



HAMPDEN-SYDNEY COLLEGE

ACADEMIC CATALOGUE 2022-2023 • HAMPDEN-SYDNEY COLLEGE



ACADEMIC CATALOGUE



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2022-2023



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. 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 2022). 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 2022

| | | | |
|-----------|----|-----------|---|
| August | 18 | Thursday | <i>First Semester</i> |
| | 21 | Sunday | Freshmen and transfers report |
| | 22 | Monday | All other students report |
| | 26 | Friday | Classes begin |
| September | 2 | Friday | Last day of Add Period |
| | 2 | Friday | Last day of Drop Period without Record |
| October | 3 | Monday | No classes* |
| | 4 | Tuesday | No classes* |
| | 12 | Wednesday | Deficiency reports due in Registrar's Office |
| | 18 | Tuesday | Rhetoric Proficiency Examination |
| November | 21 | Friday | Last day of Drop Period with "W" |
| | 25 | Tuesday | Beginning of registration for the spring semester |
| | 3 | Tuesday | Close of registration for the spring semester |
| | 22 | Monday | Thanksgiving break begins after classes |
| December | 28 | Friday | Classes resume |
| | 2 | Saturday | Last day of classes |
| | 3 | Sunday | Study day |
| | 4 | Monday | Study day |
| | 5 | Wednesday | First day of final examinations |
| | 7 | Saturday | Study day |
| | 10 | Saturday | Last day of final examinations |

Spring 2023

| | | | |
|---------|----|-----------|---|
| January | 14 | Saturday | <i>Second Semester</i> |
| | 15 | Sunday | New and transfer students report |
| | 16 | Monday | All other students report |
| | 20 | Friday | Classes begin |
| | 27 | Friday | Last day of Add Period |
| March | 27 | Friday | Last day of Drop Period without Record |
| | 1 | Wednesday | Deficiency reports due in Registrar's Office |
| | 3 | Friday | Spring break begins after classes |
| | 13 | Monday | Classes resume |
| | 17 | Friday | Last day of Drop Period with a "W" |
| April | 21 | Tuesday | Rhetoric Proficiency Examination |
| | 21 | Tuesday | Beginning of registration for the fall semester |
| | 4 | Tuesday | Close of registration for fall semester |
| | 28 | Friday | Last day of classes |
| | 29 | Saturday | Study day |
| May | 30 | Sunday | Study day |
| | 1 | Monday | First day of final examinations |
| | 3 | Wednesday | Study day |
| | 6 | Saturday | Last day of final examinations |
| | 13 | Saturday | Graduation |

* For students who wish to remain on campus on October 11 and 12, 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.

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.

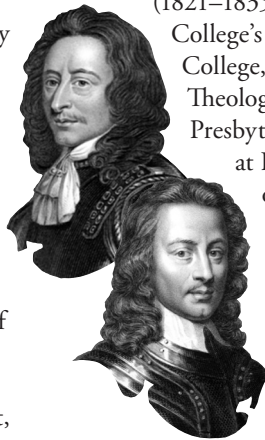
The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable’s Slate Hill plantation, accepted a gift of 100 acres for the College, elected Trustees and named as President the

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-Sydney Boys,” saw action in Rich Mountain in West



*Algernon Sydney (top)
John Hampden (above)*

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 new residence hall complex next to Lake Chalgrove, and the Pauley Science Center.

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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 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.

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

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 should be directed to the Executive Committee through the Office of the Dean of the Faculty.

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.

CORE REQUIREMENTS

Students may use any appropriate courses, unless otherwise stated, to satisfy both core and major requirements. With the exception of core requirement IX (Experiential Learning), a course that is used to satisfy one core requirement cannot also be used to satisfy another core requirement. Special topics courses intended to fulfill core requirements must be approved by the Academic Affairs Committee prior to registration.

Core requirement IX (Experiential Learning) applies to students who entered the College starting academic year 2019-2020.

With the exception of core requirement IX (Experiential Learning), only courses worth at least three semester hours of credit may be used to satisfy the following core requirements:

I. Language and Literature

A. Rhetoric

1. Rhetoric 101 and 102 (unless exempted), and
2. Pass either the Rhetoric Proficiency Exam or Rhetoric 200.

B. Foreign Language: the 201-202 sequence of a classical or a modern language, or any 300-level course in a classical or a modern language. 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.

C. Literature: one course from among Classical Studies 203, 204; English literature courses; classical and modern language literature courses at the 300-level and above.

II. Natural Sciences and Mathematics

- A. Natural Sciences: two courses, chosen from different departments, including at least one (with corequisite laboratory) from among Biology 110, Chemistry 110, Astronomy 110, or Physics 131. Note: The Department of Physics and Astronomy is one department; therefore, the Natural Sciences requirement cannot be met by taking a combination of a Physics course and an Astronomy course.
- B. Mathematics: one course from among Mathematics 111, 121, 130, 140, 141, 142, 231, 242.
- C. One additional Natural Sciences, Mathematics, or Computer Science course.

III. Social Sciences

One course outside the department of the major from among Economics 101; Government and Foreign Affairs 101, 140; any History 100- or 200-level course; Psychology 101; Sociology 201.

IV. Core Cultures

- A. Western Culture 101 and 102.
- B. One course from either Global Cultures 103 or 104.

V. American Studies

Two courses, chosen from different departments, from among United States history courses at the 100- or 200-level, or History 313, 317, 321, 323, 327; English 191, 199, 221, 222, 224, 230, 258; Music 212, 217, 218, 312; Theatre 210; Visual Arts 210; Government and Foreign Affairs 101, 102, 201; Religion 231, 232, 334, 336. Note: Music, Theatre, and Visual Arts courses are all courses offered by the Fine Arts department; therefore, the American Studies requirement cannot be met by taking a combination of these courses.

VI. International Studies

An approved study-abroad experience (either during the academic year, in May Term, or in summer school), or one course from among History 205, 206, 207, 208, 209, 210, 322, 323, 325, 326, 332, 333, 340, 345, 346; Economics 210; English 228; Theatre 201; Government and Foreign Affairs 224, 225, 226, 227, 228, 322; Religion 103, 202, 203, 204, 306; Spanish 310; one course from either Global Cultures 103 or 104, not already used in section IV to satisfy the Core Cultures requirement.
International students who are attending Hampden-Sydney College on an F1 Visa will be considered as having fulfilled this requirement.

VII. Religious and Philosophical Studies

One Religion or Philosophy course at the 100-, 200-, or 300-level (except Religion 151, 152, or 251).

VIII. Fine Arts

One 3 credit hour course in the Department of Fine Arts.

IX. Experiential Learning/Compass (EL)

Three courses (of at least one credit) designated as experiential learning, at least one of which is not in the division of the major (i.e., Humanities, Social Science, and Natural Sciences & Mathematics), and one of which must be "off the Hill" (i.e., course activities are primarily experienced off of the H-SC campus). For EL courses that can be taken multiple times over a series of semesters, students are allowed to count the course only one time towards the minimum of three EL courses for graduation.

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 | Greek |
| Biochemistry and Molecular Biology | Greek and Latin |
| Biology | History |
| Chemistry | Latin |
| Classical Studies | Mathematical Economics |
| Computer Science | Mathematics |
| Economics | Philosophy |
| Economics and Business | Physics |
| Engineering Physics | Psychology |
| English | Religion |
| Foreign Affairs | Spanish |
| French | Theatre |
| German | Visual Arts |
| Government | |

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 | Law and Public Policy |
| Astronomy | Leadership in the Public Interest |
| Biology | Math |
| Chemistry | National Security Studies |
| Classical Studies | Music |
| Computer Science | Neuroscience |
| Creative Writing | Physics |
| Environmental Studies | Race and Ethnicity Studies |
| French | Religion |
| German | Rhetoric |
| Greek | Spanish |
| History | Theatre |
| Latin American Studies | Visual Arts |
| Latin | |

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.

SPECIAL PROGRAMS

FRESHMAN SEMINARS

Freshman seminars 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 the class, and the work level will be consonant with expectations in other freshman-level courses. However, all seminars require active participation of students, and include a significant amount of both writing and oral presentation. Topics vary from semester to semester, and will be determined by individual instructors. The freshman seminar courses do not satisfy any specific core requirements, except for part IX (Experiential Learning/Compass) when designated as such.

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, Professor Wolyniak.

If accepted into the program, students must complete 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 an additional 6 hours of honors course work:

Three credit hours must be obtained by taking an Honors Seminar.

Honors Seminars 201-202. During the sophomore and/or junior year, honors students enroll in either Honors 201 or 202. These interdisciplinary seminars are designed around varied and engaging topics, and are meant to foster intellectual curiosity while building analytical skills. Students are encouraged to take one seminar before the end of the sophomore year. Interested students may take additional seminars through the junior year.

Additional hours may be obtained by participating in independent research or summer research.

Independent research. Independent research includes a minimum of 3 credit hours. Students must engage in active scholarship consistent with their field of study. Proposals for independent research are reviewed and approved by the Honors Council.

Summer research. Students may choose to submit a proposal for participation in the summer research program. Successful completion of an approved project can be substituted for 3 credit hours of honors work.

In the senior year, honors students enroll in the Honors Capstone.

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 at the end of 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 submission of a written report at the end of the second semester, a public presentation, and an oral defense of the thesis before the supervisory committee.

Summer research program. The Honors Council also administers the summer research program, which is open to all Hampden-Sydney students who meet the application requirements. The summer research program includes research grants awarded to rising sophomores, juniors, or seniors who show exceptional promise as independent researchers. Application is made to the Honors Council.

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, Government and Foreign Affairs, 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: Chinese 101-102 (Introduction to Chinese); Chinese 201-202 (Intermediate Chinese); Theatre 201 (Asian Theatre); GVFA 225 (Government and Politics of the Middle East); GVFA 226 (Government and Politics of Asia); History 205-206 (East Asia); History 207-208 (Middle East Survey); History 325 (East Asia in the Age of Imperialism); History 326 (East Asia in Revolution); History 345 (The Mongol Expansion); History 346 (Samurai Culture in Japanese History); Religion 103 (Introduction to World Religions); Religion 202 (Religions of South Asia); Religion 203 (Religions of East Asia); Religion 204 (Islam); Religion 405 (Seminar in World Religions).

Courses not on this list may count towards the minor, subject to the approval of the Asian Studies advisor.

Core curriculum courses may be used to satisfy the requirements for this minor.

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) Biology 108, Physics 107, or Chemistry 108; (b) one additional course chosen from Physics 107, 108; Chemistry 105, 108, 110; Biology 108, 109, 349; (c) one course chosen from Economics 212 or Government and Foreign Affairs 234; (d) one course chosen from English 199 or Religion 103, 225; (e) one additional course, from a different department, selected from parts (c) or (d); and (f) Interdisciplinary Studies 372. No more than two (2) courses may be taken in the same division (Humanities, Natural Science and Mathematics, Social Sciences). With prior approval of the Environmental Studies Steering Committee, students may fulfill part (e) with History 299, Rhetoric 360, or Rhetoric 370 provided that the section focuses entirely on environmental issues. Special Topics (x85) courses on environmental issues may also be used to fulfill parts (b) and (e) with prior approval of the Steering Committee. There are also extracurricular programs and internships. Students interested in the minor should consult the coordinator, Professor Carroll.

MINOR IN LATIN AMERICAN STUDIES

The Minor in Latin American Studies consists of eighteen hours in addition to successful completion of Spanish 201-202 or any 300-level course in Spanish. The eighteen hours of coursework must include (a) two or more courses from among History 209, History 210, Government and Foreign Affairs 227, Spanish 332, or Spanish 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) Interdisciplinary Studies 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 History 322, Spanish 310, 401 or 405, or any 300 or 400-level course with a Latin American emphasis, with prior approval from the Director, Professor DeJong. A student may petition the Director to add a course in substitution for one of the above if he can make the case that it is relevant to the interdisciplinary nature of the minor and/or his own specific interests in Latin America.

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) Interdisciplinary Studies 101, Government and Foreign Affairs 101, Interdisciplinary Studies 395, and Interdisciplinary Studies 440; (b) one course chosen from Biology 130, Philosophy 314, or Religion 225; and (c) one course chosen from Business 222, 223, Economics 202, 217, 402, Government and Foreign Affairs 333, 442, History 180, 220, 260, 277, 301, 327, 328, 330, 333, Interdisciplinary Studies 320, 375, Music 335, 391, Philosophy 316, Psychology 208, 310, Rhetoric 210, or Theater 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. Courses not on this list may count towards the minor, subject to approval of the Director of the Wilson Center for Leadership in the Public Interest.

Core curriculum courses may be used to satisfy the requirements for this 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) Interdisciplinary Studies 275; History 277; Interdisciplinary Studies 465; and Government and Foreign Affairs 442; (b) two courses chosen from different departments from among: Government and Foreign Affairs 230, 231, 242, 341, 342; History 313; Economics 261, 262; Physics 107; Religion 103; English 194; Interdisciplinary Studies 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. Courses not on this list may count towards the minor, subject to the approval of the Director of the Wilson Center for Leadership in the Public Interest, approval of the Wilson Center Faculty Advisory Committee, and the Academic Affairs Committee.

Core curriculum courses may be used to satisfy the requirements for this 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) Interdisciplinary Studies 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): Biology 363 (Human Evolution/Anthropology), English 224 (Introduction to African American Literature), English 228 (Postcolonial Literature), English 230 (Multi-Ethnic American Literature), English 340 (Morrison), History 180 (The Moton Story), History 219 (African American History To 1865), History 220 (African American History Since 1865), History 323 (Invasion of America), Music 212 (History of Popular Music in the US), Music 312 (Popular Music and Race in the U.S.), Psychology 306 (Social Psychology), Psychology 350 (Advanced Lab; will count towards the minor only when the section focuses on race and ethnicity), Religion 334 (Religion and Ethnicity in America); (c) two 3-hour courses from the following list (Schedule B): Biology 130 (Bioethics), History 205 (East Asia to 1800), History 206 (East Asia since 1800), History 207 (Middle East from Muhammad to the Mongols), History 208 (Emergence of the Modern Middle East), History 209 (Latin American History To

1820), History 210 (Latin American History Since 1820), History 221 (European Imperialism), History 322 (History of the Caribbean), History 323 (Invasion of America), History 340 (Mexico and the Border), Physics 107 (Energy and the Environment), Religion 201 (Judaism), Religion 202 (Religions of South Asia), Religion 203 (Religions of East Asia), Religion 204 (Islam), Spanish 332 (Survey of Latin American Literature), Spanish 315 (Culture and Civilization of Latin America), Theatre 201 (Asian Theatre); (d) one additional course from either Schedule A or Schedule B; (e) Interdisciplinary Studies 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).

Special topics (x85) or Experiential Learning (Compass) courses centered on issues of race and ethnicity not on these lists may count toward the minor, upon submission of the syllabus and subject to the approval of the Race and Ethnicity Studies advisor. Courses with catalogue listings may be added with the approval of the minor advisory committee and the approval of AAC.

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.

INTERNATIONAL STUDIES

In addition to the College's own academic study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign-study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study throughout the world.

Students in full-year or semester programs should have earned a minimum of 45 hours with a grade-point average of 2.5 at the time of undertaking foreign study. Ordinarily, full-year or semester programs of foreign study are approved for the junior year. Second semester sophomores or seniors wishing to study abroad during the academic

year must first seek a waiver.

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. Hampden-Sydney students are able to transfer credit hours for all passing work with a grade of C or better completed in programs endorsed by the International Studies Committee. All other foreign-study courses are considered for transfer credit on an ad hoc basis. Any student who studies abroad is responsible for providing the Office of Global Education and Study Abroad with transcripts of the work promptly on completion of the foreign study.

Students should make foreign-study plans in consultation with their academic advisor and the Director of Global Education and Study Abroad. Students should contact the Office of Financial Aid to consider the impact of foreign study on their financial aid. Some financial aid may be available to eligible Hampden-Sydney students wishing to study abroad. Information about foreign-study programs is available from the Office of Global Education and Study Abroad.

To encourage and facilitate foreign study, the International Studies Committee of the Faculty approves foreign-study programs for the list of Endorsed Programs maintained by the Office of Global Education and Study Abroad. These semester or full-year programs are chosen for their compatibility with the College's goals and curriculum, students' living and classroom status at the host institution, and the location of the programs. Students are expected to take at least one course in the language (where the dominant language is not English) and the culture of the host country. These programs are the principal foreign-study programs recommended to Hampden-Sydney students. Courses taken in these programs must be approved in advance by the chairs of the academic departments involved.

The addition of a foreign-study program to the College's list of endorsed programs requires an in-depth review by the International Studies Committee of the Faculty and subsequent approval by the Dean of the Faculty, followed by the completion of an articulation agreement with the host institution for the program. In order to allow sufficient time for this process, requests for such additions must be submitted to the International Studies Committee of the Faculty at least one full semester in advance of the desired date of participation in such a program.

VIRGINIA PROGRAM AT OXFORD

Among the endorsed programs is the Virginia Program at Oxford, a six-week summer program at St. Anne's College, Oxford University. Students earn six hours of course credit studying Tudor-Stuart History and Literature the Oxford way, in small tutorials with British faculty supplemented by lectures from many of the best historians and literary scholars in England. Students from Mary Baldwin and Roanoke Colleges, Virginia Military Institute, and Washington and Lee University also participate in the program. For more information, contact Professor Kagan of the Department of Fine Arts.

MAY TERM ABROAD

Each year Hampden-Sydney faculty develop May Term Abroad programs in special topics within their disciplines. These programs generally run from mid-May to mid-June and normally carry 3 to 6 hours of credit (depending on the structure of the program and the content of the courses associated with the program). Costs for these programs typically include Hampden-Sydney tuition, insurance, airfare, accommodations, some meals, ground transportation, entrance fees and tours pertinent to course content. May Term Abroad options are announced each fall; applications and non-refundable deposit fees are normally due in early February. Students in good standing in the fall semester prior to the date of the summer program in which they wish to participate are eligible to apply. Any student placed on academic suspension in the semester prior to a May Term Abroad program will lose his eligibility to participate; a student placed on academic suspension is still responsible for any non-refundable costs.

MAY TERM

Hampden-Sydney conducts a five-week May Term starting one to two weeks after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. (See also May Term Abroad, above.) These special summer courses carry regular academic credit. In addition, certain courses offered during the regular session are also offered during the May Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses. The maximum load that a student may carry during the May Term is two courses (with any corequisite laboratories). Fees are charged by the course-hour. Students may live in Hampden-Sydney dormitories, and all College facilities are available for their use.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the May Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the May Term in no way assures admission to a degree program at Hampden-Sydney College.

Credits earned during the May Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students on academic probation at the end of the spring semester, grades and quality units for May Term courses have no effect on the probation until the completion of the subsequent semester. Acceptance of May Term credits by other institutions depends on the policy of those institutions.

The application deadline for on-campus May Term courses is May 1. Applications for May Term Abroad courses are accepted in December and January, and non-refundable deposit fees are due on February 1. Other information, including the schedule of courses, is available early in the spring semester from the Associate Dean of the Faculty.

COOPERATIVE PROGRAMS

Cooperative Programs in Business and Management

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 GEORGE WASHINGTON UNIVERSITY SCHOOL OF MEDICINE EARLY SELECTION PROGRAM

Through an agreement with The George Washington University School of Medicine and Health Sciences, outstanding premedical students may be selected at the end of their sophomore year to enter the medical school at The George Washington University once they have completed the requirements for graduation from Hampden-Sydney College. The early selection process allows these highly qualified premedical students greater flexibility in course selection as they complete the baccalaureate degree. Acceptance of any offer into this program is binding, and it is expected that students will matriculate at GWU the fall semester following graduation. 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 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 Government and Foreign Affairs 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 College, 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. Students interested in the ROTC Program should contact LTC Rucker Snead (USA, Ret) at (434) 223-6260 or rsnead@hsc.edu. 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) Int

roduction 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 Government and Foreign Affairs.

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; another with the George Washington University School of Medicine, through which outstanding premedical students may be selected at the end of their sophomore year to enter the medical school once they have completed the requirements for graduation from Hampden-Sydney College; and a third 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.

EDUCATIONAL SUPPORT FACILITIES AND SERVICES

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 250,000 volumes, 100,000 cataloged e-books, and more than 60,000 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 80% 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 an extensive collection of sound and video resources. Equipment such as laptops, digital cameras, digital video cameras, digital voice recorders, and GoPro cameras are available for student use. The FTC meets student and faculty needs through such services as circulating audio/visual resources, consulting on projects involving instructional technology, and aiding in the production of educational media. Multimedia production, video and audio production/editing, and instruction are available by appointment. Book and sheet-feed scanning is available 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.

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.

FLEMMING CENTER FOR ENTREPRENEURSHIP AND INNOVATION

The Flemming Center for Entrepreneurship and Innovation is named in memory of Henry 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.

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:

| <i>Grades</i> | <i>Quality Points Per Semester</i> |
|-----------------------------------|--|
| 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 | 0 |
| Withdrawn Failing | |
| 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 May Term, has until the fifth day of May 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:

1. He should first discuss the grade with the faculty member involved before the end of the drop period of the next academic term.
2. 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.
3. 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.
4. All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

The complete policy is available in the Office of the Dean of Faculty.

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 May Term, has until the fifth day of May 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 May Term courses in which he is enrolled and any tuition paid will be refunded.

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.

DEFICIENCY REPORTS

If by the eighth week of classes a student, in the judgment of his instructor, is doing unsatisfactory work, the instructor may send him a deficiency report. The report includes a statement of the student's grade at that point in the semester as well as the reasons for the grade. Copies of the report are sent to all students' advisors and to the Dean of Faculty, and to parents or guardians of freshmen and first-semester sophomores. A student who receives a deficiency report is expected to consult his advisor and the instructor who issued the report, 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 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 AND CREDIT BY DEPARTMENT

| <i>AP Test</i> | <i>Credits</i> | <i>H-SC Equivalent</i> | <i>Core Requirement</i> |
|---|----------------|---|--|
| Art 2D Design | 3 | Visual Arts 220 | Fine Arts |
| Art History | 6 | Visual Arts 201/202 | Fine Arts and Elective |
| Biology | 4 | Biology 110/151 | Natural Science, with lab |
| Calculus AB | 4 | Mathematics 141 | Mathematics |
| Calculus BC | 8 | Mathematics 141/142 | Mathematics and II.C |
| Chemistry | 4 | Chemistry 110/151 | Natural Science, with lab |
| Chinese Language and Culture | 6 | Chinese 201/202 | Foreign Language |
| Computer Science A | 4 | Comp. Science 261 | II.C |
| Computer Science Principles | 3 | Comp. Science 161 | II.C |
| Economics (Macro) | 3 | Economics Elective | Elective |
| Economics (Micro) | 3 | Economics 101 | Social Science |
| English Language and Composition | 3 | Rhetoric 101 | Rhetoric 101 |
| English Literature and Composition | 3 | English Elective | Literature |
| Environmental Science | 3 | Biology 108 | Natural Science or II.C |
| European History | 6 | History 101/102 | Social Science and Elective |
| French Language | 6 | French 201/202 | Foreign Language |
| German Language | 6 | German 201/202 | Foreign Language |
| Government and Politics (Comparative) | 3 | Government and Foreign Affairs 140 | Social Science |
| Government and Politics (United States) | 3 | Government and Foreign Affairs 101 | Social Science or American Studies |
| Human Geography | 3 | Government and Foreign Affairs Elective | Elective |
| 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 | 6 | Music 221/321 | Fine Arts |
| Physics 1 | 3 | Physics Elective | Natural Science or II.C |
| Physics 2 | 3 | Physics Elective | Natural Science or II.C |
| Physics C (Mechanics) | 4 | Physics 131/151 | Natural Science, with lab or II.C |
| Physics C (Electricity and Magnetism) | 4 | Physics 132/152 | Natural Science, or II.C |
| Psychology | 3 | Psychology 101 | Social Science |
| Spanish Language | 6 | Spanish 201/202 | Foreign Language |
| Spanish Literature | 6 | Spanish 201/202 | Foreign Language |
| Statistics | 4 | Math 121 | Mathematics |
| Studio Arts: Drawing | 3 | Visual Arts 221 | Fine Arts |
| U.S. History | 6 | History 111/112 | American Studies and/or Social Science |
| World History | 6 | History Elective | Social Science |

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 trip officially sanctioned by the College, such as a scheduled intercollegiate athletic trip involving a team which is recognized as part of the athletic department's program, a Men's Chorus trip, a pep band trip, a field trip connected with a course, etc. In these cases it is unnecessary to obtain an excuse from the Office of Student Affairs unless requested to do so by the professor.
- Other excuses from class are issued at the discretion of the Dean of Students. There are no formal medical excuses.

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 leave of absence may not be on academic probation, nor have any disciplinary or honor proceedings pending against them. If a student is placed on probation or suspension, either for academic or for disciplinary reasons, subsequent to being approved for the leave of absence, permission for the leave will be revoked. Deadlines for applying for such leaves are, for the spring semester, the preceding December 1, and for the fall semester, the preceding April 15. The maximum leave will be one year. Students who do not comply with the conditions governing the leave of absence will be obliged to apply for reenrollment at the College.

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 May 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.

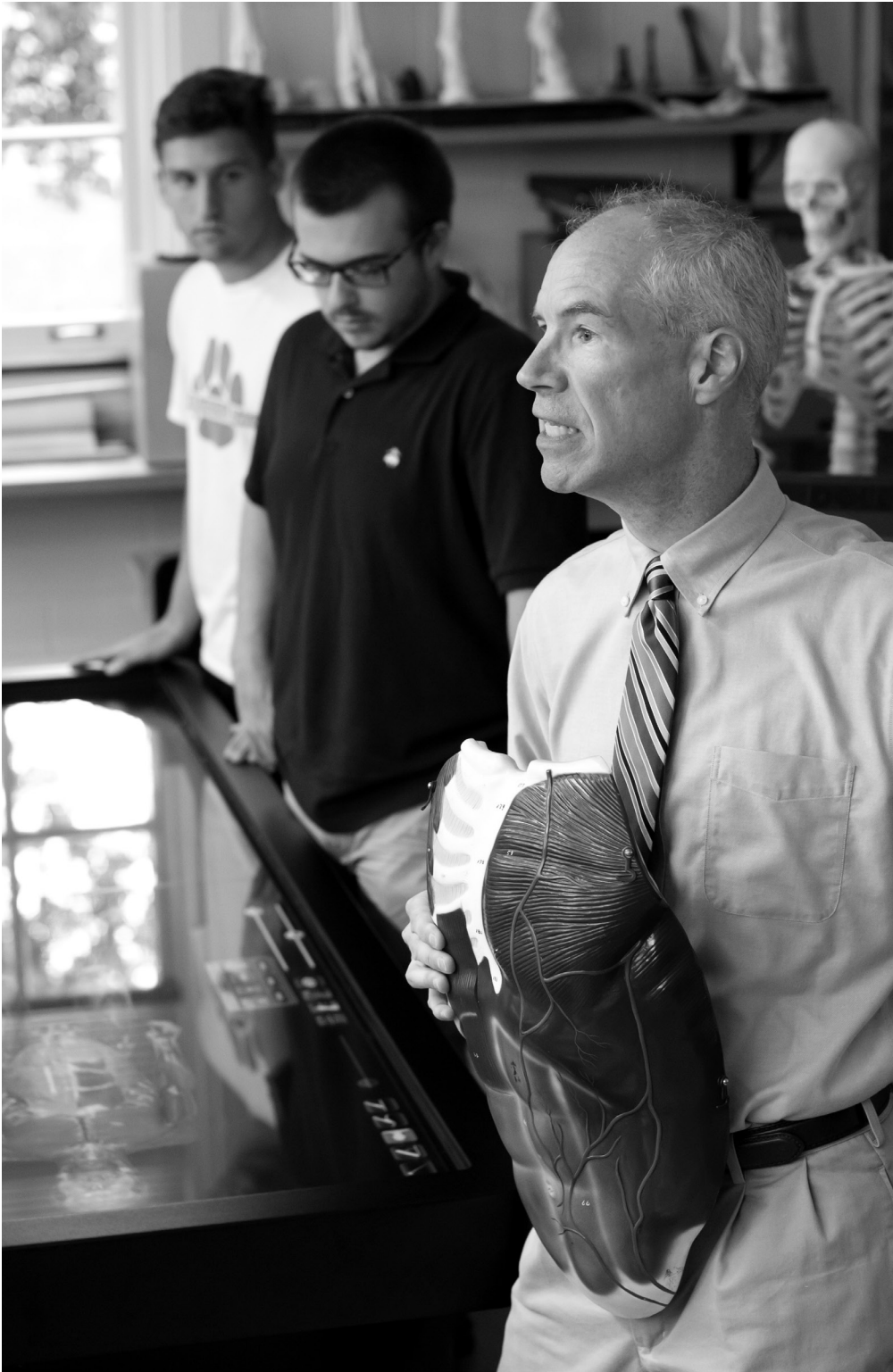
NOTE: All officers listed in this section receive mail at the following address:

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 SACSCOC 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, and Physics and Astronomy.

SOCIAL SCIENCES, including Economics and Business, Government and Foreign Affairs, History, and Psychology.

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 hour of semester credit is awarded for fifty minutes per week of in-class lecture or discussion time for fourteen weeks. For laboratory classes, one semester hour of credit is awarded for 150 minutes of laboratory time per week for fourteen weeks. Performance studies classes in Fine Arts (choral music, instrumental ensemble music, and theatre production) follow the general pattern of laboratory courses, that is, one hour of credit for 150 minutes of class time per week for fourteen weeks. For directed reading, independent study, and senior thesis courses, credit is awarded in accordance with the time commitment required for the expected product.

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 intended to fulfill core requirements must be approved by 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, 2022-2023

F= On leave fall semester only.

S= On leave spring semester only.



BIOLOGY

*Professors Goodman, Hargadon^F, Wolyniak^S, Werth;
Associate Professors Fischer^S, Lowry;
Assistant Professors Berberoglu, Starr;
Visiting Instructor Tims.*

Chair: Rachel M. Goodman

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, 204 (12 hours credit); Chemistry 110/151, and 221/152; at least 16 additional credit hours in Biology that includes a minimum of 4 courses at the 200/300 level (for a total of 32 credit hours in Biology). Majors are encouraged to take Mathematics 121 (Statistics). Biology 108, 109, 130, and 140 may not be applied to the major.

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 (4 hours credit); 8 hours credit chosen from among the following: Biology 201, 203, and 204; 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. Fundamental concepts and applications of the principles underlying inheritance and variation. Understanding will build from the patterns of inheritance in transmission (Mendelian) genetics to the molecular expression of genes and will conclude with a treatment of gene flow in populations. Laboratory exercises include work with live organisms, such as yeast, bacteria, and *Drosophila*, as well as interactive computer simulations, statistical analysis, and class presentations. 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.**

Intensive study of organismal structure and function exemplified by the tissues, structures, and organ systems of the human body, including general principles of homeostasis and metabolism, development, and anatomical orientation and clinical terminology. Primary focus is on the musculoskeletal, cardiopulmonary, digestive, excretory, and reproductive systems. Laboratory sessions involve guided dissection in gross and microscopic anatomy and experiments in human physiology. Prerequisites: Biology 110 and 151. Offered: fall semester.

BIOLOGY 205. (4)**HUMAN ANATOMY AND PHYSIOLOGY II.**

Continued exploration of the human body with greater emphasis on the central, peripheral, and autonomic nervous systems, as well as sensory, endocrine, lymphatic, and immune systems. The course relates human form and function to human health and disease, exercise, and nutrition. Laboratory sessions involve guided dissection in gross and microscopic anatomy and experiments in human physiology. 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: May 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, May Term.

BIOLOGY 302. (4)

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. The laboratory involves both the processing of live tissue samples and the examination of microscope slides and electron micrographs. Prerequisites: Biology 110, 151, 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. (4)

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)

VERTEBRATE PHYSIOLOGY. An intensive comparative study of the physical, chemical, and metabolic functions of vertebrates, including humans. 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 110, 151, 204.

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. In addition, the course focuses on effectively translating neuroscience concepts to real life by examining neuroscience information in the media, and designing and running novel experiments answer neuroscience questions. Prerequisite: Biology 201 or Biology 204.

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 204.

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, 202.

BIOLOGY 343. (4)

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 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 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. (4)

HUMAN EVOLUTION/ANTHROPOLOGY. An introductory survey course (with laboratory) 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.



CHEMISTRY

*Professors Dunn, Sipe; Associate Professor Deifel-;
Assistant Professor Reichart;
Visiting Professor Crockett;
Visiting Assistant Professor Kreider-Muellert.*

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 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. An extended project involving 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. Two second-semester projects identify unknown compounds using chemical and spectroscopic techniques. Breakage deposit: \$35.00. Prerequisite: Chemistry 151 for 152. Corequisite: Chemistry 103 or 110. 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. Breakage deposit: \$50.00. 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. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351 or consent of the instructor; Chemistry 351 for 352, 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. Prerequisites: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. 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. Breakage deposit: \$35.00. 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. Breakage deposit: \$35.00. Prerequisites: Chemistry 352, 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. Breakage deposit: \$35.00. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.



CLASSICS

*Associate Professors Irons, Siegel;
Visiting Assistant Professor Hay.*

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. The additional hours may be selected from courses in the Greek and Latin languages (if these are in the language used to satisfy the language portion of this major, they must be at the 300-level or above); courses in Classical Studies; History 271, 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Greek are at least 30 hours, including at least 12 hours in Greek above the 100-level (of which 6 hours must be in courses at the 300-level or above), History 271, and Classical Studies 203. The additional hours may be selected from courses in Greek (at the 300-level or above), Latin, and Classical Studies; History 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Latin are at least 30 hours, including at least 12 hours in Latin above the 100-level (of which 6 hours must be in courses at the 300-level or above), History 272, and Classical Studies 204. The additional hours may be selected from courses in Latin (at the 300-level or above), Greek, and Classical Studies; History 271; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Greek and Latin are at least 36 hours, including at least 12 hours in each language (of which 6 hours must be in courses at the 300-level or above), History 271 and 272, and Classical Studies 203 and 204. The additional hours may be selected from courses in the Greek and Latin languages (at the 300-level or above); courses in Classical Studies; Visual Arts 204; Philosophy 210, and Government and Foreign Affairs 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; History 271, 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 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; History 271, 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek and do not carry language credit.

CLASSICAL STUDIES 201. (3)

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen.

CLASSICAL STUDIES 202. (3)

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3)

GREEK LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Greek literature. Literary themes and techniques are considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3)

LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques are considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

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; History 271, 272; Latin or Greek at the 200-level or above; any Classical Studies course; or permission of the instructor. Offered in spring semester of alternate years.

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. Offered in rotation with Classics 301 and 303.

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. Offered in rotation with Classics 301 and 302.

HISTORY 271. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester of even-numbered years.

HISTORY 272. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester of odd-numbered years.

LINGUISTICS 301. (3)

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 259. Offered: on sufficient demand.

GREEK

GREEK 101-102. (3-3)

ELEMENTARY GREEK. A foundation course in the vocabulary, forms, and grammar of classical Greek, preparing the student to read standard authors. Emphasis is given to the development of the student's command of English by comparative and contrastive exercises and to the appreciation of Greek cultural values by close study of significant vocabulary. Prerequisite for 101: none; prerequisite for 102: Greek 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

INTERMEDIATE GREEK. A continuing study of grammar and vocabulary is integrated with the reading and analysis of unadapted prose and verse. Prerequisites: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

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.

GREEK 411. (3)

GREEK COMPOSITION AND GRAMMAR.

Prerequisite: a third-year Greek course or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN**LATIN 101-102. (3-3)**

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Prerequisite for 101: none; prerequisite for 102: Latin 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3)

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisites for 201: Latin 101-102, or equivalent; for 202: Latin 201, or equivalent. Offered: 201 in the fall semester; 202 in the spring semester.

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, *Bellum Catilinae*, *Bellum Iugurthinum*, Livy, *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 epic 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. Prerequisite: Latin 202 or equivalent. Offered every three years.

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.

LATIN 411. (3)**LATIN COMPOSITION AND GRAMMAR.**

Prerequisite: a third-year Latin course or equivalent, or permission of the instructor. Offered: on sufficient demand.



CORE CULTURES

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

Lecturer Worley

Director: Jeffrey A. Vogel^S

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, Townsend; Associate Professor Khurana^F; Assistant Professors Carson, Matyus, Redford

Chair: Anthony M. Carilli

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

The requirements for a major in Economics are 30 hours in the Economics and Business Department, to include Economics 101, 103, 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. No more than three hours of Business courses (courses labeled BUSN) may be applied to the Economics major.

The requirements for a major in Economics and Business are 30 hours in the Economics and Business Department, to include Economics 101, 103, 301, and 303, and Business 222, 231, 233, 241, 421, and 422; 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.

The requirements for a major in Mathematical Economics are 21 hours in Economics to include Economics 101, 103, 301, 303, 306, 308, and 402, and, in addition, Mathematics 121, 141, 142, 231, and 242, and Computer Science 261.

No more than six hours of courses at the 100-level in the Economics and Business Department 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.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

BUSINESS

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 101.

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 101.

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 101. Offered: each semester.

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: Business 231. Offered: each semester.

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 103; Prerequisite or co-requisite: Business 231. Offered: each semester.

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: Business 241 or permission of instructor.

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: Business 241 or permission of instructor.

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 101.

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: Business 231.

BUSINESS 341. (3)

FINANCIAL MARKETS AND INVESTMENT ANALYSIS. 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: Business 241.

BUSINESS 342. (3)

QUANTITATIVE FINANCIAL MODELING. This course introduces theoretical equity, fixed income, foreign exchange and derivative pricing models and reviews the current empirical literature for each. Students will use statistical programs such as Excel, R, and/or Python to empirically evaluate those models applying contemporary "Machine Learning" analytic techniques to publicly available market data. Students will also be introduced to "Big Data" concepts in data acquisition, storage, cleansing, and manipulation/analysis. Prerequisites: Business 241, Math 121, and Math 140 or 141, or permission of instructor.

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: Business 241 and participation in Tigerfund in the preceding semester. Corequisite: Business 341 or 342.

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: Business 222, 231, 233, and 241, Economics 301. Offered: fall semester.

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: Business 421, and senior standing, or permission of the instructor. Offered: spring semester.

ECONOMICS

ECONOMICS 101. (3)

INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (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 101. Offered: each semester.

ECONOMICS 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 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 101.

ECONOMICS 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 101.

ECONOMICS 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 101.

ECONOMICS 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 101. Offered: fall semester.

ECONOMICS 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 101. Offered: spring semester.

ECONOMICS 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 101.

ECONOMICS 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 101. Offered: spring semester.

ECONOMICS 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 101.

ECONOMICS 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 101. Offered: spring semester.

ECONOMICS 213. (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 101. Offered: fall semester.

ECONOMICS 214. (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 101.

ECONOMICS 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 101.

ECONOMICS 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 101. Offered: spring semester.

ECONOMICS 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 101.

ECONOMICS 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 101. Offered: spring semester.

ECONOMICS 219. (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 101.

ECONOMICS 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 101.

ECONOMICS 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 103.

ECONOMICS 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 101, Mathematics 140 or higher, and junior standing. Offered: each semester.

ECONOMICS 303. (3)

INTERMEDIATE MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics 101, Economics 103, and junior standing; Prerequisite or co-requisite: Mathematics 140 or higher. Offered: each semester.

ECONOMICS 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 101 and Mathematics 121. Offered: fall semester.

ECONOMICS 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 301 and Mathematics 141. Offered: spring semester.

ECONOMICS 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 major, or Economics 101 and permission of the instructor. Offered: fall semester.

ECONOMICS 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 311. Offered: spring semester.

ECONOMICS 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 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 301 and 303. Offered: fall semester.

ECONOMICS 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 401, or permission of the instructor. Offered: spring semester.



ENGLISH

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

Chair: Abigail T. Horne

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. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

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 301. 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 301).

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 194. (3)

LITERATURE OF WAR. This course introduces students to a wide variety of writing about the topic of war, across different time periods and cultures, ranging from antiquity to the 21st century, and including fiction, non-fiction, poetry, drama, and other types of literary expression. Class discussions focus on literary form and interpretation, especially the ways in which literature works to represent the experiences of war. Assessment includes regular short papers, longer essays, and student presentations. 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 197. (3)

THE LEGENDS OF KING ARTHUR. An introductory survey of the literature about King Arthur and the Arthurian legend from the Middle Ages to the present, including a variety of literary forms and genres. Prerequisite: none.

ENGLISH 199. (3)

AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between human beings and the natural world. The course is an examination of American attitudes toward the uses of nature--as a source of delight, of ethical wisdom, and of revelation in some larger sense--and of the methods by which the individual can prepare himself to receive such benefits. Authors include Cooper, Emerson, Thoreau, Frost, Cather, Faulkner, and Silko. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 211-212. (3-3)

THE HISTORY OF ENGLISH 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. Offered: fall semester of odd-numbered years.

ENGLISH 226. (3)

LITERATURE AND GENDER. A study of gender as a significant force in shaping literature, affecting form, content, and style in works by both men and women worldwide. Themes include gender roles, past and present; family relationships; the women’s movement as a cultural phenomenon; and male and female literary “voices.” Works by various authors are considered, ranging from Jane Austen, Virginia Woolf, and Alice Walker to Charles Dickens, D. H. Lawrence, and William Styron. Prerequisite: none. Offered: fall semester of even-numbered years.

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. Offered: spring semester of even-numbered years.

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 addresses some

combination of writings by Jewish-American, Native American, Asian-American, and Chicano/a authors, in some years including them all and in some years focusing more narrowly on the literature of one or two of these groups. The course covers historical and cultural background materials to help students understand the literary themes and techniques of multi-ethnic writers. Though the bulk of the readings are written by multi-cultural authors, some readings by white American writers about people of other cultures may also be included to show how issues of ethnicity inform much of American literature. Prerequisite: none. Offered: spring semester of odd-numbered years.

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. Offered: spring semester.

ENGLISH 242. (3)**INTRODUCTION TO DRAMATIC LITERATURE.**

An introduction to the drama as a literary genre, focusing primarily, but not exclusively, on dramas written in English. Students analyze dramas to consider the building blocks--character, setting, plot, theme, dialogue--authors use to create plays, the expectations created by forms like comedy and tragedy, and the social function of drama. Authors may include Shakespeare, Wilde, O’Neill, Wilson, Churchill. Prerequisite: none. Offered: spring semester of even-numbered years.

ENGLISH 243. (3)

THE SHORT NOVEL IN TRANSLATION. This course includes British, European, American, and South American authors and works. Students read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel Garcia Márquez. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 244. (3)

THE ART OF THE ESSAY. A study of the essay as a literary form. Students analyze classic 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 by established writers, although students may write one or two literary essays of their own. Prerequisite: none. Offered: on sufficient demand.

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. Offered: fall semester of even-numbered years.

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)

GRAPHIC NARRATIVES. An introduction to the history and interpretation of graphic narratives—including fiction, memoir, and journalism—created in the period following the late 1980s. Particular attention will be paid to the conventions of the genre, especially to the interplay between text and image. Offered: fall semester of every other year.

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. Offered: on sufficient demand.

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. Offered: on sufficient demand.

ENGLISH 259. (3)

HISTORY OF THE ENGLISH LANGUAGE. An introductory survey of the history of the English language from its Indo European roots through to the 21st century. The course covers major linguistic concepts important to the development of English but situates linguistic components within the context of historical, cultural, and literary change. Offered: spring semester of odd-numbered years.

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. Offered: fall semester.

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. Offered: spring semester of odd-numbered years.

ENGLISH 301. (3)**LITERATURE OF THE ENGLISH RENAISSANCE.**

The course explores masterpieces of this golden age of English literature, including works which supply compelling alternatives to contemporary platitudes about what constitutes greatness. Students consider the architectonic discipline as defended by Sir Philip Sidney, a utopia invented by Sir Thomas More, a wannabe politician illustrated by Ben Jonson, and the Dr. Faustus who sold his soul to the devil in Marlowe's play. Herbert, Donne, Spenser, and others will also figure in the course. Offered: spring semester of even-numbered years.

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. Offered: spring semester of even-numbered years.

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.” Offered: fall semester of even-numbered years.

ENGLISH 304. (3)

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Darwin, Mill, and Arnold; and it peeks into the prose fiction of some significant Victorian novelists—probably Dickens, Anthony Trollope, and a Brontë. Offered: fall semester of odd-numbered years.

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. Offered: fall semester of odd-numbered years.

ENGLISH 313. (3)

ENGLISH DRAMA. This survey of English drama before 1800 considers the native and continental influences that produced a tradition of drama in English, how the development of standing theatres in 16th-century London led to a flowering of the form, and the resurgence of drama in the 18th century after the dormant Revolutionary years. Readings range from medieval mysteries and moralities to 18th-century libertine comedy, excluding Shakespeare. Authors may include Machiavelli, Kyd, Marlowe, Jonson, Sheridan, Goldsmith, and Molière. Offered: spring semester of odd-numbered years.

ENGLISH 314. (3)

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Offered: on sufficient demand.

ENGLISH 316. (3)

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, Levertov, and Ammons. The course is intended less as an historical overview than as a close examination of the poetic worlds of the individual writers. Offered: spring semester of even-numbered years.

ENGLISH 317. (3)

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read also include Austen, the Brontë sisters, Dickens, and Hardy. Offered: fall semester of odd-numbered years.

ENGLISH 318. (3)**MODERN BRITISH AND AMERICAN NOVEL.**

Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Offered: spring semester of even-numbered years.

ENGLISH 320. (3)

THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Offered: spring semester of odd-numbered years.

ENGLISH 322. (3)

CONTEMPORARY FICTION. Readings are drawn from the work of major novelists writing in English since 1945, with emphasis on fiction written since the 1970s. The reading list, which reflects the cultural diversity of highly regarded writers in the contemporary period, evolves as new authors emerge or established figures produce new works of fiction. Authors taught recently include Tim O'Brien, Kazuo Ishiguro, Jane Smiley, Toni Morrison, Julian Barnes, and Cormac McCarthy, among many others. Innovations in narrative technique are considered in relation to the novels' thematic content. Offered: fall semester of even-numbered years.

ENGLISH 323. (3)

CONTEMPORARY POETRY. This course is a survey and study of contemporary poetry. The course will focus on poetry written from the 1970s to the present, though earlier work may be read to provide appropriate perspective. Though mostly centering on English-language verse (primarily American and British writers), the reading list also gives attention to contemporary poetry in translation. The course focuses closely on contemporary form and prosody (not forgetting that free-verse is not free from verse, and that formal poetry is not free of its informalities) as well as content, attempting to take into its ambit a wide range of poets, styles, and concerns. Offered: fall semester of odd-numbered years.

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 330. (3)

CHAUCEER. The *Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Offered: fall semester of odd-numbered years.

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. Offered: spring semester.

ENGLISH 335. (3)

MILTON. A seminar on the writings, life, and times of John Milton. The course begins with close reading of Milton's early works (for example, "L'Allegro," "Il Penseroso," "Lycidas," and *Comus*), his sonnets, and selected prose, including "Of Education," "Areopagitica," and sections of *Christian Doctrine*. Most of the semester is then devoted to careful study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Offered: fall semester of even-numbered years.

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. Offered: on sufficient demand.

ENGLISH 337. (3)

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) is read throughout the semester in its serial parts. Offered: on sufficient demand.

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. Offered: spring semester of odd-numbered years.

ENGLISH 339. (3)

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Offered: on sufficient demand.

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. Offered: spring semester of even-numbered years. [English 340 will satisfy the focused perspective requirement for majors, OR the upper-level or free elective requirement.]

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. Offered: fall semester of odd-numbered years.

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: each semester.

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: each semester.

WRITING COURSES

The following writing courses (ENGL 250, 252, 350, & 352) can be used to satisfy the literature requirement of the core (Section I.C.).

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

Professors Fox, Kagan; Associate Professors Dubroff, von Rueden; Assistant Professor Szabo; Visiting Assistant Professor Kleinlein

Chair: Pamela P. Fox

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 253, 260, 261, 350, 351, 352, 353, English 270, 313, 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 200, 202, 220, 498, 499. Five classes from the following: Visual Arts 221, 222, 223, 228, 321, 322, 323, 324, 325, 361, 423, Theatre 401. Two additional classes from the following: Visual Arts 201, 204, 205, 208, 210, 360, Philosophy 218, Religion 305. 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 15 credit hours from the following: Music 101, 103, 121, 211, 212, 216, 217, 218, 221, 245, 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 121 is a pre-requisite for Music 221; students with the requisite knowledge may place directly into Music 221 with instructor permission.) 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, 250, 251, 252, 253, 260, 261, 321, 401, English 270, 313, 314, 334, French 401, German 401, Greek 301, Latin 301, Spanish 405, 408.

The requirements for a minor in the Visual Arts are 15 credit hours from the Visual Arts courses listed below, including at least one studio, one lecture, and two 300-level courses. Lecture courses should be chosen from the following: Visual Arts 200, 201, 202, 204, 205, 208, 210, 360, Religion 305. Studio courses should be chosen from the following: Visual Arts 220, 221, 222, 223, 228, 321, 322, 323, 324, 325, 361, 423.

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 music notation and music theory. Students learn how to read treble and bass clefs, construct scales, identify key signatures and intervals, and write chord progressions. The course includes applied skills such as basic keyboarding, composition, and aural skills development. This is the first course in the music minor, but is open to all interested students. Prerequisite: none.

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. (3)

MUSIC THEORY I. This lecture class is designed to refine music reading, writing, and analytical skills. Classwork regularly involves critical listening and exercises in diatonic harmony and composition. Other topics include notation, basic counterpoint, basic musical forms, and score study. Prerequisite: Music 121, or permission of the instructor.

MUSIC 245 – 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. 245/246 offered concurrently each fall. Prerequisite for 245: Music 121, or permission of the instructor. Prerequisite for 246: Music 245 or permission of the instructor.

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. Classes are a mix of student composition readings, critiques, and analysis of songs from the classical, popular, and traditional repertoires. Students complete three original songs and an analysis paper by the end of the semester. Prerequisite: Music 221 or demonstration of comparable experience.

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 a thorough study and analysis, leading to performances, of masterworks from the great Western choral tradition. Integral to the course is the study of basic music theory, terminology, sight-singing, and vocal techniques, as well as application of foreign languages, history, and other arts 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 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**VISUAL ARTS 200. (3)**

ART IN THE CONTEMPORARY WORLD. An introduction to visual art that covers various media used in studio art practices, develops skills in description and analysis of such works, and engages broader issues such as gallery and museum practices, and cultural heritage and patrimony. The course is open to all students and is a requirement of the Visual Arts Major. Offered: fall semester. Prerequisite: none.

VISUAL ARTS 201. (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 202. (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 220. (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 221. (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 222. (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 223. (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 228. (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 321. (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 221. Offered: spring semester alternating with Visual Arts 325.

VISUAL ARTS 322. (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 222.

VISUAL ARTS 323. (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 223, or permission of the instructor. Offered: spring semester. Offered: on sufficient demand.

VISUAL ARTS 324. (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 223 228,, or permission of the instructor. Offered: fall semester.

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.

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 423. (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: VISU 323 or VISU 324 and permission of the instructor. Offered: on sufficient demand.

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: one course from among VISU 321, 322, 323, 324, or 361.

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.



GOVERNMENT AND FOREIGN AFFAIRS (GVFA)

Professor Emeritus Marion; Professors Barrus, Eastby; Associate Professors Carroll Jones, Winborne; Assistant Professors Burke, McMillion; Lecturers Smith, Sneed

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 34 semester hours in Government, 16 to include GVFA 101; 140; 310; 370; either 412, 413, or 414; and 470. Philosophy 216 may count towards the remaining 18 elective hours. Students studying GVFA are encouraged to take courses in Classics, Economics and Business, History, Religion, and Philosophy. They are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Government majors should complete their mathematics requirement before the junior year.

The requirements for a major in Foreign Affairs are a minimum of 37 semester hours in approved courses, 19 to include GVFA 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; Government and Foreign Affairs: 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. With application to, and permission of the Department Chair, certain courses from other departments (History, Religion, Modern Languages, for example) may be accepted as well. Students are strongly encouraged to study abroad either through a May 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 GVFA 470, normally in the fall of the senior year.

Students may develop interdisciplinary majors within the social sciences with the approval of the departments concerned.

The requirements for a minor in Law and Public Policy are eighteen hours, including GVFA 101 and 430; one course from each of the following pairs: GVFA 231 or 333, GVFA 342 or 440, GVFA 432 or 433; and an elective from the previous pairs or GVFA 233, Economics 213, Psychology 319, Rhetoric 210, Philosophy 201, or Philosophy 314. A student majoring in Government may not minor in Law and Public Policy.

GVFA 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.

**GVFA 102. (3)
PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME.** This course examines the enduring problems and issues which reflect and illuminate the distinctive character of democratic states. Among the central topics are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: fall semester.

**GVFA 103. (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.

GVFA 110. (3)

LITERATURE AND POLITICS. This course uses great works of literature to illuminate and give concrete meaning to the fundamental issues of government and politics. Readings are taken from both classical and modern, and Western and non-Western authors. Prerequisite: none. Offered: fall semester of odd-numbered years.

GVFA 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.

GVFA 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.

GVFA 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: GVFA 101. Offered: fall semester of even-numbered years.

GVFA 201. (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

GVFA 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: GVFA 140 or permission of the instructor. Offered: fall semester of even-numbered years.

GVFA 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.

GVFA 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. GVFA 140 is also recommended. Offered: fall semester of odd-numbered years.

GVFA 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. GVFA 140 is also recommended. Offered: fall semester of even-numbered years.

GVFA 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. GVFA 140 is also recommended. Offered: spring semester of even-numbered years.

GVFA 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: GVFA 140 or the permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 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: GVFA 101. Offered: fall semester of even-numbered years.

GVFA 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: GVFA 101. Offered: fall semester of odd-numbered years.

GVFA 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.

GVFA 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: GVFA 101 or permission of the instructor. Offered: fall semester of odd-numbered years.

GVFA 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: GVFA 101 or 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 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.

GVFA 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.

GVFA 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: GVFA 140. Offered: spring semester of odd-numbered years.

GVFA 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: GVFA 140, or permission of the instructor. Offered: fall semester of even-numbered years.

GVFA 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: GVFA 140, or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 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: GVFA 101. Offered: fall semester of odd-numbered years.

GVFA 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: GVFA 101. Offered: fall semester of even-numbered years.

GVFA 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 GVFA majors, building upon knowledge developed in Public Administration (GVFA 230) and Public Policy (GVFA 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: GVFA 230 or GVFA 231 or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 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: GVFA 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 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: GVFA 101 or 140, or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 360. (3)

GENDER, POLITICS, AND THE FAMILY. An examination of the works of the greatest minds of Western Civilization as well as contemporary writers from the point of view of gender and the family. The underlying theme of the course is the manner in which gender and the family affect political life, and how in turn political life affects gender and the family. Prerequisite: none. Offered: every other year.

GVFA 370. (1)

PRE-THESIS SEMINAR. A seminar aimed at developing a research proposal for GVFA 470. To be taken the semester before GVFA 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 GVFA. Offered: Must be taken in the spring semester of the junior year unless authorized by the Chair of GVFA.

GVFA 412. (3)

MEDIEVAL POLITICAL PHILOSOPHY. This course studies the political consequences of the confrontation between revealed religion and scientific rationalism that is at the core of Western culture, through an examination of the works of medieval Islamic, Jewish, and Christian political philosophers. Readings are from Alfarabi, Averroës, Maimonides, Albo, Aquinas, Dante, Marsilius, and others. Prerequisite: GVFA 310. Offered: fall semester of even-numbered years.

GVFA 413. (3)

EARLY MODERN POLITICAL PHILOSOPHY. An 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.

GVFA 414. (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.

GVFA 430. (3)

AMERICAN CONSTITUTIONAL LAW. This course examines the major provisions of the American Constitution and their development through judicial interpretation. Prerequisite: GVFA 101. Offered: fall semester.

GVFA 432. (3)**CONSTITUTIONAL LAW: FIRST AMENDMENT.**

This course examines the First Amendment's guarantees of freedom of speech, press, association, and religion. Special attention is given to the regulation of various categories of expression, including incitement to unlawful action, libel, pornography/obscenity, and commercial speech. This course also reviews case law in the areas of symbolic conduct (e.g., flag desecration and nude dancing) and expressive association. Prerequisite: GVFA 101. Offered: spring semester of even-numbered years.

GVFA 433. (3)**CONSTITUTIONAL LAW: FOURTEENTH AMENDMENT.**

This course examines the Fourteenth Amendment's guarantees for civil rights and liberties under the Amendment's privileges and immunities, due process and equal protection clauses. Special attention is devoted to the historical evolution of the Fourteenth Amendment, equal protection jurisprudence, especially in the race, gender and sexual orientation areas of the law, and the state action doctrine. Prerequisite: GVFA 101. Offered: spring semester of odd-numbered years.

GVFA 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: GVFA 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 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.

GVFA 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: GVFA 140, or permission of the instructor. Offered: fall semester of odd-numbered years.

GVFA 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 GVFA 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.



HISTORY

Professor Emeritus Simms; Professors Blackman, Coombs, Dinmore, Emmons^S; Associate Professors Frusetta^S, Greenspan; Assistant Professors Hulbert, Pagliarini, Stephan

Chair: Robert H. Blackman

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 (to be selected from History 203, 205, 206, 207, 208, 209, 210, 221, 303, 322, 324, 325, 326, 345, and 346). 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).

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

Students are encouraged to develop individualized majors in consultation with a member of the department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines.

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. Core curriculum courses may be used to satisfy the requirements for this minor

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. Offered: annually. 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. Offered: each semester. 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. Offered: as staffing permits

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. Offered: 203 in the fall semester of odd years.

HISTORY 205-206. (3-3)

EAST ASIA. This introductory survey covers the history of China, Korea, and Japan. The first semester concentrates on premodern East Asian history to the year 1800. Topics include the Chinese Confucian classics, Buddhism, the commercial revolution of the Song Dynasty, the Mongol invasions, the rise of unified kingdoms in Korea, Japanese mythology, court life in Heian Japan, the evolution of samurai society, and developments under the Tokugawa Shogunate. History 206 will focus on modern East Asian history from 1800 to the present. Topics include the Opium Wars, imperialism, Meiji reforms in Japan, the 1911 Chinese Revolution, Maoism, colonial Korea, World War II, the Korean War, the Cold War, and the "economic miracle" in East Asia. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

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. Offered: fall semester.

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. Offered: spring semester.

HISTORY 209-210. (3-3)

LATIN AMERICAN SURVEY. The course is designed to increase understanding of our neighbors to the South. The first semester examines Pre-Colombian civilizations, the effect of European contact on those civilizations, the key features of Spanish and Portuguese colonization, and the issues leading to independence. The second semester looks at post-independence developments in the key nations of Latin America and devotes attention to inter-American relations. Prerequisite: none. Offered: 209 in the fall semester; 210 in the spring semester.

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. Offered: fall semester.

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: None. Offered: fall semester.

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. Offered: spring semester.

HISTORY 215-216. (3-3)

TWENTIETH-CENTURY AMERICA. The United States from 1900 to 2000. The first semester (1900-1945) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The first semester also examines U.S. involvement in the First and Second World War. The second semester examines the U.S. as superpower, the effects of the Cold War, and the domestic upheavals of the postwar period. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 219-220. (3-3)

AFRICAN AMERICAN HISTORY. This course examines the experience of African-Americans in United States history. The first semester covers topics from the fifteenth century through the Civil War, including the origins of African-American culture in Africa, the Atlantic slave trade, the institutionalization of slavery, as well as slave resistance and culture. The second semester covers 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. Prerequisite: none. Offered: 219 in the fall semester of odd years; 220 in the spring semester of even years.

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 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. Offered: fall semester.

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. Offered: May Term.

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 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 271. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: fall semester of even-numbered years. [See also under Classical Studies.]

HISTORY 272. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester of odd-numbered years. [See also under Classical Studies.]

HISTORY 277. (3)

HISTORY OF WAR. Employing classic works on warfare and military history by theorists such as Thucydides, Sun Tzu, and Clausewitz, the 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. Offered: fall semester.

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. Offered: annually.

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.

HISTORY 303. (3)

BYZANTINE EMPIRE. A survey of the history, institutions, civilization, and society of the Eastern Roman Empire from Diocletian (284-305) through the conquest of Constantinople by the Turks in 1453. Prerequisite: none. Offered: alternate fall semesters.

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 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 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. Offered: spring semester of even numbered years.

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. Offered: fall semester of even-numbered years.

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. Offered: spring semesters of odd-numbered years.

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)

BRITAIN IN REVOLUTION. This course examines the tumultuous period of war and revolution in England, Scotland, and Ireland in the mid-seventeenth century. After years of warfare in three arenas, Charles I was tried and executed, monarchy was abolished, and a republic was established in its place. This was the era of John Hampden, Algernon Sydney, and Oliver Cromwell. It also was a time of imperial expansion and international warfare: following the regicide the English republic embarked upon the conquests of Ireland and Scotland, war against the Dutch, and the colonization of Jamaica. Among the topics to be examined are republicanism and royalism; the expansion of empire; news and the 'explosion of print'; and the role of religious tensions and anti-Catholicism in war and revolution. In addition to these course themes we will examine the ways in which historical approaches, methods, and theories have changed over time. Prerequisites: Rhetoric 102; History 101 or Western Culture 102 is recommended. Offered: fall semester of even numbered years.

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 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. Offered: fall semester of odd numbered years.

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 410. (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 412. (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 420. (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 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 be eligible for Departmental Distinction in History, the student must normally have a 3.3 average for his History courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300- or 400-level History course. After taking History 499 by the fall of his senior year and receiving a grade no lower than B+, he enrolls in History 500. The history department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the history department and a third professor chosen from another department by the student with the advice of his advisor. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Distinction in History.



HONORS

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

Director: James W. Frusetta^S

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 497-498.

(3 to 6 credit hours each semester)

HONORS CAPSTONE. Students participating in the Honors Capstone undertake, under the guidance of an advisory committee, at least three and at most 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: Eric G. Dinmore

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 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 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 275. (3)
UNITED STATES MILITARY AND AMERICAN SOCIETY: IDEALS, INSTITUTIONS, AND ISSUES. A seminar primarily for sophomores enrolled in the Military Leadership track of the James Madison Public Service Certificate Program, 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) SEMINAR IN ENVIRONMENTAL STUDIES. 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 James Madison Public Service Certificate Program. 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.

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.



INTERNSHIPS

Contact: Stephanie N. Joynes

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 Hemler, Lins; Associate Professors Jayne, Pendergrass; Assistant Professors Jaiyeola, Loeb, Strayer

Chair: Rebecca L. Jayne

Students may choose one of two majors in the discipline of mathematics: Mathematics or Applied Mathematics. A major in Mathematics 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 261/271 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 262/272 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 261/271.

A major in Computer Science requires at least 11 courses and two corequisite laboratory courses: Computer Science 261/271, 262/272, 361, 362, 461, and 480; Mathematics 141 and 254; and three additional courses, at least two of which must be Computer Science courses at the 200-level or above. A student may use either Computer Science 161 or Physics 106 for the third course.

The department recommends that students who intend to teach mathematics complete a major in Mathematics. 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 261/271 and 262/272.

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. The requirements for a minor in Computer Science are 17 credit hours from the following Computer Science courses: 261/271, 262/272, 361, and two electives in Computer Science, at least one of which is 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. (3)
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. Corequisite: Computer Science 271. Offered: each semester.

COMPUTER SCIENCE 262. (3)
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. Corequisite: Computer Science 272. Offered: spring semester.

COMPUTER SCIENCE 271. (1)
COMPUTER SCIENCE LABORATORY I. This laboratory course is designed to enhance the student's understanding of the concepts covered in the co-requisite lecture course through experimentation and observation. Topics include software engineering, algorithmic problem solving, programming control structures, class definition and instantiation fundamentals, file input/output, and elementary data processing. Prerequisite: none. Corequisite: Computer Science 261. Offered: each semester.

COMPUTER SCIENCE 272. (1)

COMPUTER SCIENCE LABORATORY II. This laboratory course is designed to enhance the student's understanding of the concepts covered in the co-requisite lecture course through experimentation and observation. Topics include advanced software engineering, algorithmic problem solving, pointers, dynamic memory allocation, templates, and inheritance as implemented in the C++ programming language. Prerequisite: Computer Science 271. Corequisite: Computer Science 262. 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. Offered: fall semester of even-numbered years.

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. Offered: spring semester of even-numbered years.

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. Offered: fall semester of odd-numbered years.

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.

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. Offered: fall semester.

COMPUTER SCIENCE 362. (3)

DATA STRUCTURES AND ALGORITHMS. A continuation of the study of data structures begun in Computer Science 262, with emphasis on the analysis of algorithms associated with such structures. Topics to include data structures such as stacks, queues, trees, and graphs, algorithm design strategies and complexity analysis. Prerequisites: Mathematics 254 and Computer Science 361. Offered: spring semester.

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. Offered: spring semester of odd-numbered years.

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. Offered: fall semester.

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. Offered: spring semester.

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. Offered: 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. (4)

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. (4)

CALCULUS FOR ECONOMICS. A study of differential and integral calculus and its applications. Topics include differentiation of elementary functions in one and several dimensions, integration of polynomials, and 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, infinite series, 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 spring of sophomore year. Prerequisite: Mathematics 142 or both Mathematics 141 and Computer Science 261. Offered: fall semester.

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. Offered: on sufficient demand.

MATHEMATICS 334. (3)

ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Mathematics 231. Offered: on sufficient demand.

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. Offered: on sufficient demand.

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 421. (3)

PROBABILITY AND STATISTICS I. Discrete and continuous probability distributions, moment-generating functions, and limit theorems. Prerequisite: Mathematics 242. Corequisite: 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. Offered: on sufficient demand.

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. Offered: on sufficient demand.

MATHEMATICS 448. (3)

TOPOLOGY. Elementary topological concepts. Prerequisite: Mathematics 441. Offered: on sufficient demand.

MATHEMATICS 451. (3)

GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231.

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

Professor Johnson^S; Associate Professors Afatsawo, DeJong, Palmer^L, Severin, Varona; Senior Lecturer Salinas; Assistant Professor Martin Santos; Visiting Assistant Professors Conceatu, Kikkert, Maus; Visiting Instructor Liu

Chair: Alfonso Varona

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, one of which must be in literature; and six electives at 202 level or higher from language, culture, or literature courses. Successful completion of French 202 counts towards the major. 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, one of which must be in literature; and six electives at the 202-level or higher from language, culture, or literature courses.

The major in Spanish must include 311 or 312, 314, 315, 331 and 332; two 400-level courses, at least one of which must be in literature; and three electives at the 202 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 literature course and four electives at the 202 level or higher from language, culture, or literature courses. Successful completion of French 202 counts towards the minor. Students who enter at 300-level may not take French 202.

The minor in German must include 301 and 302, one 400-level literature course and three electives at the 202 level or higher from among language, culture, or literature courses.

The minor in Spanish must include 311 or 312, 314 or 315, 331 and 332, one 400-level literature course

and either Spanish 202 or one elective at the 300- or 400-level. Students who enter at the 300-level may not take Spanish 202.

The foreign-language requirement in Modern Languages is met when a student demonstrates functional competency in a foreign language by passing 201 and 202 or any 300-level course in a modern language at HSC or in an approved foreign-study program with home stay.

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 transportation 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-Élysées. 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: May 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: May 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: May 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: May 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: REPRESENTATION 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.

RUSSIAN

RUSSIAN 101-102. (3-3)

INTRODUCTION TO RUSSIAN. A first-year course for students who have little or no experience with the language. The ultimate aim is to develop the four skills necessary to achieve basic communicative competence in speaking, listening comprehension, reading, and writing. This course includes a significant audio component to improve listening skills. Prerequisite for 101: none; prerequisite for 102: Russian 101, or placement by the department. Offered: as staffing permits

RUSSIAN 201-202. (3-3)

INTERMEDIATE RUSSIAN. Review of basic Russian grammar and vocabulary, introduction to basic language, culture and current events in Russia. The goal is to develop the understanding of how the Russians live, work and interact with one another in their professional and daily lives. Students are encouraged to converse in Russian with their instructor and with each other. Prerequisite: Russian 102, or placement by the department. Offered: as staffing permits

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 of 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 PUBLIC AFFAIRS. 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 García Márquez, among others. The seminar also addresses the post-boom culture which has taken García 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 picaresque. 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 *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María 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 twentieth-century 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 May 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: May Term.

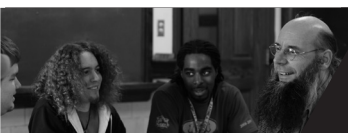
SPANISH 420. (3)**SPANISH SOCIOLINGUISTICS THROUGH**

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 demystifies 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, Janowski, Wilson.

Chair: Patrick A. Wilson

The requirements for a Philosophy major are Philosophy 102, 201, 210, 211 or 212, 304 or 305, 412, 413, and an additional 9 hours in the discipline (30 total hours). Interdisciplinary majors involving philosophy may be developed and pursued with the approval of the departments concerned.

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: on sufficient demand.

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 211. (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 212. (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 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: most spring semesters.

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: upon 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.

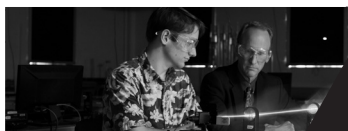
PHILOSOPHY 316. (3)***SOCIAL AND POLITICAL PHILOSOPHY.*** If

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 412-413. (3-3)

JUNIOR/SENIOR 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. Offered: 412 in spring semester of even-numbered years; 413 in spring semester of odd-numbered years.



PHYSICS AND ASTRONOMY

Professors Bloom, Cheyne, McDermott; Associate Professors Keohane, Thurman; Visiting Associate Professor Holt

Chair: Jonathan W. Keohane

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 36 hours, including Physics 101, 106, 131, 132, 151, 152, 215, 243, 244, 331, 451, and 452. The remaining 6 hours must be at the 200 level or higher.

Students majoring in Engineering Physics must complete Mathematics 141, 142, 242, 231, and 243.

Students majoring in Engineering Physics must complete either Physics 220 or Computer Science 261. A student may not major in both Physics and Engineering Physics.

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 Physics 461-462 as a replacement for Physics 451-452 and meet all requirements as defined by the department.

The requirements for a minor in Astronomy are 18 hours, including Astronomy 110, 151, 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 110. (3)

INTRODUCTION TO ASTRONOMY. An examination of astronomy: its methods and history, and the origin and development of the solar system, the galaxy, and the universe. Prerequisite: none. Corequisite: Astronomy 151. 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. Offered: on sufficient demand.

ASTRONOMY 210. (3)

OBSERVATIONAL ASTRONOMY.

Optical and radio astronomy are introduced, with an emphasis on measurement techniques, instrumentation, and data analysis. Prerequisites: Astronomy 110 and Astronomy 151. Offered: spring semester of even-numbered years.

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.)

PHYSICS**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.

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. Offered: spring semester.

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. Offered: fall semester of even-numbered years.

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.

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 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.

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.**

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.

PHYSICS 332. (3)

ELECTRICITY AND MAGNETISM I. 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.

PHYSICS 441. (3)

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.

PHYSICS 442. (3)

QUANTUM MECHANICS. The physical foundations of the quantum theory are studied. Schrodinger'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 151. (1)**

ASTRONOMY LABORATORY. An experimental and observational approach to introductory astronomy. 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. Corequisite: Astronomy 110. Offered each semester

PHYSICS**PHYSICS 151. (1)**

GENERAL PHYSICS LABORATORY I. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 131. Offered: fall semester.

PHYSICS 152. (1)

GENERAL PHYSICS LABORATORY II. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 132. Offered: spring semester.

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 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.

PHYSICS 452. (2)

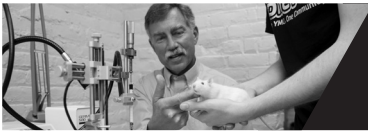
ADVANCED PROJECT II. A continuation of Physics 451 with the inclusion of instrumentation and data analysis topics to be covered. A detailed final report and presentation are expected at the end of the course. Prerequisite: Physics 451.

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.



PSYCHOLOGY

*Professors Vitale, D. Weese; Assistant Professors
Bauer, Gyurovski*

Chair: Jennifer E. Vitale

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, 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 may develop interdisciplinary majors within the social and natural sciences with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

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. Offered: alternate years.

PSYCHOLOGY 202. (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. Offered: fall semester of alternate years.

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. Offered: fall semester of alternate years.

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. Offered: fall semester.

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. Offered: spring semester of alternate years.

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. Offered: spring semester of alternate years.

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. Offered: alternate years.

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 each 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, neuropsychology, 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. Offered: fall semester.

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. Offered: spring semester of alternate years.

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. Offered: as staffing permits.

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. Offered: fall semester.

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. Offered: spring semester.

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. Offered: spring semester of alternate years.

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. Offered: spring semester.

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. Offered: fall semester of alternate years.

PSYCHOLOGY 320. (3)

PSYCHOTHERAPY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 204 or 304. Offered: spring semester of alternate years.

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. Offered: fall semester.

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. Offered: spring semester.

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. Offered: spring semester.

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. Offered: fall semester.

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.



RELIGION

*Professor Utzinger^F; Associate Professor Vogel^F;
Assistant Professors Elser, Harris*

Chair: J. Michael Utzinger

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. At least one course must be a 400-level seminar, ordinarily the seminar designated Religion 445, Colloquium. Students must complete in sequence Religion 444 and Religion 445. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 217, Greek 303, and Sociology 305 may be counted toward the required hours for the major.

The requirements for a minor in Religion are nineteen hours of courses in Religion. The minor requires one course at the 200-level or higher, two additional courses 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, Philosophy 217 and Greek 303 may 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. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions, as well as to indicate the common questions that the various traditions address. The course begins with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction,

several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American are examined. 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. 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. A study of the religions of South Asia and the historical and cultural context in which they developed. Central to this study are modern Hinduism and its antecedents, as well as Jainism, Buddhism, Sikhism, and South Asian Islam. Special attention is paid to the role of religious traditions in contemporary South Asia. Prerequisite: none.

RELIGION 203. (3)
RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none.

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 151-152. (3-3)**

TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on 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 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 218. (3)

THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration is given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: none.

RELIGION 314. (3)

THE PROPHECY OF ISAIAH. After a brief review of divination in the ancient eastern Mediterranean world and of prophecy in Israel, the class studies the book of Isaiah in its historical contexts. Students also read later interpreters of this richly theological book. 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 319. (3)**BIBLICAL INTERPRETATION IN PRACTICE.**

A careful study of a particular Biblical book and of issues in its interpretation. Students seek to understand the work with imagination and strive to tame that imagination by precision in observation and argument. 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, but Religion 101 or 102 is recommended. Offered: spring semester.

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 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 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. Topics include the influence of Puritanism, the character of American religious freedom, slave religion, and the interaction between religion and social reform. 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 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 Davis, Deal, Hardy, Perry, K. Weese; Associate Professors Horne, Nace^S, Varholy; Senior Lecturer Schooling; Assistant Professors Euteneuer, Gleason, Rouse; Visiting Assistant Professors Buckley, Florczyk, Williams

Director: Nicholas D. Nace^S

The requirements for a minor in Rhetoric are 19 hours, including Rhetoric 102, 210, 301, and 310. Students must also complete two courses from the following group: Rhetoric 360, Rhetoric 370, and English 380. Finally, students must take Rhetoric 481 during the fall or spring semester of their senior year. Students completing the Rhetoric minor who elect also to complete the Creative Writing minor (see under English) are allowed a one course overlap (Rhetoric 301).

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 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)

RHETORICS OF TEACHING AND LEARNING.

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.

RHETORIC 301. (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. This course, which builds on the foundations students acquire in Rhetoric 210, further develops students' ability to engage thoughtfully and persuasively in public discourse by crafting and delivering persuasive arguments geared to specific audiences and occasions. Through extensive study of both classical and contemporary rhetorical techniques and theories, students learn to analyze rhetorical situations; to evaluate and incorporate evidence; to recognize and avoid fallacies in reasoning; to use inclusive, evocative, and effective language; and to deliver challenging arguments with conviction. The presentation of an argument in a public forum outside of the classroom is an integral component of the course. Prerequisite: Rhetoric 210.

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/writers, 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.

RHETORIC 481. (1)

CAPSTONE FOR RHETORIC MINORS. This course is required for students seeking to complete a minor in Rhetoric; students must enroll in Rhetoric 481 during the fall or spring semester of their senior year. Students discuss argument and persuasion and attend and evaluate events sponsored by the Rhetoric program (or other departments or programs) that focus on the act of writing or speaking in the public square. During the semester, students demonstrate their own rhetorical skills by writing essays and by giving a speech in a public forum. This class enrolls only seniors who have declared a Rhetoric minor.

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 unequalled 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 2023, 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 on 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.

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) |
|--|---|---|---|--|
| <i>Application:</i> | <i>Submitted on or before November 1 of senior year</i> | <i>I. Submitted on or before October 15 of senior year II. Submitted on or before December 1 of senior year</i> | <i>Submitted on or before February 1 of senior year*</i> | <i>Submitted on or before July 1 after junior year</i> |
| <i>Other credentials due:</i> | <i>As soon as possible after application is submitted</i> | <i>As soon as possible after application is submitted</i> | <i>As soon as possible after application is submitted</i> | <i>By July 15 after junior year</i> |
| <i>Notification of decision sent to applicant:</i> | <i>14 Business days after deadline</i> | <i>45 Business days after deadline</i> | <i>21 Business days after deadline</i> | <i>By July 31 after junior year</i> |
| <i>Reservation deposit due:</i> | <i>Postmarked on or before January 15</i> | <i>Postmarked on or before May 1</i> | <i>Postmarked on or before May 1</i> | <i>Within three weeks</i> |

*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

EXPENSES AND FINANCIAL AID

FIXED EXPENSES 2022-2023

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 | \$48,188 |
| Room and Board | |
| Double room/5 Meal Plan..... | \$9,192 |
| Double room/15 Meal Plan..... | \$14,270 |
| Double room/Unlimited Meal Plan..... | \$14,634 |
| Single room/5 Meal Plan | \$11,730 |
| Single room/15 Meal Plan | \$16,808 |
| Single room/Unlimited Meal Plan | \$17,172 |
| Study Abroad | \$14,634 |
| Comprehensive Fee | \$2,552 |

Special Fees

| | |
|---|---------|
| Course overload, per credit hour (over 19 credit hours)..... | \$1,508 |
| Part-time and Special Students, per credit hour (fewer than 12)..... | \$1,508 |
| Reissue of Student I. D. | \$20 |
| Late Payment Fee..... | \$125 |
| Parking Permit/Registration Fee..... | \$312 |
| Boat/Trailer Parking/Registration Fee | \$156 |
| Study Abroad/Cooperative Program Fee (per semester) | \$1,992 |

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.

Room & Board covers cost of room occupancy and board. 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. Unlimited, 15 and 5 meal (per week) plans are available. **All freshmen are required to have the unlimited 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 of \$35. 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 necessities."

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 be available on 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 withdrawn if a recipient's citizenship or academic work does not meet the standards of the College. College-sponsored grants and scholarships are limited to eight semesters and require full-time enrollment. Federal financial aid is also limited to eight 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 1.72 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 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.

Detailed information regarding financial aid policy is available from the Office of Financial Aid at (434) 223-6119 or by e-mail at hsfinaid@hsc.edu.

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.

Patrick Henry Scholarship \$37,500
Presidential Scholarship \$35,000
Birthplace Scholarship \$30,000
Cushing Scholarship \$27,000
Venable Scholarship \$24,000
Middlecourt Scholarship \$21,000
Penshurst Scholarship \$18,000
Garnet & Grey Award \$15,000-\$5,000

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 level of \$20,000 per year, the Citizen-Leader Scholarship will take its place. If the student is granted an academic scholarship at the level of \$20,000 or above per year, 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.

\$20,000

Eagle Scout Award. 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.

\$20,000

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

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.

The Madison Scholarship (Full-Tuition, Fees, Room, and Board)

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.

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 need, is available to bona fide 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 July 31. Returning students who received a TAG award the year before do not need to reapply for the grant in subsequent years.

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 LTC Rucker Snead (USA, Ret) at (434) 223-7077 or rsnead@hsc.edu, or the Department of Military Science at the University of Richmond at 804-287-6066.

INTERRUPTION OF ENROLLMENT DUE TO MILITARY SERVICE

Addendum Relief, Refund, and Reinstatement Tuition Guidelines for Veterans

A. Refund of Tuition and Required Fees. Catalogue pages 131-132

B. Refund of Room and Board. Catalogue pages 131-132

C. Deposits. The new student enrollment deposit or the reenrollment deposit will be refunded if a student withdraws for military service with no plans to return. If the student plans to return, H-SC may hold the fee 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. Refer to page 27 of the Academic Catalogue for further information.

E. Reinstatement/Reenrollment.

1. General Provision: 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 absences 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.

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 Addendum:

A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

A covered individual under this new VA Addendum 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 or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

If the expected payment to the college from the VA is not sufficient to cover the direct cost billed for a semester by Hampden-Sydney, the student is responsible for the amount not covered by the student’s Chapter 31 or Chapter 33 benefit.

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, 2022
(As of May 20, 2022)

Officers of the Corporation 2022-2023

M. Peebles Harrison '89..... Chairman
Rodney P. Ruffin '82..... Vice Chairman
Bartow Morgan, Jr. '94..... Treasurer
John C. Sifford '94..... Secretary
John L. Stimpert..... President

Class of 2023

Orran L. Brown, Sr. '78..... Richmond, Virginia
John E. Corey '80..... Richmond, Virginia
Richard F. Cralle III..... Farmville, Virginia
H. Todd Flemming '85..... The Plains, Virginia
Maurice A. Jones '86..... Norfolk, Virginia
John W. Kirk III '72..... Roanoke, Virginia
Keith W. Lewis '78..... Lutherville, Maryland
Thomas L. Melton '06..... New York, New York

Class of 2024

David A. Arias '84..... Virginia Beach, Virginia
George S. Dewey IV '94..... Charlotte, North Carolina
Salvatore Giannetti III '86..... Houston, Texas
Michael P. Kehoe '88..... Richmond, Virginia
John E. Mansfield, Jr. '78..... Gainesville, Georgia
Erik K. Morgan..... Issaquah, Washington
Warren M. Thompson '81..... Vienna, Virginia
Linda Whitley-Taylor..... Nashville, Tennessee

Class of 2025

Eric E. Apperson '85..... Virginia Beach, Virginia
J. Trevor Boyce '83..... Poquoson, Virginia
Robert K. Citrone '87..... Southport, Connecticut
Eugene W. Hickok '72..... Richmond, Virginia
Ann Louise Martin..... Richmond, Virginia
John Neuner IV '97..... Richmond, Virginia
Jon A. Pace '82..... Atlanta, Georgia
John C. Sifford '94..... Nashville, Tennessee

Class of 2026

Leanna C. Everett.....Stuart, Florida & Marysville, Ohio
Sekou H. Kaalund '97..... Greenwich, Connecticut
Bartow Morgan, Jr. '94..... Lawrenceville, Georgia
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
Charles L. Cabell '74..... Richmond, 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
Henry C. Spalding, Jr. '60..... Richmond, Virginia
Joseph F. Viar, Jr. '63..... Alexandria, Virginia



FACULTY

2022-2023 (Retired)

CARL WILLIAM ANDERSON, B.S., M.S.,
Ph.D. (1986, 2020) *McGavacks Professor Emeritus
of Chemistry.*

CHARLES FRANCIS ARCHER, JR., B.A.,
M.M. (2003, 2014) *Associate Professor Emeritus of
Fine Arts.*

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.*

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.*

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.*

EARL WILLIAM FLECK, B.A., M.A., Ph.D.
(2002, 2009) *Provost Emeritus and Professor
Emeritus of Biology.*

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.*

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.*

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 Government and Foreign Affairs and Wilson Center Fellow*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

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*.

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 Government and Foreign Affairs*.

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*.

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*.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 2009) *Elliott Professor Emeritus of History and Wilson Center Fellow*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

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*.

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

2022-2023 (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.

SARAH EVELYN ALMOND, B.A., M.A., M.S.L.S. (2020) *Archival and Digital Projects Librarian*. B.A., University of North Carolina at Asheville, 2002; M.A., North Carolina State University, 2019; M.S.L.S., University of North Carolina at Chapel Hill, 2019.

ROGER MILTON BARRUS, B.A., M.A., Ph.D. (1982, 1995) *Professor of Government and Foreign Affairs*. B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Harvard University, 1984.

REBECCA H. BAUER, B.S., M.A., Ph.D. (2022) *Assistant Professor of Psychology*. B.S., Weber State University, 2013; M.A., University of North Carolina-Wilmington, 2016; Ph.D., University of Alabama, 2022.

MICHAEL A. BERBEROGLU, B.S., Ph.D. (2022) *Assistant Professor of Biology*. B.S., University of Nevada-Reno, 2006; Ph.D., University of California- San Francisco, 2012.

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) *Elliott Professor of Physics and Astronomy*. B.A., Columbia University, 1987; Ph.D., Boston University, 1994.

EMMETT BUCKLEY, A.B., M.F.A. (2018) *Visiting Assistant Professor of Rhetoric*. A.B., Princeton University, 2011; M.F.A., University of Iowa, 2016.

RICHARD BURKE, B.A., M.A., Ph.D. (2022) *Assistant Professor of Government and Foreign Affairs*. 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) *Associate Professor of Government and Foreign Affairs*. 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, 2018) *Assistant 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., Ph.D. (2022) *Assistant Professor of English*. B.A., The Pennsylvania State University, 2009; M.A., Syracuse University, 2012; Ph.D., Rice University, 2017.

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.

MARIUS CONCEATU, B.A., M.A., Ph.D. (2019) *Visiting Assistant Professor of Modern Languages and Rhetoric*. B.A., University of Bucharest, 1998; M.A., Université de Paris IV-Sorbonne, 2000; Ph.D., The Johns Hopkins University, 2007

L=On leave 2022-2023.

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.

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.

JOSEPH M. CROCKETT, B.S., Ph.D. (2022) *Visiting Professor of Chemistry*. B.S., Hampden-Sydney College, 1973; Ph.D., University of North Carolina- Chapel Hill, 1973.

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.

CLAIRE ELIZABETH DEAL, B.A., M.A., M.F.A., Ph.D. (1999, 2013) *Professor of Rhetoric*. B.A., Mercer University, 1983; M.A., Furman University, 1985; M.F.A., University of North Carolina at Greensboro, 1990; Ph.D., George Mason University, 2008.

NICHOLAS P. DEIFEL, B.A., M.F.S., Ph.D. (2012, 2018)^L *Associate Professor of Chemistry*. B.A., Kenyon College, 2002; M.F.S., The George Washington University, 2006; Ph.D., The George Washington University, 2011.

JANA MARIE DeJONG, B.A., M.A., Ph.D. (1995, 2002) *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) *Elliott Professor of Economics and Business*. B.S., Louisiana State University, 1990; M.B.A., Louisiana State University, 1993; Ph.D., Auburn University, 1998.

ERIC GORDON DINMORE, B.A., M.A., Ph.D. (2006, 2020) *Elliott Professor of History and Associate Dean of the Faculty*. B.A., Haverford College, 1993; M.A., University of Washington, 1999; Ph.D., Princeton University, 2006.

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.

JOHN HIATT EASTBY, B.A., M.A., Ph.D. (1989, 2000) *Professor of Government and Foreign Affairs*. B.A., Augustana College, 1975; M.A., University of Virginia, 1978; Ph.D., University of Virginia, 1983.

ASHLEIGH DAWN ELSER, B.A., M.A., Ph.D. (2019) *Assistant Professor of Religion*. B.A., Prairie College, 2008; M.A., Yale University School of Divinity, 2011; Ph.D., University of Virginia, 2017.

CAROLINE SCOTT EMMONS, B.A., M.A., Ph.D. (1998, 2012)^S *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) *Assistant 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.

KRISTIN M. FISCHER, B.S., M.S., Ph.D. (2016, 2022)^S *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) *Visiting Assistant Professor 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.

PAMELA P. FOX, B.F.A., M.F.A. (1993, 2014) *Elliott Professor of Fine Arts*. B.F.A., Virginia Commonwealth University, 1980; M.F.A., Virginia Commonwealth University, 1990.

JAMES WALTER FRUSETTA, B.A., M.A., Ph.D. (2009, 2013)^S *Elliott Associate Professor of History*. B.A., University of Southern California, 1992; M.A., Arizona State University, 1996; Ph.D., University of Maryland, 2006.

SEAN PHILIP GLEASON, B.A., M.A., Ph.D. (2017) *Assistant 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, 2012) *Associate Professor of History*. B.A., York University, 1996; M.A., University of Toronto, 1998; Ph.D., University of Toronto, 2005.

IVO IVANOV GYUROVSKI, B.A., M.A., Ph.D. (2020) *Assistant 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) *Elliott 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)^F *Elliott 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) *Assistant 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.

PAUL J. HAY, B.A., M.A., Ph.D. (2021) *Visiting 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.

PAUL FRANCIS HEMLER, B.S., M.S., Ph.D. (2004, 2011) *Professor of Mathematics and Computer Science*. B.S., Villanova University, 1980; M.S., Lehigh University, 1984; Ph.D., North Carolina State University, 1988.

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.

JOHN HILLEN, B.A., M.A., M.B.A., Ph.D. (2020) *Wheat Visiting Professor in Leadership*. B.A., Duke University, 1988; M.A., King's College London, 1993; M.B.A., Cornell University, 2004; Ph.D., University of Oxford, 1997.

R. GLYNN HOLT, B.S., M.S., Ph.D. (2022) *Visiting Associate Professor of Physics and Astronomy*. B.S., University of Mississippi, 1982; M.S., University of Mississippi, 1988; Ph.D., Yale University, 1991.

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) *Elliott Assistant 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.

ROBERT P. IRONS, B.A., M.A. (2014, 2020) *Associate Professor of Classics*. B.A., Hampden-Sydney College, 2000; M.A., St. John's College, 2007; Ph.D., University of South Carolina, 2014.

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.

MERCY OLUWADARA JAIYEOLA, B.S., M.S., Ph.D. (2021) *Assistant Professor of Computer Science*. B.S., Bowen University, 2012; M.S., Liverpool Hope University, 2015; Ph.D., Mississippi State University, 2021.

JAMES DALE JANOWSKI, B.A., M.A., Ph.D. (1995, 2012) *Elliott Professor of Philosophy*. B.A., Colorado State University, 1983; M.A., University of Calgary, 1985; Ph.D., University of Illinois at Urbana-Champaign, 1997.

REBECCA LINN JAYNE, B.A., M.A., Ph.D. (2013, 2019) *Elliott Associate Professor of Mathematics and Computer Science*. B.A., McDaniel College, 2006; M.S., North Carolina State University, 2008; Ph.D., North Carolina State University, 2011.

DIRK ROBERT JOHNSON, B.A., Magister, Ph.D. (2001, 2014)^S *Professor of Modern Languages*. B.A., Bowdoin College, 1985; Magister, University of Bonn, Germany, 1989; Ph.D., Indiana University, 2000.

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)^F *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.

ANDREA WEATHERMAN KICKERT, B.A., M.A., Ph.D. (2019) *Visiting Assistant Professor of Modern Languages*. B.A., Converse College, Petrie School of Music, 2005; M.A., Bowling Green State University, 2011; Ph.D., Vanderbilt University, 2018.

RAY KLEINLEIN, B.A., M.F.A. (2022). *Visiting Assistant Professor of Fine Arts*. B.A., Ohio State University, 1993. M.F.A., Ohio University, 1998.

AVA KREIDER-MUELLER, B.A., M.A., M.Phil., Ph.D. (2022) *Visiting Assistant Professor of Chemistry*. B.A., Bard College, 2009; M.A., Columbia University, 2011; M.Phil., Columbia University, 2013; Ph.D., Columbia University, 2014.

BRIAN LINS, B.S., Ph.D. (2008, 2021) *Professor of Mathematics and Computer Science*. B.S., College of William and Mary, 2001; Ph.D., Rutgers University, 2008.

YING LIU, B.A., M.A. (2022) *Visiting Instructor of Modern Languages*. B.A., Jiaxing University, 2016; M.A., University of Virginia, 2018.

SARAH LOEB, B.S., Ph.D. (2018) *Assistant 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) *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) *Research and Instruction Librarian*. B.A., Colorado College, 2012; M.S., University of Michigan, School of Information, 2015.

CHELSIE A. MALYSZEK, B.A., M.A., M.Phil., Ph.D. (2018, 2020) *Visiting Assistant Professor of English*. B.A., Binghamton University, 2013; M.A., Yale University, 2017; M.Phil., Yale University, 2017; Ph.D., Yale University, 2020.

NOEMI MARTIN SANTO, B.A., M.A., Ph.D. (2018) *Assistant Professor of Spanish*. B.A., Universidad Complutense, 1999; M.A., University of Oregon, 2010; Ph.D., Boston University, 2016.

JASON MATYUS, B.S., M.B.A., Ph.D. (2022) *Assistant Professor of Economics and Business*. B.S., California University of Pennsylvania, 1997; M.B.A., Waynesburg University, 2011; Ph.D., Walden University, 2015.

MARTHA A. MAUS, B.A., M.A., Ph.D. (2019) *Visiting Assistant Professor of Modern Languages*. 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 and Dean of the Faculty*. B.S.S.E., Old Dominion University, 1988; M.S., Old Dominion University, 1991; Ph.D., Old Dominion University, 1996.

CHRISTOPHER P. McMILLION, B.A., M.A., Ph.D. (2021) *Assistant Professor of Government and Foreign Affairs*. B.A., Baylor University, 2011; M.A., University of Notre Dame, 2013; Ph.D., University of Notre Dame, 2016.

NICHOLAS D. NACE, A.B., Ph.D. (2014, 2021)^S *Elliott Associate Professor of Rhetoric*. A.B., Kenyon College, 1998; Ph.D., University of California, Berkeley, 2009.

ANDRE RICARDO DINIZ PAGLIARINI, B.A., M.A., Ph.D. (2021). *Assistant Professor of History*. B.A., University of Maryland- College Park, 2012; M.A., Brown University, 2013; Ph.D., Brown University, 2018.

JULIA ELIZABETH PALMER, B.A., M.A., M.A., Ph.D. (2006, 2009)^L *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.

MARCUS PENDERGRASS, B.A., M.A., Ph.D. (2005, 2011) *Associate Professor of Mathematics*. B.A., University of Alabama in Huntsville, 1988; M.A., University of Alabama in Huntsville, 1991; Ph.D., University of Alabama in Huntsville, 1994.

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.

AUDREY REDFORD, B.B.A., Ph.D. (2022) *Assistant 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) *Assistant Professor of Chemistry*. B.S., University of Virginia, 2007; Ph.D., The Scripps Research Institute, 2014.

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.

MIRANDA ROUSE, B.A., M.A., Ph.D. (2022) *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.

RENÉE MARIE SEVERIN, B.A., M.A., Ph.D. (1998, 2005) *Associate Professor of French*. B.A., Randolph-Macon Woman's College, 1983; M.A., University of Virginia, 1988; Ph.D., University of Virginia, 2003.

JANICE FAYE SIEGEL, B.A., M.A., Ph.D. (2006, 2009) *Elliott Associate Professor of Classics*. B.A., Washington University in St. Louis, 1983; M.A., Washington University in St. Louis, 1984; Ph.D., Rutgers University, 1994.

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.

CURTIS JOHNSTON SMITH, B.A., M.A., Ph.D. (2000) *Lecturer in Government and Foreign Affairs*. B.A., California Lutheran College, 1965; M.A., The Ohio State University, 1972; Ph.D., The Ohio State University, 1975.

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) *Assistant 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) *Assistant 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.

VICTOR SZABO, B.A., B.M., Ph.D. (2017) *Elliott Assistant Professor of Music*. B.A., University of Michigan, 2007; B.M., University of Michigan, 2007; Ph.D., University of Virginia, 2015.

T. BRYAN TIMS, B.S., M.S. (2019) *Visiting Assistant Professor of Biology*. B.S., Hampden-Sydney College, 1998; M.S., University of South Florida, 2001.

SARANNA ROBINSON THORNTON, B.A., M.P.A., Ph.D. (1996, 2006) *Elliott 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.

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)^F *Elliott 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)^S *Associate 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) *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

GEORGE DANIEL WEESE, A.B., Ph.D. (1989, 1999) *Professor of Psychology*. A.B., Washington University, 1972; Ph.D., Indiana University, 1983.

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) *Trinkle Professor of Biology*. B.S., Duke University, 1985; M.A., Harvard University, 1987; Ph.D., Harvard University, 1992.

ALLYSON ABBOTT WILLIAMS, B.A., M.A. (2021) *Visiting Professor of Rhetoric*. B.A., University of Texas-Dallas; M.A., Texas Christian University.

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.

WARNER RIDDICK WINBORNE, B.A., M.A., Ph.D. (1999, 2007) *Associate Professor of Government and Foreign Affairs*. B.A., Hampden-Sydney College, 1988; M.A. Northern Illinois University, 1993; Ph.D., Northern Illinois University, 2001.

MICHAEL JOHN WOLYNIAK, A.B., Ph.D. (2009, 2022)^S *McGavacks Professor of Biology*. A.B., Colgate University, 1998; Ph.D., Cornell University, 2004

KATHERINE ELIZA WORLEY, B.A., M.A., Ph.D. (2008) *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 (2021-2022)

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: Fischer (22), Gyurovski (23), K. Weese (24)
- 1 faculty member elected by the faculty and 1 faculty member appointed by the President for 2-year staggered terms: Harris (22a), Frusetta (23)
- Dean of the Faculty, *ex officio*: McDermott
- Chair to be elected annually from the ranks of the faculty on the committee: Frusetta

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the faculty.

Membership:

- Dean of Admissions (Chair): Norris
- 3 faculty members elected each year, for three-year staggered terms by the faculty: Sipe (22), Hulbert (23), Stephan (24)
- 1 faculty member appointed annually by the President after the election of the above: Cheyne (22,a)
- Dean of Students, *ex officio*: Pantele

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: Carson (22), Varona (23), Thurman (24)
- Dean of the Faculty, *ex officio*: McDermott
- 1 faculty member appointed by the Dean of the Faculty for a 3-year term: No appointment made
- Chair appointed by the Dean of the Faculty for a 3-year term: Carson

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 (22), Thurman (23), Nace (24), Sipe (25)
- 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: Carson (22), Elser (23), Strayer (24)
- Director, appointed by the Dean of the Faculty from the ranks of the Faculty: Frusetta (24)

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: Janowski (22), Vitale (23), Cheyne (24)
- 1 member of the College administration appointed for a three-year term by the President: Andrew King (23)
- 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: No appointment made.
- Alternates appointed as necessary by the Dean of the Faculty
- Dean of the Faculty, *ex officio*: McDermott
- Chair to be elected annually from within the ranks of the faculty on the committee: Vitale

International Studies 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: Loeb (22), Gyurovski (23), Severin (24)
- 1 faculty member, elected by the faculty: DeJong (23)
- 1 faculty member appointed annually by the Dean of the Faculty: Szabo (22)

- Director of International Studies, *ex officio*: Widdows
- Dean of the Faculty, *ex officio*: McDermott
- Chair to be elected annually from within the committee: Loeb

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: Frusetta (22), Keohane (23), Harris (24)
- 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: Vogel (23)
- Dean of the Faculty, *ex officio*: McDermott

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: Barrus (22), Wolyniak (23), Vogel (24)
- 3 faculty members, one from each division, appointed by the Dean of the Faculty for three-year staggered terms: Hunter-McKinney (22), Horne (23), Sipe (24)
- Director of the Wilson Center, *ex officio*.
- Dean of Students, *ex officio*.
- Chair to be elected annually from among, and by, faculty committee members: Hunter-McKinney

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: Hunter (22), Varholý (23), Jayne (24)
- 3 faculty members from tenured faculty, one from each division, elected by the faculty for 3-year staggered terms: Siegel (22), Hargadon (23), Carroll-Jones (24)
- Dean of the Faculty without vote: McDermott
- Chair to be elected from among, and by, elected committee members: Blackman

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: Dempster (22), Utzinger (23), Bloom (24)
- 3 faculty members, one from each division, elected by the faculty for three-year staggered terms: Varona [22], Cheyne (23), Vitale (24)
- Chair to be elected from among, and by, elected committee members: Utzinger

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: Nace (22), Reichart (23), Hulbert (24)
- 3 faculty members from tenured faculty, one from each division, elected by the faculty for three-year staggered terms: Townsend (22), Johnson (23), Goodman (24)
- Dean of the Faculty, *ex officio*: McDermott
- Chair to be elected annually from within the committee: Nace

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: Werth (22), Townsend (23), Elser (24)
- 1 faculty member (tenured or untenured) elected by the faculty for a two-year term: Almond [22]
- 1 faculty member appointed by the Dean of the Faculty for a two-year term: Gleason (23)
- College Chaplain, *ex officio*: Keith Leach
- Chair to be elected annually from within the ranks of the faculty on the committee: Werth

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: Szabo [22], Vitale (23), Lynch (24)
- President of the Student Body: Scott Pittman
- Dean of Students, *ex officio*: Pantele
- Chair to be elected annually from the ranks of the faculty on the committee: Vitale

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*: Thornton
- 4 faculty members, one elected at large each year, for four-year terms: Tims [22], Euteneuer (23), Hulbert (24)
- Chair to be elected annually from within the ranks of the faculty on the committee: Euteneuer

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: Deal (22, a), Davis [22], Irons/Gleason (23)
- Dean of Students, *ex officio*: Sabbatini
- Chair to be elected annually from the ranks of the faculty on the committee: Gleason

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: Lowry (22, fd), Hunter-McKinney (23, fd), Khurana (24, f), Euteneuer (25, fd).
- Chair to be elected from within the committee: Lowry

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: Thornton (22), von Rueden/Thurman (23), Lynch (24)
- 1 faculty member appointed annually by the President after the election of the above: Isaacs (22)

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: Thornton (22), Fox (22), Bloom (22), Vitale (23), Lins/Lowry (23), DeJong (23), Greenspan (24), Deal (24), Keohane (24).
- Administrative officers are not eligible to serve
- Chair to be elected from within the committee: Vitale

Faculty Representative to the Board of Trustees:

Coombs (23)

Faculty Representative to the NCAA: Thornton (23)

Clerk of the Faculty: P. Wilson (22)

MATTERS OF RECORD

DEGREES AWARDED

May 14, 2022

DOCTOR OF LAWS

Honoris Causa

BENJAMIN E. SASSE

DOCTOR OF HUMANE LETTERS

Honoris Causa

JAMES K. WOODLEY III '79

BACHELOR OF ARTS

George Grayson Ackaway
History
Minor in Rhetoric

Jackson Richard Aherron
Economics and Business
Minor in Leadership in the Public
Interest
Summa cum laude

Jackson Southard Akers
Government
Minor in History

John Ryan Arient
Government
Minor in National Security Studies

Michael David Edward Armen
Philosophy
Minors in Classical Studies and Greek
Magna cum laude

Dalton Mathews Ashworth
Economics and Business
Summa cum laude

Wesley Cola Atkinson
Visual Arts

William Gatling Atkinson, Jr.
Economics and Business

Christopher Todd Ayers, Jr.
Economics and Business

Ethan Nicholas Badin
Economics and Business
Minor in Rhetoric
Cum laude

Joshua Lee Baker
Religion
Magna cum laude

Tyler Chase Barksdale
Economics

Daniel Stuart Beal
Economics and Business
Minor in Leadership in the Public
Interest
Cum laude

Christian Yujiro Leifsson Berner
Economics and Business
Minor in Rhetoric

Jordan Alonzo Blackwell
Government
Minor in Rhetoric

Scott Robert Bowman, Jr.
History
Minor in Military Leadership and
National Security

Walter Scott Breeden, Jr.
History

Tyler Nicholas Brice
Government
Minor in Rhetoric
Magna cum laude

Elijah Andrew Brown
Religion
Minor in Law and Public Policy
Magna cum laude
College Honors

Spencer Wyatt Bryan
Economics and Business

John Clarke Bryson
Economics and Business

David Campbell Buchanan
Economics and Business

William Michael Davie Burgdorf
Theatre
Minor in History

Aleksey Liam Burleson
Foreign Affairs
Minor in National Security Studies

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|---|---|---|
| James Stanton Camp History Minor in Rhetoric <i>Summa cum laude</i> <i>Distinction in History</i> | Joseph Burroughs Dail Economics and Business Minor in Rhetoric | Joshua Richard Fuqua Government Minor in Rhetoric |
| Samuel Pierce Carmine History Minor in National Security Studies | Matthew Robert Dalton Psychology | Shane Thomas Glennon English |
| Peyton Graham Carneal Government Minor in Rhetoric | Adib D'Amiano Foreign Affairs Minor in Latin American Studies | Jonathan Christopher Goff, Jr. Government Minor in Classical Studies |
| Stephen James Cash Government | Bennett Paul Diggs Economics and Business | William Clark Green Foreign Affairs |
| Shane Michael Celli Government | John Edward Donohue English Minor in Rhetoric | Andrew James Gustafson Economics <i>Magna cum laude</i> |
| Lucio Jose Chavez, Jr. Government Minor in Leadership in the Public Interest | Noah Shawn Dowdy Foreign Affairs Minor in National Security Studies | Jacob Nicholas Hahn Economics and Business |
| Robert Yates Claggett III Foreign Affairs Minor in Rhetoric | William Fenton Doyle History | David Alan Haiss Economics and Business Minor in Computer Science <i>Cum laude</i> |
| Leland James Cobb Government Minor in Neuroscience | Brendan David Dudding Government Minor in Rhetoric <i>Summa cum laude</i> <i>Second Honor</i> | John Patrick Haley Economics and Business |
| Kieran Thomas Conway Economics and Business | Sean Patrick Duffy Economics | Joshua Alexander Hall English <i>Summa cum laude</i> <i>College Honors</i> |
| Blake Louis Correa English | Kevin Bruce Dunn, Jr. Economics and Business | Harrison Walker Hanes Government |
| Dillon Christopher Costello Government | Elijah Howard Edwards English <i>Magna cum laude</i> <i>College Honors</i> | Grayson Ray Harmon Economics and Business Minor in Rhetoric <i>Magna cum laude</i> |
| Dane Palmer Craddock Economics and Business | John Hatcher Ferguson IV Economics and Business <i>Cum laude</i> | Hunter Franklin Harrington Economics <i>Cum laude</i> |
| Harry John D'Agostino III Government Minor in Rhetoric | Ian Patrick Fitzgerald Economics and Business <i>Magna cum laude</i> | Theodore Whitfield Harris Economics and Business |

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|--|---|--|
| William Coulbourn Hayes Economics Minor in Leadership in the Public Interest | Nicholas Scott Kallivokas Psychology | Matthew Alexander Marsh Government Minor in Leadership in the Public Interest <i>Magna cum laude</i> |
| Chad Spencer Hilfiger Economics and Business Minor in Visual Arts | Frank Lane Karnes III Economics and Business | Parker Miles Mason History |
| James Aubrey Hill Economics and Business Minor in Leadership in the Public Interest <i>Cum laude</i> | William Campbell Karslake Foreign Affairs Minor in National Security Studies | James Brooks McCabe History Minors in Classical Studies and German |
| Jason James Hill, Jr. English Theatre Minor in Rhetoric | Joseph Patrick Kelly English Visual Arts Minor in Music <i>Summa cum laude</i> <i>Distinction in Fine Arts</i> | Jacob Uri McCarty Economics and Business Minor in Rhetoric |
| Smith Graham Hinty Economics and Business Minor in Environmental Studies <i>Cum laude</i> | Dallas Stephen Killingsworth Psychology | Samuel David McLean III English Minor in Environmental Studies |
| Benjamin Matthew Hiter Economics and Business <i>Cum laude</i> | Parker Samuel Franklin Kuscik Government | Coleman Bradner Meadows Psychology Minor in Leadership in the Public Interest <i>Summa cum laude</i> <i>Distinction in Psychology</i> |
| Henry Bolton Hitt Foreign Affairs Minor in National Security Studies <i>Magna cum laude</i> | Jared Denton Lawson English Minor in Rhetoric | Samuel Grey Metersky Economics and Business Minors in Leadership in the Public Interest and Music |
| Robert Owen Hundley Government Minor in National Security Studies | Raymond Willis Leblanc Economics <i>Summa cum laude</i> | John Bennett Miles Economics and Business |
| Josephus Conn Guild Jannerbo Economics and Business Minor in Rhetoric | Ian Baker Lichacz History Minor in Leadership in the Public Interest <i>Summa cum laude</i> | William Charles Presley Miller Economics Minor in National Security Studies |
| Nicholas Avery Ross Johnson History Minor in Rhetoric | Adam Mitchell Long Lovelace English Minors in History and Rhetoric <i>Magna cum laude</i> | James Callahan Mitchell Government Minor in Rhetoric <i>Summa cum laude</i> |
| Khalil Johnston English Minors in Leadership in the Public Interest and Rhetoric <i>Cum laude</i> | Brian Keith Marks, Jr. Economics and Business Minor in Leadership in the Public Interest | Logan John Mitchell Economics |

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|---|--|--|
| Mason Thomas Mitchell Economics and Business Minor in Biology | Jalen Todd Patteson Foreign Affairs Minor in National Security Studies | Matthew Walter Roddy, Jr. History Religion <i>Summa cum laude</i> |
| Simon Andrew Mogren Psychology Religion | Aaron Christian Paulisch Mathematics Philosophy <i>Cum laude</i> | Harrison James Rush English History |
| Mason Etheredge Moore Economics | Joshua Alexander Penn Government Minor in History | Matthew William Schultz Economics and Business Foreign Affairs <i>Magna cum laude</i> |
| Christopher Connelley Morgan Visual Arts | James Scott Hotchkiss Pittman History Minor in Rhetoric | John Staton Moye Scott Economics and Business <i>Cum laude</i> |
| Joseph David Naggy Economics and Business Minor in Leadership in the Public Interest | Jackson Conley Poe Economics and Business | Andrew Connor Shanley Government |
| Edmund Walter Newman III Psychology | Justin Miles Primm Economics and Business | Morton Calloway Shelton Government Minor in History <i>Magna cum laude</i> |
| John Edward Nimmo English Minors in Music and Religion | Erik Toivo Rasmussen Economics and Business Minor in Law and Public Policy <i>Magna cum laude</i> | George Sanders Simmons History |
| Benjamin Tyler Olsen Government | Jackson Matthew Reames Economics and Business | Cameron Daniel Smith Economics and Business |
| John Stuart Orgain Government Minor in History | Zachary Ian Richman Government Minor in National Security Studies <i>Cum laude</i> | Jacob Dylan Smith Foreign Affairs |
| Peter Bland Orgain Economics and Business | William Collins Roberts History Minor in Visual Arts | Kaleb Makhail Smith Mathematical Economics <i>Cum laude</i> |
| Brayden James Overstreet History Minor in Rhetoric | Dylan Kyle Robertson Economics and Business Minor in Law and Public Policy <i>Summa cum laude</i> | Nelson Keese Stanley History |
| William Joyner Parker Economics and Business | Dallas Trenton Robinson Economics and Business Minor in Rhetoric | Robert Nicholas Stepanian History Minor in Rhetoric |
| George Linwood Parsons IV History Minors in Law and Public Policy and Rhetoric <i>Magna cum laude</i> | | Nicholas H. Stommen History Minor in Asian Studies |

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| Benjamin Robert Sultzer Government | Jonathan Joseph Vergara Government Minor in Rhetoric | John Kimberly Whitmore, Jr. Economics and Business Minor in Leadership in the Public Interest |
| Robert Wayne Tew, Jr. Economics and Business | Tanner Blake Voliva Spanish Minor in Music <i>Summa cum laude</i> | Colin Charles Wilson Economics and Business |
| Michael Paul Thornton, Jr. Economics Spanish | Dane Nathaniel Warner Economics | John Andrew Wyatt, Jr. History Minor in Creative Writing |
| Trenton Buchanan Tiller Economics and Business Minor in Rhetoric | Stephen Brooks Waskey Economics | Kenneth George Zongor Classical Studies History |
| Jason William Tyree Economics Foreign Affairs Minor in Military Leadership and National Security | Brendan Connor Weinberg History | Alexander Zorko Foreign Affairs Minor in Leadership in the Public Interest |
| Michael Lawrence Van Citters Classical Studies Philosophy <i>Summa cum laude</i> <i>Distinction in Philosophy</i> | James Samuel Werner Economics Minor in Computer Science | Nicholas Walter Zurasky Government Minor in German |

BACHELOR OF SCIENCE

| | | |
|---|--|---|
| Douglas D. Allen Biology | Luke Taylor Carter Biology <i>Summa cum laude</i> <i>Distinction in Biology</i> | Jason Daniel Covaney Physics Minor in Mathematics <i>Magna cum laude</i> |
| Jake David Beavers Biology <i>Magna cum laude</i> | Eliot Kirk Chandler Engineering Physics Minor in Mathematics <i>Summa cum laude</i> College Honors | Michael James Davis Computer Science |
| Joseph Morris Bekenstein Engineering Physics Minor in Mathematics | Andrew Sullivan Cheyne Physics | Ashton Clark Dixon Chemistry |
| Rhamel Ashur Brewer Physics | Sean Clark Collins Physics | Titus Kane Dowell Chemistry <i>Summa cum laude</i> |
| Cody Charles Brugos Mathematical Economics Minors in Rhetoric and Spanish <i>Summa cum laude</i> | Joseph Earl Corbett Biology <i>Cum laude</i> <i>Distinction in Biology</i> | Jacobus Adriaan Eksteen Mathematical Economics Minor in Mathematics |
| David Savir Bryant Physics | | Mark Stanley Evans, Jr. Biology |

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|--|---|---|
| Matthew Scott Flatford Biology Minor in Neuroscience | Tobias Andrew Konieczka Biochemistry and Molecular Biology Theatre <i>Magna cum laude</i> <i>College Honors</i> | Biology Minor in Chemistry <i>Cum laude</i> |
| James Edward Garrison Mathematics Philosophy <i>Summa cum laude</i> <i>College Honors</i> <i>Distinction in Mathematics</i> <i>First Honor</i> | Jonathan Ryan Lawson Computer Science | Jackson Hall Robertson Computer Science Minor in National Security Studies |
| Hunter Matthew Gilliam Applied Mathematics Computer Science <i>Magna cum laude</i> | Maxwell Jacob Lipscomb Biology Minor in Chemistry <i>Summa cum laude</i> | Garrett Daniel Robinson Biology Hunter Richard Slaughter Biology |
| Tristan William Goering Mathematical Economics | Ronald David Lowman III Biology <i>Cum laude</i> <i>College Honors</i> | Aidan David Sloan Biology Minor in Chemistry <i>Summa cum laude</i> |
| Nicolas Joseph Graziano Engineering Physics Minor in Mathematics | Robert Paul Mahaffy Biology <i>Magna cum laude</i> <i>Distinction in Biology</i> | Andrew Augustus Smith III Biology Minor in Chemistry <i>Magna cum laude</i> |
| Maxwell Davis Hampton Mathematical Economics Minor in Mathematics | James Paul Marks III Biology Minor in Environmental Studies | Jonathan Daniel Smith Chemistry History <i>Summa cum laude</i> <i>College Honors</i> <i>Distinction in Chemistry</i> |
| Jack Andrew Hilbert Mathematical Economics <i>Summa cum laude</i> | Hunter Leigh Martin Biology Minor in Chemistry <i>Magna cum laude</i> | Joseph William Swanson Computer Science Minor in Music <i>Cum laude</i> |
| Stephen Hochschild Mathematical Economics | Umar Muhktar Mujahid Biology <i>Distinction in Biology</i> | Caleb Scott Temple Chemistry Minor in Biology |
| Arthur W. Leighton Holm Applied Mathematics Engineering Physics <i>Summa cum laude</i> <i>College Honors</i> | Daniel David Pearce Chemistry <i>Summa cum laude</i> <i>Distinction in Chemistry</i> | Austin Eugene Travis Engineering Physics Minor in Mathematics <i>Cum laude</i> |
| Mason Lake Khandagle Physics | Robert Lamont Pearson II Biology Minor in Neuroscience | |
| Nicholas Alan King Biology Minor in Chemistry | David Lee Ponce Biochemistry and Molecular Biology Minor in German | |
| | Peter Vincent Purkall | James Barta Wall |

Biology
Religion
Summa cum laude
College Honors
Distinction in Biology

Addison Brock Wesson
Applied Mathematics
Mathematical Economics
Cum laude
College Honors

Blakeney Alec Wesson
Applied Mathematics
Mathematical Economics
College Honors

Mason Scott Willis
Chemistry

CANDIDATES FOR DEGREES AUGUST 2021

(Degree requirements will be completed after May 2022)

Reagan Christian Andersen
Economics

Benjamin Alexander Bailey
Psychology

John Jacob Baker
Government
Minors in History
and National Security Studies

Peter Nash Carrington
Physics

Daniel Gray Dorsey
Economics and Business
Minor in Rhetoric

John Wyatt Elam
Biology
Cum laude
Distinction in Biology

Hunter Kensington Fuller
History

Minor in German

Dakota Jeffries Howard
Psychology

Roland Dale Johnson III
History

Davis Riley Link
English

Zachary Tavss Maiden
Spanish
Minor in Law and Public Policy

Paul Shea O'Malley, Jr.
Physics

.Charles Mechling Downey Roberson
Religion

Meade Addison Spotts II
Psychology

Taylor Brandt Ward
Biology
Minor in Music

Aron Aklilu Weldai
Chemistry
Minor in Biology

Richard Maurice White III
Psychology

FIRST HONOR GRADUATE

James Edward Garrison

COMMISSIONING

Henry Hiitt
Second Lieutenant, United States Marine Corps

Joseph Dail
Noah Dowdy
William Karslake
Jalen Patteson
Jackson Robertson
Second Lieutenant, United States Army

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.

2022 Recipient: Dr. Celia Carroll-Jones

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.”

2022 Recipient: Ms. Shaunna Hunter

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.

2022 Recipient: Hunter Martin

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.

2022 Recipient: Coleman Meadows

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.

2022 Recipient: Michael Van Citters

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.

2022 Recipient: Dr. Richard Pantele

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.

2022 Recipients: Joshua Hall

Arthur W. Leighton Holm

Joseph Kelly

FRESHMEN (2021-2022)

Banks Bower Abella Williamsburg, VA
 Charles Ellis Adams, Jr. Mechanicsville, VA
 Jordan A. Akerson Roanoke, VA
 Markus Joseph Alfonso Canton, GA
 Andrew Pierce Allen Columbus, OH
 William Christen C. Anderson East Thetford, VT
 Dylan Ross Apple Reidsville, NC
 Matthew Emerson Arnold Danville, VA
 Jack Solomon Bailey Sewanee, TN
 Nicholas Birch Beaudoin Norfolk, VA
 Kenten Joseph Bero Street, MD
 Henry Parker Black Raleigh, NC
 Mason Griffin Blalock Sullivans Island, SC
 Andrew Wallace Blankenship Midlothian, VA
 Connor Jacob Bond Mechanicsville, VA
 Christopher Laird Boone, Jr. Houston, TX
 Frank Kennon Borden III Durham, NC
 Alex Edward Bott Henrico, VA
 Anderson Slate Bowers Murfreesboro, TN
 Blake Ruxton Boyd Chester, VA
 Matthew Everett Brooks Springfield, VA
 Markell L. Brothers Chester, VA
 Paul Allen Broussard Midlothian, VA
 Jonah Imanuel Brown Raleigh, NC
 James Luckin Bugg IV Norfolk, VA
 Evin G. Burton Texarkana, AR
 Kevin Michael Busch, Jr. Greensboro, NC
 Joseph M. Carbone Statesville, NC
 Kenderson R. Cardaci Little River, SC
 Cody James Carnes Hartfield, VA
 Cullyn Alissa Cary Keysville, VA
 Ethan Henry Casteel Danville, VA
 Adam Michael Choate Mineral, VA
 Theodore Dean Cicala Marysville, CA
 Devanand M. Clark Woodbridge, VA
 Hayden Lee Clark Keysville, VA
 Thaddeus Jackson Cobb Aydtlett, NC
 Robert Allardice Cofield Lexington, KY
 Logan Michael Cohn Henrico, VA
 Rhodes Carter Cooper Farmville, VA
 Roderick A.W. Cooper Henrico, VA
 Patrick Omar Coronado Leesburg, VA
 Benjamin Noel Covert Midlothian, VA
 Jacob Theodore Crabtree Pulaski, VA
 George Francis Craft III. Winchester, VA
 Matthew Cosby Davis Buckingham, VA
 Joseph John Day IV Fort Hunt, VA
 Jackson Marquez Delaney Virginia Beach, VA
 Samuel Read Detrick Pamplin, VA
 Seamus Timothy DeVol Silver Spring, MD
 James Timothy Diehl Warrenton, VA
 Charles Henry Dodson Danville, VA
 Graeme Patrick Ebert Vienna, VA

Jackson Dean Eckhardt Upper Chichester, PA
 Zachary Robert Edwards Richmond, VA
 Roland Judson Elliott III Henrico, VA
 Austin Fernandez Warrenton, VA
 Jacob Daniel Fink Moseley, VA
 William Barrett Foster Virginia Beach, VA
 Andrew Taylor Fox Virginia Beach, VA
 Caden Jefferson Furr Mt. Pleasant, NC
 Ian Coulter Fussell Burlington, NC
 William Stephen Gallagher Henrico, VA
 William Rhett Gardner Martinsville, VA
 Peter K Gemborys, Jr. Wilmington, NC
 Waylon Francis Gibson Savannah, GA
 Ashton Brooke Giles Prospect, VA
 Andrew Cason Godwin Raleigh, NC
 William A. Graves Chester, VA
 Jahiem D'sean Green Stafford, VA
 Mason Tyler Gross Kents Store, VA
 Robert Grey Gurley Roanoke, VA
 Nathaniel Lee Hager Quinton, VA
 Zachary Orceyre Hanzlik Vienna, VA
 Quinn M. Hardimon Alexandria, VA
 Grayson W. Harris Moseley, VA
 Charles Henry Hassett Vienna, VA
 David William Hausler, Jr. Midlothian, VA
 Joshua Micheal Head, Jr. Virginia Beach, VA
 Evan Douglas Heck Roanoke, VA
 Owen Thomas Hegadorn Falls Church, VA
 John Riley Highfill Glen Allen, VA
 Taylor Theron Hoar Bath, SC
 Connor Mark Hoban Herndon, VA
 Antonio Bryan Hoggard, Jr. Virginia Beach, VA
 Ethan William Hopp North Chesterfield, VA
 Peyton Bray Howard Pickens, SC
 William Wheeler Huddleston Baldwin, MD
 John Chenault Hutcheson Minneapolis, MN
 Brandon James Hyde Thousand Oaks, CA
 Christian Lee Hyman Henrico, VA
 George Bryant Jackson Danville, VA
 John G. James Berlin, MD
 Yue-Bo Jia Chapel Hill, NC
 Aiden Lee Johnson Richmond, VA
 David John Luay Johnson Philippines
 Calvin Maurice Johnson Stem, NC
 Elliot Coltrane Jones Danville, VA
 Kiyou Tanner Jones Farmville, VA
 Richard Douglas Jones Staunton, VA
 Tucker Campbell Jones Smithfield, VA
 John-Henry Addison Jordan Winston Salem, NC
 Charles Harrison Joyce Leesburg, VA
 Quinn Patrick Kamenick Reston, VA
 Joshua Levi Kelly Kissimmee, FL
 John D. Kendrick Hoover, AL
 Matthew S. Kendrick Hoover, AL

| | | | |
|---------------------------------------|----------------------|-------------------------------------|--------------------|
| Thomas William Kent | Lynchburg, VA | Heath Allen Robinson | Corolla, NC |
| John Henry Kiefer | Midlothian, VA | William Boyd Roller | Toms Brook, VA |
| Conor John Kilfeather | Wyndmoor, PA | Christopher Scott Ronek | Charlotte, NC |
| Cole Nieman Kirschner | Punta Gorda, FL | Dylan Michael Ross | Onancock, VA |
| Connor Taylor Kitson | Wake Forest, NC | Nicholas Emanuel Rubino | Charlotte, NC |
| Jackson Cole Krohmer | Roanoke, VA | Nathaniel Paul Russett | Williamsburg, VA |
| Stuart Philip Kyle | Leesburg, VA | Brandon George Satink | Hampton, VA |
| Kyle Benjamin Lafayette | Charleston, SC | Everett Wilson Savage | Onancock, VA |
| Christian Todd Lancaster | Danville, VA | Benjamin Thomas Schroeder | Roanoke, VA |
| Ethan Todd Larsen | Lanexa, VA | John Cooper Scott | Gretna, VA |
| Sutton Thompson Lasso | Raleigh, NC | Jackson Wyatt Severt | Church Road, VA |
| Dalton Tucker Lockridge | Drakes Branch, VA | Ian Fletcher Shackley | Williamsburg, VA |
| Jackson A. Lott | Norfolk, VA | William Montague Shepardson | Henrico, VA |
| Rece James Lott | Fort Worth, TX | Tobius Lee Shotwell | Chester, VA |
| Harry Daniel Lowman | Roanoke, VA | James Benjamin Shray | Smithfield, VA |
| Barrett Luke Lozaw | Raleigh, NC | Nicholas Payne Shryock | Davidson, NC |
| Daniel Louis Ludovico | Henrico, VA | Henry Walter Singleton | Henrico, VA |
| Carson Lawrence Mann | Mathews, NC | Knox Williamson Sirmans | Rome, GA |
| Forrest Walker Marsh | Raleigh, NC | Jonathan Thomas Smiley | Midlothian, VA |
| Jaxon Havlina Masterson | Raleigh, NC | Brody Smith | Yorktown, VA |
| Eric Matthew Mayer | Glen Allen, VA | Shane Evans Smith | Glen Allen, VA |
| Joshua Clay McCoy | Ruther Glen, VA | Carter Larson Spawn | Midlothian, VA |
| Ayman McGowan | Memphis, TN | Daniel Giuseppe Stachowski | Williamsburg, VA |
| Tyler Dalton McGrath | Kenbridge, VA | Skyler James Stanforth | Wilmington, OH |
| Conner Ryan McMullen | Puyallup, WA | Evan Brion Stang | Chesapeake, VA |
| Gabriel Menjivar | Springfield, VA | John Andrew Stepanian | Henrico, VA |
| Luis M. Meza | Annapolis, MD | Eli Candler Strickland | Kitty Hawk, NC |
| Joseph Kade Minton | Wytheville, VA | Gabriel Heinrich Sudarma | Virginia Beach, VA |
| Robert Hovey Morris | Schuyler, VA | Joshua Daniel Sullivan | Bethlehem, PA |
| William Preston Morris | Chesterfield, VA | Troy Lee Sullivan | Bumpass, VA |
| Zachary Michael Mowbray | Buckingham, VA | William Thomas Swartz | Springboro, OH |
| Nicolas Keeling Neighbors | Mechanicsville, VA | Brooks Townsend Taylor | Chester, VA |
| John Robert Nemeth | Greensboro, NC | Joseph Donovan Taylor | Philadelphia, PA |
| Joseph Daniel Newcomer | Nappanee, IN | Benjamin Alexander Thomas | Jamestown, NC |
| Joshua Bridges Newman | Charlotte, NC | John Patrick Thomas | Glen Allen, VA |
| Jackson Tripp Norman | Waxahachie, TX | William Gilmore Thomas | Blacksburg, VA |
| Johnny Lane Oates II | Chester, VA | John Maher Tierney | Charlotte, NC |
| Nathaniel Patrick O'Malley | Peachtree City, GA | Rashaun Ja'Quez Tomlin | Warner Robins, GA |
| Thomas Grey Overton | Buffalo Junction, VA | Chance Burke Trammell | New Hope, PA |
| Ryan Andrew Parker | Martinsville, VA | Blake A. Tullios | Magnolia, TX |
| Aidan Odell Parr | King George, VA | Tahkel Haven-Jamal Tyson | Newport News, VA |
| Thomas Harrison Paul | Henrico, VA | Justin Daniel Varela | Midlothian, VA |
| Edwin Bruton Peacock IV | Charlotte, NC | Charles Isaiah Walker | Gum Spring, VA |
| Jonathan Troy Person | Columbia, SC | Noah William Walker | Blackstone, VA |
| Joseph Isaiah Pierre | Mobile, AL | Brendan Anthony Wallace | Virginia Beach, VA |
| Luke Walsh Plawin | Vienna, VA | Oliver Marshall J. Waple | Henrico, VA |
| Brian Michael Polinchock | Moseley, VA | Mark Ezra Warren | Norfolk, VA |
| George Washington Ray V | Lexington, VA | Jeremy Ray Wehking | Hope Mills, NC |
| Anderson Carlisle Reames | Yorktown, VA | Gaines Randolph Weis | Henrico, VA |
| Garrett Matthew Regan | Catonsville, MD | Campion Ignatius White | Apex, NC |
| Cole William Renfrow | Bowling Green, KY | Henry Sinclair Whitley | Richmond, VA |
| Justin Kai Reynolds | Virginia Beach, VA | Samuel Nicholas Wiler | Stafford, VA |
| Dylan Michael Robbins | Mechanicsville, VA | Elliot Zachary Lewis Williams | Virginia Beach, VA |
| Charles Frederick-Smith Roberts | Easton, MD | Owen Daniel Williams | Stonington, CT |

Andrew Charles Winans Holiday, FL
 Michael Griffin Winn Chesterfield, VA
 Anthony Vincent Wood Chesapeake, VA
 Jackson Lee Woods Mooresville, NC
 Jack O'Ferrell Wright Annandale, VA
 Andrew Gregory Zachmann Roanoke, VA
 Payton Quinn Zeitler Sewanee, TN

SOPHOMORES (2021-2022)

John Wilson Alexander Wake Forest, NC
 Bryson Lee Alley Keswick, VA
 Stephen Joseph Ambrosi II Charlottesville, VA
 Silas Christopher Avis Stoneville, NC
 Brendan Liam Bagwell Atlanta, GA
 Blake Lewis Barker Cartersville, VA
 Ryan Floyd Barnett Church Road, VA
 Junior Audiel Barrera-Mondragon Raleigh, NC
 Jacob Adam Bayer Wirtz, VA
 Joseph Benjamin Beason Cary, NC
 Tanner Bernard Evinston, VA
 Edward Thomas Bilodeau Rockville, MD
 Thomas Bishop Jacksonville, FL
 Holt Alexander Blythe Virginia Beach, VA
 Zachary Michael Bolling Mechanicsville, VA
 Matthew Vincent Bordfeld Jackson, NJ
 Evan Nicholas Bott Henrico, VA
 John Smith Bourdon Madison, VA
 Braeden Lane Bowling Cary, NC
 Adam Vanderbeek Brazil Mooresville, NC
 Lawrence Foster Breedlove Atlanta, GA
 Davis Marshall Brock Virginia Beach, VA
 Trevor A. Brown North Chesterfield, VA
 Orlando Charles Brumfield Midlothian, VA
 Carter Harland Burcham Rockville, VA
 Jackson Nathaniel Burkhardt Raleigh, NC
 Lucas Wayne Burnette Hurt, VA
 Ian Patrick Thomas Burns Hampden-Sydney, VA
 William Tillman Butler IV Culpeper, VA
 Jaylen Markeis Calloway Goode, VA
 Charles Edward Cannon Mount Pleasant, SC
 Marcello Loureiro Capizzani Fairfax, VA
 Brent Michael Carwile Amelia Court House, VA
 Cameron Dupree Chandler Anderson, SC
 Fletcher August Chisman Williamsburg, VA
 Brandon Christmas Stafford, VA
 Alfred G. Collins IV Colonial Heights, VA
 Dalton Lee Collins Midlothian, VA
 Jaron Antonio Concepcion Chesapeake, VA
 Joshua Devany Cooper Suffolk, VA
 Connor Joseph Costa Clover, SC
 Christopher Jacob Critzer Palmyra, VA
 Kadari Lee Cuffee Chesapeake, VA
 Thomas Michael Daly IV Richmond, VA
 Garrett Cole Davidson Chesapeake, VA

Emory Nathaniel Davis Palmyra, VA
 Paul Anthony Decker, Jr. Norfolk, VA
 Nathaniel Louis DeFazio Moseley, VA
 Drew J. Duffy Virginia Beach, VA
 Patrick Joseph Duffy Charlotte, NC
 Aaron Wade Edwards Amelia Court House, VA
 William Henry Edwards III Alexandria, VA
 Linton Alexander Elliott, Jr. Marietta, GA
 Hunter Joseph Eppleman Virginia Beach, VA
 Myles Carroll Fallen Henrico, VA
 Ethan Lee Farmer Chesterfield, VA
 Lane Evan Faulkner Glen Allen, VA
 Harry Gerald Flouhouse III Charlotte, NC
 Elia Ayerst Fontecchio Jacksonville, NC
 Terence Patrick Forde III Summerfield, NC
 David Monroe Forehand Norfolk, VA
 Curtis Ryan Franklin Prospect, VA
 Julian Jasiah Franks-Pollock Norfolk, VA
 John Corey Fraser Palmyra, VA
 Jackson Walker Frey Fairfax, VA
 Melik Frost Bluffton, SC
 James Mercer Garnett III Orange, VA
 Thomas Bass Gates, Jr. Midlothian, VA
 Ellis Ashford Gauthier Vienna, VA
 Matthew Craig Gemmell Winston Salem, NC
 Kevin James Gholson Montpelier, VA
 Paul Douglas Gholson III Midlothian, VA
 Ricardo Fabian Gil-Gomez Virginia Beach, VA
 Zachary Owen Reed Gonzalez West Point, VA
 Alexander Gordon Green Virginia Beach, VA
 John Henri Gregoire Norfolk, VA
 Andrew Tomoteru Guerrero Virginia Beach, VA
 Frank Maynard Gwaltney III Smithfield, VA
 Reed Thomas Gwaltney Chester, VA
 Garrett William Hafley Dillwyn, VA
 David A. Haley Norfolk, VA
 John Putnam Hall Norfolk, VA
 Josiah T. Hardy Ashburn, VA
 William Peebles Harrison Kitty Hawk, NC
 Bryce A. Hartman Herndon, VA
 Luke Richard Helfgott Arlington, VA
 Theodore William Hendrickson Wahington, DC
 Taylor Jeremy Herrera Leesburg, VA
 Mark Anthony Hines Suffolk, VA
 Brock O'Connor Hinson Jacksonville, FL
 Mitchell Douglas Hoag Midlothian, VA
 Nishawn Anderson Hodge Charlotte, NC
 George Thomas Gambrell Holman Mountain Brook, AL
 Christopher Andrew Holt Zuni, VA
 Aedan W. Hopkins Moseley, VA
 Nicholas N. Howlett Norfolk, VA
 Davidson Bedford Hubbard Charlotte, NC
 Michael David Hudson, Jr. Roanoke, VA
 John Dylan Huggins Warrenton, VA

| | | | |
|--|------------------------|--------------------------------------|------------------------|
| Greyson Jack Hurley | Chattanooga, TN | Harrison Garrett Pickren | Mt. Pleasant, SC |
| Mark Richard Hurst | Virginia Beach, VA | Max Robert Pietrykowski | Alexandria, VA |
| Andrew Osiel Jaime | North Chesterfield, VA | Robert Anthony Pinello | Salem, VA |
| Christopher Drake James | Hayes, VA | Jonathan McGowan Pope | Chester, VA |
| James Harrison Johnson | Midlothian, VA | Jacob Scott Porter | Ponte Vedra, FL |
| Matthew Taylor Johnson | Virginia Beach, VA | Ryan Bailey Portes | Midlothian, VA |
| Jaylin West Jones | Rustburg, VA | Noah Grant Price | Hampton, VA |
| Joshua Isaiah Jones | South Hill, VA | Andrew Luke Puccinelli | Glen Allen, VA |
| Trent Michael Jones | Virginia Beach, VA | Andrew Kenneth Lokie Quick | Hillsborough, NC |
| Nathaniel Vincent Kania | Danville, VA | Nicholas Charles Quillian | North Chesterfield, VA |
| Adam Stephen Kelly | Mechanicsville, VA | Briggs Charles Randall | Spotsylvania, VA |
| Thomas Tristan Kelly | Darien, CT | William Marks Rauch | Newport News, VA |
| Jacob G. Kern | Midlothian, VA | Jacob Thomas Renaud | Schenectady, NY |
| Peyton Farley King | Fredericksburg, VA | John Patrick Reno | Clifton, VA |
| Andrew Blair Kline | Knoxville, TN | Christian Rodriguez | Manchester, MD |
| Devin Thomas Kohout | Alexandria, VA | John Michael Rowe | Midlothian, VA |
| Mitchell Ryan Krucke | Kill Devil Hills, NC | Harry Glaswell Rust | Farmville, VA |
| William Gerry Krueger, Jr. | Mountain Brook, AL | Andrew John Sabochick | Yorktown, VA |
| Herbert Tobias Josef Lafayette, Jr. | Charleston, SC | Nicholaos Demitrios Sarantakos | Williamsburg, VA |
| Dominick Joseph Lazzuri | Williamsburg, VA | Patrick Hayden Saunders | Alexandria, VA |
| Finlay James Lee | Richmond, VA | Henry Hale Landry Seward | Richmond, VA |
| Michael Shea Leone | Vienna, VA | Declan Miller Shaw | Durham, NC |
| Iceysis Kyree Lewis | Radiant, VA | Cameron Steven Shields | Scottsville, VA |
| Logan Harrison Lewis | Aiken, SC | Meade Christian Slonaker | Penn Laird, VA |
| Bennett Davis Lloyd | Ridge, VA | Joseph Crosby Smith | Fairhope, AL |
| Christopher Braveboy Locklear | Onancock, VA | Palmer Davis Smith | Chesapeake, VA |
| Tristan Grayson Lucy | Gum Spring, VA | Paul David Smith | Warrenton, VA |
| Robert Jackson Lyons | Powhatan, VA | Peter Alan Smith | Warrenton, VA |
| William Archer Lyster | Charlottesville, VA | Richard T. Smith III..... | Mechanicsville, VA |
| Robert Chase Magette | Courtland, VA | Grayson Rhoades Somnardahl | Midlothian, VA |
| Aidan T. Malloy | Chesapeake, VA | Jason Christopher Southern, Jr. | Reva, VA |
| Wesley J. Martinez-Ortiz | Richmond, VA | Hunter Wayne Spence | North Dinwiddie, VA |
| William Mitchell Matejowsky | Cary, NC | Noel Headley C. Stock | North Chesterfield, VA |
| Stephen Hughes Meima, Jr. | Bethesda, MD | Patrick Robert Strite | Purcellville, VA |
| James Jordan Meredith | Midlothian, VA | Lance Parker Tate | Stanardsville, VA |
| Braxton T. Mergenthal | Efland, NC | DeAndre L. Taylor | Chesterfield, VA |
| Reese Dale Meyer | Virginia Beach, VA | Benjamin Scott Teachey | Midlothian, VA |
| John McLean Mill | Chesterfield, VA | Tramell Thompson | Astoria, NY |
| Anthony Dwayne Minter, Jr. | Chester, VA | Elian Steve Toapanta Sanchez | Salem, VA |
| James Reedy Monahan | Jacksonville, FL | Becton Stephen Topping | Suffolk, VA |
| Drew Watson Moore | Virginia Beach, VA | Ryan Michael Tully | Manassas, VA |
| Thomas Alexander Morris | McLean, VA | Iziah Ryan Turner | Portsmouth, VA |
| Andrew S. Moseley | Jacksonville, FL | James Henry Van Ness VI..... | Henrico, VA |
| Stefan Ekiti Ngoh | Goldvein, VA | Trevor Ryan Wade | Palmyra, VA |
| Arthur Amos Nickens III..... | Ashburn, VA | Ricky Lonzell Walker | Chesapeake, VA |
| Jerrold Alexander Nolan | Washington, DC | Forrest Stephen Warner | Charlottesville, VA |
| Ryan C. North | Lynchburg, VA | Franklin Charles West | Toano, VA |
| Ray Rocha O'Brien | Scituate, MA | Jamahdia Jerome Whitby | Williamsburg, VA |
| Barry Thomas O'Connor, Jr. | West Point, VA | Robert Daniel Wilkerson | Farmville, VA |
| Michael Ikwebe Ogenyi | Virginia Beach, VA | Preston Jameson Willett | Midlothian, VA |
| Andrew Wilson Osborn | Farmville, VA | Aidan Joseph Williams | Suffolk, VA |
| Matthew V. Osborn | Farmville, VA | Ken'Quiese Dwight Williams | Norfolk, VA |
| Turner Ashby Payne | Richmond, VA | Robert Edward Williams | Powhatan, VA |
| Jordan Scott Payton | Alpharetta, GA | Allan Thomas Williamson | Midlothian, VA |

Brice Michael Wilson Lovington, VA
 Josiah A. Worley Montpelier, VA
 Danahj Le'Vence Wright Greensboro, GA
 James Wyatt Richmond, VA
 Patrick Russell Young Montclair, VA

JUNIORS (2021-2022)

Ryan Christian Andersen Newport News, VA
 Wesley Cola Atkinson Newport News, VA
 Michael Griffith Austin, Jr., Alexandria, VA
 David Banks Hinesville, GA
 David Alexander Banton North Chesterfield, VA
 Gage Michael Bass Chesapeake, VA
 Nathaniel Graham Battle Hamilton, VA
 Jeffery James Beavers Alexandria, VA
 Nicolas Ronan Bergeron Leesburg, VA
 Seth Allen Black Arlington, VA
 Albert Martin Blackburn Glen Allen, VA
 Richard Karl Bolton, Jr. Charlottesville, VA
 Svent Soren Bossart Erlach, Switzerland
 Thomas Russell Bowles III Moseley, VA
 Ryan Michael Boyce Suffolk, VA
 Gage Alexander Bradley Moseley, VA
 Connor Thomas Brooks Springfield, VA
 Jonathan Gray Brooks, Jr. Greenville, NC
 Ian Edward Brown Hanahan, SC
 Attila C. Buri Leesburg, VA
 John Nacca Buttarazzi Vienna, VA
 David James Byler Virginia Beach, VA
 Aidan Brault Byrne Charlotte, NC
 Nathan Steve Cabrera Meherrin, VA
 Cameron Hutchinson Call Vienna, VA
 Harrison Martin Carter Henrico, VA
 Colton Douglas Chapman West Point, VA
 Eric Robert Cheatham Appomattox, VA
 Nathaniel Conard Clayton Virginia Beach, VA
 Ryan C. Clements Conyers, GA
 Patrick Daniel Conde Virginia Beach, VA
 Kieran Thomas Conway Chesapeake, VA
 Ryan Lange Corbett Richmond, VA
 David William Crego Fairfax, VA
 Mark Ethan Currin Toano, VA
 Samuel Reed Dalton Virginia Beach, VA
 Thomas Lewis Darden III Smithfield, VA
 Michael Carter Daum Cary, NC
 Andrew Wesley Davis Richmond, VA
 Anthony John Dischino Gainesville, VA
 Jacob William Domikis Fredericksburg, VA
 Brayden Thomas Edwards Dillwyn, VA
 Connor James Eickelman Clermont, FL
 Jackson Thomas Eisele Farmville, VA
 Trevor Walton Elliott Richmond, VA
 Robert Keane Emmans Monkton, MD
 Martin N. Eschman Fayetteville, GA

Candler West Falls Richmond, VA
 Jack Tanner Fechter Potomac, MD
 Joshua Marriott Fentress Virginia Beach, VA
 Thomas Davis Ferguson Rocky Mount, VA
 Clyde Marshall Flagg III Williamsburg, VA
 Christopher Gaines Fuqua, Jr. Greenville, NC
 James Slater Gammon Providence Forge, VA
 Samuel Patrick Garifo New London, NC
 Frederick Garst III Callaway, VA
 Jacob Lewis Georges Norfolk, VA
 Franz Edward Gilbert II Callahan, FL
 James Addinsell Gilbert Accomac, VA
 Pieter William Green Farmville, VA
 Benjamin Neal Hager Quinton, VA
 Joseph Peyton Hall Amelia Courthouse, VA
 Ian McCormick Haney Barboursville, VA
 Christopher Bryce Hare Abingdon, MD
 Miles Grayson Harris Virginia Beach, VA
 Tymothy Michael Hart Powhatan, VA
 Amory Mitchell Haynes Poquoson, VA
 Ryan Joseph Haynie North Chesterfield, VA
 Jaivon Nasir Henley Manakin-Sabot, VA
 Sean Alexander Hines Clarksville, VA
 Talmadge David Hope Richmond, VA
 Lowell Thomas Hovis Raleigh, NC
 James Lee Howe Henrico, VA
 Maliek R. Hubbard Spout Spring, VA
 Jeffrey Alan Hunsaker Coeburn, VA
 Anthony Scott Isom Clintwood, VA
 Roland Dale Johnson III Urbanna, VA
 True Solomon-Harper Johnson North Potomac, MD
 Nathan Peter Jones Parkton, MD
 Nathan William Joyner Mechanicsville, VA
 Drake Michael Kalinowski Littleton, CO
 Timothy Sage Kallam South Hill, VA
 Alexander Kaneklides Dunn, NC
 Alexander Francisco Kehoe Eastern Province, Saudi Arabia
 Declan James Kent Charlottesville, VA
 Zachary Walton Keys Danville, VA
 Josiah Broderick King South Boston, VA
 Thomas Gregory Kinter Glen Allen, VA
 John Maxwell Koontz Winston-Salem, NC
 Schaefer Wiley LaBrie Norfolk, VA
 Noah Randolph Lacy Glen Allen, VA
 George Agee Langhammer Roanoke, VA
 Nicholas Bryan Lee Easton, MD
 Jabril Brehon Lewis Virginia Beach, VA
 Jack Andrew Limon Newberry, FL
 Christopher Michael Lindgren Ivy, VA
 Gage Anderson Luck Chesterfield, VA
 Cullen William Lyons Virginia Beach, VA
 Caleb Boakye Manu Accra, Ghana
 Daniel John Marsden Berryville, VA
 Kevin Sean Marshall Mount Pleasant, SC

Tyler Hensley Martin El Paso, TX
 Mason Zachary McGhee Richmond, VA
 Robert Knowlton McVey Nashville, TN
 Gregory Charles Mick, Jr. Mechanicsville, VA
 Allan Jennings Miller Concord, NC
 Robert Wayne Miller III Stuart, FL
 Ross Curran Miller Henrico, VA
 Nicholas Cameron Mills Roanoke, VA
 Noah Hunter Moore Roanoke, VA
 Nicklas Konrad Morgan Issaquah, WA
 James Roberts Mullen Spartanburg, SC
 Colin Jacob Nichols Jacksonville, FL
 Daniel Robinson Nivens Kings Mountain, NC
 Ian Charles Novak Haymarket, VA
 Izac Omotayo Olatunji Hyattsville, MD
 Grant Sanders Paramore Hampstead, NC
 Cameron Ross Parent Mechanicsville, VA
 Jackson Graham Paschal Fayetteville, NC
 Dominic Gregory Pastore Mechanicsville, VA
 William Andrew Perry Roanoke, VA
 Grayson Graham Phillips Atlanta, GA
 Landon Lewis Porter Virginia Beach, VA
 John Emory Pruett Myrtle Beach, SC
 Braxton Thomas Psuik Glen Allen, VA
 Peyton Ray Puhlick Gainesville, VA
 David Boyce Purdie, Jr. Clinton, NC
 Brett Michael Reis Fuquay Varina, NC
 Samuel James Robelen Glen Allen, VA
 Charles Mechling Downey Roberson Rocky Mount, NC
 Benjamin Parker Rose New Market, MD
 Carson Geroe Roth Montgomery, AL
 Alexander Michael Rubino Charlotte, NC
 Jay Felton Rutherford III Lexington, KY
 James-Ryan Salvi Troutville, VA
 Christopher James Schaible Wirtz, VA
 Nicholas Joseph Scheer Lakeville, MN
 Ryan Joseph Scott Roanoke, VA
 Blake W. Seif Trent Woods, NC
 Noah Harrison Selfe Colonial Heights, VA
 Jackson Lee Shipman Mount Pleasant, SC
 William Joseph Shulleeta Henrico, VA
 Jacob A. Siler Charlotte, NC
 Benjamin Keith Skinner Yorktown, VA
 Kyle Logan Slate Yorktown, VA
 Bryson Trevor Smith Rutherfordton, NC
 Charles Walter Smith Henrico, VA
 Jacob Randall Smith Midlothian, VA
 Jared Tran Smith Arlington, VA
 Talen Elisah Smith Ruther Glen, VA
 Ethan Conrad Solis Fairfax Station, VA
 Meade Addison Spotts II Richmond, VA
 Christian David Spring Hampstead, NC
 Owen Gregory Tappy Charlotte, NC
 Harrison Clark Taylor Nashville, TN

Nicholas Philip Burnes Thompson Midlothian, VA
 William Yelverton Thornton Charlotte, NC
 John Atwood Torian Winchester, VA
 Jeffrey Scott Tornell, Jr. Falls Church, VA
 Roman James Trettel IV Richmond, VA
 Samuel Chase Turner Virginia Beach, VA
 Chase Augustine Urbine Powhatan, VA
 Jacob Cole Vonderharr Powhatan, VA
 Christopher McNeil Wade Providence Forge, VA
 Michael Patrick Walsh Cary, NC
 Connor Perry Warner Crozet, VA
 Dane Nathaniel Warner Norfolk, VA
 John Cademon Wheeler Blacksburg, VA
 Richard Maurice White III Lincoln, DE
 Ryan Patrick Winborne Farmville, VA
 Matthew James Wood Charlotte, NC
 Justin Myrick Woodall Mechanicsville, VA
 Justice Tyler Wright Lynchburg, VA
 Evan Alexander Zachmann Roanoke, VA
 Michael Warren Hustead Zager Nashville, TN

SENIORS (2021-2022)

George Grayson Ackaway Virginia Beach, VA
 Jackson Richard Aherron Ringgold, VA
 Jackson Southard Akers Henrico, VA
 Devin Clay Allen Dillwyn, VA
 Douglas D. Allen Cooper City, FL
 Reagan Christian Andersen Newport News, VA
 John Ryan Arient Yorktown, VA
 Michael David Edward Armen Vista, CA
 Dalton Mathews Ashworth Victoria, VA
 William Gatling Atkinson, Jr. Richmond, VA
 Christopher Todd Ayers, Jr. Roanoke, VA
 Ethan Nicholas Badin North Chesterfield, VA
 Benjamin Alexander Bailey Clarksville, VA
 John Jacob Baker Gainesville, VA
 Joshua Lee Baker Wilson, NC
 Tyler Chase Barksdale Keysville, VA
 Daniel Stuart Beal Henrico, VA
 Jake David Beavers Virginia Beach, VA
 Joseph Morris Bekenstein Reston, VA
 Christian Yujiro Leifsson Berner Portsmouth, VA
 Jordan Alonzo Blackwell Suffolk, VA
 Scott Robert Bowman, Jr. Fort Mill, SC
 Cooper Ellis Boyles Woodbridge, VA
 Walter Scott Breeden, Jr. Smithfield, VA
 Rhamel Ashur Brewer Culpeper, VA
 Tyler Nicholas Brice Rocky Mount, NC
 Elijah Andrew Brown Louisburg, NC
 William Jacob Brown Virginia Beach, VA
 Cody Charles Brugos Dinwiddie, VA
 Spencer Wyatt Bryan Upperville, VA
 David Savir Bryant Aldie, VA
 John Clarke Bryson Henrico, VA

| | | | |
|--|------------------------|--------------------------------------|-------------------------|
| David Campbell Buchanan | Greensboro, NC | James Edward Garrison | Staunton, VA |
| Logan Carter Buchanan | Greensboro, NC | Hunter Matthew Gilliam | Orange, VA |
| William Michael Davie Burgdorf | Williamsburg, VA | Jonathan Christopher Goff, Jr. | Tokyo, Japan |
| Aleksey Liam Burleson | Eagle Rock, VA | Nicolas Joseph Graziano | Virginia Beach, VA |
| Deanna Jalynn Camp | Pamplin, VA | Dorian Michael Green | Axton, VA |
| James Stanton Camp | Williamsburg, VA | William Clark Green | Midlothian, VA |
| Henry Robert Carman | Christiansburg, VA | Loyal Thomas Grimes IV | Glen Allen, VA |
| Samuel Pierce Carmine | Hudgins, VA | Andrew James Gustafson | Elgin, SC |
| Peyton Graham Carneal | Hayes, VA | Jacob Nicholas Hahn | Ruckersville, VA |
| Peter Nash Carrington | White Stone, VA | David Alan Haiss | Nokesville, VA |
| Luke Taylor Carter | North Chesterfield, VA | John Patrick Haley | Henrico, VA |
| Stephen James Cash | Kill Devil Hills, NC | Joshua Alexander Hall | Cherry Hill, NJ |
| Shane Michael Celli | Cape Charles, VA | Maxwell Davis Hampton | Saint Louis, MO |
| Eliot Kirk Chandler | Concord, NC | Harrison Walker Hanes | Herndon, VA |
| Lucio Jose Chavez, Jr. | Lawndale, NC | Grayson Ray Harmon | Church Road, VA |
| Andrew Sullivan Cheyne | Farmville, VA | Hunter Franklin Harrington | Virginia Beach, VA |
| Robert Yates Clagett III | Brandywine, MD | Michael Jonathan J. Harris | St. Stephens Church, VA |
| Leland James Cobb | Virginia Beach, VA | Theodore Whitfield Harris | Roanoke, VA |
| Sean Clark Collins | Fairfax, VA | William Coulbourn Hayes | Smithfield, VA |
| Gaither McKinley Comeau | Appomattox, VA | Jack Andrew Hilbert | Chapel Hill, NC |
| Jason Daniel Cooke | Farmville, VA | Chad Spencer Hilfiger | Virginia Beach, VA |
| Joseph Earl Corbett | Newport, NC | James Aubrey Hill | Mechanicsville, VA |
| Blake Louis Correa | Chester, VA | Jason James Hill, Jr. | North Chesterfield, VA |
| Dillon Christopher Costello | Chantilly, VA | Smith Graham Hinty | Glasgow, VA |
| Jason Daniel Covaney | Williamsburg, VA | Benjamin Matthew Hiter | Mineral, VA |
| Dane Palmer Craddock | Virginia Beach, VA | Henry Bolton Hitt | Annapolis, MD |
| Harry John D'Agostino III | Massillon, OH | Tyler G. Hobart | Moneta, VA |
| Joseph Burroughs Dail | Virginia Beach, VA | Stephen Hochschild | Emmitsburg, MD |
| Matthew Robert Dalton | Virginia Beach, VA | Arthur W. Leighton Holm | Williamsburg, VA |
| Adib D'Amiano | Charlottesville, VA | Dakota Jeffries Howard | Culpeper, VA |
| Mark Alexander Heydenreich Davis | Henrico, VA | Robert Owen Hundley | Glen Allen, VA |
| Michael James Davis | Buckingham, VA | Josephus Conn Jannerbo | Lookout Mountain, TN |
| Bennett Paul Diggs | West Point, VA | Nicholas Avery Ross Johnson | Chester, VA |
| Ashton Clark Dixon | Virginia Beach, VA | Khalil Johnston | Meherrin, VA |
| John Edward Donohue | Alexandria, VA | Nicholas Scott Kallivokas | Purcellville, VA |
| Daniel Gray Dorsey | Norfolk, VA | Frank Lane Karnes III | Mechanicsville, VA |
| Noah Shawn Dowdy | Powhatan, VA | William Campbell Karlake | Hickory, NC |
| Titus Kane Dowell | Abingdon, VA | Joseph Patrick Kelly | Stafford, VA |
| William Fenton Doyle | Charlotte, NC | Mason Lake Khandagle | Glenelg, MD |
| Brendan David Dudding | McLean, VA | Dallas Stephen Killingsworth | Roanoke, VA |
| Sean Patrick Duffy | Ambler, PA | Nicholas Alan King | Glen Allen, VA |
| Kevin Bruce Dunn, Jr. | Farmville, VA | Tobias Andrew Konieczka | Chester, VA |
| Elijah Howard Edwards | Virginia Beach, VA | Spencer Michael Krohmer | Roanoke, VA |
| Jacobus Adriaan Eksteen | Frisco, TX | Parker Samuel Franklin Kuscsik | Midlothian, VA |
| John Wyatt Elam | Pamplin, VA | Jared Denton Lawson | West Point, VA |
| Mark Stanley Evans, Jr. | Yorktown, VA | Raymond Willis Leblanc | Portsmouth, VA |
| Victoria Rose Fenton | Farmville, VA | Ian Baker Lichacz | Virginia Beach, VA |
| John Hatcher Ferguson IV | Rocky Mount, VA | Davis Riley Link | Norfolk, VA |
| Jordan Malachi Fields | Chapel Hill, NC | Maxwell Jacob Lipscomb | Norfolk, VA |
| Ian Patrick Fitzgerald | Newport News, VA | Adam Mitchell Long Lovelace | Greensboro, NC |
| Matthew Scott Flatford | North Chesterfield, VA | Ronald David Lowman III | Staunton, VA |
| Hunter Kensington Fuller | Manakin Sabot, VA | Zachary Paul Mace | Fairview, NC |
| Joshua Richard Fuqua | Virginia Beach, VA | Robert Paul Mahaffy | Yorktown, VA |
| Benjamin Campbell Gardner | Ridgeway, VA | Zachary Tavss Maiden | Virginia Beach, VA |

| | | | |
|--------------------------------------|------------------------|------------------------------------|--------------------|
| Grayson Alan Manning | Basye, VA | Heath Rozier | Cumberland, VA |
| Brian Keith Marks, Jr. | Midlothian, VA | Harrison James Rush | Stafford, VA |
| James Paul Marks III | Midlothian, VA | Matthew William Schultz | Alexandria, VA |
| Matthew Alexander Marsh | Virginia Beach, VA | Drew Leonard Scott | Nolensville, TN |
| Hunter Leigh Martin | Gloucester Point, VA | John Staton Moye Scott | Raleigh, NC |
| Parker Miles Mason | Henrico, VA | Andrew Connor Shanley | Leesburg, VA |
| James Brooks McCabe | Lynchburg, VA | Morton Calloway Shelton | Rabun Gap, GA |
| Jacob Uri McCarty | Herndon, VA | Austin Cullen Shook | Keysville, VA |
| Taylor James McGee | Chapel Hill, NC | George Sanders Simmons | Berryville, VA |
| Samuel David McLean III | Charleston, SC | Hunter Richard Slaughter | Ringgold, VA |
| Coleman Bradner Meadows | Gretna, VA | Aidan David Sloan | Indian Trail, NC |
| Samuel Grey Metersky | San Antonio, TX | Andrew Augustus Smith III | Fairhope, AL |
| John Bennett Miles | Alexandria, VA | Cameron Daniel Smith | Yorktown, VA |
| William Charles Presley Miller | Annapolis, MD | Jacob Dylan Smith | Suffolk, VA |
| James Callahan Mitchell | Atlanta, GA | Jonathan Daniel Smith | Albemarle, NC |
| Logan John Mitchell | Mt. Pleasant, SC | Kaleb Makhail Smith | Rocky Mount, VA |
| Mason Thomas Mitchell | Virginia Beach, VA | Nelson Keese Stanley | Roanoke, VA |
| Simon Andrew Mogren | Suffolk, VA | Robert Nicholas Stepanian | Henrico, VA |
| Mason Etheredge Moore | Virginia Beach, VA | Justin Lee Stimpson | Farmville, VA |
| Christopher Connelley Morgan | Portsmouth, VA | Nicholas H. Stommen | Washington, DC |
| Umar Muhktar Mujahid | Meherrin, VA | Benjamin Robert Sultzter | Midlothian, VA |
| Joseph David Naggy | Virginia Beach, VA | Joseph William Swanson | Stafford, VA |
| Edmund Walter Newman III | Farmville, VA | Caleb Scott Temple | Newport News, VA |
| John Edward Nimmo | Roanoke, VA | Robert Wayne Tew, Jr. | Windsor, VA |
| Benjamin Tyler Olsen | Christiana, TN | Michael Paul Thornton, Jr. | Farmville, VA |
| Paul Shea O'Malley, Jr. | Tampico, IL | Trenton Buchanan Tiller | Powhatan, VA |
| John Stuart Orgain | Manakin Sabot, VA | Bryant Alexander Tolley | Appomattox, VA |
| Peter Bland Orgain | Manakin Sabot, VA | Austin Eugene Travis | Danville, VA |
| Brayden James Overstreet | Roanoke, VA | Jason William Tyree | Henry, VA |
| Timothy Andrew Parker | Wake Forest, NC | Michael Lawrence Van Citters | Pasadena, CA |
| William Joyner Parker | Wilmington, NC | Jonathan Joseph Vergara | Chesterfield, VA |
| George Linwood Parsons IV | Virginia Beach, VA | Tanner Blake Voliva | New Bern, NC |
| Jalen Todd Patteson | Farmville, VA | James Barta Wall | Winston-Salem, NC |
| Chase Alexander Pauli | Haymarket, VA | Taylor Brandt Ward | Bumpass, VA |
| Aaron Christian Paulisch | Bentonville, VA | Stephen Brooks Waskey | Roanoke, VA |
| Daniel David Pearce | Chesapeake, VA | Brendan Connor Weinberg | Apex, NC |
| Robert Lamont Pearson II | Washington, DC | Aron Aklilu Weldai | Alexandria, VA |
| Joshua Alexander Penn | Martinsville, VA | James Samuel Werner | Knoxville, TN |
| James Scott Hotchkiss Pittman | Courtland, VA | Addison Brock Wesson | Prince George, VA |
| Jackson Conley Poe | Charlottesville, VA | Blakeney Alec Wesson | Prince George, VA |
| David Lee Ponce | Alexandria, VA | John Kimberly Whitmore, Jr. | Richmond, VA |
| Justin Miles Primm | Fairfax, VA | Cole Theodore Williams | Kenbridge, VA |
| Peter Vincent Purkall | Columbia, SC | Mason Scott Willis | Mechanicsville, VA |
| Erik Toivo Rasmussen | Fairfax, VA | Colin Charles Wilson | Mechanicsville, VA |
| Jackson Matthew Reames | Yorktown, VA | John Andrew Wyatt, Jr. | Richmond, VA |
| Andrew Michael Rehak | Radford, VA | Kenneth George Zongor | Franklin, TN |
| Zachary Ian Richman | Ashburn, VA | Alexander Zorko | Hesse, Germany |
| Andrew Jackson Roach | South Chesterfield, VA | Nicholas Walter Zurasky | Glen Allen, VA |
| William Collins Roberts | Atlanta, GA | | |
| Dylan Kyle Robertson | Windsor, VA | | |
| Jackson Hall Robertson | Williamsburg, VA | | |
| Dallas Trenton Robinson | Lorton, VA | | |
| Garrett Daniel Robinson | Culpeper, VA | | |
| Matthew Walter Roddy, Jr. | Gates Mills, OH | | |

Number of Students by States, Territories, and Foreign Countries 2021-2022

| | |
|-------------------------------|-----|
| STATES | |
| Alabama..... | 8 |
| Arkansas..... | 1 |
| California..... | 4 |
| Colorado..... | 1 |
| Connecticut..... | 2 |
| Delaware..... | 1 |
| District of Columbia..... | 4 |
| Florida | 14 |
| Georgia | 17 |
| Illinois | 1 |
| Indiana..... | 1 |
| Kentucky | 3 |
| Maryland..... | 23 |
| Massachusetts | 1 |
| Minnesota..... | 2 |
| Missouri..... | 1 |
| New Jersey | 2 |
| New York..... | 2 |
| North Carolina..... | 101 |
| Ohio | 5 |
| Pennsylvania | 6 |
| South Carolina..... | 23 |
| Tennessee..... | 14 |
| Texas | 7 |
| Vermont..... | 1 |
| Virginia..... | 598 |
| Washington..... | 2 |
| US Citizen living abroad..... | 3 |

| | |
|-----------------------------|-----|
| TOTAL STUDENTS FROM US..... | 843 |
| NO. STATES | 27 |

| | |
|---|---|
| FOREIGN COUNTRIES | |
| Ghana..... | 1 |
| Germany..... | 1 |
| Japan..... | 1 |
| Mexico..... | 2 |
| Philippines..... | 1 |
| Switzerland | 1 |
| United Kingdom of Britain and Northern Ireland..... | 1 |

| | |
|------------------------------|---|
| TOTAL FOREIGN STUDENTS | 8 |
| NO. FOREIGN COUNTRIES..... | 7 |

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HAMPDEN-SYDNEY COLLEGE

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