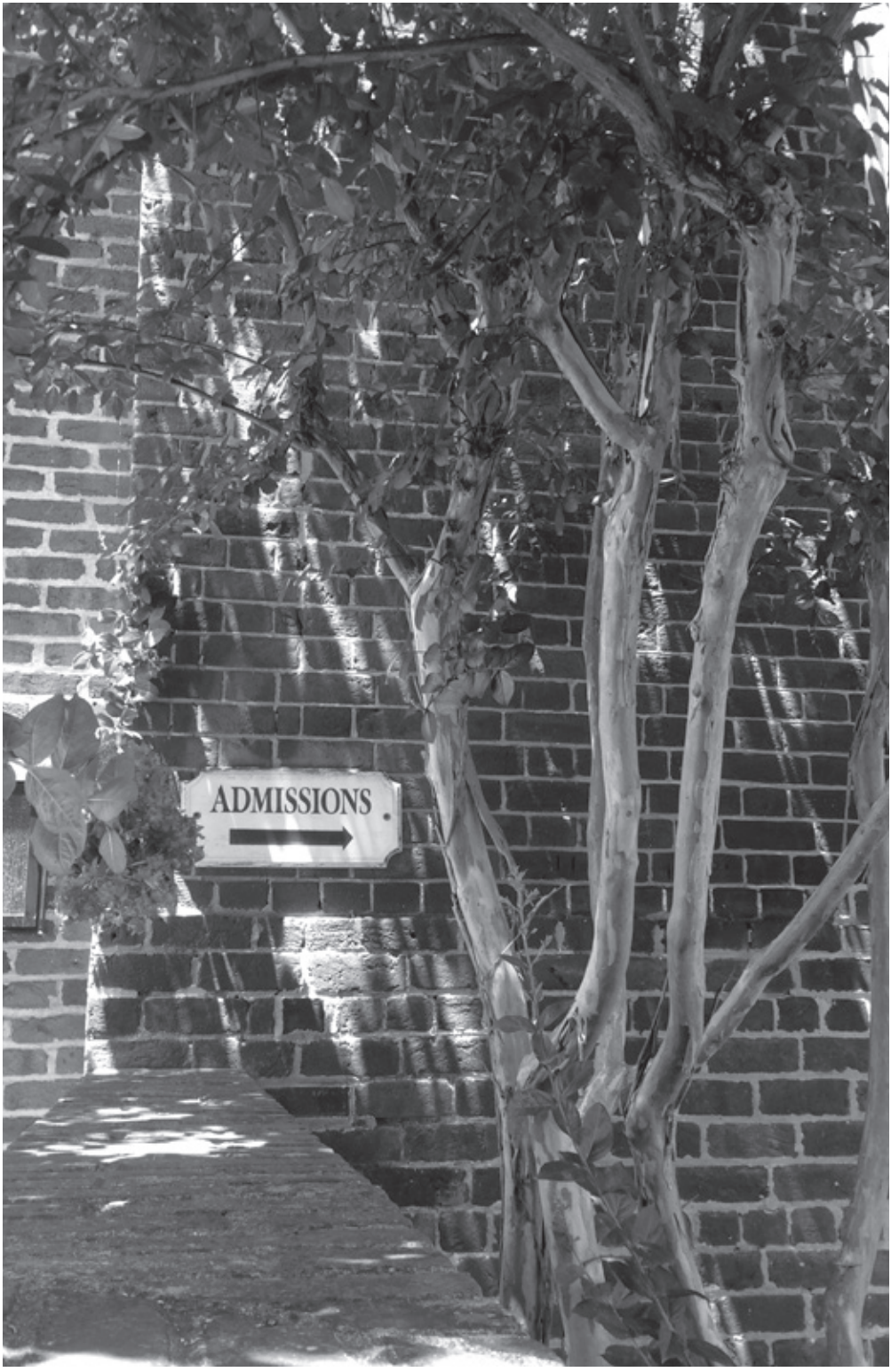
RHETORIC 302. (3)
CREATIVE NONFICTION. This course is a workshop/seminar that helps students refine their writing skills. Students also read and analyze works of nonfiction prose in order to discover how one writes most effectively about complex issues and how writers develop a personal style and voice. Prerequisite: Rhetoric 102.

RHETORIC 310. (3)
ADVANCED PUBLIC SPEAKING AND SPEECHWRITING. This course, which builds on the foundations students acquire in Rhetoric 210, will develop advanced students' ability to create and support sound propositions fact, value, and policy. Through a review of the five classical canons of oratory (invention, arrangement, style, memory, and delivery) and an examination of representative classical and contemporary speeches, students will learn to support and refute claims; to analyze the rhetorical situation and tailor their message accordingly through speechwriting techniques; to employ and evaluate scholarly evidence; to recognize and avoid fallacies in reasoning; to use appropriate, effective, coherent language; and to deliver arguments with conviction and eloquence. The presentation of an argument in a public forum is an integral component of the course. Prerequisite: Rhetoric 210.

RHETORIC 350. (3)
DIGITAL MEDIA AND RHETORIC. This course looks at digital media as a way of communicating complex ideas, opinions, and arguments. Students will explore a variety of digital content creation tools and research their personal and professional impacts, uses, and procedures. For example, students may engage with video production and editing, podcast recording and editing, video game design and development, remote sensing and drone flying, or interactive website development. In this way, students will engage with both the technological aspects of content creation as well as the rhetorical aspects of creating meaning and influencing an audience. Prerequisite: Rhetoric 102.

RHETORIC 360. (3)
TOPICS IN RHETORICAL TRADITIONS. This course emphasizes the historical study of rhetorical principles and practices and examines the influence of particular historical periods, scholars/rhetors, methodologies, and/or movements on the discourse of the time. Prerequisite: Rhetoric 102.

RHETORIC 370. (3)
RHETORIC AND CULTURE. This course investigates the ways in which definitions of our identity (including definitions tied to class, gender, race and ethnicity, religion, and technology, among others) acquire cultural significance through written and oral expression. Prerequisite: Rhetoric 102.


ADMISSIONS

ADMISSION

As the nation's tenth oldest college, and the oldest for men, Hampden-Sydney offers solid reasons for students to attend: a complete undergraduate research library, well-trained and caring faculty members, successful job and graduate-school placement, superior facilities, advanced technological capabilities, internship and study-abroad opportunities, a competitive athletic program, and many social and extracurricular activities. On its safe, spacious campus, Hampden-Sydney also provides unequaled encouragement for students to rise to any level they choose. The rigorous academic program, based in the liberal arts and protected by a strong Honor Code, emphasizes analytical and communications skills to prepare students for just about any career. At the College men become leaders.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college-preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a laboratory course), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of mathematics are recommended. The records of successful applicants often include examples of impressive school and community extracurricular contributions in addition to their academic preparation.

For the class entering in the Fall of 2026, Hampden-Sydney does not require its applicants to submit the results they have achieved on the SAT, given by the College Entrance Examination Board, or the ACT, given by the American College Testing Program. If a student chooses not to submit standardized test scores, we will require an essay and an interview with an admission officer as a part of their application materials.

For further information on these tests, candidates are encouraged to contact their office of college counseling at their secondary-school or visit the College Entrance Examination Board at *www.collegeboard.org* (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program at *www.act.org* (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

For an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission, a transcript of high-school grades (and any previous college grades for transfer applicants), an essay, and one teacher recommendation. A student may apply electronically at *www.hsc.edu*. Hampden-Sydney also accepts the Common Application in lieu of its own form and gives equal consideration to both.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. While finding recommendations helpful in the selection process, we are not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Office of Admission at (800) 755-0733. The Office is located in Graham Hall and is open year-round from 8:30 a.m. to 5 p.m., Monday through Friday. Open House programs are held throughout the year, to which students receive an invitation.

ADMISSIONS PLANS

EARLY DECISION PLAN

The Early Decision Plan is reserved for high-school seniors whose *first choice of college is Hampden-Sydney* and who, if accepted, *agree to enroll* at Hampden-Sydney College, provided their financial aid award is sufficient. You must file your Early Decision application by November 1 of your senior year; supporting documents should arrive as soon as possible after your application is submitted.(You may still apply to other colleges, but not under an Early Decision Plan.) Our decision letter is typically mailed to you 14 business days after your application file is complete. You must confirm your place in the class by submitting a non-refundable reservation deposit postmarked two weeks post acceptance and withdraw all applications to other colleges and make no further ones. If you are deferred, you receive thorough, unbiased consideration once further grades are received in your behalf.

EARLY ACTION PLANS I AND II

The Early Action Plans are for high-school seniors whose applications are received by either October 15 (Early Action Plan I), or December 1 (Early Action Plan II). Supporting documents should be filed as soon as possible after your application is submitted.

Decision letters are typically mailed from the College within 45 days after your application deadline. While we strongly encourage all admitted students to deposit within two weeks of acceptance, you are expected to confirm your place in the incoming class by May 1.

REGULAR DECISION PLAN

Under the Regular Decision Plan, you should submit your application to the College as early as possible, but no later than Hampden-Sydney's application deadline of February 1. Supporting documents should be sent as soon as possible after your application is submitted.

Decision letters are typically mailed from the College within 21 days after your application deadline. While we strongly encourage all admitted students to deposit within two weeks of acceptance, you are expected to confirm your place in the incoming class by May 1.

EARLY ADMISSION PLAN

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of high school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 after their junior year receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider Early Admission candidates.

Candidates applying under the Early Admission Plan must have earned a high-school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

FINANCIAL AID

Applicants wishing to be considered for financial aid (federal grants, College grants and scholarships, loans and work-study awards) should complete the Free Application for Federal Student Aid (FAFSA; code number 003713). The FAFSA will be available no later than January 1 and should be completed by the corresponding application deadline of the student's chosen application plan. Students may complete the FAFSA at *www.studentaid.gov.*

It should be noted that Hampden-Sydney has been able to provide a high percentage of indicated need for our applicants for admission.

TRANSFER STUDENTS

Transfer Students must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter in either the fall or the spring semester.

Besides the required high-school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee also considers the high-school record and test scores. Personal interviews are strongly encouraged.

SUMMARY OF ADMISSION PLAN REQUIREMENTS

Nature of plan:	Early Decision *(Hampden-Sydney is first choice)*	Early Action I and II	Regular Decision	Early Admission *(after three years of secondary school)*
Application:	*Submitted on or before November 1 of senior year*	*I. Submitted on or before October 15 of senior year II. Submitted on or before December 1 of senior year*	*Submitted on or before February 1 of senior year**	*Submitted on or before July 1 after junior year*
Other credentials due:	*As soon as possible after application is submitted*	*As soon as possible after application is submitted*	*As soon as possible after application is submitted*	*By July 15 after junior year*
Notification of decision sent to applicant:	*14 Business days after application complete*	*45 Business days after application complete*	*21 Business days after application complete*	*By July 31 after junior year*
Reservation deposit due:	*Postmarked on or before January 15*	*Postmarked on or before May 1*	*Postmarked on or before May 1*	*Within three weeks*

**Freshman candidates considering applying after March 1 should contact the Admission Office to determine the availability of space.*

Qualified transfer students desiring to enter in the fall semester should apply by April 1. Those interested in second-semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal-arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade-point average is usually required for automatic junior-year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit is normally awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. After a student has been accepted for admission, the Registrar will evaluate the student's official transcript and award applicable credit.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the Rhetoric Proficiency Examination at the beginning of their first semester of residence.

DUAL ENROLLMENT

Dual enrollment credits for students earning college credits while enrolled in high school are handled like transfer credits (please see previous section). It is the student's responsibility to see that an official transcript from the community college listing the dual enrolled courses is sent to the Admissions Office at Hampden-Sydney before the student enrolls, so that appropriate dual enrollment credit can be awarded.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive up to eight hours of academic credit and exemption from corresponding core requirements. Exemptions from requirements for the academic major are determined by the appropriate department (see chart under "Academic Policies and Practices"). A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit. It is the student's responsibility to see that official AP score reports are sent to the Registrar's Office at Hampden-Sydney before the student enrolls, so that appropriate AP credit can be awarded.

INTERNATIONAL STUDENTS

Hampden-Sydney is committed to the recruitment of international students. Special application forms are available from the Admission Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by February 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary-school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). Test results should be sent to Hampden-Sydney. Information concerning the TOEFL and the IELTS can be found at *www.ets.org* and *www.ielts.org*, respectively. More information can be found at: *http://www.hsc.edu/admission-and-financial-aid/apply/international-student-applicant*

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on a Higher Level International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding core requirements. Decisions regarding credit are made by the department concerned on an individual basis. A student who chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the Student Health Center before matriculation.

FURTHER INFORMATION

Any questions concerning admission to the College should be directed to:

Admission Office
P.O. Box 667
Hampden-Sydney, VA 23943
(800) 755-0733 or (434) 223-6120
FAX (434) 223-6346
E-mail: admissions@hsc.edu
www.hsc.edu

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EXPENSES AND FINANCIAL AID

FIXED EXPENSES 2026-2027

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 3/4 of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses and costs listed below are composed of certain fixed fees payable to the College.

Tuition	$55,981
Housing and Food/Meals	
Double room/5 Meal Plan	$11,754
Double room/15 Meal Plan	$17,658
Double room/19 Meal Plan	$18,078
Single room/5 Meal Plan	$14,700
Single room/15 Meal Plan	$20,604
Single room/19 Meal Plan	$21,024
Study Abroad	$18,078
Comprehensive Fee	$3,169

Special Fees

Course overload, per credit hour (over 19 credit hours)	$1,751
Part-time and Special Students, per credit hour (fewer than 12)	$1,751
Reissue of Student I. D.	$20
Late Payment Fee	$125
Parking Permit/Registration Fee	$500
Boat/Trailer Parking/Registration Fee	$250
Study Abroad/Cooperative Program Fee (per semester)	$2,313

The College reserves the right to make changes to tuition and fees without prior notice.

EXPLANATION OF FEES

Tuition covers the cost of education (12-19 hours), materials required in laboratory courses, admission to athletic events held on the campus (except NCAA Tournament events), student publications, and other activities. It does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Housing and Food/Meals. Housing covers cost of room occupancy and meals. Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. The student must pay the costs of repairs or replacement for any damages and, depending on the circumstances, may suffer disciplinary action. All students-except day students, those residing off campus, those residing in private homes on campus, and married students living with their spouses-are required to board in Pannill Commons. 19, 15 and 5 meal (per week) plans are available. **All freshmen are required to have the 19 meal plan**. The 5 meal plan is limited to those students living off campus. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service manager cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

Comprehensive Fee covers all other costs. These include access to campus technology and computing center service, health and wellness programs, student organizations and activities. This fee is charged 50% for each semester and is non-refundable.

Course Overload. Students who by special permission of the Executive Committee of the Faculty are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Part-time (fewer than 12 hours) and **Special Students** (normally no more than 7 hours) pay a per-credit-hour fee for courses taken at the College. See the descriptions in the Academic Program section. Students carrying at least 12 hours each semester are considered full-time.

Late Enrollment Fee is assessed when a student fails to matriculate on the day scheduled. This fee may be excused by the Registrar if the reason for late matriculation is beyond the student's control and the student has contacted the Registrar's Office about this matter before the end of the day on which matriculation is being held.

Late Payment Fee is assessed if an account is not paid by the due date. (See below under Payment of Fees.)

Study Abroad/Cooperative Program Fee. All students going abroad or participating in cooperative programs are assessed an administrative fee per semester.

PAYMENT OF FEES

Fifty percent of all charges is payable by August 1; the balance (50%) is due by January 1. If an account is not paid by the due date, a late payment fee of 10% of the outstanding balance, or $125, whichever is smaller, will be charged per semester. The College regards the student's account as delinquent unless advance arrangements have been made satisfactory to the Vice President for Business Affairs and Finance. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issuance of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Finance. However, such deferment involves interest charges on the balance outstanding.

Fees are billed electronically and can be viewed and paid by accessing the student's TigerWeb account. The College does not mail paper bills. A student may designate others as an "Authorized Payer" which allows them to also view and pay the student's fees. Payment may be made online by credit card or ACH (e-check). Checks can be made payable to Hampden-Sydney College and mailed to the Business Office, P.O. Box 127, Hampden-Sydney, VA 23943; (434) 223-6216.

RETURN OF FEES

Hampden-Sydney College complies with all federal regulations governing recipients of federal Title IV funds. Specific information regarding College refund policies is available in the Office of Financial Aid. Where federal regulations do not supersede, the following institutional policies apply:

For voluntary withdrawals before matriculation, written notice must be presented to the Vice President for Business Affairs and Finance by the matriculation date. If written notice is received by the deadline, the tuition, room & board and comprehensive fee paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs) will be refunded, less the $300 advance deposit required of all newly-accepted students.

For voluntary withdrawals after matriculation but before the first day of classes, 100% of tuition, room & board and Comprehensive Fee paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Finance or the Dean of Students during the period between the date of matriculation and the first day of classes. The following fees will not be refunded: $300 advance deposit required of all newly-accepted students and prorated board fees.

For voluntary withdrawals during or after the first day of classes and up to and including the seventh calendar day after the first day of classes, a refund of 80% of the tuition paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), less the $300 advance deposit required of all newly-accepted students, will be made. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of the tuition paid by the student or for the student's account from private resources will be made. After that date no refund of tuition will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the Vice President for Business Affairs and Finance or the Dean of Students.

During or after the first day of classes, there is no refund of room rent. A pro-rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

There is no refund of the tuition, room & board for students who are suspended or expelled for disciplinary reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro-rata refund of the tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds and federal and state grants and loan funds are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligations to the College (unpaid fees, disciplinary or library fine, lost library-book charge, etc.), or who has not completed his required Perkins, Stafford, Booker-Stebbins, or Teaching Loan exit counseling with the Financial Aid and Business Offices, may not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises, but the diploma may be held in the Business Office until all obligations have been met. Transcripts will also be held until obligations have been met.

Seniors are reminded of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations are sent a notice specifying any obligations to be met; preparation of the notice is coordinated by the Business Office, in cooperation with other offices of the College.

It is the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations is the close of business on the Friday preceding Commencement.

HEALTH INSURANCE

All students must have primary health insurance coverage. Students must check their present policy to ensure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Student Health Center without charge.

Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health and accident insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. This primary health and accident policy must remain in force during the entire period the student is participating in intercollegiate sports activities. Lapse of coverage will disallow participation in intercollegiate sports until the policy has been reinstated. Hampden-Sydney College does carry a supplemental, standard sports accident insurance policy for its intercollegiate athletes. The policy covers only new athletically related injuries that are sustained during NCAA sanctioned competition or supervised practice. For additional information concerning this coverage, contact the Head Athletic Trainer at (434) 223-6237. For the benefit of students who participate in approved intramural and club sports, the College provides Catastrophic Injury Insurance.

INSURANCE ON PERSONAL VEHICLES USED FOR COLLEGE BUSINESS

Students operating their personal vehicle or a borrowed vehicle while traveling on College business have primary insurance coverage under that vehicle's insurance policy. Only when a student drives a College-owned vehicle or a College-leased vehicle is coverage provided under the College's insurance. College insurance provides coverage for damages to the College's vehicle, a College-leased vehicle, and any other vehicles or property, should the student be held responsible for such damages.

Students planning to travel for the College should take into account these insurance provisions. Any questions regarding the vehicle insurance policy should be directed to the Controller in Cabell House.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents, guardians, or students are urged to consider a floater on their insurance policy to cover such possessions.

The following Statement of Personal responsibility is the Hampden-Sydney student's affirmation of their understanding of financial obligations to the College.

STUDENT STATEMENT OF PERSONAL RESPONSIBILITY

PAYMENT OF TUITION AND FEES

I understand and agree that tuition and other fees that I owe as described in the Academic Catalogue must be paid in accordance with the scheduled due dates set forth in Expenses and Financial Aid section of this Academic Catalogue. I further understand and agree that if I drop or withdraw from some or all of the classes for which I register, I will be responsible for paying all or a portion of tuition and fees in accordance with the Expenses and Financial Aid section of this Academic Catalogue. I have read the terms and conditions of the published tuition refund schedule and understand those terms are incorporated herein by reference. I further understand that my failure to attend class or receive a bill does not absolve me of my financial responsibility as described above

DELINQUENT ACCOUNT/COLLECTION

Financial Hold: *I understand and agree that if I fail to pay my student account bill or any monies due and owing Hampden-Sydney College by the scheduled due date, Hampden-Sydney College will place a financial hold on my student account, preventing me from registering for future classes, requesting transcripts, or receiving my diploma*

Late Payment Charge: *I understand and agree that if I fail to pay my student account bill or any monies due and owing Hampden-Sydney College by the scheduled due date, Hampden-Sydney College will assess late payment fee each semester at the rate of 10% of the outstanding balance or $125, whichever is higher on the past due portion of my student account.*

Collection Agency Fees: *I understand and agree that if I fail to pay my student account bill or any monies due and owing Hampden-Sydney College by the scheduled due date and fail to make acceptable payment arrangements to bring my account current, Hampden-Sydney College may refer my delinquent account to a collection agency. I further understand and agree that I am responsible for paying the collection agency's fee which may be based on a percentage at a maximum of 40 percent of my delinquent account, together with all costs and expenses, including reasonable attorney's fees, necessary for the collection of my delinquent account. Finally, I understand and agree that my delinquent account may be reported to one or more of the national credit bureaus.*

COMMUNICATION

Method of Communication: *I understand and agree that Hampden-Sydney College uses e-mail as an official method of communication with me and that therefore I am responsible for reading the e-mails I receive from Hampden-Sydney College on a timely basis*

Contact: *I authorize Hampden-Sydney College and its agents and contractors to contact me at my current and any future cellular phone number(s), email address(es) or wireless device(s) regarding my delinquent student account(s)/loan(s), any other debt I owe to Hampden-Sydney College, or to receive general information from Hampden-Sydney College. I authorize Hampden-Sydney College and its agents and contractors to use automated telephone dialing equipment, artificial or pre-recorded voice or text messages, and personal calls and emails, in their efforts to contact me. Furthermore, I understand that I may withdraw my consent to call my cellular phone by submitting my request in writing to the Hampden-Sydney College Manager of Student Accounts or in writing to the applicable contractor or agent contacting me on behalf of Hampden-Sydney College.*

Updating Contact Information: *I understand and agree that I am responsible for keeping Hampden-Sydney College records up to date with my current physical addresses, email addresses, and phone numbers by following contacting the Hampden-Sydney College Registrar's office. Upon leaving Hampden-Sydney College for any reason, it is my responsibility to provide Hampden-Sydney College with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to Hampden-Sydney College.*

ENTIRE AGREEMENT

This agreement supersedes all prior understandings, representations, negotiations and correspondence between the student and Hampden-Sydney College, constitutes the entire agreement between the parties with respect to the matters described, and shall not be modified or affected by any course of dealing or course of performance. This agreement may be modified by Hampden-Sydney College if the modification is signed by me. Any modification is specifically limited to those policies and/or terms addressed in the modification.

METHOD OF BILLING

I understand that Hampden-Sydney College uses electronic billing (e-bill) as its official billing method, and therefore I am responsible for viewing and paying my student account e-bill by the scheduled due date. I further understand that failure to review my e-bill does not constitute a valid reason for not paying my bill on time. E-bill information is available at http://www.hsc.edu/admissions-and-financial-aid/tuition-and-fees/payment-methods.

BILLING ERRORS

I understand that administrative, clerical or technical billing errors do not absolve me of my financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of my registration at Hampden-Sydney College.

RETURN PAYMENTS/FAILED PAYMENT AGREEMENTS

If a payment made to my student account is returned by the bank for any reason, I agree to repay the original amount of the payment plus a returned payment fee. I understand that multiple returned payments and/or failure to comply with the terms of any payment plan or agreement I sign with Hampden-Sydney College may result in cancellation of my classes and/or suspension of my eligibility to register for future classes at Hampden-Sydney College.

WITHDRAWAL

If I decide to completely withdraw from Hampden-Sydney College, I will follow the procedure outlined in the Expenses and Financial Aid section of this Academic catalogue which I understand and agree are incorporated herein by reference.

STUDENT AGE

I understand and agree that if I am younger than the applicable age of majority that the educational services provided by Hampden-Sydney College are a necessity, and I am contractually obligated pursuant to the "doctrine of necessaries."

GOVERNING LAW

This Agreement shall be construed and interpreted in accordance with the laws of the Commonwealth of Virginia.

FINANCIAL AID

Hampden-Sydney College offers financial aid to students who can make the most of the education that the College offers. Academic achievement and promise, as well as financial need, are considered in the initial award of College funds. Similarly, financial aid for returning students is based upon both academic performance and demonstrated need.

Entering students who wish to be considered for financial aid (federal grants, College grants and scholarships, loans and work-study awards) should complete the Free Application for Federal Student Aid (FAFSA; code number 003713). The FAFSA will typically be available no later than October 1 and should be completed by the corresponding application deadline of the student's chosen application plan. Students may complete the FAFSA at www.studentaid.gov.

Returning students who want to be considered for any form of financial aid (federal grants, College grants and scholarships, loans and work-study awards) should complete the FAFSA no later than March 1. The FAFSA can be completed at www.studentaid.gov.

Financial aid awards are reviewed at the end of each spring semester and may be revoked if a recipient's citizenship or academic work does not meet the standards of the College. Students are eligible to receive federal and institutional financial aid for a maximum of ten semesters. However, because federal aid is limited to courses required for graduation from a major only, once a student receiving federal financial aid has completed at least 87 credits, a degree audit will be completed to determine federal aid eligibility for the remainder of the student's projected enrollment, not to exceed ten semesters. Financial aid recipients must maintain minimum satisfactory academic progress, which is defined by Hampden-Sydney College as earning a minimum of 24 hours per academic year. In addition, students who have completed at least two semesters (or equivalent) of enrollment must have at least a 1.3 cumulative GPA. Students who have completed at least four semesters (or equivalent) of enrollment must have at least a 1.7 cumulative GPA. Students who have completed at least six semesters (or equivalent) of enrollment must have at least a 1.9 cumulative GPA. Students who fail to maintain the required minimum standards lose eligibility for all federal programs, including federal student and parent loans, and College funds. Students who lose financial aid eligibility by failing to maintain the aforementioned minimum academic standards may request reinstatement of eligibility by submitting a written appeal to the Satisfactory Academic Progress Committee in care of the Director of

Financial Aid (Box 726). (The Committee does not routinely reinstate eligibility, but may do so when significant extenuating circumstances have prevented a student from meeting the required standards.) Academic scholarships may have additional eligibility requirements. The complete Satisfactory Academic Progress policy can be found at www.hsc.edu/ admissions-and-financial-aid/financial-aid/consumer-information/academic-progress.

The College offers a variety of awards each year to qualified students who have been admitted. Financial aid is offered on the basis of academic achievement and/or financial need. Financial need is defined as the difference between the total cost of education at Hampden-Sydney College and the amount of money an applicant and his family are expected to make available from income and assets to meet those expenses. The eligibility for non-need-based loans programs, Federal Direct Unsubsidized loans and Federal Direct PLUS loans is determined by multiple factors such as dependency status, student classification (grade level), cost of attendance, and total amount borrowed to date.

GRANTS AND SCHOLARSHIPS

ACADEMIC AND LEADERSHIP AWARDS

In addition to the need-based financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement. All applicants for admission to the College are automatically considered for these scholarships. Additional information is available from the Office of Admission.

ACADEMIC SCHOLARSHIPS

Candidates will be considered for one of these awards based on their completed application for admission. For some scholarships, additional materials may be required along with an interview.

Birthplace Scholarship $45,000
Cushing Scholarship $35,000
Venable Scholarship $30,000
Middlecourt Scholarship $28,000
Penshurst Scholarship $25,000
Garnet & Grey Scholarship $15,000-$20,000

Note: The amounts listed here are for students entering as freshmen for the 2026-2027 academic year.

CITIZEN-LEADER SCHOLARSHIPS

Any accepted applicant who meets (or will meet before matriculation) these criteria and attends Hampden-Sydney College will receive one of these awards. However, if the student is granted one of the College's academic scholarships below the specified dollar amount for each scholarship listed below, the Citizen-Leader Scholarship will take its place. If the student is granted an academic scholarship above the specified dollar amount for each scholarship listed below, he will retain the merit-based scholarship and will receive an additional $1,000 per year for being an Eagle Scout or a Boys State participant.

$30,000
Eagle Scout Scholarship. Developing responsible citizenship, character, and self-reliance, Hampden-Sydney College embraces the values shared by Scouting. Every year at H-SC, approximately 10% of the entering class have attained the rank of Eagle Scout—among the highest percentages at any college or university in the country.

$25,000
Boys State Participant Scholarship. Hampden-Sydney College's founding mission "to form good men and good citizens" is in practice today as we strive to enrich the personal and civic lives of our students. The College has had great success in preparing young men for leadership positions with professional, civic, fraternal, religious, and political institutions and associations.

SPECIAL AWARDS FOR FRESHMEN

The Madison Scholarship (Full-Tuition, Fees, Housing and Food/Meals)
The Madison Scholarship was established by Alumni and Friends of the College to honor one exceptional student who has excelled in the classroom during his high school career and has made a positive impact on his community.

The Davis Fellowship (Full-Tuition)
The Davis Fellowship, established by Norwood and Marguerite Davis, is a full-tuition scholarship and is awarded every other year to one member of the incoming class matriculating at Hampden-Sydney College.

Citrone Scholars Program (Full-Tuition)
The Citrone Scholars Program, established by Rob Citrone '87 and his wife Cindy, will award four-year, full-tuition merit scholarships to talented prospective students. The number of available scholarships may vary each year. https://www.hsc.edu/news-index/citrone-major-gift

The Hurt Scholarship
The Hurt Scholarship was established by W. Glenn Hurt '60. It awards $10,000 to talented prospective students. The number of available scholarships may vary each year.

ARMY ROTC SCHOLARSHIPS

Our Army ROTC program offers two-, three-, and four-year scholarships and other financial incentives to those individuals seeking leadership training and experience. Participants who successfully complete the program are commissioned 2nd Lieutenants in the United States Army, Army Reserve, or National Guard. These scholarships are merit based and not awarded on financial need or family income. Applicants accepting a scholarship sign a contract with the U.S. Army and must participate in Military Science classes and required military training.

If awarded an ROTC scholarship, an applicant receives full tuition and fees per year for each year of the scholarship. In addition, the scholarship awards an annual allotment of $1,200 for textbooks and supplies plus a tax-free monthly stipend in the amount of $420 while school is in session.

For more information, contact the Department of Military Science at the University of Richmond at 804-287-6066.

VIRGINIA TUITION ASSISTANCE PROGRAM

Virginia residents attending the College for the first time must also complete a separate application for the Virginia Tuition Assistance Grant (TAG) program. TAG, based on residency, not financial need, is available to domiciled residents of Virginia who attend an eligible private college or university in the Commonwealth. Instructions on how to obtain the application are sent to each accepted Virginia freshman applicant with his financial aid offer. Completed TAG applications must be returned to the Office of Financial Aid by September 15. Returning students who received a TAG award the year before do not need to reapply for the grant in subsequent years.

FINANCIAL AID FOR SUMMER TERM

For financial aid purposes, the summer term is considered an intersession and is linked to the spring semester. Enrollment in summer intersession courses does not count toward full-time enrollment for the spring semester. This is important because maintaining full-time status during the spring is required to keep full-time aid eligibility.

Students enrolled in summer intersession courses will see an increase in their Cost of Attendance (COA) based on the tuition and fees for summer. Typically, students can only access additional loan funds (such as Subsidized or Unsubsidized Loans, Parent PLUS Loans, or private loans) to cover the costs of summer courses. Other types of aid generally do not apply to summer intersession courses.

For additional information, refer to Catalogue sections on Distance Education and Summer Term.

FINANCIAL AID FOR STUDY ABROAD

Refer to Catalogue section Global Education: Study Abroad and Study Away Programs for detailed policies.

VETERANS AND DEPENDENTS BENEFITS

EDUCATIONAL BENEFITS UNDER THE U.S. DEPARTMENT OF VETERANS AFFAIRS CHAPTER 31 OR CHAPTER 33 PROGRAMS

Approval. This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.

Grievance Policy. The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy (found here), if the situation cannot be resolved at the school, the beneficiary should contact our office via e-mail at *saa@dvs.virginia.gov*.

VA Delayed Payment Compliance. In accordance with Title 38 US Code Section 3679(e), Hampden-Sydney College adopts the following provisions for any covered individual who is entitled to educational assistance under U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

A covered individual under this policy may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website — eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Hampden-Sydney College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his financial obligations to the institution due to the delayed disbursement funding from VA.

If the expected payment from the VA is not sufficient to cover the direct cost billed for a semester by Hampden-Sydney College, the student is responsible for the amount not covered by the student's Chapter 31 or Chapter 33 benefit.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at *http://www.benefits.va.gov/gibill.*

MILITARY SERVICES RELIEF, REFUND, AND REINSTATEMENT TUITION GUIDELINES

In accordance with Title 20 U.S. Code § 1091(c), a student's education is protected if interrupted by uniformed miliary service.

A. **Refund of Tuition and Required Fees.**
Refer to Return of Fees section in Expenses and Financial Aid section of the Catalogue (page 151) for detailed policies on tuition and required fee refunds.

B. **Refund of Housing and Food/Meals.**
Refer to Return of Fees section in Expenses and Financial Aid section of the Catalogue (page 151) for detailed policies on housing and food/meals refunds.

C. **Deposits.**
The new student enrollment deposit or the reenrollment deposit will be refunded if a student withdraws due to military service with no plans to return. If the student plans to return, H-SC may hold the deposit as a credit toward the term in which the student will enroll.

D. **Academic Credit.**
Students who are forced to withdraw for military service will work with the Associate Dean of the Faculty to determine if incomplete grades can be assigned to coursework still in progress or if a total withdrawal is more advantageous. If incomplete grades are assessed, they must be addressed by no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. For additional details, please refer to Incompletes under Academic Policies and Practices of the Academic Catalogue (page 31).

E. **Reinstatement and Reenrollment.**
1. General Reenrollment Policy:

A student is entitled to reenrollment without having to re-qualify for admission if:

a. The student returns to the same institution after a cumulative absence of not more than five years, and
b. The student provides notice of intent to return to the institution not later than three years after the completion of the period of service.

Institutional policies will defer to the provisions of the Higher Education Opportunity Act for application of relevant exceptions to these time periods.

2. Reinstatement into Specific Program of Study: Students will be counseled on a case-by-case basis regarding the effect of their absence on the completion of their program. Students will be able to re-enroll in the same course of study if the coursework related to the degree is available. If the courses are not available, the student will work with an academic advisor and the Registrar so that equivalent coursework is accepted toward the old program or to enroll the student in an equivalent new program.

3. Deferral of Enrollment: All students may defer their enrollment for up to one year.

F. **Documentation.**
To preserve their prerogatives under these policies, students must submit written notice of their military service before they depart.

For more detailed information about financial aid policies, please contact the Office of Financial Aid at (434) 223-6119, email us at hsfinaid@hsc.edu, or visit our website at *https://www.hsc.edu/admission-and-financial-aid/financial-aid.*

PRESIDENTS AND TRUSTEES

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, B.A., D.D., LL.D. 1775-1779
JOHN BLAIR SMITH, B.A., D.D. 1779-1789
DRURY LACY, D.D. (Vice President and Acting President) 1789-1797
ARCHIBALD ALEXANDER, B.A., D.D., LL.D. 1797-1806
WILLIAM S. REID, D.D. (Vice President and Acting President) 1807
MOSES HOGE, D.D. 1807-1820
JONATHAN P. CUSHING, B.A., A.M. (Acting President) 1820-1821
(President) 1821-1835
GEORGE A. BAXTER, D.D. (Acting President) 1835
DANIEL LYNN CARROLL, B.A., D.D. 1835-1838
WILLIAM MAXWELL, B.A., LL.B., LL.D. 1838-1845
PATRICK J. SPARROW, D.D. 1845-1847
S. B. WILSON, D.D. (Acting President) 1847
F. S. SAMPSON, D.D. (Acting President) 1847-1848
CHARLES MARTIN, A.B., LL.D. (Acting President) 1848-1849, 1856-1857
LEWIS W. GREEN, B.A., D.D. 1849-1856
ALBERT L. HOLLADAY, M.A. (Died before taking office) 1856
JOHN M. P. ATKINSON, B.A., D.D. 1857-1883
RICHARD McILWAINE, B.A., D.D., LL.D. 1883-1904
JAMES R. THORNTON, A.M. (Acting President) 1904
W. H. WHITING, JR., B.A., A.M., LL.D. (Acting President) 1904-1905, 1908-1909
J. H. C. BAGBY, M.A., M.E., Ph.D. (Acting President) 1905
JAMES GRAY McALLISTER, B.A., B.D., D.D., LL.D., D. Litt. 1905-1908
HENRY TUCKER GRAHAM, B.A., B.D., D.D., LL.D. 1909-1917
ASHTON W. McWHORTER, B.A., A.M., Ph.D. (Acting President) 1917-1919
JOSEPH DuPUY EGGLESTON, A.B., A.M., LL.D. 1919-1939
EDGAR GRAHAM GAMMON, B.A., B.D., D.D., LL.D. 1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D. 1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. 1960-1963
WALTER TAYLOR REVELEY II, B.A., B.D., Ph.D., LL.D., D.Litt. 1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt. 1977-1987
JAMES RICHARD LEUTZE, B.A., M.A., Ph.D. 1987-1990
JOHN SCOTT COLLEY, B.A., M.A., Ph.D., Litt.D. (Provost and Acting President) 1990-1991
RALPH ARTHUR ROSSUM, B.A., M.A., Ph.D. 1991-1992
SAMUEL VAUGHAN WILSON, B.A., LL.D., L.H.D. 1992-2000
WALTER MICHAEL BORTZ III, B.S., Ed.D., LL.D. 2000-2009
CHRISTOPHER B. HOWARD, B.S., M. B.A., M.Phil., D. Phil. 2009-2015
DENNIS G. STEVENS, A.B., Ph.D. (Acting President) 2016
JOHN LAWRENCE STIMPERT, B.A., M.B.A., Ph.D. ..... 2016- present

BOARD OF TRUSTEES

Effective July 1, 2026
(As of June 1, 2026)

Officers of the Corporation 2026-2027

M. Peebles Harrison ’89.....Chairman
Eric E. Apperson ‘85.....Vice Chairman
Thomas L. Melton ‘06 ..... Treasurer
Salvatore Giannetti III ‘86 ..... Secretary
John L. Stimpert ..... President

Class of 2027

John E. Corey ’80 ..... Richmond, Virginia
Richard F. Cralle III ..... Farmville, Virginia
John W. Kirk III ’72 ..... Roanoke, Virginia
Keith W. Lewis ’78 ..... Richmond, Virginia
Eric J. Lindberg, Jr. ’93 .....Lafayette, California
Thomas L. Melton ’06 ..... New York, New York
Thomas L. Ransom ’00.....Glen Allen, Virginia
D. Ricky Wyatt ’80..... Norfolk, Virginia

Class of 2028

Rodolfo Diaz ’02 ..... Boulder, Colorado
Salvatore Giannetti III ’86 ..... Houston, Texas
Steven Ho ’95 ..... Huntington Beach, California
Michael P. Kehoe ’88 ..... Richmond, Virginia
Erik K. Morgan ..... Issaquah, Washington
Wilson W. Schoellkopf ’93 .....Dallas, Texas
Stephen B. Wilkins ’92 .....Atlanta, Georgia

Class of 2029

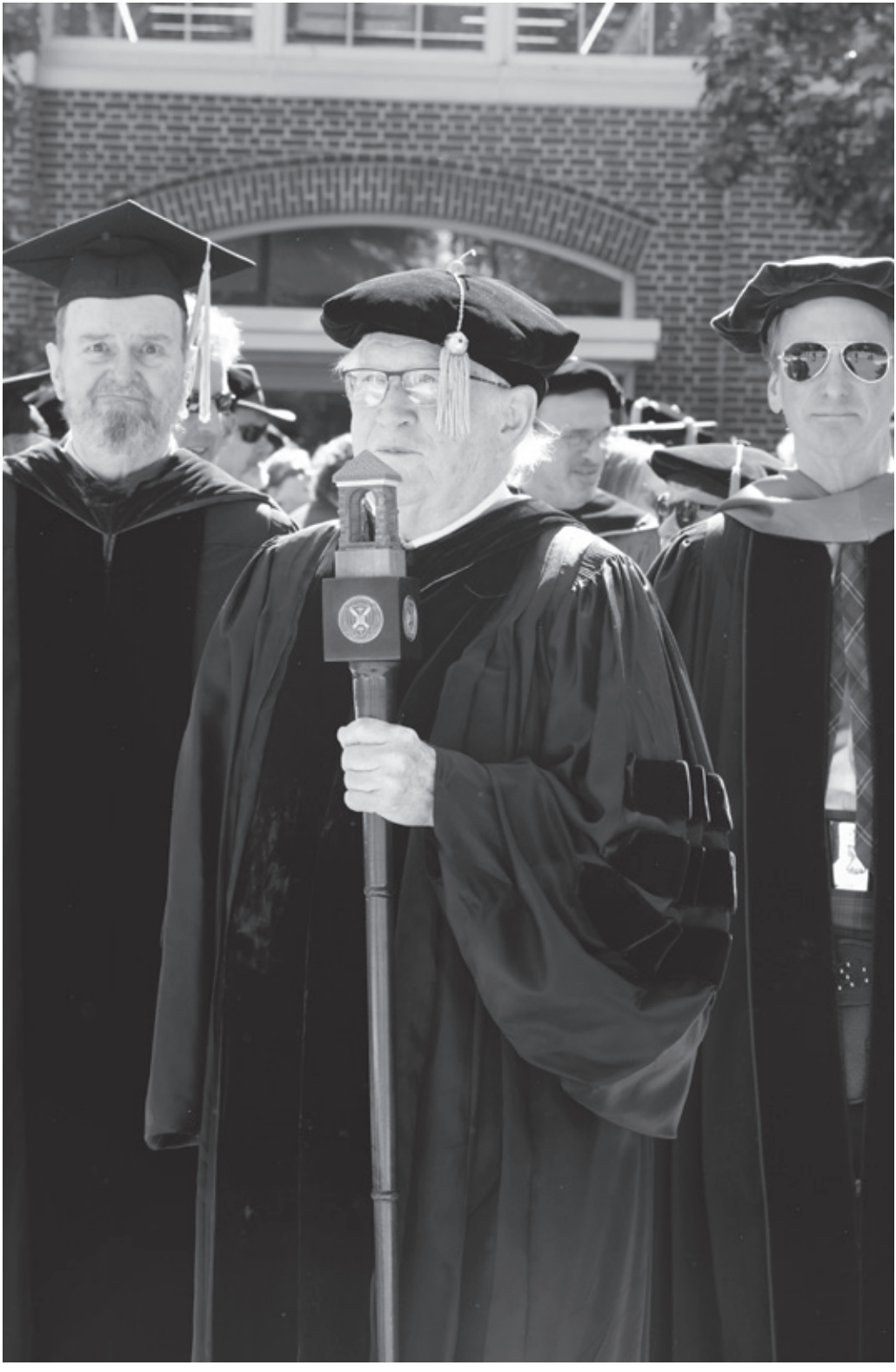
Kathryn Angus..... Richmond, Virginia
Eric E. Apperson ’85.....Virginia Beach, Virginia
J. Trevor Boyce ’83..... Poquoson, Virginia
Robert K. Citrone ’87.....Southport, Connecticut
Hunter E. Craig ’84..... Palm Beach, Flordia
Eugene W. Hickok ’72..... Richmond, Virginia
Ann Louise Martin ..... Richmond, Virginia
John Neuner IV ’97 ..... Richmond, Virginia

Class of 2030

Thomas C.G. Coyle ’79..... Charlotte, North Carolina
Mark K. duBose ’90..... Hingham, Massachusetts
George S. Khoury ’74 ..... Darien, Connecticut
Edward T. McMullen, Jr. ’86 ..... Sullivans Island, South Carolina
Fitz G. Robertson ’09 ..... New York, New York
Rodney P. Ruffin ’82..... Herndon, Virginia
Ivan A. Schlager .....Washington, District of Columbia
Mark T. Wright ’89.....Atlanta, Georgia

TRUSTEES EMERITI

Thomas N. Allen ’60 ..... Richmond, Virginia
J. Robert Bray ’60 ..... Portsmouth, Virginia
George B. Cartledge, Jr. ’63 ..... Roanoke, Virginia
W. Birch Douglass III ’65 ..... Richmond, Virginia
John C. Ellis, Jr. ’70 .....Virginia Beach, Virginia
Willette L. LeHew ’57 ..... Norfolk, Virginia
John G. Macfarlane III ’76 .....Crozet, Virginia
William L. Pannill ’77 ..... Martinsville, Virginia
William F. Shumadine, Jr. ’66..... Richmond, Virginia



FACULTY

2026-2027 *(Retired)*

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986, 2020) *McGavacks Professor Emeritus of Chemistry.*

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 2021) *Thompson Professor Emeritus of Classics.*

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 2014) *Elliott Professor Emeritus of English.*

ROGER MILTON BARRUS, B.A., M.A., Ph.D. (1982, 1995) *Professor Emeritus of Politics.*

JOSEPH MICHAEL BERMAN, B.S., Sc.M., Ph.D. (1987, 2007) *Associate Professor Emeritus of Mathematics and Computer Science.*

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 2011) *Elliott Professor Emeritus of Mathematics and Computer Science.*

GERALD THOMAS CARNEY, B.A., M.A., Ph.D. (1982, 2014) *Professor Emeritus of Religion.*

CLAIRE ELIZABETH DEAL, B.A., M.A.,M.F.A., Ph.D. (1999, 2026) *Professor Emerita of Rhetoric*.

ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983, 2018) *Elliott Professor Emerita of Rhetoric and Humanities.*

EDWARD WILLIAM DEVLIN, B.S., M.A., Ph.D. (1990, 2017) *Elliott Professor Emeritus of Biology.*

CYRUS IRVINE DILLON III, B.A., M.A., Ph.D. (2010, 2016) *Library Director.*

JOHN HIATT EASTBY, B.A., M.A., Ph.D. (1989, 2000) *Professor Emeritus of Politics*.

ALAN FARRELL, B.A., M.A., M.A., Ph.D. (1973, 1995) *Professor Emeritus of Modern Languages.*

EARL WILLIAM FLECK, B.A., M.A., Ph.D. (2002, 2009) *Provost Emeritus and Professor Emeritus of Biology.*

PAMELA P. FOX, B.F.A., M.F.A. (1993, 2025)*Elliott Professor Emerita of Fine Arts.*

LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983, 2018) *Elliott Professor Emeritus of Rhetoric and Humanities.*

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1997) *Professor Emeritus of Mathematics and Computer Science.*

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 2005) *Professor Emeritus of Biology.*

DAVID WILLIAM GIBSON, B.A., M.B.A., D.B.A, CPA, CMA, CFM (1979, 2016) *Professor Emeritus of Economics and Business.*

SHARON IOWA GOAD, B.S., M.A., M.L.I.S., Ph.D. (1993, 2012) *Library Director Emerita.*

ROBERT GIVIN HALL, B.A., M.Div., Ph.D. (1985, 2019) *Elliott Professor Emeritus of Religion.*

TONI HAMLETT, B.A., M.L.S. (2010, 2012) *Technical Services Librarian.*

RALPH SIDNEY HATTOX, B.S.F.S., M.A., Ph.D. (1989, 2019) *Elliott Professor Emeritus of History.*

SANDRA WOOD HEINEMANN, B.A., M.A.L.S. (1976, 2002) *Catalogue Librarian Emerita.*

PAUL FRANCIS HEMLER, B.S., M.S., Ph.D. (2004, 2011) *Professor Emeritus of Mathematics and Computer Science.*

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970, 1998) *Professor Emeritus of Economics.*

ROBERT TOWNSEND HERDEGEN III, B.S., M.A., Ph.D. (1981, 2020) *Professor Emeritus of Psychology.*

JAMES DALE JANOWSKI, B.A., M.A., Ph.D. (1995, 2023) *Elliott Professor Emeritus of Philosophy.*

DIRK ROBERT JOHNSON, B.A., Magister, Ph.D. (2001, 2026) *Professor Emeritus of Modern Languages.*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 2004) *Professor Emeritus of Physics and Astronomy.*

JAMES CHARLES KIDD, B.A., M.Mus., Ph.D. (1981, 2009) *Barger Professor Emeritus of Music.*

EDWARD MARION KIESS, B.S., M.S., Ph.D.(1968, 1993) *Professor Emeritus of Physics.*

PAULE GOUNELLE KLINE, Licence, Diplôme, Ph.D. (1983, 1997) *Associate Professor Emerita of Modern Languages.*

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 2020) *Professor Emeritus of Mathematics and Computer Science.*

KENNETH DUANE LEHMAN, B.A., M.A., Ph.D. (1992, 2021) *Squires Professor Emeritus of History.*

DAVID DODGE LEWIS, B.S., M.A., M.F.A. (1987, 2018) *Barger-Barclay Professor Emeritus of Fine Arts.*

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 2008) *Professor Emerita of Biology.*

DAVID EDMOND MARION, B.A., M.A., Ph.D. (1977, 2015) *Professor Emeritus of Politics and Wilson Center Fellow.*

DIANNE O'DONNELL MARION, B.A., M.A. (1991, 2013) *Adjunct Associate Professor Emerita of Rhetoric.*

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 2007) *Elliott Professor Emeritus of English.*

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 2001) *Professor Emeritus of Mathematics and Computer Science.*

DANIEL GLENN MOSSLER, B.A., M.A., Ph.D. (1993, 2021) *Professor Emeritus of Psychology.*

PAUL HAROLD MUELLER, B.A., Ph.D. (1985, 2022) *Associate Professor Emeritus of Chemistry.*

BRONWYN SOUTHWORTH O'GRADY, B.A., M.A. (1989, 2007) *Adjunct Associate Professor Emerita of Rhetoric*.

THOMAS JOSEPH O'GRADY, B.A., M.A. (1974, 2008) *Adjunct Associate Professor Emeritus of English and Poet-in-Residence.*

DAVID STEVEN PELLAND, A.B., Ph.D. (1981, 2018) *Associate Professor Emeritus of Mathematics and Computer Science.*

MARCUS PENDERGRASS, B.A., M.A., Ph.D.(2005, 2025) *Associate Professor Emeritus of Mathematics.*

CATHERINE BARBOUR POLLARI, B.S., M.Ed., M.L.S. (1985, 2002) *Reference Librarian, retired.*

JAMES F. PONTUSO, B.A., M.A., Ph.D. (1984, 2022) *Patterson Professor Emeritus of Politics.*

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 2012) *Venable Professor Emeritus of Chemistry.*

MARY AYE PREVO, B.A., M.A. (1998, 2022) *Senior Lecturer Emerita in Fine Arts.*

SUSAN PEPPER ROBBINS, B.A., M.A., Ph.D. (1988, 2020). *Senior Lecturer Emerita in Rhetoric.*

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 2000) *Professor Emeritus of Religion.*

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 2007) *Professor Emerita of English.*

RENÉE MARIE SEVERIN, B.A., M.A., Ph.D. (1998, 2026) *Associate Professor Emerita of French.*

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 2015) *Trinkle Professor Emeritus of Biology.*

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1995) *Professor Emeritus of Modern Languages.*

SUSAN MANELL SMITH, B.A., M.A., Ph.D. (1998, 2015). *Elliott Professor Emerita of Modern Languages.*

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 2007) *Professor Emeritus of Classics.*

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 2001) *Professor Emeritus of Biology.*

THOMAS VALENTE, A.B., M.A., Ph.D. (1993, 2022) *Associate Professor Emeritus of Mathematics and Computer Science.*

GEORGE DANIEL WEESE, A.B., Ph.D. (1989,2023) *Professor Emeritus of Psychology.* A.B.,

WARNER RIDDICK WINBORNE, B.A.,M.A., Ph.D. (1999, 2023) *Associate Professor Emeritus of Politics.*

NOTE: *The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of retirement. Those whose credentials are given continue to teach on a part-time basis.*

FACULTY

2026-2027 *(Current)*

DIEUDONNÉ KOMLA AFATSAWO, Certificate, Diploma, B.A., Certificate, Licenciatura, M.A., Ph.D. (2000, 2006) *Associate Professor of Modern Languages*. Certificate, Universidad Complutense de Madrid, 1979; Diploma, Universidad Complutense de Madrid, 1980; B.A., University of Ghana, 1981; Certificate, Management Development and Productivity Institute, 1984; Licenciatura, Universidad Complutense de Madrid, 1990; M.A., University of Southern California, 1994; Ph.D., University of Southern California, 1999.

REBECCA H. BAUER, B.S., M.A., Ph.D. (2022) *Elliott Assistant Professor of Psychology.* B.S., Weber State University, 2013; M.A., University of North Carolina-Wilmington, 2016; Ph.D., University of Alabama, 2022.

ROBERT HAROLD BLACKMAN, B.A., M.A., Ph.D. (2000, 2014) *Squires Professor of History*. B.A., University of California, Riverside, 1989; M.A., University of California, Irvine, 1991; Ph.D., University of California, Irvine, 1998.

STEVEN DAVID BLOOM, B.A., Ph.D. (1999, 2013) *Professor of Physics and Astronomy.* B.A., Columbia University, 1987; Ph.D., Boston University, 1994.

RICHARD BURKE, B.A., M.A., Ph.D. (2022) *Elliot Assistant Professor of Politics.* B.A., Fairfield University, 2017; M.A., University of Virginia, 2019; Ph.D., University of Virginia, 2022.

ANTHONY MICHAEL CARILLI, B.A., M.A., Ph.D. (1991, 2004) *Professor of Economics and Business*. B.A., Hartwick College, 1983; M.A., Northeastern University, 1987; Ph.D., Northeastern University, 1991.

CELIA MAE CARROLL JONES, B.A., M.A., Ph.D. (2006, 2011) *Myers Associate Professor of Politics*. B.A., College of William and Mary, 1993; M.A., College of William and Mary, 1995; Ph.D., Emory University, 2002.

BYRON B. CARSON III, B.A., M.A., Ph.D. (2017, 2023) *Associate Professor of Economics and Business.* B.A., Rhodes College, 2011; M.A., George Mason University, 2013; Ph.D., George Mason University, 2017.

MARK CELESTE, B.A., M.A., M.A., Ph.D. (2022) *Elliott Assistant Professor of English.* B.A., The Pennsylvania State University, 2009; M.A., Syracuse University, 2012, M.A., Rice University, 2017; Ph.D., Rice University, 2019.

STANLEY ALAN CHEYNE, B.A., M.A., Ph.D. (1990, 2003) *Elliott Professor of Physics and Astronomy.* B.A., Hendrix College, 1984; M.A., University of Mississippi, 1986; Ph.D., University of Mississippi, 1989.

KEVIN M. CHRISMAN, B.A., M.A., Ph.D. (2025) *Assistant Professor of History*. B.A., Southern Illinois University- Carbondale, 2009; M.A., University of Nebraska- Lincoln, 2013; Ph.D., York University, 2019.

CARRIE CIFERS, B.A., M.Div., M.A., Ph.D. (2024) *Assistant Professor of Religion*. B.A., College of William and Mary, 2009; M.Div., Union Presbyterian Seminary, 2016; M.A., University of Virginia, 2023; Ph.D., University of Virginia, 2023.

JOHN CHRISTOPHER COOMBS, B.A., Ph.D. (2007, 2017) *Professor of History.* B.A., Arizona State University, 1989; Ph.D., College of William and Mary, 2003.

MATTHEW COOPER, B.A., M.A., Ph.D. (2026) *Assistant Professor of Modern Languages*. B.A., University of California- Riverside, 2013; M.A., University of California- Irvine, 2016; Ph.D., University of California- Irvine, 2023.

REBECCA A. CRISAFULLI, B.A., M.A., Diplôme d'ancien pensionnaire, Ph.D. (2026) *Assistant Professor of Modern Languages.* B.A., University of Virginia, 2003; M.A., University of Virginia, 2006; Diplôme d'ancien pensionnaire, École Normale Supérieure, 2013; Ph.D., University of Chicago, 2018.

L=On leave 2026-2027.
F=On leave fall semester only.
S=On leave spring semester only.

NOTE: The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of appointment to the present rank.

MICHAEL DALE, B.A., M.A., M.Ed., Ph.D. (2023) *Elliott Assistant Professor of Philosophy.* B.A., Vassar College, 2011; M.A., Brandeis University, 2016; M.Ed., University of Texas-Austin, 2022; Ph.D., University of Texas-Austin, 2022.

EVAN RAGLAN DAVIS, B.A., M.A., Ph.D. (1998, 2014) *Elliott Professor of English.* B.A., Williams College, 1989; M.A., Indiana University, 1993; Ph.D., Indiana University, 1998.

JANA MARIE DeJONG, B.A., M.A., Ph.D. (1995, 2002)[S] *Associate Professor of Modern Languages*. B.A., Central College, 1986; M.A., Bryn Mawr College, 1988; Ph.D., University of Colorado at Boulder, 1995.

GREGORY MARTIN DEMPSTER, B.S., M.B.A., Ph.D. (1998, 2012) *Roach Professor of Economics and Business.* B.S., Louisiana State University, 1990; M.B.A., Louisiana State University, 1993; Ph.D., Auburn University, 1998.

TIMOTHY MAURICE DIETTE, B.A., M.S., Ph.D. (2024) *Professor of Economics and Business and Provist and Dean of the Faculty*. B.S., University of Vermont, 1995; M.S., University of North Carolina-Chapel Hill, 1999; Ph.D., University of North Carolina-Chapel Hill, 2005.

ERIC GORDON DINMORE, B.A., M.A., Ph.D. (2006, 2020) *Elliott Professor of History.* B.A., Haverford College, 1993; M.A., University of Washington, 1999; Ph.D., Princeton University, 2006.

DYLAN DOMEL-WHITE, B.S., Ph.D. (2024) *Assistant Professor of Mathematics and Computer Science.* B.S., University of Houston, 2015; Ph.D., University of Houston, 2020.

MATTHEW RAFTEN DUBROFF, B.A., M.F.A. (1999, 2017) *Associate Professor of Fine Arts.* B.A., Williams College, 1990; M.F.A., University of Hawaii, 1996.

KEVIN MICHAEL DUNN, B.S., Ph.D. (1986, 2000) *Professor of Chemistry.* B.S., University of Chicago, 1981; Ph.D., University of Texas, 1986.

SARAH CATHRYN MAJED DWEIK, B.A., M.A., Ph.D. (2026) *Visiting Assistant Professor of Rhetoric*. B.A., Washburn University, 2018; M.A., Texas Tech University, 2020; Ph.D., The Pensylvania State University, 2025.

CAROLINE SCOTT EMMONS, B.A., M.A., Ph.D. (1998, 2012) *Elliott Professor of History*. B.A., Florida State University, 1987; M.A., Florida State University, 1992; Ph.D., Florida State University, 1998.

JACOB EUTENEUER, B.A., M.A., M.F.A., Ph.D. (2019, 2025) *Howard Associate Professor of Rhetoric.* B.A., University of Nebraska, 2009; M.A., Kansas State University, 2012; M.F.A., University of Akron, 2015; Ph.D., Oklahoma State University, 2019.

STEPHEN MICHAEL FERGUSON, B.A., PhD. (2025) *Assistant Professor of Biology*. B.A., College of Wooster, 2012; Ph.D. University of Memphis, 2017.

KRISTIN M. FISCHER, B.S., M.S., Ph.D. (2016, 2022) *Associate Professor of Biology*. B.S., Virginia Tech, 2004; M.S., Virginia Tech, 2008; Ph.D., Virginia Tech, 2012.

STEVEN J. FLORCZYK, B.A., M.A., Ph.D. (2017, 2025) *Senior Lecturer of Rhetoric*. B.A., University at Buffalo, State University of New York, 1995; M.A., State University of New York at New Paltz, 2002; Ph.D., University of Georgia, 2011.

JAMES WALTER FRUSETTA-ULFHRAFN, B.A., M.A., Ph.D. (2009, 2013) *Elliott Professor of History.* B.A., University of Southern California, 1992; M.A., Arizona State University, 1996; Ph.D., University of Maryland, 2006.

GLENN GILYOT, B.S., Ph.D. (2022) *Assistant Professor of Chemistry.* B.S., University of Louisiana, 2016; Ph.D., University of Missouri—Columbia, 2023.

SEAN PHILIP GLEASON, B.A., M.A., Ph.D. (2017, 2023) *Elliot Associate Professor of Rhetoric.* B.A., Ohio University, 2011; M.A., Ohio University, 2013; M.A., Ohio University, 2014; Ph.D., Ohio University, 2017.

RACHEL MADELINE GOODMAN, B.A., M.Sc., Ph.D. (2009, 2022) *Elliott Professor of Biology.* B.A., Columbia University, 2001; M.Sc., University of Tennessee, Knoxville, 2004; Ph.D., University of Tennessee, Knoxville, 2009.

NICOLE GREENSPAN, B.A., M.A., Ph.D. (2006, 2025)[F] *Elliot Professor of History.* B.A., York University, 1996; M.A., University of Toronto, 1998; Ph.D., University of Toronto, 2005.

BRUCE I. GUDMUNDSSON, B.A., D.Phil. (2024) *Associate Director for National Security Studies in the Wilson Center for Leadership in the Public Interest and Lecturer in Politics.* . B.A., Yale College, 1981; D.Phil, Oxford University, 2010.

IVO IVANOV GYUROVSKI, B.A., M.A., Ph.D. (2020, 2023) *Elliot Associate Professor of Psychology.* B.A., 2009; M.A., College of William and Mary, 2011; Ph.D., University of Chicago, 2017.

SARAH BOYKIN HARDY, B.A., M.A., Ph.D. (1995, 2009) *Johns Professor of English.* B.A., Stanford University, 1984; M.A., Princeton University, 1989; Ph.D., Princeton University, 1993.

KRISTIAN MICHAEL HARGADON, B.S., Ph.D. (2009, 2022) *Trinkle Professor of Biology.* B.S., Hampden-Sydney College, 2001; Ph.D., University of Virginia, 2007.

A. GARDNER HARRIS, JR., B.A., M.A., Ph.D. (2017, 2023) *Associate Professor of Religion.* B.A., Texas Christian University, 1996; M.A., University of Texas at Austin, 2001; Ph.D., University of Texas at Austin, 2008.

ALLYSON A. WILLIAMS HARRIS, B.A., M.A. (2021) *Visiting lecturer of Rhetoric.* B.A., University of Texas-Dallas; M.A., Texas Christian Univeristy.

PAUL J. HAY, B.A., M.A., Ph.D. (2021, 2024) *Assistant Professor of Classics.* B.A., Case Western Reserve University, 2010; M.A., University of Texas-Austin, 2012; Ph.D., University of Texas-Austin, 2017.

JORGE HERNANDEZ-LASA, B.A., M.A., M.A., M.E., Ph.D. (2025) *Assistant Professor of Modern Languages*. B.A., Autonomous University of Barcelona, 2013; M.A., Autonomous University of Barcelona, 2015; M.A., Hankuk University of Foreign Studies, 2015; M.E., University of Burgos, 2016; PhD., University of Wisconsin-Madison, 2023.

MARC A. HIGHT, B.A., M.A., M.A., Ph.D. (2001, 2013) *Thompson Professor of Philosophy.* B.A., Florida State University, 1990; M.A., Florida State University, 1992; M.A., Florida State University, 1993; Ph.D., Syracuse University, 1999.

R. GLYNN HOLT, B.S., M.S., PhD. (2022) *Visiting Associate Professor of Physics and Astronomy.* B.S., University of Mississippi, 1982; Ph.D., University of Mississippi, 1988.

ABIGAIL T. HORNE, B.A., Ph.D. (2014, 2020) *Associate Professor of English*. B.A., Mount Holyoke College, 2004; Ph.D., Washington University in St. Louis, 2012.

MATTHEW CHRISTOPHER HULBERT, B.A., M.A., Ph.D. (2019, 2023) *Elliott Associate Professor of History.* B.A., University of Florida, 2008; M.A., North Carolina State University, 2010; Ph.D., University of Georgia, 2015.

SHAUNNA ELAINE HUNTER, B.A., M.L.I.S. (2002, 2008) *Library Director*. B.A., Virginia Polytechnic Institute and State University, 1999; M.L.I.S., University of South Carolina, 2000.

DAWNELLE CHARISSE ION, B.A., M.S.L.S. (2024) *Archival and Digital Projects Librarian.* B.A., Point Park University, 2019; M.S.L.S., Pennsylvania Western University, 2023.

JUSTIN PATRICK ISAACS, B.A., Ph.D. (1999, 2016) *Professor of Economics and Business.* B.A., Hampden-Sydney College, 1995; Ph.D., Auburn University, 1999.

REBECCA LINN JAYNE, B.A., M.A., Ph.D. (2013, 2026) *Elliott Professor of Mathematics and Computer Science and Associate Dean of the Faculty.* B.A., McDaniel College, 2006; M.S., North Carolina State University, 2008; Ph.D., North Carolina State University, 2011.

SHIRLEY KAGAN, B.A., M.F.A. (1997, 2010) *Barger-Barclay Professor of Fine Arts*. B.A., Williams College, 1989; M.F.A., University of Hawaii at Manoa, 1996.

JONATHAN WILMORE KEOHANE, B.S., Ph.D. (2004, 2010) *Associate Professor of Physics and Astronomy.* B.S., Yale University, 1988; Ph.D., University of Minnesota, 1998.

INDU KHURANA, B.C., M.C., M.A., Ph.D. (2016, 2021) *Associate Professor of Economics and Business.* B.C., University of New Delhi, 2001; M.C., University of New Delhi, 2003; M.A., Florida International University, 2009; Ph.D., Florida International University, 2012.

RAY KLEINLEIN, B.A., M.F.A. (2022, 2026) *Elliot Associate Professor of Fine Arts.* B.A., Ohio State University and Columbus College of Art and Design, 1993. M.F.A., Ohio University, 1998.

AVA KREIDER-MUELLER, B.A., M.A., M.Phil., Ph.D. (2022, 2023) *Assistant Professor of Chemistry.* B.A., Bard College, 2009; M.A., Columbia University, 2011; M.Phil., Columbia University, 2013; Ph.D., Columbia University, 2014.

DANIEL W. KUTHY, B.A., M.A., Ph.D. (2024) *Assistant Professor of Politics.* B.A., University of Virginia, 2003; M.A., Old Dominion University, 2006; Ph.D., Georgia State University, 2012.

YUCHEN LIN, B.C., M.S., Ph.D. (2025) *Assistant Professor of Economics and Business.* B.C., University of Manitoba, 2019; M.S., Queen's University, 2020; Ph.D., Queen's University, 2025.

BRIAN LINS, B.S., Ph.D. (2008, 2021) *Elliott Professor of Mathematics and Computer Science.* B.S., College of William and Mary, 2001; Ph.D., Rutgers University, 2008.

MATTHEW L. LOCEY, B.A., B.S., M.S., Ph.D. (2024) *Assistant Professor of Psychology*. B.S., Psychology, University of Florida, 2000; B.A., Philosophy, University of Florida, 2000; M.S., University of Florida, 2005; Ph.D., University of Florida, 2008.

SARAH LOEB, B.S., Ph.D. (2018, 2024) *Elliott Associate Professor of Mathematics and Computer Science.* B.S., Harvey Mudd College, 2011; Ph.D., University of Illinois at Urbana-Champaign, 2017.

DAVID EDWARD LOWRY, B.A., M.A., Ph.D. (2012, 2018) [F] *Associate Professor of Biology.* B.A., University of Virginia, 1993; M.A., University of California, Santa Barbara, 2003; Ph.D., University of California, Santa Barbara, 2007.

KATHERINE J. LYNCH, B.A., M.S. (2017, 2023) *Research and Instruction Librarian.* B.A., Colorado College, 2012; M.S., University of Michigan, School of Information, 2015.

JOHN MACHACEK, B.S., Ph.D. (2024) *Assistant Professor of Mathematics and Computer Science*. B.S., University of Minnesota-Twin Cities, 2011; Ph.D., Michigan State University, 2018.

CHELSIE A. MALYSZEK, B.A., M.A., Ph.D. (2018, 2022) *Visiting Assistant Professor of Rhetoric.* B.A., Binghmaton Univeristy, 2013; M.A., Yale University, 2017; Ph.D. Yale University, 2020.

JASON MATYUS, B.S., M.B.A., D.B.A. (2022) *Assistant Professor of Economics and Business.* B.S., California University of Pennsylvania, 1997; M.B.A., Waynesburg University, 2011; D.B.A., Walden University, 2015.

MARTHA A. MAUS, B.A., M.A., Ph.D. (2019, 2025) *Senior Lecturer of Modern Language*s. B.A., University of Portland, 2002; M.A., Villanova University, 2004; Ph.D., University of Maryland-College Park, 2012.

WALTER CARLTON McDERMOTT III, B.S.S.E., M.S., Ph.D. (1998, 2012) *Professor of Physics and Astronomy.* B.S.S.E., Old Dominion University, 1988; M.S., Old Dominion University, 1991; Ph.D., Old Dominion University, 1996.

SAMUEL MEAD, B.A., M.A., Ph.D. (2025) *Assistant Professor of Politics.* B.A., St. John's College, 2017; M.A., University of Texas-Austin, 2020; Ph.D., University of Texas- Austin, 2024.

GOR MKRTCHIAN, B.A., M.A., Ph.D. (2025) *Assistant Professor of Politics.* B.A., Yale University, 2018; M.A., Texas Tech University, 2022; Ph.D., Texas Tech University, 2024.

NICHOLAS C. MORGAN, B.A., M.St., M.A., M.Phil. Ph.D. (2023) *Assistant Professor of Fine Arts.* B.A., New York University, 2011; M.St., Oxford University, 2012; M.A., Columbia University, 2015; M.Phil., Columbia University; Ph.D., Columbia University, 2020.

NICHOLAS D. NACE, A.B., Ph.D. (2014, 2021) *Elliott Associate Professor of Rhetoric.* A.B., Kenyon College, 1998; Ph.D., University of California, Berkeley, 2009.

JULIA ELIZABETH PALMER, B.A., M.A., M.A., Ph.D. (2006, 2009) *Sipp Associate Professor of Modern Languages.* B.A., University of Virginia, 1989; M.A., University of Virginia, 1992; M.A., University of Michigan at Ann Arbor, 1994; Ph.D., University of Michigan at Ann Arbor, 1999.

MATTHEW PARNELL, B.A., M.A., Ph.D. (2026) *Assistant Professor of Rhetoric.* B.A., Washburn University, 2018; M.A., Texas Tech University, 2020; Ph.D., The Pennsylvania State University, 2025.

NATHANIEL DIXON PERRY, B.A., M.A., M.F.A. (2008, 2014) *Elliott Professor of English.* B.A., University of North Carolina at Chapel Hill, 2001; M.A., Boston University, 2004; M.F.A., Indiana University, 2008.

SHAUN PIERSON, B.A., M.F.A. (2026) *Assistant Professor of Fine Arts.* B.A., Rowan University, 2019; M.F.A., Yale School of Art, 2023.

J.B. POTTER, B.A., M.A., Ph.D. (2023) *Visiting Assistant Professor of Core Cultures.* B.A., Hampden-Sydney College, 2011; M.A., Middlebury College, 2015; Ph.D., Georgetown University, 2026.

AUDREY REDFORD, B.B.A., Ph.D. (2022, 2025) *Associate Professor of Economics and Business.* B.B.A., James Madison University, 2012; Ph.D., Texas Tech University, 2016.

TIMOTHY M. REICHART, B.S., Ph.D. (2020, 2026)[L] *Elliott Associate Professor of Chemistry* B.S., University of Virginia, 2007; Ph.D., The Scripps Research Institute, 2014.

ROBERT JOSEPH RENNIE, B.A., M.S., Ph.D. (2025) *Assistant Professor of Mathematics and Computer Science*. B.A., Reed College, 2015; M.S., University of Illinois- Urbana-Champaign, 2021; Ph.D., University of Illinois- Urbana-Champaign, 2022.

LYNDE ROSE ROBERTS, B.S., M.L.I.S. (2022) *Technical Services Librarian.* B.S., Brigham Young University, 1996. M.L.I.S., San Jose State University, 2011.

HUGO F. RODRIGUEZ, JR. B.A., M.B.A. (2025) *Wheat Visiting Professor in Leadership.* B.A., Hampden-Sydney College, 1988; M.B.A., Darden School- University of Virginia, 1992

MIRANDA ROUSE, B.A., M.A., Ph.D. (2022) *Elliott Assistant Professor of Rhetoric and Director of the Rhetoric Studio*. B.A., University of North Carolina- Greensboro, 2014; M.A., University of North Carolina- Charlotte, 2018; Ph.D., University of Alabama, 2022.

GERMÁN ALONSO SALINAS, B.S., M.A. (2003, 2010) *Senior Lecturer in Modern Languages*. B.S., Universidad del Atlántico, 1991; M.A., University of Arkansas, 2002.

SHAWN HARRY SCHOOLING, B.A., M.F.A., Ph.D. (2000, 2008) *Senior Lecturer in Rhetoric.* B.A., University of Virginia, 1995; M.F.A., University of Virginia, 1997; Ph.D., University of Southern Mississippi, 2000.

MATTHEW D. SCHUELLER, B.A., M.A., Ph.D. (2025) *Visiting Assistant Professor of Classics.* B.A., University of Evansville, 2010; M.A., University of Arizona, 2012; Ph.D., University of North Carolina- Chapel Hill, 2020.

DAWN M. SCHWARTZ, B.S., M.B.A., D.B.A. (2026) *Assistant Professor of Economics and Business.* B.S., Longwood University, 2003; M.B.A., Longwood University, 2013; D.B.A., Liberty University, 2019.

JANICE FAYE SIEGEL, B.A., M.A., Ph.D. (2006, 2026) *Professor of Classics.* B.A., Washington University in St. Louis, 1983; M.A., Washington University in St. Louis, 1984; Ph.D., Rutgers University, 1994.

NILESH SINHA, B.S.L., LL.B., LL.M., LL.M., LL.M., J.D., PhD. (2025) *Assistant Professor of Politics.* B.S.L., LL.B. Symbiosis Law College, Pune India; LL.M., University of London, 2009; LL.M., University of Pennsylvania, 2011; LL.M., University of Chicago, 2013; J.D., Georgetown University, 2018; Ph.D., Syracuse University, 2024.

HERBERT JAMES SIPE, JR., B.S., Ph.D. (1968, 1981) *Spalding Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

SCOTT MCKINLEY STARR, B.S., M.S., Ph.D. (2021) *Assistant Professor of Biology*. B.S., Millersville University of Pennsylvania, 2008; M.S., University of Alabama-Tuscaloosa, 2011; Ph.D., Texas Tech University, 2018.

TARA DANIELLE STEPHAN, B.A., M.A., Ph.D. (2019, 2025) *Elliot Associate Professor of History*. B.A., The Ohio State University, 2011; M.A., New York University, 2014; Ph.D., New York University, 2018.

JOHN LAWRENCE STIMPERT, B.A., M.B.A., Ph.D. (2016) *Professor of Economics and Business and President of the College.* B.A., Illinois Wesleyan University, 1980; M.B.A., Columbia University, 1985; Ph.D., University of Illinois at Urbana-Champaign, 1992.

MICHAEL STRAYER, B.A., M.S., Ph.D. (2019, 2025) *Associate Professor of Mathematics and Computer Science.* B.A., Malone University, 2010; M.S., University of Akron, 2013; Ph.D., University of North Carolina—Chapel Hill, 2019.

SARAH SÜHNHOLZ, B.S., M.S., Ph.D. (2026) *Assistant Professor of Chemistry.* B.S., University of Leipzig, 2014; M.S., University of Leipzig, 2016; Ph.D., Helmholtz-Centre for Environmental Research- UFZ.

VICTOR SZABO, B.A., B.M., Ph.D. (2017, 2023)*Elliott Associate Professor of Fine Arts.* B.A., University of Michigan, 2007; B.M., University of Michigan, 2007; Ph.D., University of Virginia, 2015.

SARANNA ROBINSON THORNTON, B.A., M.P.A., Ph.D. (1996, 2006)[F] *Professor of Economics and Business.* B.A., Colby College, 1981; M.P.A., University of Texas, 1985; Ph.D., Carnegie Mellon University, 1989.

HUGH OVERTON THURMAN III, B.S. Ph.D. (2002, 2010) *Associate Professor of Physics and Astronomy.* B.S., Old Dominion University, 1996; Ph.D., Old Dominion University, 2004.

WILLIAM J. TOLLEY, B.A., M.S., Ph.D. (2025) *Assistant Professor of Mathematics and Computer Science.* B.A., Berea College, 2014; M.S., University of New Mexico, 2017; Ph.D., Arizona State University, 2025.

KENNETH NEAL TOWNSEND, B.A., M.S., Ph.D. (1980, 1993) *Townsend Professor of Economics and Business.* B.A., Louisiana State University, 1976; M.S., Louisiana State University, 1978; Ph.D., Louisiana State University, 1983.

JOHN MICHAEL UTZINGER, B.A., M.Div., Ph.D. (2000, 2013) *Ewing Professor of Religion.* B.A., Valparaiso University, 1990; M.Div., Yale University, 1993; Ph.D., University of Virginia, 2000.

CRISTINE MARI VARHOLY, B.A., M.A., Ph.D. (2005, 2009) *Associate Professor of English*. B.A., Wake Forest University, 1987; M.A., University of Wisconsin at Madison, 1993; Ph.D., University of Wisconsin at Madison, 2000.

ALFONSO VARONA, B.M., M.M., M.A., Ph.D. (2012) *Associate Professor of Modern Languages.* B.M., University of Texas at El Paso, 1994; M.M., University of Texas at El Paso, 1997; M.A., University of Texas at El Paso, 2003; Ph.D., University of Connecticut, 2009.

JENNIFER ELIZABETH VITALE, B.A., M.S., Ph.D. (2003, 2016) *Professor of Psychology.* B.A., Pomona College, 1996; M.S., University of Wisconsin, 1999; Ph.D., University of Wisconsin, 2002.

JEFFREY ALLAN VOGEL, B.A., M.T.S., Ph.D. (2008, 2014) *Professor of Religion*. B.A., James Madison University, 1999; M.T.S., Duke University, 2001; Ph.D., University of Virginia, 2008.

HELENA KATHARINE WILEY VON RUEDEN, B.A., M.M., D.M.A (2014, 2020)[L] *Elliott Associate Professor of Fine Arts.* B.A., Harvard University, 2001; M.M., University of California, Santa Barbara, 2011; D.M.A, University of California, Santa Barbara, 2013

KATHERINE JANE WEESE, B.A., M.A., Ph.D. (1993, 2006) *Venable Professor of English.* B.A., Williams College, 1987; M.A., University of Wisconsin, 1988; Ph.D., University of Wisconsin, 1993.

ALEXANDER JOHN WERTH, B.S., M.A., Ph.D. (1992, 2005) *Patterson Professor of Biology.* B.S., Duke University, 1985; M.A., Harvard University, 1987; Ph.D., Harvard University, 1992.

ERIC WILKEN, B.A., B.S., M.A., M.S., Ph.D. (2026) *Assistant Professor of Economics and Business.* B.A., B.S., Marietta College, 2018; M.A., M.S., Ball State University, 2021; Ph.D., University of Oregon, 2026.

PATRICK ALAN WILSON, B.A., M.A., Ph.D. (1990, 2003) *Professor of Philosophy.* B.A., University of Dallas, 1984; M.A., University of Notre Dame, 1986; Ph.D., University of Notre Dame, 1989.

MICHAEL JOHN WOLYNIAK, A.B., Ph.D. (2009, 2022) *McGavacks Professor of Biology.* A.B., Colgate University, 1998; Ph.D., Cornell University, 2004

KATHERINE ELIZA WORLEY, B.A., M.A., Ph.D. (2008, 2026) *Senior Lecturer in Western Culture.* B.A., University of North Carolina at Chapel Hill, 2001; M.A., Brown University, 2002; Ph.D., Brown University, 2008.

COMMITTEES OF THE FACULTY (2025-2026)

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees (Academic Affairs, Faculty Affairs, Student Affairs, Budget-Audit, Benefits, Committee for Faculty Appointments, and Grievance) and their subcommittees are listed below with their areas of responsibility and the names and terms of their members. Numbers in parentheses indicate the last year in office of full-term members; numbers in square brackets indicate one-year surrogates.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the faculty. The committee approves academic scheduling of class times on behalf of the faculty. Also serves as the Executive Committee of the faculty between faculty meetings. May establish subcommittees and ad hoc committees, for purposes definite, to report to it.
Membership:

- 3 faculty members, 1 elected from each division, by each division, for three-year staggered terms: Vitale(F25)/Dempster (26), Weese (27), Wolyniak (28)
- 1 faculty member elected by the faculty and 1 faculty member appointed by the President for 2-year staggered terms: Dubroff (26a), Dinmore (27)
- 1 student elected annually in the spring buy faculty members of the committee: Watson Grabar '26
- Dean of the Faculty, *ex officio*: Diette
- Chair to be elected annually from the ranks of the faculty on the committee: Dubroff

Admission and Scholarship Committee
A subcommittee of the Academic Affairs Committee, assists the Office of Admission with recruiting students, consults on the selection of major academic scholarship recipients, assists in coordinating faculty participation in Admission events, and receives periodic reports from the Office of Admission as a liaison between that office and the faculty.
Membership:

- 3 faculty members elected each year, for three-year staggered terms by the faculty: Matyus (26), Gilyot (27), Kleinlein (28)
- 1 faculty member appointed annually by the President after the election of the above: Nace (26,a)
- Vice President for Enrollment, *ex officio*: Russell
- Chair elected from within the ranks of the Committee: Nace

Assessment Committee
A subcommittee of the Academic Affairs Committee, responsible for coordinating departmental and program assessments, recommending approaches to assessment to departments and programs, working with visiting assessment teams, and making recommendations on future assessment strategies to the Dean of the Faculty.
Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Lynch (26), Kreider-Mueller (27), Rouse (28)
- Dean of the Faculty, *ex officio*: Diette
- Chair appointed by the Dean of the Faculty for a 3-year term: Kreider-Mueller

Core Cultures Committee
A subcommittee of the Academic Affairs Committee, responsible for the regular review of the Core Cultures courses and program; creation and/or review of proposals for changing the program structure or course content; training of new and current instructors in the program; drafting guides and policies for the administration of the program and delivery of the courses, which must be approved by a majority of the Core Cultures teaching faculty.
Membership:

- 3 faculty members from among the Core Cultures teaching faculty, one from each division, elected by the division for three-year staggered terms: Cifers (26), Blackman (27), Stephan (28)
- Director, appointed by the Dean of the Faculty from the ranks of the faculty for a three-year term, who serves as the Chair of the committee: Harris (27)
- Dean of the Faculty, *ex officio*: Diette
- Chair to be elected annually from the ranks of the faculty on the committee: Stephan

Health Sciences Committee
A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.
Membership:
- 4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for four-year staggered terms: Hargadon (26), Thurman (27), Gleason (28), Reichart (29)
- Chair, appointed by the President from among the members: Hargadon

Honors Council
A subcommittee of the Academic Affairs Committee, responsible for the administration of the Honors Program.
Membership:
- 3 faculty members, one from each division, appointed by the Dean for 3-year staggered terms: Hight (26), Hargadon (27), Burke (28)
- 2 students drawn from the ranks of honors scholars (one either a junior or senior, and one either a freshman or sophomore), appointed by the Dean of the Faculty on the recommendation of the Director of the Honors Program: Yue-Bo 'Ben' Jia '26, Evan Old '26; and Owen Kahn (27)
- Director, appointed by the Dean of the Faculty from the ranks of the Faculty: Loeb (28)
- Dean of the Faculty, *ex officio*: Diette

Human Research Committee
A subcommittee of the Academic Affairs Committee, responsible for reviewing those research activities on human subjects that are described in the statutes of the Commonwealth of Virginia and Department of Health and Human Services federal regulations.
Membership:
- 3 faculty members (tenured or non-tenured), one from each division, appointed for three-year staggered terms by the Dean of the Faculty: Bauer (26), Dale (27), Tolley (28)
- 1 member of the College administration appointed for a three-year term by the President: Sue Carter (27)
- 1 community member not otherwise associated with the College nor an immediate family member of a person associated with the College, appointed for a three-year term by the Dean of the Faculty: Dr. Nancy Meck (28)
- Alternates appointed as necessary by the Dean of the Faculty
- Dean of the Faculty, *ex officio*: Diette
- Chair to be elected annually from within the ranks of the faculty on the committee: Bauer

Intercultural Affairs Committee
As a College (i.e., not solely faculty) committee, the Intercultural Affairs Committee will bring together students, staff, and faculty dedicated to fostering an inclusive campus culture in which every member of the Hampden-Sydney College community is valued and can thrive. Along with the College's President and senior leadership team, the Committee will have responsibility for maintaining and implementing the College's plan for culture and inclusion. The Committee will routinely propose updates and revisions to the plan.
The Committee will routinely prepare reports summarizing accomplishments and noting where progress has been lacking. Each report should also identify, after consultation with the President and members of the College's senior leadership team, specific priorities in the College's culture and inclusion plan to implement, along with responsibility for implementation.
Membership:
- 3 faculty members, one elected by the faculty each year for a three-year term (at least one of whom must be tenured): von Rueden (26), Celeste (27), Morgan (28)
- 3 College staff members appointed by the President of the College in consultation with the Dean of Culture and Inclusion: Patrick

Jourdain, Clarence Merckerson, Renae Macastroppa
- Dean of Culture and Community, *ex officio*: Nicholson
- Coordinator of Athletic Diversity and Inclusion, *ex officio*: Blizzard
- Title IX and 504 Coordinator, *ex officio*: Wood
- A member of the Dean of Faculty's office appointed by the Dean of Faculty, *ex officio*: Jayne
- The President of the Minority Student Union and/or the MSU President's designee: Alex Fitz-Hugh '26
- The President of the Unity Alliance and/or UA President's designee: Luke Lindquist '26
- 2 additional students who will not be officers of the student government the following year, appointed by the Student Body President or Dean of Students annually in the spring: Joseph Taylor '25, Jaheim Green '25
- Chair to be elected annually from the ranks of the Faculty or College staff members on the committee, excluding *ex officio* members: von Rueden

Study Abroad and Study Away Committee
A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.
Membership:
- 3 faculty members, one from each division, elected by the division, for three-year staggered terms: Matyus (26), Kleinlein (27), Domel-White (28)
- 1 faculty member, elected by the faculty: Fischer (26)
- Director of International Studies, *ex officio*: Widdows
- Dean of the Faculty, *ex officio*: Diette
- Chair to be elected annually from within the committee: Fischer

Wilson Center Faculty Advisory Committee
A subcommittee of the Academic Affairs Committee, responsible for developing, consulting, and reporting on Wilson Center plans and attending meetings of the Board of Advisors as full participants in deliberations pertaining to academic matters. The Faculty Advisory Committee Chair will have voting rights on the Wilson Center Board of Advisors.
Membership:
- 3 faculty members, one from each division, elected by the division for three-year staggered terms: Werth (26), Dale (27), Kuthy (28)
- Director of the Wilson Center, *ex officio*: Bruton
- Dean of Students, *ex officio*: Pantele
- Chair elected annually from among, and by, faculty committee members: Kuthy

FACULTY AFFAIRS COMMITTEE

Oversight of policies affecting the faculty, including the Faculty Handbook.
Membership:
- 3 faculty members, one elected from each division, by each division, for three-year staggered terms: Hardy (26), Reichart (27), Bauer (28)
- 3 faculty members from tenured faculty, one from each division, elected by the faculty
- for 3-year staggered terms: Werth (26), Carilli (27), Utzinger (28)
- Dean of the Faculty without vote: Diette
- Chair to be elected from among, and by, elected committee members: Hardy

Promotion and Tenure Committee
A subcommittee of the Faculty Affairs Committee responsible for advising the Dean of the Faculty on faculty hiring, promotion, and tenure.
Membership: (elected from tenured faculty)
- 3 faculty members, one elected from each division, by each division, for three-year staggered terms: Perry (26), Goodman (27), Lynch (28)
- 3 faculty members, one from each division, elected by the faculty for three-year staggered terms: Hargadon (26), Blackman (F25)/ Hulbert (27), Vogel (28)
- Chair to be elected from among, and by, elected committee members: Hargadon

Committee on Professional Development
A subcommittee of the Faculty Affairs Committee, responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs, and advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.
Membership:

- 3 faculty members, one elected from each division, by each division, for three-year staggered terms: Strayer (F25)/Loeb (26), Stephan (27)/Blackman (Sp26), Gleason (28)
- 3 faculty members from tenured faculty, one from each division, elected by the faculty for three-year staggered terms: Palmer (26), Lowry (27), Burke (28)
- Dean of the Faculty, *ex officio*: Diette
- Chair to be elected annually within the committee: Lowry

Gender Issues Committee
A subcommittee of the Faculty Affairs Committee, responsible for review and recommendation on concerns related to gender in the areas of college policy, curriculum, faculty evaluation, and cultural activities.
Membership:

- 3 faculty members (tenured or untenured), one elected from each division, by each division, for three-year staggered terms: Celeste (26), Kreider-Mueller (27), Lynch (28)
- College Chaplain, *ex officio*: Timothy Verhey
- Chair to be elected annually from within the ranks of the faculty on the committee: Celeste

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.
Membership:

- 3 faculty members, elected by the faculty for three-year staggered terms. At least one member of the committee must be tenured: Thurman (26), Stephan (27)/Roberts (Sp26), Starr (28)
- President of the Student Body: Owen Williams ‘26
- Dean of Students, *ex officio*: Pantele
- Chair to be elected annually from the ranks of the faculty on the committee: Szabo

Athletic Committee
A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the faculty, oversight and review of varsity and intramural athletic programs, liaison between the Director of Athletics and the faculty.
Membership:

- Athletic Director, *ex officio:* Eisele
- Dean of Students, *ex officio*: Pantele
- Faculty Athletic Representative to the NCAA, *ex officio*: Redford
- 3 faculty members, one elected at large each year, for four-year terms: Horne (26), Strayer (27)/Hunter (Sp26), Hay (28)
- 1 student appointed by the President of the College each spring: James Bishop ’27
- Chair to be elected annual from within the ranks of the faculty on the committee: Strayer

Lectures and Programs Committee
A subcommittee of the Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.
Membership:

- 3 faculty members, serving three-year staggered terms, 1 appointed by the President, 2 elected by the faculty: Bauer (26), Rouse (27,a), Ion (28)
- Students chosen annually in the spring by the Student Body President
- Dean of Students, *ex officio*: Pantele
- Chair to be elected annually from the ranks of the faculty on the committee: Bauer

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College-the findings to be reported to the faculty, students, and trustees.
Membership:

- 4 faculty members, one from each division and one from the faculty at large*, elected by the faculty as a whole for four-year staggered terms: Bloom (26), Thornton (27), Hunter (28)*, Davis (29)
- Chair to be elected from within the committee: Thornton

BENEFITS COMMITTEE

Annual review of the benefits provided in employment contracts at the College. The committee members will serve as the faculty representatives to the College Benefits Committee.
Membership:

- 3 faculty members, one elected each year by the faculty as a whole for three-year staggered terms: Lins (26), Roberts (27), Thornton (28)
- 1 faculty member appointed annually by the President after the election of the above: Machacek (26)

COMMITTEE FOR FACULTY APPOINTMENTS

Responsible for advising and making recommendations to the Dean of the Faculty on replacements at the time of retirements, resignations, and other departures; the addition of new continuing positions to established departments or programs; and the addition of a continuing position in an academic discipline, department, or program not presently represented in the curriculum.
Membership:

- 6 tenured faculty members, two from each of the three divisions, of the six members three shall come from the Faculty Affairs Committee and three from the Academic Affairs Committees, appointed by the Dean of the Faculty. Except as hereinafter provided, the chairs of those Committees shall be members of the Committee on Faculty Appointments. Members of those committees who are untenured and those who belong to departments seeking to fill a position will be ineligible to serve. In those instances in which either the FAC or AAC has an insufficient number of members eligible to serve on the Committee, the Dean shall select a faculty member who is from the same division as the ineligible member and, if possible, who has served on the Committee within the past three years

GRIEVANCE COMMITTEE

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.
Membership (elected from tenured faculty):

- 3 faculty members elected at large, from each division, for three-year staggered terms: Varholy (26), Lins (26), Isaacs (26), Harris(27), Fischer (27), Greenspan (27), Szabo (28), Dunn (28), Thornton (28).
- Administrative officers are not eligible to serve
- Chair to be elected from within the committee: Varholy

Faculty Representative to the Board of Trustees: Utzinger (26)
Faculty Representative to the NCAA: Redford (26)
Clerk of the Faculty: P. Wilson (27)

ADMINISTRATIVE AND SUPPORT STAFF

ADMINISTRATIVE OFFICERS

2026-2027

J. Lawrence Stimpert, B.A., M.B.A., Ph.D. ..... President of the College
Timothy M. Diette, B.A, M.S., Ph.D. ..... Provost and Dean of the Faculty
Chad E. Eisele, B.A., M.S. ..... Director of Athletics
J. Hugh Haskins, B. A, M.B. A ..... Vice President for College Advancement
Justin W. McGregor, B. S. ..... Vice President of Marketing, Communications and Information Services
Desiree W. Nicholson, B.S., M. S ..... Dean of Culture and Community
Gary D. Ometer, B.S.B.A. ..... Vice President for Business Affairs and Finance
Richard M. Pantele, B.A., M.A., Ph.D ..... Dean of Students
Chrystal N. Russell, B.A. ..... Vice President for Enrollment

ADMINISTRATIVE STAFF

2026-2027

Paul B. Amos, B. A ..... Regional Development Officer for Athletics, College Advancement
Kimberly R. Ball, B.S.R.N. ..... Director of Student Health Center
S. Maxwell Beal, B.A. ..... Assistant Football Coach, Offensive Line
Christopher J. Besse, B.A. ..... Director of Enrollment Operations
Zachary J. Bettis, B. A ..... Communications and Marketing Manager
Saint L. Blizzard III, B. S ..... Assistant Athletic Director
R. Dwayne Bowyer, B.A., M. S ..... Associate Dean of Students for Student Conduct & Character & Director of Greek Life
Douglas P. Brady, B.S., M.F.A. ..... Dean of Admission
Nicole V. Branch, B. S ..... Prospect Researcher, College Advancement
Vinton C. Bruton, IV, B. A ..... Director of the Wilson Center for Leadership in the Public Interest
Lisa A. Burns, B.S, M. S ..... .Director for Academic Success
Aaron P. Busi ..... Windows Systems Administrator/Network Analyst, Computing Center
Jerry W. Carter ..... Building Maintenance Supervisor
Sue V. Carter, A.A., B.S., M. S ..... Director of Human Resources
A. Cameron Cary, B. S ..... Director of College Events
Marianne C. Catron, B.A. ..... Business Operations Manager
Linda H. Cheyne ..... Assistant Director of Alumni and Parent Engagement
David D. Clark, Jr. B.A. ..... Assistant Football Coach, Defensive Coordinator
Matthew J. Coleman Jr ..... Water/Sewer Supervisor, Facilities Management
Sandra P. Cooke, B.S., B. A ..... Director of Student Affair Operations, Orientation and Civic Engagement
Terrance O. Coursey, B.S. ..... Regional Development Officer
R. Scott Crawford, B.S., M.Ed ..... Director of the Ferguson Career Center
Ashley N. Crute, B.S., M.S. ..... Assistant Director of Career Services
Robert R. Davis III ..... .Senior Business Systems Administrator & Software Engineer
Aaron R. Dawley, B. A ..... Regional Admission Officer
Jared B. Deaton, B. A ..... Head Cross Country and Long-Distance Track Coach/Director of Club Sports and Intramurals

Edward F. Devine, Jr..... Director of Admission Constituent Engagement and Regional Admission Officer and Special Advisor to the VP of Enrollment
Thomas A. DiNuzzo, B.A., M.Ed. ..... Head Soccer Coach
D. Hunter DiPaolo, B.A. ..... Assistant Director of Institutional Effectiveness and Assistant Registrar
Alexandra N. Evans, B. A .....Assistant Director of Communications and Marketing
Courtney M. Faller, B.S. ..... Head Swim Coach
Emiliee C. Farabaugh, B.A. .....Assistant Director for Programming and Partnerships
Victoria R. Fenton, B. S..... Assistant Director of Alumni and Parent Engagement
T. Mark Fowler, B.S..... Director of Public Safety and Chief of Police
James C. Frusetta-Ulfhrafn, B.A., M.A., Ph.D. ..... Assistant Dean of the Faculty
Emily K. Gantt, B.A., M. A..... Senior Associate Dean of Admission
Derrick P. Garby.....Superintendent of Grounds
Mia D. Garrett, B.A. ..... Assistant Director of Alumni and Parent Engagement
Bryson Gibson, B. S .....Associate Head Basketball Coach & Director Game Management
William E. Gillen.....Assistant Director of Operations, Facilities Management
Alexandria W. Grant, B.F.A ..... Graphic Design Manager
Robin R. Gregory, A.A.S., B.S., M.A..... Registrar
Jane E. Griswold, B. A.…….Assistant to the President
Ivo I. Gyurovski, B.A., M.A., PhD ..... Assistant Dean of the Faculty
Mary S. Hickman, B. S.....Assistant Director of Financial Aid
Connie G. Hicks, B. S ..... Academic Counselor
Kevin M. Hoffer, B.A. ..... Director of Alumni and Parent Engagement
Cole D. Hogan, B.S.....Assistant Lacrosse Coach
Shaunna E. Hunter, B.A., M.L.I. S.....Director of the Library
Jason L. Huskey, B. A .....Manager of Client Services, Computing Center
Dawnelle C. Ion, B.A., MSLS ..... Archival and Digital Projects Librarian, Bortz Library
Rodrick J. Jackson, M. A .....Director of Multicultural Engagement and Regional Admission Officer
Krista F. Jacobs..... Executive Assistant to the Director of Athletics
Rebecca L. Jayne, Ph.D.....Associate Dean of the Faculty
Jennie S. Jenkins, B. S.....Laboratory Technician, Biology Department and Emergency Mgmt. & Clery Act Coord. Patrick Jourdain, B.A., M. S .....Associate Director of Career Education
Stephen B. Kemp, M. S .....Assistant Director of Athletics Media Relations
M. Lauren Kiger, B.A., M.A .....Regional Development Officer
Caleb J. Kimbrough, B. S ..... Head Basketball Coach and Assistant Athletic Director for Leadership Development
Michele R. King, B.A., M.S., PhD ..... Director of the Flemming Center for Entrepreneurship and Innovation
Jared N. Krikorian, B.S.....Assistant Lacrosse Coach
Abigail E. Laine, B.S., M.S .....Assistant Athletic Trainer
Jihanna N. Lane, M. S……. Head Athletic Trainer
Vincent P. Luvara, B.A., M.B.A. ..... Head Football Coach
Elizabeth L. Leonard.....Director of TigeRec
C. Scott Lewis, B. S .....Director of Gift Planning
Carson B. Long, B. S ..... Assistant Basketball Coach
Andrew R. Longhurst, B. A .....Assistant Soccer Coach
Vincent P. Luvara, B.A., M.A ..... Head Football Coach
Katherine J. Lynch, B.A., M. S ..... Research and Instruction Librarian
Noel Malave.....Deputy Chief of Police
Kelly S. Malone Dudley, B. A .....Web Content Manager
Renae White Mancastroppa, B.S., M.A.....Associate Dean of Student Development and Wellbeing
Keary M. Mariannino, B.S.B. A ..... Development Administrator and Campaign Manager

Mark G. Meitz, B. A. ..... Senior Associate Dean of Admission
Clarence D. Merckerson, B.S., M.S., PhD ..... Director of Counseling Services
Kevin C. Miller, B.S., M.B. A. ..... Executive Director of Facilities and Capital Projects
Michael H. Mulvey, B.A., M.A. ..... Head Baseball Coach
Tara B. Nelan, B.A., M. Ed. ..... Director of Regional Recruitment and Professional Development
Travis M. Newcomb, B. S ..... Hardware & Software Specialist/Network Analyst, Computing Center
Ashley N. Nickell, A.A., B.A., M.Ed., Ed.D. ..... Director of Financial Aid
Jon S. Pace, B. S. ..... Associate Dean of Admission
Sharon J. Perutelli ..... Associate Registrar
Tabitha R. Poore, B.B.A., M.S.A. ..... Controller and Assistant Vice President for Business Affairs and Finance
Jennifer A. Porter ..... Director of Advancement Operations, College Advancement
Tayshaun D. Porter, B.S., M.S. ..... Assistant Football Coach
Shannon N. Price, A.A. S ..... Accounts Payable Manager, Business Office
Gregory D. Prouty, B. A ..... Director of Athletics Media Relations
Brandy R. Puckett, B. S ..... Assistant Controller, Business Office
W. Todd Pugh, B. S ..... Director of the Computing Center and Senior Systems Administrator/Network Administrator
Lana M. Reinson ..... Assistant Director of Annual Giving
Lynde R. Roberts, B.S., M. S ..... Technical Services Librarian
Jason R. Rostan, B. A. ..... Head Lacrosse Coach
Carson G. Roth, B. A ..... Regional Admission Officer
Emily B. Sadler, B.A ..... Assistant Director for Alumni and Employer Relations
Scott T. Schmolesky, B.A., M. S ..... Director of High Adventure
Jesse T. Schrader, B.S., M. S. ..... Associate Dean of Students for Campus and Residential Life
Carter L. Shotwell, B.S., M. S ..... Academic Counselor
Jonathan A. Shular, M. A. ..... College Counselor
E. Sherard Sims ..... Building Services Supervisor
Rachel E. Smith, M.T. S, PhD. ..... Assistant Provost and Director of Institutional Effectiveness
Wesley J. Smith, A.A.S., B. A. ..... Senior Web Developer, Systems and Cyber Security Analyst
S. Nicole Sozos ..... Postmaster
Steven F. Spencer, B. A. ..... Associate Vice President of Development
Madison T. Stewart, B.S., PhD ..... Assistant Athletic Trainer
Madison P. Stoffel, B.A ..... College Events Assistant
Rosa C. Thomas, B.S., M. S ..... Associate Director of Financial Aid
Michael T. Timma, B.A., M.S.L. S ..... Assistant Director for Library Technology, Bortz Library
Clayton S. Tucker, B.A. ..... Assistant Dean of Admission
Qaasim J. Wasi ..... Media Relations Manager
Kenneth E. Watson ..... Supervisor of Grounds
Angela J. Way, B.A., M. A ..... Director and Curator, Atkinson Museum
Matthew D. Weber, B. A ..... Director of Annual Giving, College Advancement
Duncan K. Wheeler, B. S. ..... Head Golf Coach
Grant A. White, B.A., M.F.A. ..... Head Squash Coach
Daniella L. Widdows, B.A., M.A., Ph.D ..... Director of Global Education and Study Abroad
Chad W. Wien, B.S., M.Ed ..... Assistant Baseball Coach
Melissa T. Wood, B.S., M.Ed., Ed.S, Ph.D. ..... Director of Title IX, Access and Student Advocacy
William Z. Zullinger, B.A. ..... Assistant Football Coach

SUPPORT STAFF

2026-2027

Mary C. Abernathy, B.A. ..... Assistant Director of Enrollment Operations and Campus Visit Coordinator, Admission
Laura L. Adams, B.S ..... Executive Assistant for Advancement
Robin N. Adams, A.A.S., B. S ..... Associate Director of Enrollment Operations
Charlie E. Brinkley ..... Public Safety and Police Officer
Krisheena M. Brown..... …Inventory Control and Purchasing Coordinator
Angela T. Clark, A.A. S ..... Executive Assistant to the President and Board of Trustees
Jennifer W. Cochrane, B. S ..... Cashier, Business Office
Jonathan L. Compton ..... Auxiliary Systems Technician, Computing Center
Jessi E. Conwell, B.B. A ..... Director of Student Accounts
Timothy B. Cook, Jr..... Fire Safety Technician
Ava E. Corbett ..... Library Assistant for Public Services
Linda E. Davis, B. A ..... Senior Administrative Assistant and Binding Assistant, Bortz Library
Taylor M. Davis, A.A. S ..... Campus Accessibility Technician
Tracey E. Dunn, B.S ..... Executive Assistant to the Provost and Dean of the Faculty
C. Denise Faircloth ..... Nurse Receptionist
Max D. Folz, B.A ..... Library Assistant for Interlibrary Loan
Tiffany A. Gee, A.A.S., B.S., M.S ..... Administrative Assistant and Programs Coordinator
Lucas W. Goss, B. A ..... Graphic Design Specialist
Sharon A. Grove ..... Financial Aid Counseling Assistant and Data Coordinator
Cody M. Herndon ..... Public Safety and Police Officer
Deborah B. Herndon ..... Benefits Manager, Human Resources Office
Nancy M. Hudgins, B.S… ..... ……Primary College Health Nurse
Sherri W. Hughes ..... Administrative Assistant, Morton Hall
Linda G. Layne, A.A. S ..... Assistant Director of Human Resources
Donna M. Leach, A.A.S ..... Accounts Payable/Student Loan Specialist, Business Office
Desiree E. Lee ..... Executive Assistant to the Dean of Students
Tina D. Major, A.A.S., B.S., M.L.I.S ..... Library Associate in Acquisitions and Cataloging
LaDawn L. Matthews, B.S ..... Chemistry Technician and Campus Chemical Safety Officer
Crystal A Matyus, B.A ..... Academic Administrative Assistant, Pauley Science Center
Jennifer S. Meitz ..... Assistant Director of the Wilson Center
Lisa H. Newcomb ..... Assistant Director of Advancement Operations for Data Management, College Advancement
Anthony W. Pinchefsky ..... Physics & Astronomy Lab Technician
Brenda M. Reamer ..... Helpdesk Coordinator and Office Assistant, Computing Center
Gregory Reed, A.A. S ..... Audio Visual/Hardware Support Technician, Computing Center
Cristal B. Senger, A.A. S. ..... Administrative Assistant and Project Manager, Communications and Marketing
Cathie A. Shelton, B. S ..... Facilities Customer Service Clerk
John C. Shelton, A.A. S ..... Fire and Safety Supervisor
Bobby L. Simmons ..... Lieutenant, Public Safety and Police Sergeant
Jennifer L. Steinke, A.A. S ..... Payroll Manager, Human Resources Office
P. Lee Stone, A.A.S., B. S ..... Public Information Services Coordinator, Public Safety and Police
Sarah W. Tolley, B. S ..... Office Manager, Facilities Management
Christopher A. Travis ..... Public Safety and Police Officer
Adrienne M. Traylor, B. A ..... Counseling Center Care Coordinator and Title IX Prevention and Education Planner
Tamara N. Wright ..... Academic Administrative Assistant & Global Education and Study Abroad
Sandra F. Yeatts, B.M.E., M. S ..... Executive Assistant for the Vice President for Business Affairs and Finance

FIRST HONOR GRADUATE

Cooper Wesley Mosteller York '26

COMMISSIONING

Samuel Davis
Colin Radcliff
Quinn Seif
Jacob Williams
Second Lieutenant, United States Army
Zachary Eason
Second Lieutenant, United States Marine Corp

*** Summer Graduates**

MATTERS OF RECORD

DEGREES AWARDED

May 9, 2026

DOCTOR OF HUMANE LETTERS

Honoris Causa

ALLEN C. GUELZO

ROBERT TRACY MCKENZIE

BACHELOR OF ARTS

URIEL ALONSO AGUIRRE
Economics and Business
Minor in History

AARON JAMES ALLEN
History
Minor in Religion

CHARLES ANDREW AMES
Economics and Business
Cum laude

ASHTON MITCHELL ARMOUR
Economics and Business
Minor in Spanish

STERLING WADE AUSTIN
Economics and Business

ALEXANDER MCRAE BALL
Foreign Affairs

DILLON MAJOR BALL
Economics and Business
Minor in History

JACKSON PAUL BARNETT
Economics and Business
Minor in History

ALEXANDER MAXWELL BARTH
Economics and Business
Minor in National Security Studies
Cum laude

JONAH ISAAC BARZEL
History

CLIFFORD WILLIAM BAUMAN JR.*
Economics and Business

CHARLES BASSETT BEASLEY JR.
Economics
Minor in Rhetoric
Cum laude

THOMAS BARNES BENNETT
Foreign Affairs
Minor in National Security Studies

ANDREW SCOTT BETSON
Government
Minor in National Security Studies
Cum laude

CONNER LEARY BLAUSEY
Economics
Cum laude

PIERCE ANDREW BOERNER
Psychology
Minor in Rhetoric
Magna cum laude

JOHN BROUGHTON BOOKER*
Foreign Affairs

JOHN PATRICK BRADY
Government
Minor in Rhetoric
Magna cum laude

ROBERT ELIAS BREEDEN
Economics and Business
Minors in History and Rhetoric
Summa cum laude

DISRAELI DAULET BROOKS
Economics and Business
Minor in History

BRANDON RENE BROUSSARD
Religion
Cum laude

OWEN WESLEY BUTLER
Economics and Business

CALEB DALE CAMP
Foreign Affairs
Minors in History and Religion
Magna cum laude

JOSHUA PAUL CAMPBELL
Economics and Business
Minor in History
Magna cum laude

JUSTICE MARLOW CAMPBELL
Economics and Business

NICHOLAS OWEN CARMAN*
Economics
Minor in History

ROBERT GORDON CASKEY
Economics and Business

DAVIS WILLIAM CAUBLE
Economics and Business

EDEN WILLIAM CIARCIA
Government
Minor in National Security Studies

ROBERT ARNOLD CLARKE
Economics and Business
Minor in Rhetoric
Magna cum laude

JOHN HUNTER CLELAND
Economics
Philosophy

WALKER HUDSON CLEMANS
History
Minor in National Security Studies

CASEY THOMAS COFFEY
Economics

SCOTT DELLON COKER JR.*
Psychology

JONATHAN IGNATIUS COLEMAN
History
Religion
Summa cum laude

GRAY ASHTON COMEAU
Economics and Business

BRICE ADAM CONNER
Economics and Business

AIDAN COLEMAN CONWAY
Economics and Business

AUBREY SUTHERLAND CONWAY
Economics and Business

JACKSON FLETCHER CRAIG
Economics and Business

WYATT JOSEPH CROSON
Economics and Business

DYLAN CHASE CROWDER
History
Minor in Leadership in the Public Interest
Summa cum laude

AUSTIN DANIEL CUNNINGHAM*
Economics

DARRELL LLOYD CUNNINGHAM JR.
Economics and Business

MASON JOHN CUNNINGHAM
Economics and Business
Cum laude

COOPER BROWNELL DANIELS
Economics and Business
Minors in Computer Science and Leadership in the Public Interest
Magna cum laude

JOHN RICHARD DAVIS
English
Minors in Law and Public Policy and Rhetoric

SAMUEL MOSS DAVIS
History
Minor in National Security Studies

JACKSON MARQUEZ DELANEY
Economics and Business

HARRISON WILLIAM DELLER
Government

MASON TRENT DUDLEY
Economics and Business
Minor in Spanish
Magna cum laude

JOSEPH CONNOR ERLENBACH*
Economics and Business

DONALD RAY EVANS III
Economics and Business

OWEN FLEMING FALLEN
Economics and Business

MICHAEL JUN FARMER
Economics and Business

SHANE ALEXANDER FERNALD
English
Minor in Rhetoric

DREW ALEXANDER FINK
Economics and Business

TURNER JOSEPH FITZPATRICK
Economics and Business

MASON ALAN FORREST
Economics and Business
Minor in Rhetoric
Cum laude

BRYCE JACOB FOWLER
English
Summa cum laude

TYLER DEXTER FRANKLIN
Economics and Business

MASON ALEXANDER FURR
Economics and Business

WILLIAM RHETT GARDNER
Government
Minor in Biology

JACOB PATRICK GENZLER
Mathematical Economics

PAUL DOUGLAS GHOLSON III
Government

TAYLOR RYAN GIBSON
Economics and Business

WARREN SCOTT GIPSON
Economics and Business
Minor in Music

JOSEPH ALEXANDER IKAIKA GONZALEZ
Economics and Business

JOHN RAMSAY GOOD
History

JAMES WATSON GRABAR
History
Minor in Mathematics
Summa cum laude
College Honors

MICHAEL TRUMAN HAGIN
Economics and Business

JAMES EDWIN HAMPTON
Economics
Religion
Summa cum laude

PATRICK SPENCER HANES
Economics and Business

JAMES HARRISON HARPER
Economics and Business
Magna cum laude

GARRETT AUBREY HARTLEY JR.
Economics

JOHN BRIGGS HAYES III
History

DALLIN WYNN HENRIE
English
Minor in Rhetoric

LUCAS MONTGOMERY HITE
Foreign Affairs
Minor in Spanish

GARRETT LEE HODGES
Economics

JEB STUART HOLLAND
Economics
Minor in History

JACKSON MCCAFFERY HOYLE
Economics and Business

JORDAN AVERY JACKSON
Economics and Business

ERIK WILLIAM COLMORE JANNERBO
Economics and Business
Minor in Leadership in the Public Interest

ELLIOT COLTRANE JONES
Economics
Minor in Environmental Studies

CHARLES MARTIN KAGELEIRY
History
Minor in Rhetoric
Magna cum laude

ZACHARY GEORGE KARANIAN
History
Cum laude

OSCAR TRAIN KATTMANN*
Economics and Business
Minor in Rhetoric

KEEGAN TAPLIN KENNEDY
Economics and Business
Minor in Environmental Studies

THOMAS JAMES KENNER*
Economics and Business
Minor in Music

EVAN TRAVIS KERZANET
Government
Minor in Rhetoric
Cum laude

ROBERT MASON KINNE
Mathematical Economics
Minor in Rhetoric
Cum laude

JOSEPH THOMAS KREUTZER
Foreign Affairs
Minors in Environmental Studies and National Security Studies
Cum laude

MILLER WILLIAM KUNZ
Economics
Magna cum laude

KYLE BENJAMIN LAFAYETTE
Psychology

PIERCE MCKINLEY LAMBERT
Government

CHARLES ALEXANDER LETSON
Economics and Business

CAMDEN TERI TRACY LIBBY
Psychology
Minor in Visual Arts
Summa cum laude

LUKE ALLEN LINDQUIST
Psychology
Minors in Law and Public Policy and Music
Summa cum laude
College Honors

CHRISTOPHER BRAVEBOY LOCKLEAR*
Foreign Affairs

SAMUEL RYAN LONG
Economics
Minor in German

DEMARIO-QUINTEL MARQUISE LONZER*
English

TREVOR TYLER LUCY
Economics and Business
Minor in Creative Writing

MICHAEL DAVIS MACK
Economics and Business

GRAYSON WALKER MARRIOTT
Economics
Cum laude

TREVOR BRIAN MASON
Economics and Business

JACOB MARTIN MCKINNEY
Economics and Business
Spanish

CAMPBELL ATKINSON MCMILLIN
History

XAVIER MICIAH MEARS
Foreign Affairs
Minor in National Security Studies

ETHAN DAVIS MICK
Economics and Business
Minor in History

PETER WILLIAM MIDDLETON
Foreign Affairs
Minor in National Security Studies

JACKSON HUNTER MILLER
History
Minor in National Security Studies

PHILIP KLIMENT MITRESKI
Economics and Business

DEVAN MODAK
Foreign Affairs
Minors in Asian Studies and National Security Studies
Cum laude

DANIEL RICHARD MOUGHON
Foreign Affairs
Minor in Law and Public Policy

CLAYTON BANKS MULLEN
Mathematical Economics
Minor in Rhetoric
Cum laude

TIMOTHY FRANCIS O'CONNELL
History
Magna cum laude

JOSEPH VINCENT OLIVIERI
Economics and Business

VICTOR OVALLE-MARES
Economics and Business

WILLIAM CLARK PALMER
Economics and Business
Minor in Environmental Studies
Magna cum laude

TANNER ANDREW PALMORE
History

FLETCHER CHRISTIAN PARSONS
Economics
Minor in German

MICHAEL DREW PAVLANSKY II
Psychology

JOSEPH ISAIAH PIERRE
Government
Minor in Computer Science
LUKE WALSH PLAWIN
Economics

COLEMAN WILLIAMS POLLARD JR.
Economics

RYAN CHRISTOPHER PORTERFIELD
History
Minor in National Security Studies

JELAN ZAKKAI POWELL
Economics
Minor in History
Cum laude

COLIN JEFFREY RADCLIFFE
History

JAMES WINSTON RANSONE
Government
Minor in Environmental Studies

ROBERT CAMPBELL RECH*
History

WILLIAM HATCHER REES
Economics and Business
Minor in History
Cum laude

JACK OLIVER ROBERTS
History
Minor in Race and Ethnicity Studies

THEODORE JAMES ROGAR
Economics and Business
Minor in History

CALEB STEPHON ROGERS
History

ALEXANDER JOSEPH ROLAND
Economics and Business

WILL RIVER ROSENFELD
Visual Arts
Minor in Rhetoric

NICHOLAOS DEMITRIOS SARANTAKOS*
Foreign Affairs

HENRY WILLIAM SCHNEIDER II*
Government

GRAYSON SCOTT SCHULTZ
Economics and Business
Summa cum laude

QUINN MATHIAS SEIF
Foreign Affairs
Minors in History and National Security Studies
Cum laude

THOMAS SCOTT SEYMOUR
English

LUKE MERRILL SHOURDS*
History

CARTER PRINCE ANOKU SIDO
Economics
Cum laude

JAMES EDWIN GALE SILLS III*
Government
Minor in Rhetoric

JONATHAN THOMAS SMILEY
Economics and Business
Minor in Leadership in the Public Interest

JAMESON COOPER SMITH
English
Minor in Religion
Magna cum laude

JESSE WAYNE SMITH
Economics and Business
Magna cum laude

TYLER JOSEPH STEELE
Economics and Business

WILLIAM McGAUGH EMORY STIMMEL
Economics and Business
Minor in Spanish
Magna cum laude

BENJAMIN PENNINGTON STODGHILL*
Economics

BRYSON TYLER STOKES
Economics and Business

DALTON TAYLOR TATE
Government

JOHN MAHER TIERNEY
Economics
WILLIAM LEE TOPPING
Economics and Business

JAMES AUSTIN JAYLEN TOWNSEND II
Psychology

JACOB RYAN TRAINOR
Economics and Business

JAMES ELLIOTT BEATY ASTILLA TUCKER
Philosophy
Magna cum laude

ELIAS NATHANIEL TURNEY
Economics and Business
Minors in History and Law and Public Policy
Magna cum laude

QUINTON RANDALL WADDY
Economics and Business

OWEN BAUDINO WILLIAMS
Foreign Affairs
Minors in Leadership in the Public Interest and Rhetoric
Cum laude

JOHN PATTERSON WILSON JR.
Economics and Business

LOGAN ALLEN WIPPERFURTH
Economics and Business
Cum laude

KYLE RAYMOND WOODALL
Economics and Business

WILLIAM COLBERT WRIGHT
Economics and Business
Minor in History

EVAN ALLEN YNTEMA
History
Minors in Rhetoric and Spanish

MARTIN PAVLIN YORDANOV
Visual Arts

BACHELOR OF SCIENCE

BRANDON TAYLOR ADAMOS
Computer Science
Minor in Rhetoric
Cum laude

MATTHEW EMERSON ARNOLD
Physics
Magna cum laude

ANDREW ABRAHAM FIIFI ARTHUR-HUMPHREY
Biology

TUCKER REID BOOTH
Engineering Physics
Minors in German and Mathematics
Cum laude

BOWEN CHARLEBOIS
Biology
Cum laude

ETHAN MALCOM CRAIG
Engineering Physics
Minor in Mathematics

CRILE SAMUEL CRISLER
Biology
Minor in Environmental Studies

WILLIAM MARTIN DANIEL
Biology
Minor in Chemistry
Magna cum laude

ADAM CHRISTOPHER DAYAG
Chemistry

ISAAC PHILIP DRUMMOND
Biology
Minor in Law and Public Policy
Summa cum laude
College Honors

ZACHARY STEPHEN EASON
Engineering Physics
Minor in Spanish

GREER ROBERT FARR
Applied Mathematics
Cum laude

BRANDON REYNOLDS FINCH
Biology
Summa cum laude
College Honors

ALEXANDER ELIOT FITZ-HUGH
Biology

JACOB ANTHONY FOSTER
Applied Mathematics
Economics and Business
Magna cum laude

ROBERT HAMPTON FRAZIER
Biology
Magna cum laude
Distinction in Biology

DANIEL LEWIS GARRISON
Philosophy
Physics
Magna cum laude
College Honors

ELIAS SPENCER GARRISON
Applied Mathematics
Minor in Race and Ethnicity Studies

LUKE MICHAEL ROBERT GLENN
Applied Mathematics
Engineering Physics
Summa cum laude
College Honors

ELIJAH THOMAS GRIFFIN
Engineering Physics
Minor in Mathematics

RUSSELL JEFFERSON HAGER
Engineering Physics
Minor in Neuroscience
Summa cum laude

COLTON FRANKLIN HARRIS
Applied Mathematics
Minor in Computer Science
Summa cum laude

JOHN SYDNOR HURT*
Biochemistry and Molecular Biology
Minor in Spanish

NICHOLAS IRELAND HUTSON
Biology
Spanish
Cum laude

PAUL MILES ISENBERG
Mathematical Economics

BAYLOR FRANKLIN JENKINS
Biology
Minor in Chemistry
Summa cum laude
Second Honor

HENRY ROBERTS JONES
Applied Mathematics
Economics and Business

HARRY LAYNE KARDIAN
Engineering Physics
Minor in Mathematics

ANSEN LACKNER
Mathematics
Latin
Summa cum laude
College Honors

JACKSON PARRISH BONNELL MARTIN
Engineering Physics
Minors in Mathematics and Rhetoric

DILLON PATRICK McREYNOLDS
Biology
Summa cum laude
Distinction in Biology

MATTHEW TROY MISCIKOWSKI
Biology
Psychology
Minors in Chemistry and Neuroscience
Magna cum laude
Distinction in Biology

MARC MOROZ
Biochemistry and Molecular Biology
Philosophy
Minor in Classical Studies
Summa cum laude
College Honors
Distinction in Biochemistry and Molecular Biology

THOMAS JAMES NICHOLS
Mathematical Economics
Cum laude

LANDON SCOTT NIDAY
Biology
Minor in Neuroscience
Summa cum laude

EVAN ALEXANDER OLD
Biochemistry and Molecular Biology
Philosophy
Summa cum laude

JACKSON ALVERSON PIAZZA
Biology

RAFAEL RAMIREZ*
Biology

BROWN THEODORE WILLIAM RIGGINS*
Biology
Physics
Minor in Theatre

ROSS AIDAN ROBERTS
Philosophy
Physics
Minor in Music

ABRAM JAVIER RODRIGUEZ
Physics
Minors in Astronomy and Mathematics
Magna cum laude

CHASE MARSHALL SANFORD
Engineering Physics
Minor in Mathematics
Summa cum laude

OSCAR ARMANDO SERVELLON II
Engineering Physics
Minor in Mathematics

BRYSON LEE SINK
Biology
Minor in Chemistry

NOAH RYAN SMELTZER*
Physics

ZACHARY COLE SOUTHER
Biology
Philosophy
Magna cum laude

SETH ELLYSON SPICKARD
Applied Mathematics
Computer Science
Summa cum laude
College Honors

WALKER KRISTIAN STEBBINGS
Mathematical Economics
Minor in History
Summa cum laude

ETHAN WALKER WALTON
Computer Science
Minor in History

COLIN JAMES WEINHARDT
Psychology

COOPER ANDREW WENDLEY
Biology
Minor in Rhetoric
Magna cum laude
Distinction in Biology

JACOB ROBERT WILLIAMS
Engineering Physics
Minor in Mathematics
Cum laude

KOLBY ALEXANDER WRIGHT
Biology

COOPER WESLEY MOSTELLER YORK
Engineering Physics
Minor in Mathematics
Summa cum laude
College Honors
First Honor

AWARDS PRESENTED AT COMMENCEMENT

THE CABELL AWARD

Given annually to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell Award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

2026 Recipient: Dr. Caroline S. Emmons

THE THOMAS EDWARD CRAWLEY AWARD

The diverse, deep, and rich legacy given by the late Professor Thomas Edward Crawley in his thirty-eight-year career as teacher, scholar, musician, and Dean is remembered at Hampden-Sydney with an award given annually in Professor Crawley's name to "that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons."

2026 Recipient: Dr. Cristine M. Varholy

THE GAMMON CUP

The Gammon Cup is given annually to the member of the graduating class who has best served the College and whose character, scholarship, and athletic ability are deemed to be outstanding. First awarded in 1925, the cup was given every year by Dr. Edgar Gammon, Class of 1905, Pastor of College Church 1917-1923, and President of the College 1939-1955. After Dr. Gammon's death in 1962, his family continued the tradition. More recently, gifts from his son, Blair C. Gammon, and from Dr. and Mrs. Claudius H. Pritchard, Jr. '50, have insured that the cup and a stipend will continue in perpetuity.

2026 Recipient: Walker Kristian Stebbings

THE ANNA CARRINGTON HARRISON AWARD

The Anna Carrington Harrison Award, a medal and cash award, is given annually as a memorial to his mother by Mr. Fred N. Harrison of Richmond. It is awarded to that student who shows the most constructive leadership in each school year.

2026 Recipient: Brandon Reynolds Finch

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

The Phi Beta Kappa Award for Intellectual Excellence, in the form of a bronze medallion and a cash prize, was established by Samuel S. Jones, Class of 1943, to recognize intellectual excellence as manifested in outstanding student research. Papers are entered in a competition judged by the faculty members of the Eta of Virginia, Hampden-Sydney's chapter of Phi Beta Kappa.

2026 Recipient: Dillon Patrick McReynolds

THE SENIOR CLASS AWARD

The Senior Class Award is given by the Senior Class to a member of the College's faculty, administration, or staff who in the eyes of the Class members has contributed during their four years most significantly to the College, its students, and the community.

2026 Recipient: Ambassador Hugo Rodriguez

THE ALGERNON SYDNEY SULLIVAN MEDALLION

The Algernon Sydney Sullivan Medallion is given annually by the New York Southern Society in honor of its first president, Algernon Sydney Sullivan. This award is given to a member of the graduating class distinguished for excellence of character and generous service to his fellows. Other recipients are chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

2026 Recipients: Alexander Fitz-Hugh
Isaac Phillip Drummond
Owen Baudino Williams

FRESHMEN (2024-2025)

Muftada Muneer Abdulwahab ..... Zebulon, NC
Nadir Malik Abdussalaam ..... Appomattox, VA
Emmett Joseph Adams ..... Oakland, CA
Lee James Christian Adamson ..... Richmond, VA
Jack Ryan Amerine ..... Monrovia, CA
William Christen C. Anderson ..... East Thetford, VT
Grant Michael Andriliunas ..... Mechanicsvlle, VA
Chase Austin Armour ..... Great Falls, VA
Chandler Harrison Bagby ..... Rome, GA
Hendren Blake Baker ..... Abingdon, VA
Ian Chase Baldwin ..... Glen Allen, VA
Tyshaun Malik Baldwin ..... Riverdale, GA
Zachary Ryan Barbee ..... Mechanicsvlle, VA
Bryce Hamilton Bard ..... Mechanicsvlle, VA
MacDonald Hampton Bargatze ..... Richmond, VA
Miles Anthony Barker ..... Bristol, VA
Ryan D Barnett Jr. ..... Fort Cavazos, TX
Bretton Thomas Barry ..... Raleigh, NC
Louis Fain Barton III ..... Atlanta, GA
Lily Aurora Bauer ..... Farmville, VA
Colten Paul Beard ..... Carrollton, VA
Owen Michael Bellson ..... Frisco, TX
Dario G Benaglia ..... Prosper, TX
Antonio David Benitez ..... Midlothian, VA
John William Bishop ..... Jacksonville, FL
Michael Jude Bishop ..... Jacksonville, FL
Dylan Chase Blackburn ..... Yorktown, VA
Reilly Parks Bland ..... Stokesdale, NC
Gary Dale Blankenship Jr. ..... Rutherfordton, NC
Galen Thomas Blessing ..... Durham, NC
Peter Kent Bolanis ..... Washington, DC
William Michael Bostwick ..... Bluffton, SC
Dylan Neil Bowman ..... Alpharetta, GA
Aiden Lessely Boyd ..... Henrico, VA
Daniel J. Bradley ..... Brookneal, VA
Sydney Wilson Britt ..... Henrico, VA
Edward C. Broach ..... Norfolk, VA
Webster Leaton Brogdon ..... Raleigh, NC
William Poole Brooks ..... Atlanta, GA
Owen Wyly Brown ..... St Francisvle, LA
Thomas Pierce Bruce ..... Henrico, VA
Gabriel Mitchell Bruno ..... Appomattox, VA
William Caton Brust ..... Oak Ridge, NC
Carter Nicholas Burcume ..... Midlothian, VA
William Henry Burns ..... Annapolis, MD
Christopher Michael Busa ..... Appomattox, VA
Hayden William Bynum ..... Henrico, VA
Greer C Cabanban ..... Moseley, VA
Frank Ellwood Cahoon IV ..... Summerville, SC
John Anthony Campbell ..... High Point, NC
Nicholas Asbury Capelli ..... Mechanicsvlle, VA
Tre Dean Carter ..... Jacksonville, FL
Lucas Michael Chambers ..... Vero Beach, FL
Pearson Martin Chapman ..... West Point, VA
Nathan Andrew Chay ..... Virginia Beach, VA
Colton James Childress ..... Appomattox, VA
Jordan Omar Chorbaji ..... Charlottesvle, VA
Andrew Robert Clifford ..... Jacksonville, FL
Bryan Jaleel Coleman ..... Danville, VA
William Daniel Colombo ..... Raleigh, NC
Blake C Consentino ..... Ridgefield, CT
Jackson MacArthur Cooling ..... Apex, NC
Joseph Michael Covington ..... Mechanicsville, VA
Sheldon Madison Crane ..... Varnville, SC
Joseph Patrick Crowley ..... Winston Salem, NC
Edward F Cruz ..... Henrico, VA
Sebastian Cruz ..... Grand Prairie, TX
William David Culp III ..... Chapel Hill, NC
Jack Charles D'Agostin ..... Morrisville, NC
Bodhi L. Darden ..... Kitty Hawk, NC
William Charles Darr III ..... Richmond, VA
Aydan Hunter Daughtry ..... Princeton, NC
Alexander Michael DeBender ..... Raleigh, NC
Bristan William DeRocher ..... Marietta, GA
Tate Russell DeVoss ..... Dallas, TX
Aaron Elijah Diggs Berry ..... Glen Allen, VA
Andrew Michael DiMeglio ..... Wake Forest, NC
Luke Atticus Dobrin ..... Chesapeake, VA
Ryan Thomas Doherty ..... Greer, SC
Jack Alexander Dooley ..... Henrico, VA
Kyle Gleason Dooley ..... Stanardsville, VA
Skylar Ashton Dougherty ..... Fairfax, VA
Davis Benjamin Dudley ..... Charlotte, NC
Ryan Frederick Dugan ..... Virginia Bch, VA
Paul G Dumitru ..... Warrenton, VA
Henry Walker Edens ..... Charlotte, NC
Owen Staton Edwards ..... Matthews, NC
William Akoi Eesiah ..... Greensboro, NC
Conor Joseph Eggleston ..... Alpharetta, GA
Nicholas Matthew Esposito Jr. ..... Yardley, PA
Luke Hodges Evans ..... Fort Worth, TX
Harry Joseph Brine Fahey ..... Rye, NY
Caden Gene Farrington ..... Shelby, NC
Charles Hastings Fava ..... Severna Park, MD
William Douglas Foley ..... Vab, VA
Tucker Alexander Foster ..... Abingdon, VA
Tyler M Francis ..... Courtland, VA
Marcello N. Gabalda ..... Alexandria, VA
Charles Jacob Gallagher ..... Montpelier, VA
Gavin Lane Gallavan ..... Glen Allen, VA
Gregory Washington Gallinger ..... Midlothian, VA
Noah Preston Gearey ..... Smithfield, VA
Daniel Caleb Gibbs Jr. ..... West Point, VA
Olin Kellett Giles ..... Memphis, TN
Henry Wade Gipson ..... Franklin, KY
Zebulon Augustus Grant ..... Troutville, VA
Benjamin Todd Gravely ..... Manakin Sabot, VA
William Tucker Gravely ..... Manakin Sabot, VA
Brock Lloyd Greer ..... Kingsport, TN
Hudson Paul Griffin ..... Pinehurst, NC

Ethan Kaito Guerrero ..... Virginia Bch, VA
Matthew Thomas Guise Jr. ..... Henrico, VA
Jackson Mills Gulley ..... Lynchburg, VA
Samuel Richard Y. Hahn ..... Henrico, VA
John Paul Harvey III ..... Haymarket, VA
Joshua Yuri Harvey ..... Haymarket, VA
William Tate Haynes ..... Mechanicsvlle, VA
Giovanni Casarez Hernandez ..... Powhatan, VA
Brandon Michael Herring ..... Scottsville, VA
Noah Michael Hickman ..... Yorktown, VA
Matthew Garrett Holloway ..... Jacksonville, FL
Henry Todd Houser ..... Chesterfield, VA
Parker Robert Howlett ..... Norfolk, VA
Brady Gregory Hubbell ..... Raleigh, NC
Leland Kyle Hudik ..... Lanexa, VA
Patrick Henry Hunt ..... Henrico, VA
John Bradley Jackson ..... Atlanta, GA
William Nolan Jackson ..... Roanoke, VA
Kelan Avery Jamison ..... Cape Coral, FL
Jackson Gregory Jay ..... Round Hill, VA
Henry Cassell Jennings ..... Glen Allen, VA
Katson Jonesmith Johnny ..... Asheville, NC
Adam Christopher Jones ..... South Hill, VA
James Michael Jones Jr. ..... Disputanta, VA
Grayson Emory Jordan ..... Fishersville, VA
George Alexander Jurch ..... Charlotte, NC
Evan Nikolaos Kakavitsas ..... Charlotte, NC
Noah T Kegley ..... Mechanicsville, VA
Austin Lee Kelly ..... Fort Johnson, LA
Justin Alan Kelly II ..... Yorktown, VA
Damien Denillio Kerseborn ....., Suriname
Jace Kidder-Walls ..... Smithfield, VA
Rhys Barrett McQueen Knight ..... St Johns, FL
Nicholas Brian Koman ..... Chesapeake, VA
Wesley Steven Krause ..... Virginia Beach, VA
Hunter Andrew Langston ..... Moyock, NC
Stigandr Forest Larson ..... Richmond, VA
Ashton Oliver Lawler ..... Mechanicsvlle, VA
Chase Justin Leazer ..... Warrenton, VA
Gabriel Collier Leboff ..... Amelia Court House, VA
Austin Burke Lee II ..... Maidens, VA
Mason Robert Lester ..... Lawrence, KS
Kennen Nikolas-Dale Lewis ..... Dry Fork, VA
Noah Patrick Lewis ..... Crewe, VA
Jack Dulaney Lipsteuer ..... Midlothian, VA
Taegan Michael Logan ..... Richmond, VA
Christian Scott Lounsbury ..... Palmyra, VA
John Fletcher Lovejoy IV ..... Belle Isle, FL
Xavier Emilio Lugo ..... Manakin Sabot, VA
Braden Walker Lyons ..... Virginia Beach, VA
Frank Daniels MacNelly Jr. ..... Richmond, VA
Trevor James Maham ..... Lorton, VA
Michael David Manser ..... Herndon, VA
Anthony Joseph Marcella ..... Mt Pleasant, SC
Graham Jackson Marsh ..... Raleigh, NC
Anthony Thurn Martin ..... Draper, VA
Gabriel Charles Matthews ..... Seaford, VA
Alec Michael Maxton ..... New Prt Rchy, FL
Charles Andrew McClure ..... Atlanta, GA
Kannon Blake McCullough ..... Spout Spring, VA
Ellison Edward McDow ..... Albemarle, NC
Braden Andrew McIntire ..... Louisa, VA
Jefferson Chase Meade ..... Ashland, VA
Elliott Harrison Merrick ..... Mobile, AL
Henry Ray Messinger ..... Charlottesville, VA
Samuel Wayne Messinger ..... Charlottesville, VA
Steven Andrew Mixon ..... Edgewater, MD
Adam Ripley Mogren ..... Suffolk, VA
Tyler Royall Monette ..... Henrico, VA
Jacob Lienau Moore ..... Jacksonville, FL
Samuel Leavell Morris ..... Hoover, AL
Everett Adams Morse ..... Waynesboro, VA
Ryan Patrick Myers ..... Mc Lean, VA
Lev Hillel Nagel ..... Ridge, VA
Thomas Evan Nichols ..... Farmville, VA
Maxwell Nitti ..... Appomattox, VA
Ernest Lendon Norman III ..... Midlothian, VA
Andrew Wyatt Oliver ..... Unionville, VA
Rex Alexander Owen ..... Salem, VA
Grayson Adams Palmore ..... Powhatan, VA
Henry Hart Palmore ..... Richmond, VA
Paul Michael Parash ..... Southampton, NY
Harrison Lee Parke ..... Raleigh, NC
Camerohn Antonio Parker ..... Bedford, VA
Edward Brown Parker ..... Raleigh, NC
William Mason Patrick ..... Midlothian, VA
Jefferson Paz ..... Spotsylvania, VA
Robert Aaron Peckham ..... Virginia Bch, VA
Johenzo Naquist Peet ..... Glen Allen, VA
Eric William Pelton ..... Virginia Bch, VA
Jaxon Everett Phillippi ..... Dry Fork, VA
Henry Fillmore Pitt ..... Great Falls, VA
Bricen James Pool ..... Danville, VA
Connor Everette Powell ..... Midlothian, VA
William Garnett Power ..... Midlothian, VA
Benjamin Thomas Price ..... Charlotte, NC
Jackson Campbell Price ..... Monroe, VA
Julian Cole Price ..... Keysville, VA
Lucas Ramos-Orama ..... Virginia Bch, VA
John Watkins Rankin III ..... Atlanta, GA
Dylan Steven Reifschneider ..... Lakewood, CA
Benjamin Liam Richardson ..... Converse, TX
Dekari Keimond Riley ..... North Chesterfield, VA
Grady Matthew Robbins ..... Signal Mtn, TN
Jackson David Robbins ..... Glen Allen, VA
Sam Lowery Robinson V ..... Charlotte, NC
Cohen James Rotruck ..... Carrollton, VA
Jackson Bennet Ruble ..... Floyd, VA
Benjamin Charles Satchwell-Crocker ..... Salem, VA
Michael Craig Saunders ..... Powhatan, VA
Jack Thomas Schneider ..... Apex, NC
Maxwell Laurence Schneider ..... Woodford, VA

Eythan Cooper Serrano....Dallas, TX
Christian McBryde Shaw....Raleigh, NC
Peyton Davis Shaw....Isle Of Palms, SC
Jameson Randall Shipman....Smithfield, VA
Jameson Joseph Shortt....Floyd, VA
John Francis Sievers Jr....Garden City, NY
Zachary T Slaughter....Mineral, VA
Rodrick Jamal Sloan....Chesapeake, VA
Grover Broderick Smith....Lowell, NC
Joseph Wysor Smith IV....Roanoke, VA
Ryan Zachary Smith....Atlanta, GA
Jaelen Xavier Solomon....Goldsboro, NC
Angelo Sozos Jr....Farmville, VA
Andrew Jeffrey Sparrow....Crozier, VA
Josiah David Stewart....Mooresville, NC
William Neil Stout....Powhatan, VA
Samuel Gaius Sturt V....Loretto, VA
Houston Brisson Sutton Jr....Wilmington, NC
Leonard Franklin Sutton III....Greenville, NC
Charles Greyson Swisher....Shendoah Jct, WV
Nicholas Salvatore Taddeo....Virginia Bch, VA
Matthew John Teegardin....Charleston, SC
Ryan Kieffer Thal....Red Bank, NJ
Nikolias Keith Theriault....Poland, ME
Elijah Charles Thompson....Statesville, NC
Harlow Evans Thompson....Charlottesvle, VA
Scott Alan Thompson....Charlotte, NC
Carter Michael Trobaugh....Jacksonville, FL
Seth Aidan Truesdale....Midlothian, VA
Gabriel Valadez....Dallas, TX
Aiden Graves Vasquez....Fairfax, VA
Richard H. Venezia....Apex, NC
Jonas Gray Vinson....Herndon, VA
Jeremy Landon Walker....Carrollton, VA
Colby James Wallace....Manakin Sabot, VA
Dawson Quinn Walter....Sandy Hook, VA
Walker Drew Warshaw....Atlanta, GA
Nur Ali Wasi....Meherrin, VA
Henry Thomas Webb....Salisbury, NC
Michael Ernst Weber....Mc Lean, VA
John Erik Henry Whaley....Midlothian, VA
Tyree Jobias White....Indian Trail, NC
Sawyer Leonard Whitmore....Virginia Beach, VA
Xzavior Lavell Wiggins....Elizabeth City, NC
Martin Hurley Wiker....Fort Worth, TX
Nicholas Austin Wilkins....Glen Allen, VA
Keller Mason Williams....Midlothian, VA
Kevin Michael Willoughby....Greensboro, NC
Spencer Michael Wingfield....Henrico, VA
John Gilbert Wirt....Efland, NC
Kayne Tyler Wooten....Dillwyn, VA
Brent McCallum Wright....Raleigh, NC
Oren John Ziehl....Richmond, VA

SOPHOMORES (2025-2026)

Meriwether Lee Acra....Norfolk, VA
Sean Wallace Acree....Chesterfield, VA
Whitney Charles Allemand....Jacksonville, FL
William Lee Ames....Henrico, VA
Kyle Ephraim Anderson....Amelia Ct Hse, VA
Mark Anderson....Howard Lake, MN
Maddox Russell Andrews....Rome, GA
Walker Scott Angus....Henrico, VA
Charles Harvey Armstrong....Alexandria, VA
William Haefner Ball....Yorktown, VA
Tanner Thomas Ballou....Oak Ridge, NC
Jackson Revel Banning....Richmond, VA
Kenen Olatunji Abdul Barlowe....N Chesterfld, VA
Ezekiel Jose Barron....Spring Valley, CA
Michael Adam Bell....Atlanta, GA
George Wolfgang Berling....Richmond, VA
Maxwell Walker Bidou....Mechanicsvlle, VA
Landon H Bivens....Lynchburg, VA
Tyrin Richard Bizzelle....Baltimore, MD
James Claiborne Black Jr....Greer, SC
Eli Cash Blackwell....Radford, VA
Hugh Hampton Blackwell....Valdese, NC
Hayden Ryan Blanchard....Yorktown, VA
Ashby Parker James Bonin....Abingdon, VA
Andrew Willson Bonner....Nashville, TN
Travis Daniel Booth....N Chesterfield, VA
John Peyton McGuire Boyd III....Henrico, VA
Colton Reese Bradley....Moseley, VA
Hampton Omar Brannon....Alexandria, VA
Aidan Willliam Braswell....Nags Head, NC
Frank Anders Brewer....Charlotte, NC
Harrison P Brooks....Catharpin, VA
Myles Dominic Brown....Reston, VA
Roland Patrick Brown Jr....Owings Mills, MD
Knox D. Burton....Brookhaven, GA
Alexander Reese Cannon....Loganville, GA
Evan Bryant Carwile....Concord, VA
Logan M. Cash....Bealeton, VA
Marlon Alexander Casillas....Dallas, TX
Cade Emil Chadwick....Savannah, GA
Robert Marshall Chapman....Stafford, VA
John Friley Chesson....Norfolk, VA
Larry Mason Christopher....Fredericksbrg, VA
Nicholas Joseph Citino....Glen Allen, VA
Tadhg Conway Cokeley....Atlantic Beach, NC
Daniel Ian Coker....Boiling Spgs, SC
William Edward Cole....Virginia Bch, VA
Brady Chandler Coleman....Glen Allen, VA
Luke Joseph Combs....Newport News, VA
Broder Nils Conley....Duluth, GA
Zachary Ryland Conway....Caret, VA
Jackson Thomas Corbett....Moseley, VA
Zander Barton Cornell....Chatham, VA
Joseph Patrick Daniel Corrigan V....Bristow, VA

Jonathon Anthony Cortez ..... Asheville, NC
Jose Adolfo Covarrubias ..... Mesquite, TX
Connor Warren Creech ..... Winston Salem, NC
Wilton Bass Creech ..... Midlothian, VA
Easton Kyle Crockett ..... Bridgewater, VA
Theodore Parks Cromwell ..... Charlotte, NC
Stanton Michael Cutter ..... Norfolk, VA
Nicholas Michael D'Alessandro III ..... West Chester, PA
Jeremiah Nashuan Daniels ..... Arlington, VA
Cadence Sage Darden ..... Southrn Shore, NC
James Worth Davis ..... Farmville, VA
Johnnie Ray Davis ..... Raleigh, NC
Jonathan Grey Deluna ..... Grifton, NC
Barron Scott Dobson ..... Shreveport, LA
Matthew Thomas Dryer ..... Severna Park, MD
Phillip E Dube ..... Glen Allen, VA
Tyler Hazen Dunfee ..... Glen Allen, VA
Braxton Duvalt Dunnings ..... Roanoke, VA
Sebastian Hannibal Ellmers ..... Gates Mills, OH
Benjamin Garret Erwin ..... Dallas, TX
Dylan Tyler Evans ..... Virginia Bch, VA
James Michael Falter ..... Cary, NC
Nolan Miles Flemming ..... Jamestown, NC
Jonathan William Fogle ..... Midlothian, VA
Slade Horton Funderburk ..... Camden, SC
Kaidan Berkley Garst ..... Salem, VA
Sebastian W Giesecke ..... Arlington, VA
James R Gilbert ..... Midlothian, VA
Doran Douglas Glass III ..... Norfolk, VA
Samuel C Goins ..... Monroe, GA
Ka'Eo Kainoa Carino Gonsalves ..... Midlothian, VA
Jonathan A Good Jr. ..... Greenville, SC
Randolph Lawson Good ..... Henrico, VA
Cooper Joseph Goss ..... Suffolk, VA
Jeremy Jean Gouteix ..... Smyrna, GA
Emery Aaron Gravitt ..... Chattanooga, TN
Michael William Green ..... Leland, NC
Robert Garnett Hall IV ..... Richmond, VA
Colin Samuel Hallman ..... Cornelius, NC
Coleman Boldt Haly ..... Boca Grande, FL
Coy Lane Hamlett ..... Dry Fork, VA
Kendal Bryce Harnsberger ..... Advance, NC
Conor Willard Harrington ..... Midlothian, VA
Talbot William Harris ..... Matthews, NC
Mason John Harry ..... Troy, VA
John Tyler Hendley ..... Charlotte, NC
Colin Mitchell Henry ..... Powhatan, VA
Henry Waller Hicks ..... Wilmington, NC
Terrence Nathaniel Hicks ..... Clayton, NC
Robert George Holihan IV ..... Yorktown, VA
Seth Thomas Holland ..... Virginia Bch, VA
Landon J. Honig ..... Glen Allen, VA
Richard H. Hope ..... Norfolk, VA
Mason Jennings Hopper ..... Alexandria, VA
Max Frederic Horner ..... Keswick, VA
Jase Rylin Howell ..... Suffolk, VA
David Carter Hoyle Jr. ..... Annapolis, MD
Ryan H. Hudson ..... Atlanta, GA
Samuel Stephen A. Hurt ..... Chatham, VA
Anthony Giovanni Inzeo ..... Kenbridge, VA
Kamaludin Iqbal ..... Islamabad, Afghanistan
Camden Rashad Jackson ..... Alexandria, VA
David Emmanuel Jerzak ..... McLean, VA
Muhammad Zakky Mubarik Ali Johnston ..... Meherrin, VA
Robert Edwin Arthur Jordan ..... Henrico, VA
Peter Min Woo Kallgren ..... Virginia Bch, VA
Carter Joseph Kane ..... Glen Allen, VA
James Calvert Kirby ..... Richmond, VA
Brenden Lee Kittner ..... Freeland, MD
Wyatt Evyn Klinger ..... West Linn, OR
Ian Gary Kuehl ..... Oak Forest, IL
Pierce Kuscsik ..... Midlothian, VA
Mitchell O'Neil Ladamus ..... Fort Mill, SC
Andrew James Lampe ..... Herndon, VA
Brock Christopher Lansing ..... Henrico, VA
Manning McLean Lasso ..... Raleigh, NC
Jordan Robert Ledger ..... Burkeville, VA
Tucker Joseph Legg ..... Chesapeake, VA
Tristan Remann C. Leidig ..... Elko New Mrkt, MN
John Zadoc Lewis ..... Onancock, VA
Landon Nicholas Lewis ..... N Chesterfield, VA
Brendan Chunhua Li ..... East Lyme, CT
Joshua Nuri Little ..... Farmville, VA
Reed Bowman Little ..... Spotsylvania, VA
Walker Thompson Lloyd ..... N Chesterfld, VA
William John Long III ..... Mechanicsvlle, VA
Preston Gene Lonker ..... Cloverdale, VA
Santana DeWitt Lynch ..... Charlotte, NC
Carson Myles Magyar ..... Jacksonville, FL
Kameron Allen Mahoney ..... Bristow, VA
Henry Philip Mann ..... Charlotte, NC
Caleb Maglenn Martin ..... Greensboro, NC
Ian Xavier Martin ..... Martinsville, VA
Colin Thomas Mason ..... Forest, VA
Kadin Patrick McCallum ..... Bluffton, SC
Branden Joseph McClurkin ..... Saint Marys, GA
Andrew J McKaskle ..... Dahlonega, GA
Asaiah James McKinley ..... Hendersonvlle, TN
Evan James Medlin ..... Fredericksbrg, VA
Dennis W. Midgette IV ..... Chesapeake, VA
Jacob Edison Miller ..... Arlington, TX
Zachary Warner Millett ..... Califon, NJ
Christopher Josue Montecino ..... Arlington, VA
Dylan Spencer Morris ..... N Chesterfld, VA
Simon Peter Moye ..... Charlotte, NC
William John Mullen ..... Greenville, NC
Riley Morgan Mullins ..... Glen Allen, VA
Benjamin Patrick Mulry ..... Greensboro, NC
Davis Jordan Neighbor ..... Williamsburg, VA
Jason Nicholas Nelson ..... Pound Ridge, NY
Sage Xavier Norrell ..... N Chesterfld, VA
Kevin A Nova Euceda ..... Woodbridge, VA

Charles Nolan Olivier.....Atlanta, GA
Mason Scott Ombres.....Mt Pleasant, SC
Cole Weston Palmer.....Atlanta, GA
Sean Alexander Panchmatia.....Burkeville, VA
Ethan Parker.....Wilson, NC
Walter Bennett Parker.....Suffolk, VA
Joshua Logan Parrish.....Henrico, VA
Brian Alexander Pavlansky.....Midlothian, VA
Colin James Payne.....White Stone, VA
Charles Avery Pearson.....Durham, NC
Jordan Anderson Pence.....Charlotte, NC
Alexander West Posey.....White Stone, VA
Gordon Brooks Powell IV.....Danville, VA
Jacob Nathanial Pressinger.....Spotsylvania, VA
Quinlan Scott Ragsdale.....Charlottesvle, VA
Jackson Ryan Ray.....Suffolk, VA
Christopher Michael Read Jr.....Garden City, NY
Peter Elwood Reel Jr.....Appomattox, VA
Ashford Bryant Reyes.....Charlottesville, VA
Clayton Emerson Rice.....Columbia, SC
Elias William Robinson.....Cary, NC
Maximus Jason Robinson.....Arlington, VA
Ariel Saba Rodriguez.....Charlotte, NC
John Albert Rubino Jr.....Burke, VA
James Cormac Russo.....Midlothian, VA
Jake Christopher Ryan.....New Albany, OH
Joseph William Sanders.....Midlothian, VA
Lukas Warren Thomas Santwier.....Fort Mill, SC
Peyton Canady Sayler.....Mobile, AL
Samuel Chase Schley.....Santa Barbara, CA
Spencer J Schneider.....Lewes, DE
Brendan Moriarty Schroeder.....Norfolk, VA
Charles Peter Spencer Seaman.....Richmond, VA
Ashton Michael Shannon.....Salem, VA
Ian Carter Shaw.....Norfolk, VA
Connor Jamison Shelton.....Charlotte, NC
Johan William Slokker.....Richmond, VA
William Richardson Smiley.....Columbus, OH
Gavin Parker Smith.....Mechanicsvlle, VA
Hudson Allen Smith.....Henrico, VA
Tristan Edward Smith.....Chesterfield, VA
Jesus Soto.....Dallas, TX
Walker Douglas Spell.....Clinton, NC
Joseph Ogden Stone.....Lynchburg, VA
William Benjamin Stroud.....North, VA
Dylan Elliott Talley.....Kitty Hawk, NC
Easton Gregory Tanner.....Forest, VA
Benjamin Frazier Taylor III.....Winchester, VA
Jonas Michael Taylor.....Spotsylvania, VA
Carter Matthew Thomas.....Glen Allen, VA
Wendell Scott Thompson.....Charlotte, NC
William Robert Thompson.....Charlotte, NC
Elijah Ronald Timma.....Farmville, VA
Oliver Henry Tobin.....Charlotte, NC
Aaron Yukito Tong.....Long Beach, CA
Austin Jacob Toombs.....Church Road, VA
Cash Bessent Topinka.....Charlotte, NC
Amanuel Robert Tucker.....Springfield, VA
Connor Addison Valerio.....Chesterfield, VA
Cameron John Van Lunen.....Southrn Shore, NC
Samuel Thomas Vick.....Capron, VA
William Matthew Walker.....Corp Christi, TX
Jackson Finn Wallingford.....Dallas, TX
Wesley Jay Walsh.....Glen Allen, VA
Rowan Haywood Warren.....Yorktown, VA
Wade Robertson Warren.....Raleigh, NC
John Chadwick Waterworth Jr.....Lynchburg, VA
Rawls Edward Watson.....Raleigh, NC
Jackson Robert Wells.....Sutherland, VA
Christopher Crockett White.....Bristol, VA
Ethan Jeffery Whiteowl.....Suffolk, VA
Robert Wells Whitmore Jr.....Virginia Beach, VA
Asa Marquis Williams.....Buford, GA
Benjamin James Williams.....Chesapeake, VA
Walter Groves Williams.....Greenville, SC
Charles D Williamson.....Charlotte, NC
Michael Allen Williamson.....Richmond, VA
Brady Daniel Wilson.....Virginia Bch, VA
Thomas Ross Wilson.....Charlotte, NC
Nicholas Shawn Winchell.....Wilmington, DE
James John Woerner.....Kill Devil Hl, NC
Thomas Monroe Wolfe.....Suffolk, VA
Christopher Sage Wood.....Cumberland, VA
Turner Elias Wood.....Hickory, NC
Thomas Scott Word IV.....Henrico, VA
William Nicholas Wyles.....Williamsburg, VA
Gavin Steele Yoder.....Farmville, VA
Jackson Nicholas Young.....Fredericksbrg, VA

JUNIORS (2025-2026)

Roger David Adams.....Chatham, VA
Alexander Logan Albright.....Wilmington, NC
Jackson Tate Al-Eyd.....McLean, VA
Jacob Dean Allen.....Holly Springs, NC
Sawyer Wright Allen.....Graham, NC
Austin Graham Apesa.....Haymarket, VA
Bradley Ryan Armour.....Great Falls, VA
Taylor Boone Arrington.....Thompsons Stn, TN
Cole Thomas Atkins.....Farmville, VA
Ahmad Barak Bangura.....Alexandria, VA
Seaborn Pengilly Barker.....Oak Hall, VA
John Lafayette Barnes IV.....Manakin Sabot, VA
Jacob Kane Basnight.....Suffolk, VA
Clifford William Bauman Jr.....Manassas, VA
Daniel Alberto Beb.....Woodbridge, VA
Logan Joseph Benton.....N Chesterfld, VA
Nicholas Whitford Bernard.....Kitty Hawk, NC
Ashby Michael Berry.....Midlothian, VA
John Andrew Best.....Mechanicsvlle, VA
James Edward Bishop.....Jacksonville, FL
Joseph Michael Black III.....Pinehurst, NC
Henry Anderson Blanton VI.....Midlothian, VA

John Broughton Booker....Roanoke, VA
Jackson Bowen Bradley....Henrico, VA
Peyton Alexander Brinkley....Suffolk, VA
William Pierce Britt....Richmond, VA
Mason Christopher Brooking....Orange, VA
Jackson Cole Burr....Rockville, VA
Mason Justin Cain....King, NC
Paul Estil Caldwell....Richmond, VA
Joseph M Carbone Jr. ....Danville, VA
Nicholas Owen Carman....Midlothian, VA
Alexander Blackwell Caruso....Appomattox, VA
Andrew Colby Cary....Keysville, VA
Zephaniah Lorenzo Chalmers Jr. ....Rustburg, VA
Aaron Tristen Chaney....Belmont, NC
Pierce Lawrence Chapman....Midlothian, VA
Parker Christian Cheatham ....Appomattox, VA
Casey Thomas Clark....Sykesville, MD
Cola Mac Cobb....Suffolk, VA
Adam James Cochran ....Roanoke, VA
Jackson Madison Cofer....Smithfield, VA
Scott Dellon Coker Jr. ....Great Falls, VA
Charles Grant Collins....Colonial Hgts, VA
Armando Gabriel Colmenares ....Renton, WA
Keenan David Conroy....Appomattox, VA
Reagan William Conroy ....Appomattox, VA
Martin James Cosenza III ....Fairfax Sta, VA
Colyn David Crowe....Yorktown, VA
Austin Daniel Cunningham....Gloucester, VA
Thomas Ashby Davis ....Charlotte, NC
William Gage Dorsey ....Moyock, NC
Jefferson Harvey Duffey II....Keysville, VA
Jack Liam Duffy....Ambler, PA
Nathaniel Thomsen DuPuis....Greensboro, NC
Adam Jeffrey Emhoff ....Chesapeake, VA
Jordan Maurice Cabell Epps ....Norfolk, VA
Lee Benton Farmer III ....Charlotte, NC
William Reid Felton ....N Chesterfield, VA
Joshua Darius Ferreira....New Haven, CT
Dakota Kirkland Fink....Moseley, VA
John Francis Miles Foley....Virginia Bch, VA
Justin Timothy Fraser ....Palmyra, VA
Jacob Curtis Garner....Stafford, VA
Benjamin Scott Gerber ....New Bern, NC
Peter Raphael Gonzalez....Bakersfield, CA
Steven Avery Goudes-Shaw....Charlotte, NC
Markevus Andreas Graves-Franklin ....Lynchburg, VA
Benjamin Davis Guise ....Henrico, VA
John Wesley Hall IV ....Henrico, VA
Hanson Justus Harris....Big Island, VA
Kenneth Walker Harris....Farmville, VA
Smith Avery Harrison ....Kitty Hawk, NC
Lamont Lorenzo Hawkins Jr.....Henrico, VA
Quest Shackleton Hennings ....Cullen, VA
Tristin Michael Herald....Gladys, VA
Buford Jackson Herndon ....Chatham, VA
Ty Samuel Herndon ....Mechanicsvlle, VA
Lucas Fitzgerald Hicks ....Seaford, VA
Brady Eric Hillis ....Provdence Frg, VA
Isaac Rainey Hite ....Goochland, VA
Levi Charles James....Chester, VA
Mauricio Jimenez....Homestead, FL
Daniel Christopher Johnson Jr.....N Chesterfld, VA
Oscar Train Kattmann ....Afton, VA
Thomas James Kenner ....Raleigh, NC
Dashiell Daniel Kent ....Dallas, TX
Matthew Kim ....Mc Lean, VA
Henry Aenea Kvalevog....Arlington, VA
Gyabaah Kyere Gyeabour ....Kumasi, Ghana
Geffen Ducati Lamar....East Lyme, CT
Xavier Lang....Greenville, NC
Severin Lavarias....Virginia Beach, VA
Jaques O. Lavielle ....Cary, NC
Andru Scott Stockley Lee....Charlotte C H, VA
Isaiah Cameron Leonard....Farmville, VA
Noah Marshall Leonard....Troutville, VA
DeMario-Quintel Marquise Lonzer....Richmond, VA
Parker John Lucas ....Yorktown, VA
Ryan Kent Mackey ....Virginia Bch, VA
Jacob Patrick Magin....Farmville, VA
Davis Christopher Manning....Wilmington, NC
Landon Kelly May....Cascade, CO
Benjamin Strode Martin Mays....Lynchburg, VA
Jacob Connor McElligott....Poquoson, VA
Jacob Benjamin Messinger....Charlottesville, VA
Davis Carlson Mills ....Sanford, NC
Porter McKay Montgomery Jr. ....Boulder, CO
Jacob Lee Moore....Dry Fork, VA
Kevin Patrick Myers....Charlottesvle, VA
Laurence Bosworth Neuhaus III....Houston, TX
Ryan Derrell Nicholson ....Norfolk, VA
Gabriel Thornton Nitti....Appomattox, VA
Landon Matthew Ostermann ....Chesterfield, VA
Charles Wilford Palmer ....Palmyra, VA
Vincent Edmond Palmeri IV....Edgewater, MD
Robert Walton Parke IV ....Cameron, NC
Ryan Levine Parrish ....Edgewood, MD
Michael Christopher Patrick Jr. ....Mechanicsville, VA
Tyler Brian Petz....Cary, NC
Zane Cole Pickren ....Mt Pleasant, SC
Tucker Vincent Poole....Amelia Courthouse, VA
Jabez Price....Norfolk, VA
Robert C Rech....Roanoke, VA
Charles Howard Redding ....Midlothian, VA
Owen Walker Renfrow ....Bowling Green, KY
Alexander Mathes Rhangos....Savannah, GA
Camden Rock Richardson....Midlothian, VA
Jones Walker Rieve....Chesterfield, VA
Mark Thomas Roberts ....Richmond, VA
William Henry Robinson ....Kitty Hawk, NC
Austin Frederick Rose ....Henrico, VA
Landon Scott Saul....Roanoke, VA
Kaden Danial Sawyer....Virginia Bch, VA

Henry W. Schneider ..... Raleigh, NC
William Harrington Schuele..... Virginia Beach, VA
Gavin James Schuler..... Midlothian, VA
Zachary Taylor Schwab..... Christoval, TX
Brandon Cody Shelhorse..... Fairfax, VA
Luke Merrill Shourds..... Henrico, VA
Dale Dean Shrock..... Appomattox, VA
George Owen Sibley..... Dallas, TX
Ryan Memisevic Sigsbee..... Newport News, VA
James Edwin Gale Sills III..... Rose Hill, NC
Charles Wallace Sink..... Yorktown, VA
Kalefah Alvin Sirleaf..... Charlotte, NC
James Walker Sirmans..... Rome, GA
Eli Christopher Skinner..... Crewe, VA
Noah Ryan Smeltzer..... Southrn Shore, NC
Alexander Edwin Smith..... Fayetteville, NC
Alfred Littlefield Smith IV..... Henrico, VA
Caden Russell Smith..... Faulkner, MD
Evan James Thanos Smith..... Yorktown, VA
Stephen Rhodes Smith..... Winston Salem, NC
Tucker Woodward Smith..... Henrico, VA
Zachary Christian Smith..... Wilson, NC
Austen Taylor Stevens..... Mechanicsvlle, VA
Travis John Stickney..... Mt Pleasant, SC
Benjamin Pennington Stodghill..... Melfa, VA
Hagan Aloysius Strite..... Purcellville, VA
Pierce William Strubhar..... McLean, VA
Caden Russell Tanner..... Forest, VA
Travis Matthew Tatum..... Lowell, NC
Jacob Patrick Throckmorton..... Goochland, VA
Kamden Arthur Tom..... Warsaw, IN
Matthew Alan Toman..... Falls Church, VA
John Clayton Topping..... Suffolk, VA
Weston Glen Totty..... Salem, VA
Remy White Trafelet Jr. ..... Palm Beach, FL
Jason Alexander Trujillo..... North Lauderdale, FL
Haden Grey VonCanon..... Arvonia, VA
Alexander Logan Wagner..... Cary, NC
William Lee Wallis III..... Forest, VA
Joseph Milton Weinstein..... Midlothian, VA
John Ireland Whelahan..... Tuxedo Park, NY
Miles Benjamin Wilkin..... Annapolis, MD
Maxwell Phillip Wirtz..... Portsmouth, VA
Emmanuel Adjobi Wognim..... Ejura, Ashanti, Ghana
Gavin Elliott Womack..... Appomattox, VA
Kavin Hardison Wood..... Apex, NC
Mohammed Mumuni Wumpini..... Tamale, Ghana
Cameron Jackson Young..... Chantilly, VA
Brone M Zajicek..... Huron, SD

SENIORS (2025-2026)

Brandon Taylor Adamos..... Onancock, VA
Uriel Alonso Aguirre..... Woodbridge, VA
Aaron James Allen..... Nelson, VA
Edward Glenn Allen..... Henrico, VA
Charles Andrew Ames..... Marietta, GA
Ashton Mitchell Armour..... Great Falls, VA
Matthew Emerson Arnold..... Danville, VA
Andrew Abraham Fiifi Arthur-Humphrey..... Woodbridge, VA
Sterling Wade Austin..... S Prince George, VA
Benjamin Alexander Bailey..... Clarksville, VA
Alexander McRae Ball..... Alpharetta, GA
Dillon Major Ball..... Victoria, VA
Jackson Paul Barnett..... Ashland, VA
Alexander Maxwell Barth..... Winchester, VA
Jonah Isaac Barzel..... Henrico, VA
William Doty Bealmear..... Crozet, VA
Charles Bassett Beasley Jr. ..... Roanoke, VA
Thomas Barnes Bennett..... Winston Salem, NC
Andrew Scott Betson..... Clemmons, NC
Leland Dewey Blanchard III..... Haymarket, VA
Conner Leary Blausey..... Suffolk, VA
Pierce Andrew Boerner..... Midlothian, VA
Tucker Reid Booth..... Colonial Heights, VA
Satchel Bruce Bowling..... Spotsylvania, VA
John Patrick Brady..... Galena, MD
Robert Elias Breeden..... Mobjack, VA
Disraeli Daulet Brooks..... Alexandria, VA
Brandon Rene Broussard..... Baytown, TX
Owen Wesley Butler..... Culpeper, VA
Caleb Dale Camp..... Pamplin, VA
Joshua Paul Campbell..... Centreville, MD
Justice Marlow Campbell..... Apex, NC
Robert Gordon Caskey..... King George, VA
Davis William Cauble..... Richmond, VA
Bowen Charlebois..... Cape Elizabeth, ME
Eden William Ciarcia..... Dumfries, VA
Robert Arnold Clarke..... Atlanta, GA
John Hunter Cleland..... Lynchburg, VA
Walker Hudson Clemans..... Henrico, VA
Casey Thomas Coffey..... Midlothian, VA
Jonathan Ignatius Coleman..... Woodbridge, VA
Gray Ashton Comeau..... Appomattox, VA
Brice Adam Conner..... Appomattox, VA
Aidan Coleman Conway..... Chesapeake, VA
Aubrey Sutherland Conway..... Chesapeake, VA
Ethan Malcom Craig..... Martinsville, VA
Jackson Fletcher Craig..... Raleigh, NC
Crile Samuel Crisler..... Point Harbor, NC
Wyatt Joseph Croson..... Warrenton, VA
Dylan Chase Crowder..... South Boston, VA
Darrell Lloyd Cunningham Jr. ..... Poquoson, VA
Mason John Cunningham..... Arlington, VA
William Martin Daniel..... Blanch, NC
Cooper Brownell Daniels..... Kill Devil Hills, NC
John Richard Davis..... Radford, VA
Samuel Moss Davis..... Powhatan, VA
Adam Christopher Dayag..... Virginia Beach, VA
Jackson Marquez Delaney..... Virginia Bch, VA
Harrison William Deller..... Baltimore, MD
Isaac Philip Drummond..... Wytheville, VA
Mason Trent Dudley..... Virginia Bch, VA

Zachary Stephen Eason..... Boydton, VA
Joseph Connor Erlenbach.....Midlothian, VA
Donald Ray Evans III ..... Williamsburg, VA
Owen Fleming Fallen.....Henrico, VA
Michael Jun Farmer .....Virginia Beach, VA
Greer Robert Farr.....Southern Shores, NC
Shane Alexander Fernald.....Charlotte, NC
Brandon Reynolds Finch .....Raleigh, NC
Drew Alexander Fink.....S Chesterfield, VA
Alexander Eliot Fitz-Hugh.....Chesterfield, VA
Turner Joseph Fitzpatrick.....Mechanicsville, VA
Mason Alan Forrest..... Poquoson, VA
Jacob Anthony Foster.....Roanoke, VA
Bryce Jacob Fowler.....Suffolk, VA
Tyler Dexter Franklin..... Farmville, VA
Robert Hampton Frazier.....Roanoke, VA
Mason Alexander Furr .....Mount Pleasant, NC
William Rhett Gardner.....Martinsville, VA
Daniel Lewis Garrison ..... Staunton, VA
Elias S Garrison ..... Sanford, NC
Jacob Patrick Genzler.....Virginia Beach, VA
Paul Douglas Gholson III .....Midlothian, VA
Taylor Ryan Gibson.....Orange, VA
Warren Scott Gipson ..... Franklin, KY
Luke Michael Robert Glenn .....San Antonio, TX
Joseph Alexander I. Gonzalez..... Spotsylvania, VA
John Ramsay Good.....Henrico, VA
James Watson Grabar.....Raleigh, NC
Elijah Thomas Griffin .....Buena Vista, VA
Russell Jefferson Hager .....Quinton, VA
Michael Truman Hagin .....Richmond, VA
James Edwin Hampton.....Oak Ridge, NC
Patrick Spencer Hanes .....Raleigh, NC
James Harrison Harper ..... South Hill, VA
Colton F Harris ..... Stuarts Draft, VA
Garrett Aubrey Hartley Jr. ..... Greensboro, NC
John Briggs Hayes III.....Alexandria, VA
Dallin Wynn Henrie.....Concord, NC
Lucas Montgomery Hite.....Henrico, VA
Riley Hamilton Hite..... Goochland, VA
Garrett Lee Hodges.....Virginia Bch, VA
Jeb Stuart Holland .....Virginia Beach, VA
Jackson McCaffery Hoyle .....Midlothian, VA
John Sydnor Hurt.....Chatham, VA
Nicholas Ireland Hutson.....Hollywood, MD
Paul M. Isenberg.....Severna Park, MD
Jordan Avery Jackson .....Fredericksbrg, VA
Erik William Colmore Jannerbo ..... Lookout Mtn, TN
Baylor Franklin Jenkins.....Fredericksbrg, VA
Braedyn Pierce Johnson ..... Ferrum, VA
Elliot Coltrane Jones..... Danville, VA
Henry Roberts Jones.....Alexandria, VA
Charles Martin Kageleiry..... Williamsburg, VA
Russell Owen Kahn ..... Cary, NC
Zachary George Karanian..... Powhatan, VA
Harry Layne Kardian ..... N Chesterfld, VA
Keegan Taplin Kennedy.....Havre, MT
Evan Travis Kerzanet..... N Chesterfld, VA
Robert Mason Kinne ..... Farmville, VA
Joseph Thomas Kreutzer .....Bristol, VA
Miller William Kunz..... Huntersville, NC
Ansen Lackner .....Canby, OR
Kyle Benjamin Lafayette .....Charleston, SC
Peyton Bright Lambert ..... Hartfield, VA
Pierce McKinley Lambert ..... Hartfield, VA
Charles Alexander Letson ..... Wilmington, NC
Camden Teri Tracy Libby .....Pamplin, VA
Luke A Lindquist..... Twin Falls, ID
Christopher Braveboy Locklear.....Exmore, VA
Samuel Ryan Long.....Raleigh, NC
Trevor Tyler Lucy..... Gum Spring, VA
Colin Bradley Mabe.....Alton, VA
Michael Davis Mack.....Richmond, VA
Kamrin Rio Maldonado .....Palm Bay, FL
Grayson Walker Marriott.....Richmond, VA
Jackson Parrish Bonnell Martin ..... Williamsburg, VA
Trevor Brian Mason ..... Chesapeake, VA
Tyler Dalton McGrath..... Kenbridge, VA
Jacob M McKinney .....Springfield, VA
Campbell Atkinson McMillin.....Salisbury, NC
Dillon Patrick McReynolds..... Abingdon, VA
Xavier Miciah Mears.....Midlothian, VA
Ethan Davis Mick..... Chester, VA
Peter William Middleton ..... Cloverdale, VA
Jackson Hunter Miller .....Warrenton, VA
Matthew Troy Miscikowski.....Ashland, VA
Philip K Mitreski .....Crown Point, IN
Devan Modak..... Spring, TX
Marc Moroz..... Temecula, CA
Robert Hovey Morris.....Schuyler, VA
Daniel Richard Moughon..... Mathews, VA
Clayton Banks Mullen .....Spartanburg, SC
Thomas James Nichols..... Danville, VA
Landon Scott Niday.....Roanoke, VA
Timothy Francis O'Connell.....Springfield, VA
Evan Alexander Old.....Virginia Bch, VA
Joseph Vincent Olivieri.....Franklinton, NC
Victor Ovalle-Mares.....Atlanta, GA
William Clark Palmer.....Atlanta, GA
Tanner Andrew Palmore ..... Powhatan, VA
Fletcher Christian Parsons ..... Easton, MD
Michael Drew Pavlansky II .....Midlothian, VA
Jackson A. Piazza .....Birmingham, AL
Joseph Isaiah Pierre .....Mobile, AL
Luke Walsh Plawin .....Vienna, VA
Coleman Williams Pollard Jr.....Manakin Sabot, VA
Ryan Christopher Porterfield .....Cumming, GA
Jelan Zakkai Powell..... N Chesterfld, VA
Jacob Harrison Price .....Cumberland, VA
Colin J Radcliffe ..... Richlands, NC
Rafael Ramirez..... El Paso, TX
James Winston Ransone .....Midlothian, VA

William Hatcher Rees.....Henrico, VA
Brown Theodore W. Riggins..... Spotsylvania, VA
Jack Oliver Roberts.....Midlothian, VA
Ross Aidan Roberts.....Suffolk, VA
Abram Javier Rodriguez.....Roanoke, VA
Theodore James Rogar.....Newport News, VA
Caleb Stephon Rogers.....Liberty, NC
Alexander Joseph Roland.....Virginia Bch, VA
Will River Rosenfeld.....Alexandria, VA
Chase Marshall Sanford.....Mechanicsvlle, VA
Nicholaos Demitrios Sarantakos..... Williamsburg, VA
Grayson Scott Schultz..... Moseley, VA
Quinn Mathias Seif.....Atlantic Bch, NC
Oscar Armando Servellon II..... N Chesterfld, VA
Thomas Scott Seymour..... Hampton, VA
Carter Prince Anoku Sido.....Dallas, TX
Bryson Lee Sink.....Midlothian, VA
Jonathan Thomas Smiley.....Midlothian, VA
Jameson Cooper Smith..... Danville, VA
Jesse Wayne Smith.....Madison Hts, VA
Zachary Cole Souther.....Ridgeway, VA
Austin Lee Sperry..... Kyle, TX
Seth E. Spickard..... Fincastle, VA
Walker Kristian Stebbings..... Forest, VA
Tyler Joseph Steele.....Pinehurst, NC
William McGaugh Emory Stimmel.....Atlanta, GA
Bryson Tyler Stokes.....Martinsville, VA
Dalton Taylor Tate..... Charlottesvle, VA
John Maher Tierney.....Charlotte, NC
William Lee Topping.....Suffolk, VA
James A. Townsend.....Hardeeville, SC
Jacob R. Trainor..... Danville, VA
James Elliott Tucker..... Montgomery, AL
Elias Nathaniel Turney.....Springfield, VA
Quinton Randall Waddy..... Bristow, VA
Ethan Walker Walton.....Pamplin, VA
Tyler James Walton..... Mineral, VA
Colin James Weinhardt..... Powhatan, VA
Cooper Andrew Wendley..... Williamsburg, VA
Jacob Robert Williams..... Chesapeake, VA
Owen Baudino Williams..... Fairhope, AL
Jacob Christian Wilson..... Kenbridge, VA
John Patterson Wilson Jr..... South Prince George, VA
Logan Allen Wipperfurth.....Concord, NC
Kyle Raymond Woodall.....Mechanicsvlle, VA
Kolby Alexander Wright..... Pensacola, FL
William Colbert Wright..... Wake Forest, NC
Evan Allen Yntema..... Summerfield, NC
Martin Pavlin Yordanov.....Lanexa, VA
Cooper W. York.....Gastonia, NC

Number of Students by States, Territories, and Foreign Countries 2025-2026

STATES

Alabama.....7
California.....8
Colorado.....2
Connecticut.....4
District of Columbia.....1
Delaware.....2
Florida.....21
Georgia.....35
Idaho.....1
Illinois……..1
Indiana.....2
Kansas…..1
Kentucky.....3
Louisiana.....3
Maine.....2
Maryland.....19
Minnesota.....2
Montana.....1
New Jersey.....2
New York.....6
North Carolina.....160
Ohio.....3
Oregon.....2
Pennsylvania.....3
South Carolina.....22
South Dakota.....1
Tennessee.....8
Texas.....27
Virginia.....578
Vermont.....1
Washington.....1
West Virginia.....1

TOTAL STUDENTS FROM US..... 930
NO. STATES..... 32

FOREIGN COUNTRIES

Afghanistan.....1
Ghana.....3
Venezuela.....1

TOTAL FOREIGN STUDENTS..... 5
NO. FOREIGN COUNTRIES..... 3

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