

# William & Mary 2022 -2023 Undergraduate Catalog

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## 2022 - 2023 W&M Undergraduate Catalog

### August 2022

*The catalog provides announcements for the 2022-2023 academic year. It was produced by the Office of the University Registrar in cooperation with university administrative offices and is current until August 2023. The university reserves the right to make changes in the regulations, charges and curricula listed herein at any time.*

### Notice of Non-Discrimination

The university is committed to maintaining an environment that is free from discrimination, discriminatory harassment, or retaliation based on a person's belonging to or perception that a person belongs to a protected group. Individuals are protected from discrimination based on their race, religion, creed, national origin, color, sex, gender, sexual orientation, gender identity, pregnancy, physical or mental disability (or perceived disability), citizenship status, age, marital status, family responsibilities, Veteran or military status (including disabled veteran, recently separated veteran, active duty wartime or campaign badge veteran, and Armed Forces Service Medal veteran), or predisposing genetic characteristics.

Discriminatory harassment is a form of discrimination prohibited by university policy. Sexual misconduct is a form of discriminatory harassment based on sex and is a violation of William & Mary policy. See William & Mary's Title IX notice webpage:  
[https://www.wm.edu/offices/compliance/title\\_ix\\_coord/index.php](https://www.wm.edu/offices/compliance/title_ix_coord/index.php) .

William & Mary also provides reasonable accommodations for qualified individuals with disabilities as required by law.

The following persons have been designated to handle inquiries regarding the university's non-discrimination policies, to receive discrimination/ harassment complaints from members of the university community, and to monitor the institution's compliance with non-discrimination laws and regulations:

Pamela Mason, JD, MBA, CCEP  
Chief Compliance Officer and Title IX Coordinator  
109 James Blair Hall  
William & Mary  
Williamsburg, VA 23185  
757-221-3167  
phmaso@wm.edu

Carla Costello, EdD  
ADA/504 Coordinator  
108 James Blair Hall  
William & Mary  
Williamsburg, VA 23185  
757-221-1254  
cacostello@wm.edu

For William & Mary's full policy on discrimination and harassment (including sexual harassment), and more information about the university's policies and procedures (including grievance/complaint procedures), please visit the webpage for the Office for Compliance & Equity at [https://www.wm.edu/offices/compliance/discrimination\\_overview/index.php](https://www.wm.edu/offices/compliance/discrimination_overview/index.php).

**A separate Graduate Catalog is available at <https://catalog.wm.edu/index.php> (select from drop-down box) for graduate and professional programs in the following:**

- Arts & Sciences
- Raymond A. Mason School of Business
- William & Mary School of Education
- William & Mary School of Marine Science at VIMS
- William & Mary Law School

## About William & Mary

<ul style="list-style-type: none"><li>• <a href="#">Accreditation</a></li><li>• <a href="#">Correspondence Directory</a></li><li>• <a href="#">The University</a></li><li>• <a href="#">Presidents of the University</a></li><li>• <a href="#">Chancellors of the University</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Honorary Fellows of the University</a></li><li>• <a href="#">Board of Visitors</a></li><li>• <a href="#">Committees of the Board of Visitors</a></li><li>• <a href="#">Directory of Administrative Offices</a></li><li>• <a href="#">Miscellaneous Information (Enrollment)</a></li></ul>
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## Accreditation

William & Mary is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, educational specialist, and doctoral degrees. Questions about the accreditation of William & Mary 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](http://www.sacscoc.org)).

Individual schools are accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Council for the Accreditation of Educator Preparation (CAEP), and the American Bar Association (ABA). Programs within the School of Education are accredited by the National Association of School Psychologists (NASP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For more information, see the "Accreditation" page on the university's website (<https://www.wm.edu/offices/iae/accreditation/index.php>).

## Correspondence Directory

*To facilitate prompt attention, inquiries should be addressed to the following at William & Mary, P.O. Box 8795, Williamsburg, Virginia 23187-8795.*

**Academic Affairs**  
Peggy Agouris, *Provost*

**General Business Matters**  
Amy Stoakley Sebring, *Chief Operating Officer*

**Admission - Undergraduate**

**Information Technology**

Timothy A. Wolfe, *Associate Vice President for Enrollment and Dean of Admission*

**Admission - Graduate Studies**

Christopher Carone, *Vice-Dean of Graduate Studies and Research, Arts & Sciences*

Ken White, *Associate Dean for MBA and Executive Programs, Mason School of Business*

James P. Barber, *Associate Dean for Academic Programs, School of Education*

Michelle Rahman, *Interim Associate Dean of Admissions, William & Mary Law School*

**Alumni Affairs**

Michelle Rahman, *Interim Associate Dean of Admissions, William & Mary Law School*

Howard Busbee, *Interim Executive Director, Alumni Association and Associate Vice President of Alumni Engagement*

**Auxiliary Services**

Cynthia A. Glavas, *Director*

**Bookstore**

Susan Lemerise, *General Manager*

**William & Mary Police**

Deborah Cheesebro, *Vice President for Public Safety & Chief of Police*

**Development, Annuities and Gifts**

Matthew T. Lambert, *Vice President for University Advancement*

**Diversity & Equal Opportunity**

W. Fanchon Glover, *Chief Diversity Officer*

**Fees and Expenses**

Melanie O'Dell, *Assistant Vice President for Financial Operations/Controller*

Edward Aractingi, *Chief Information Officer*

**International Studies**

Teresa V. Longo, *Associate Provost for International Affairs/Executive Director, Reves Center*

**Ombuds**

Rebecca Green, *University Ombuds*

Charles F. Gressard, *University Ombuds*

Shylan E. Scott, *University Ombuds*

**Records and Transcripts**

Sara L. Marchello, *Associate Provost and University Registrar*

**Strategic Initiatives, University Governance, University Communications**

Vacant, *Vice President for Strategic Initiatives & Public Affairs*

**Student Employment, Student Loans, Financial Aid**

Joe Dobrota, *Director of Financial Aid*

**Student Life**

Virginia M. Ambler, *Vice President for Student Affairs*

**William & Mary Libraries**

Carrie L. Cooper, *Dean, University Libraries*

**Title IX Coordinator**

Pamela Mason, *Chief Compliance Officer & FOIA Officer*

## The University

### **Vision**

William & Mary transcends the boundaries between research and teaching, teaching and learning, learning and living. People come to William & Mary wanting to understand and change the world - and together we do.

### **Mission**

A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

### **Statement of Values**

Accomplishing our mission requires that the entire community work together as stewards of the core values that infuse our collective effort:

#### **Belonging.**

We create a welcoming and caring community that embraces diverse people and perspectives.

#### **Curiosity.**

We foster an open academic environment that champions intellectual agility and inspires creativity in the discovery, preservation, application, and advancement of knowledge.

#### **Excellence.**

We aim for the extraordinary, recognizing that personal growth and meaningful accomplishment require bold and innovative aspirations, courageous risk-taking, and focused effort.

#### **Flourishing.**

We create conditions that ensure William & Mary will thrive for all time coming, and we empower those who live, learn, and work here to make choices toward a healthy and fulfilling life.

#### **Integrity.**

We are honorable, equitable, trustworthy, and committed to the highest ethical standards in all that we do.

#### **Respect.**

We treat one another with mutual respect, recognizing and upholding each person's inherent dignity and worth.

#### **Service.**

We engage with individuals and communities both near and far, devoting our knowledge, skills, and time to serving the greater good.

William & Mary is a community that fosters deep human connection. We reflect on the lessons of history to meet the challenges of a rapidly changing world. We engage diverse perspectives and seek wisdom in bridging differences. Together, we are unceasing in our efforts to make a meaningful difference in our communities, the state, the nation, and the world.

## **The Phi Beta Kappa Society**

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

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

## **Diversity Statement**

William & Mary is a community of teachers, students and staff who share our national ideals of human equality, democracy, pluralism and advancement based on merit. We give life to these principles - and prepare women and men to be citizens of the wider world - when we value diverse backgrounds, talents and points of view.

As a community, William & Mary believes that cultural pluralism and intellectual freedom introduce us to new experiences, stimulate original ideas, enrich critical thinking, and give our work a broader reach. We cannot accomplish our mission of teaching, learning, discovery and service without such diversity. William & Mary belongs to all Virginians, to the nation, and to the world. Yet our university, like our country, failed for many years to open the door of opportunity to all people. In recent decades, William & Mary has made itself a more diverse community, and thus a better one. Structures and habits that create injustices, however, have yet to be fully banished from American society. We are committed to establishing justice.

William & Mary strives to be a place where people of all backgrounds feel at home, where diversity is actively embraced, and where each individual takes responsibility for upholding the dignity of all members of the community.

## **Code of Ethics**

Integrity is one of the core values of William & Mary. Thus, we are committed to lawful and ethical behavior in all of the university's activities. At William & Mary, we insist that all members of the university community - our board members, employees, students and volunteers - comply with all laws, regulations, policies and ethical norms applicable to them. More generally, we are to be honest, fair, and trustworthy ourselves and to take care that other members of the university community are also.

We, as members of the William & Mary community, will:

1. Obey the laws, regulations and policies applicable to our university activities.
2. Protect and preserve university resources and ensure their proper use.

3. Avoid both conflicts of interest and the appearance of such conflicts.
4. Safeguard confidential information.
5. Make procurement decisions impartially and objectively.
6. Maintain effective internal controls to safeguard the regularity and integrity of our activities.
7. Treat other people with dignity and respect, ensuring there is no discrimination or harassment at William & Mary.
8. Report any illegal or unethical action that comes to our attention, so the university can investigate and take corrective steps.

## Presidents of the University

**James Blair**, 1693-1743  
**William Dawson**, 1743-1752  
**William Stith**, 1752-1755  
**Thomas Dawson**, 1755-1760  
**William Yates**, 1761-1764  
**James Horrocks**, 1764-1771  
**John Camm**, 1771-1777  
**James Madison**, 1777-1812  
**John Bracken**, 1812-1814  
**John Augustine Smith**, 1814-1826  
**William H. Wilmer**, 1826-1827  
**Adam Empie**, 1827-1836  
**Thomas Roderick Dew**, 1836-1846  
**Robert Saunders**, 1847-1848

**John Johns**, 1849-1854  
**Benjamin S. Ewell**, 1854-1888  
**Lyon G. Tyler**, 1888-1919  
**Julian A.C. Chandler**, 1919-1934  
**John Stewart Bryan**, 1934-1942  
**John Edwin Pomfret**, 1942-1951  
**Alvin Duke Chandler**, 1951-1960  
**Davis Young Paschall**, 1960-1971  
**Thomas Ashley Graves, Jr.**, 1971-1985  
**Paul Robert Verkuil**, 1985-1992  
**Timothy Jackson Sullivan**, 1992-2005  
**Gene Ray Nichol, Jr.**, 2005-2008  
**W. Taylor Reveley III**, 2008-2018  
**Katherine A. Rowe**, 2018-

## Chancellors of the University

**Henry Compton**, Bishop of London, 1693-1700  
**Thomas Tenison**, Archbishop of Canterbury, 1700-1707  
**Henry Compton**, Bishop of London, 1707-1713  
**John Robinson**, Bishop of London, 1714-1721  
**William Wake**, Archbishop of Canterbury, 1721-1729  
**Edmund Gibson**, Bishop of London, 1729-1736  
**William Wake**, Archbishop of Canterbury, 1736-1737  
**Edmund Gibson**, Bishop of London, 1737-1748  
**Thomas Sherlock**, Bishop of London, 1749-1761  
**Thomas Hayter**, Bishop of London, 1762  
**Charles Wyndham**, Earl of Egremont, 1762-1763  
**Philip Yorke**, Earl of Harwicke, 1764  
**Richard Terrick**, Bishop of London, 1764-1776  
**George Washington**, First President of The United States, 1788-1799  
**John Tyler**, Tenth President of The United States, 1859-1862  
**Hugh Blair Grigsby**, Historian 1871-1881  
**John Stewart Bryan**, Nineteenth President of William & Mary, 1942-1944  
**Colgate W. Darden, Jr.**, Governor of Virginia, 1946-1947

**Alvin Duke Chandler**, Twenty-first President of William & Mary, 1962-1974  
**Warren E. Burger**, Fifteenth Chief Justice of The United States, 1986-1993  
**The Rt. Hon. The Baroness Thatcher**, Prime Minister of the United Kingdom, 1993-2000  
**Henry A. Kissinger**, United States Secretary of State, 2000-2005  
**Sandra Day O'Connor**, Associate Justice of The United States Supreme Court, 2005-2012  
**Robert M. Gates**, United States Secretary of Defense, 2012-

**Honorary Fellows of the University**  
**His Royal Highness, The Prince of Wales**, 1981  
**Her Royal Highness, Princess Margriet of the Netherlands**, 1989  
**Glenn Close**, 2019

## Board of Visitors

*As of July 1, 2021*

The Board of Visitors is the governing authority of William & Mary. The Board has the powers and duties conferred upon it by the Royal Charter, the Code of Virginia, and the Management Agreement with the Commonwealth of Virginia. It strives to preserve the ideals and traditions of the institutions under its jurisdiction, including the student-administered Honor System. The Board appoints the President of William & Mary; and it appoints academic officers, faculties, and other executive employees essential to the effective operation of all the institutions under its control. The Board consists of seventeen members appointed by and accountable to the Governor of Virginia and confirmed by the General Assembly. The seventeen members of the Board serve for terms of four years each. Annually the Rector appoints the President of the Student Assembly of William & Mary and, in consultation with the Committee on Academic Affairs, appoints a full-time faculty member from among the former presidents of the William & Mary Faculty Assembly to the position of non-voting, advisory representative on the Board of Visitors. Annually the Rector appoints a William & Mary Staff Liaison to serve as a non-voting liaison to bring a staff perspective to the Board. In selecting the Staff Liaison, the Rector shall alternate each year between the professional and operational/classified staffs. The Board approves the Mission Statement and Goals of the university.

### Board of Visitors Officers

Charles E. Poston, J.D. '74	Rector
Barbara L. Johnson, J.D. '84	Vice Rector
Ardine Williams	Secretary

### Board of Visitors Members

*Term expires June 30, 2023*

Mari Carmen Aponte	Washington, DC
James A. Hixon, J.D. '79, M.L.T. '80	Virginia Beach, VA
Charles E. Poston, J.D. '74	Norfolk, VA
Karen Kennedy Schultz '75	Winchester, VA

*Term Expires June 30, 2024*

S. Douglas Bunch '02, J.D. '06	Washington, DC
Cynthia E. Hudson, J.D. '87	Richmond, VA

Anne Leigh Kerr '91, J.D. '98  
John F. Littel  
Brian P. Woolfolk, J.D. '96

Richmond, VA  
Virginia Beach, VA  
Fort Washington, MD

*Term expires June 30, 2025*

Ardine Williams  
Barbara L. Johnson, J.D. '84  
J.E. Lincoln Saunders '06  
John P. Rathebone

Washington, DC  
Alexandria, VA  
Richmond, VA  
Norfolk, VA

*2022-2023 Student Representatives*

John Cho  
Hector Garcia

William & Mary  
Richard Bland College

*2022-2023 Faculty Representatives*

David S. Armstrong  
David McCarthy

William & Mary  
Richard Bland College

*2022-2023 Staff Liaison*

Mark D. Kelly

William & Mary

## **Committees of the Board of Visitors**

Executive Committee

Richard Bland College Committee

Committee on Academic Affairs

Committee on Administration, Buildings and Grounds

Committee on Audit, Risk and Compliance

Committee on Financial Affairs

Committee on Institutional Advancement

Committee on Organizational Sustainability and Innovation

Committee on the Student Experience

## **Directory of Administrative Offices**

### **Office of the President**

**Katherine A. Rowe**, *President*

**Cynthia A. Brauer**, *Executive Assistant to the President*

**Elizabeth Debusk-Maslanka**, *Executive Communications Associate*

**Michael J. Fox**, *Senior Assistant to the President and Secretary to the Board of Visitors*

**James R. Golden**, *Senior Consultant for Special Projects*

**Jeremy P. Martin**, *Chief of Staff*

**Ann Marie Stock**, *Presidential Liaison for Strategic Cultural Partnerships*

**Ali Trivette**, *Administrative Assistant*

**Jessica Walton**, *Deputy Secretary to the Board of Visitors & Budget Manager*  
**Vacant**, *Special Assistant for Military & Veterans Affairs*

## **Office of the Provost**

**Peggy Agouris**, *Provost*  
**Christin E. Fiedler**, *Executive Assistant to the Provost*  
**Dennis M. Manos**, *Vice Provost for Research and Graduate/Professional Studies*  
**Vacant**, *Vice Provost for Academic Affairs*  
**Martha Wescoat Andes**, *Senior Associate Provost for Planning and New Ventures*  
**Susan L. Bosworth**, *Associate Provost for Institutional Accreditation and Effectiveness*  
**Sara L. Marchello**, *Associate Provost and University Registrar*  
**Roxane O. Adler Hickey**, *Director of the Washington Center*  
**Adam P. Barger**, *Interim Director, Studio for Teaching and Learning Innovation*  
**David Brashear**, *Director, Muscarelle Museum of Art*

## **Faculty of Arts & Sciences**

**Maria Donoghue Velleca**, *Dean of Faculty*  
**Sherrri Powers**, *Associate Dean of Finance & Administration*  
**Robert J. Hinkle**, *Vice-Dean of Natural, Physical, and Computational Sciences & Interdisciplinary Studies*  
**Suzanne Raitt**, *Vice-Dean of Arts and Humanities & Interdisciplinary Studies*  
**Silvia Tandeciarz**, *Vice-Dean for Social Sciences & Interdisciplinary Studies*  
**Christopher Carone**, *Vice-Dean for Graduate Studies and Research*  
**Jennifer Dahnke**, *Assistant Dean of Graduate Studies*  
**Benjamin I. Boone**, *Assistant Dean of Undergraduate Education*  
**Shelly N. Laurenzo**, *Assistant Dean of Undergraduate Education*

## **Mason School of Business**

**Todd A. Mooradian**, *Dean*  
**Kimberly J. Smith**, *Senior Associate Dean for Faculty and Academic Affairs*  
**Brett S. Alpert**, *Associate Dean of Career Services & Executive Director of GCMC*  
**Kimberly Sperling**, *Associate Dean of Advancement & CEO of Business School Foundation*  
**Mindy G. Schuster**, *Associate Dean for Finance and Administration*  
**Pamela Suzadail**, *Associate Dean & Executive Director of Online Learning*  
**Ken White**, *Associate Dean for MBA and Executive Programs*  
**Amanda K. Barth**, *Assistant Dean, MBA Admissions*  
**Vacant**, *Assistant Dean, Undergraduate and One Year Masters Programs*  
**Carlane J. Pittman**, *Assistant Dean, MBA Programs*  
**Jonathan Due**, *Executive Director, Center for Military Transition*

## **School of Education**

**Robert C. Knoepfel**, *Dean*  
**James P. Barber**, *Senior Associate Dean for Academic Programs*  
**Natoya Haskins**, *Associate Dean and Director of Diversity and Inclusion*  
**Elizabeth Talbott**, *Associate Dean for Research and Faculty Development*

## **William & Mary Law School**

**A. Benjamin Spencer**, *Dean*

**Adam M. Gershowitz**, *Associate Dean, Academic Affairs*  
**Dan M. Scianandre**, *Associate Dean, Administration and Finance*  
**Michelle Rahman**, *Acting Associate Dean, Admissions*  
**Michael J. Ende**, *Associate Dean, Career Services*  
**Katey M. Howerton**, *Associate Dean, Advancement*  
**Allison Orr Larsen**, *Associate Dean, Research and Faculty Development*  
**Arielle Newby**, *Acting Associate Dean, Student and Academic Support*

## **School of Marine Science**

**D. Derek Aday**, *Dean*  
**Vacant**, *Chief Financial and Administrative Officer*  
**Linda C. Schaffner**, *Associate Dean, Academic Studies*  
**Mark W. Luckenbach**, *Director, Research and Advisory Services*

## **Omohundro Institute of Early American History and Culture**

**Catherine E. Kelly**, *Executive Director*  
**Joshua Piker**, *Editor, William and Mary Quarterly*

## **Reves Center for International Studies**

**Teresa V. Longo**, *Director of the Reves Center*  
**Sylvia M. Mitterndorfer**, *Director of Global Education*  
**Eva Wong**, *Director of International Students, Scholars and Programs*

## **William & Mary Libraries**

**Carrie L. Cooper**, *Dean of University Libraries*  
**Lisa Nickel**, *Associate Dean of Research and Public Services*  
**Alissa Zawoyski**, *University Archivist*

## **Muscarella Museum of Art**

**David Brashear**, *Director*

## **Office of Admission**

**Timothy A. Wolfe**, *Associate Vice President for Enrollment and Dean of Admission*  
**Elizabeth R. Dolan**, *Senior Associate Dean of Admission*  
**David E. Trott**, *Senior Associate Dean of Admission*

## **Office of Compliance & Equity**

**Pamela Mason**, *Chief Compliance Officer & FOIA Officer*  
**Carla Costello**, *Deputy Compliance Officer, ADA Coordinator*

## **Office of Equal Opportunity**

**W. Fanchon Glover**, *Chief Diversity Officer*

## **Office of University Operations**

**Amy Sebring**, *Chief Operating Officer*  
**Edward Aractingi**, *Chief Information Officer*  
**Deborah Cheesebro**, *Vice President for Public Safety and Chief of Police*  
**Jacquelyn Ferree**, *Associate Vice President for Business Services & Organizational Excellence*

**Christopher D. Lee**, *Chief Human Resources Officer*  
**Jacob Long**, *Assistant Vice President for Budget & Financial Planning*  
**Melanie O'Dell**, *Chief Financial Officer*  
**Colin Smolinsky**, *Chief of Staff*

## **Office of Financial Aid**

**Joe Dobrota**, *Director*

## **Office of Intercollegiate Athletics**

**Brian Mann**, *William & Mary Athletics Director*  
**Vacant**, *Senior Associate Athletics Director, Finance & Administration*

## **Office of Internal Audit**

**Kent Erdahl**, *University Auditor*

## **Office of Strategic Initiatives & Public Affairs**

**Vacant**, *Vice President for Strategy and Innovation*  
**Brian Whitson**, *Senior Associate Vice President for Communications and Chief Communications Officer*  
**Heather Golden**, *Associate Vice President of University Marketing & Chief Marketing Officer*  
**Timothy A. Wolfe**, *Associate Vice President for Enrollment and Dean of Admission*  
**Lillian H. Stevens**, *Senior Operations Manager*

## **Office of Student Affairs**

**Virginia M. Ambler**, *Vice President for Student Affairs*  
**Stacy G. Harris**, *Dean of Students*  
**Anna Mroch**, *Director of Student Affairs Planning and Assessment*  
**Gregory M. Henderson**, *Assistant to the Vice President for Student Affairs and Chief of Staff*  
**Maggie Evans**, *Associate Vice President for Student Affairs (Campus Living) and Director of Residence Life*  
**Andrew D. Stelljes**, *Assistant Vice President for Student Affairs (Student Engagement and Leadership)*  
**R. Kelly Crace**, *Associate Vice President for Health and Wellness and Director of CMAX*  
**Kimberly L. Weatherly**, *Assistant Dean and Director, Center for Student Diversity*  
**Carina Sudarsky-Gleiser**, *Director, Counseling Center*  
**David Dafashy, M.D.**, *Director, Student Health Center*  
**Anne H. Arseneau**, *Director of Leadership Development*  
**Eric Margiotta**, *Director of Student Unions and Engagement*  
**Melody Porter**, *Director of Office of Community Engagement*  
**Linda A. Knight**, *Director of Campus Recreation*  
**Liz Cascone**, *Director of The Haven*

## **Office of University Counsel**

**Carrie Nee**, *University Counsel*

## **Office of University Advancement**

**Matthew T. Lambert**, *Vice President for University Advancement*

## **Office of University Ombuds**

**Rebecca Green**, *University Ombuds*

**Charles F. Gressard**, *University Ombuds*  
**Shylan E. Scott**, *University Ombuds*

### **Office of the Associate Provost and University Registrar**

**Sara L. Marchello**, *Associate Provost and University Registrar*  
**Kimberly A. Momballou**, *Deputy University Registrar*

### **Society of the Alumni**

**Howard Busbee**, *Interim Executive Director, Alumni Association and Associate Vice President of Alumni Engagement*

### **Miscellaneous Information (Enrollment)**

Refer to the Institutional Research website at <https://www.wm.edu/offices/ir/> .

## Academic Calendar 2022-2023

- [2022 Fall Semester](#)
- [2023 Spring Semester](#)
- [2023 Summer Sessions](#)

### 2022 Fall Semester

AUGUST 26 - 30	Orientation Period (Friday-Tuesday)
AUGUST 30	Beginning of Add/Drop Period (Tuesday)
AUGUST 31	Beginning of Undergraduate Classes (Wednesday)
AUGUST 31	Opening Convocation (Wednesday)
SEPTEMBER 9	Last Day for Add/Drop (Friday)
SEPTEMBER 23 - 25	Family Weekend (Friday-Sunday)
OCTOBER 6 - 9	Homecoming
OCTOBER 13 -16	Fall Break (Thursday - Sunday)
NOVEMBER 23 - 27	Thanksgiving Holiday (Wednesday-Sunday)
DECEMBER 9	End of Undergraduate Classes (Friday)
DECEMBER 10 - 11	Reading Period (Saturday-Sunday)
DECEMBER 12 - 16	Examinations (Monday-Friday)
DECEMBER 17 - 18	Reading Period (Saturday-Sunday)
DECEMBER 19 - 20	Examinations (Monday-Tuesday)

### 2023 Spring Semester

JANUARY 20-24	Orientation Period (Friday-Tuesday)
JANUARY 24	Beginning of Add/Drop Period (Tuesday)
JANUARY 25	Beginning of Undergraduate Classes (Wednesday)
FEBRUARY 3	Last Day for Add/Drop (Friday)
FEBRUARY 10	Charter Day (Friday)
MARCH 11 - 19	Spring Break (Saturday-Sunday)
MAY 5	End of Undergraduate Classes (Friday)
MAY 6 - 7	Reading Period (Saturday-Sunday)
MAY 8 - 12	Examinations (Monday-Friday)
MAY 13 - 14	Reading Period (Saturday-Sunday)

MAY 15 - 16	Examinations (Monday-Tuesday)
MAY 19 - 21	Commencement Activities (Friday - Sunday)

## **2023 Summer Sessions**

MAY 30	Beginning of Session I and Session III (Tuesday)
JUNE 30	End of Session I (Friday)
JULY 3	Beginning of Session II (Tuesday)
AUGUST 4	End of Session II and Session III (Friday)

\*\*\*For Advising and Registration dates and course and examination schedules, visit [www.wm.edu/registrar](http://www.wm.edu/registrar).

## Officers of Instruction

**Katherine A. Rowe** (2018), *President and Professor of English*, B.A., Carleton University; M.A. and Ph.D., Harvard University.

**Peggy Agouris** (2019), *Provost and Professor of Computer Science*, Dipl. Eng., National Technical University of Athens; M.S. and Ph.D., The Ohio State University.

- [Faculty Emeriti](#)
- [Faculty](#)

### Officers of Instruction: Faculty Emeriti

**Ismail H. Abdalla** (1982), *Professor of History, Emeritus*, B.A. and M.A., University of Khartoum; Ph.D., University of Wisconsin.

**David P. Aday, Jr.** (1978), *Professor of Sociology, Emeritus*, B.A., Fort Hays State University; M.A., M.Phil. and Ph.D., The University of Kansas.

**Joseph S. Agee** (1958), *Professor of Kinesiology, Emeritus*, A.B. and M.Ed., College of William & Mary.

**Standish K. Allen, Jr.** (1997), *Professor of Marine Science, Emeritus*, B.A., Franklin and Marshall College; M.S., University of Main; Ph.D., University of Washington.

**Brent B. Allred** (1999), *Larry Ring Executive MBA Professor of Business, Emeritus*, B.S. and M.B.A., Brigham Young University; Ph.D., Pennsylvania State University.

**Robert B. Archibald** (1976) *Chancellor Professor of Economics and Public Policy, Emeritus*, B.A., University of Arizona; M.S. and Ph.D., Purdue University.

**James I. Armstrong** (1996), *Associate Professor of Music, Emeritus*, A.B., Princeton University, M.Mus. and A.Mus.D., University of Wisconsin-Madison.

**Jonathan F. Arries** (1995), *Professor of Modern Languages and Literatures, Emeritus*, B.A., University of Wisconsin-Eau Claire; M.A. and Ph.D., University of Wisconsin-Madison.

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**James Lewis Axtell** (1978), *William R. Kenan, Jr., Professor of History and Humanities, Emeritus*, B.A., Yale University; Ph.D., Cambridge University.

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**Carey K. Bagdassarian** (1997), *Senior Lecturer of Interdisciplinary Studies, Emeritus*, B.A. and M.S., New York University; Ph.D., University of California-Los Angeles.

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**James R. Baron** (1971), *Professor of Classical Studies, Emeritus*, A.B., Catholic University; M.A. and Ph.D., University of Minnesota.

- George M. Bass, Jr.** (1976), *Professor of Education, Emeritus*, B.A., Yale University; Ph.D., University of Minnesota.
- Donald J. Baxter** (1967), *Professor of Government, Emeritus*, A.B., California State University; M.A. and Ph.D., Syracuse University..
- James W. Beers** (1977), *Professor of Education, Emeritus*, B.A., Johns Hopkins University; M.A. and Ph.D., University of Virginia.
- Rudolf H. Bieri** (1972), *Professor of Marine Science, Emeritus*, Dt. rer. nat., Johann Guttenberg University.
- James A. Bill** (1987), *Wendy and Emery Reves Professor of International Studies, Emeritus*, A.B., Assumption College; M.A., Pennsylvania State University; M.A. and Ph.D., Princeton University.
- Robert E. L. Black** (1959), *Professor of Biology, Emeritus*, A.B., William Jewell College; Ph.D., University of Washington.
- Jerry H. Bledsoe** (1971), *Professor of Theatre, Speech, and Dance, Emeritus*, A.B., University of Colorado; M.A., University of California-Los Angeles; Ph.D., Purdue University.
- Aaron Paul Blossom** (2011), *Chancellor Clinical Professor of Business, Emeritus*, B.S., M.S. and Ph.D., Michigan State University.
- John F. Boschen** (1988), *Brinkley-Mason Professor of Business, Emeritus*, B.S., University of North Carolina at Chapel Hill; M.A., University of Delaware; Ph.D., Brown University.
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- Herrington J. Bryce** (1986), *Life of Virginia Professor of Business, Emeritus*, B.A., Minnesota State University, Mankato; Ph.D., Syracuse University.
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- Tom A. Collins** (1970), *Professor of Law, Emeritus*, A.B. and J.D., Indiana University at Indianapolis; LL.M., University of Michigan.
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- Peter L. Derks** (1960), *Professor of Psychology, Emeritus*, A.B., Knox College; M.A., Harvard University; Ph.D., University of Pennsylvania.
- Michael F. DiPaola** (1998), *Chancellor Professor of Education Emeritus*, B.A., College of William & Mary; M.A., Montclair State College; M.Ed., William Paterson College; Ed.D., Rutgers University.
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- Alan H. Goldman** (2002), *William R. Kenan, Jr. Professor of Humanities and Professor of Philosophy, Emeritus*, B.A., Yale University; Ph.D., Columbia University.
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- Hector H. Guerrero** (1990), *Richard C. Kraemer Term Professor of Business, Emeritus*, B.S. and M.B.A., University of Texas at Austin; Ph.D., University of Washington.
- Grey Gundaker** (1993), *Duane A. and Virginia S. Dittman Professor of American Studies and Professor of Anthropology, Emeritus*, B.A., Bennington College; M.F.A., East Tennessee University; Ed.M. and Ed.D., Columbia University; M.Phil. and Ph.D., Yale University.
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- George W. Harris** (1981), *Chancellor Professor of Philosophy, Emeritus*, B.A. and M.A., Baylor University; Ph.D., University of Texas.
- James F. Harris** (1974), *Professor of Philosophy, Emeritus*, A.B. and M.A., University of Georgia; Ph.D., Vanderbilt University.
- Judith B. Harris** (2002), *Professor of Education, Emerita*, B.A., University of Pennsylvania; M.Ed., Beaver College; Ph.D., University of Virginia.
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- Dale E. Hoak** (1975), *Chancellor Professor of History, Emeritus*, B.A., College of Wooster; M.A., University of Pittsburgh; Ph.D., Cambridge University.
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- David L. Holmes, Jr.** (1965), *Walter G. Mason Professor of Religious Studies, Emeritus*, A.B., Michigan State University; M.A., Columbia University; M.A. and Ph.D., Princeton University.
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- Evgenia Smirni** (1997), *Sidney P. Chockley Professor of Computer Science*, Diploma, University of Patras; M.S. and Ph.D., Vanderbilt University.
- Dennis A. Smith** (2007), *Senior Lecturer of Government*, B.A., University of Missouri; M.A. and Ph.D., University of Virginia.
- Joseph L. Smith** (2021), *Clinical Assistant Professor of Business*, B.S., Hampden-Sydney College; J.D., William & Mary Law School; M.B.A., Dartmouth College; LLM, Georgetown University Law Center; D.B.A., University of Florida.
- Juliette L. Smith** (2014), *Associate Professor of Marine Science*, B.S., University of Buffalo; M.S., University of New Hampshire; Ph.D., SUNY.
- Kevin Michael Smith** (2018), *Visiting Assistant Professor of Film & Media Studies*, B.F.A., Emerson College; M.F.A., University of Southern California.
- Kimberly J. Smith** (1988), *Senior Associate Dean for Faculty Raymond A. Mason School of Business*, B.S., Fairmont College; M.P.A., West Virginia University; Ph.D., University of Maryland.
- Ronald D. Smith** (2019), *Lecturer of Data Science*, B.S., Farmingdale State College.
- Richard A. Snyder** (2014), *Professor of Marine Science*, B.S., College of Charleston; M.S. and Ph.D., University of Maryland, College Park.
- Deenesh Sohoni** (2002), *Professor of Sociology*, B.A., University of California-Los Angeles; M.A., University of California-Santa Barbara; M.A. and Ph.D., University of Washington.
- Coralis Solomon** (2021), *Clinical Assistant Professor in Counselor Education*, B.A., University of Central Florida; M.S., Troy University; Ph.D., University of Central Florida.
- Harsimran S. Somal** (2022), *Lecturer of Mathematics*, B.S., Northwestern University; B.S. and M.A., Ball State University; M.S. and Ph.D., University of Iowa.
- Bongkeun Song** (2012), *Clark G. & Elizabeth H. Diamond Professor of Marine Science*, B.S., Dongguk University, Korea; M.S. and Ph.D., Rutgers University.
- William Soto** (2016), *Assistant Professor of Biology*, A.S., College of the Sequoias; B.S., California State University, Fresno; Ph.D., New Mexico State University.
- Barbette S. Spaeth** (2001), *Professor of Classical Studies*, B.A. and M.A., Northwestern University; Ph.D., Johns Hopkins University.
- A. Benjamin Spencer** (2020), *Dean, William & Mary Law School and Trustee Professor of Law*, B.A. Morehouse College; J.D. Harvard Law School.
- Suzette A. Spencer** (2016), *Assistant Professor of English and Africana Studies*, BA. and M.A., Clark Atlanta University; Ph.D., University of California, Berkeley.
- Sadhwi Srinivas** (2022), *Visiting Assistant Professor of Linguistics*, B. Tech, Indian Institute of Technology, Guwahati; M.S., Carnegie Mellon University; M.A. and Ph.D., Johns Hopkins University.
- Noelle St. Germain-Sehr** (2019), *Clinical Associate Professor of Education*, B.M., Loyola University; M.Ed., University of New Orleans; Ph.D., St. Mary's University.
- Tanya Stadelmann** (2015) *Senior Lecturer for Film & Media Studies*, B.A., Australian Film Television and Radio School; M.F.A., University at Buffalo.
- Sarah L. Stafford** (1998), *CSX Professor of Public Policy and Economics and Law*, B.S., Georgetown University; M.A. and Ph.D., Johns Hopkins University.

- Cristina Stancioiu** (2012), *Associate Professor of Art History*, B.A. University of the Arts, Bucharest; M.A., Central European University, Budapest; M.A., Southern Methodist University; Ph.D., University of California-Los Angeles.
- Andreas Stathopoulos** (1997), *Professor of Computer Science*, B.S., University of Athens; M.S. and Ph.D., Vanderbilt University.
- Deborah K. Steinberg** (2001), *CSX Professor of Marine Science*, B.A., University of California-Santa Barbara; Ph.D., University of California-Santa Cruz.
- Jessica J. Stephens** (2017), *Visiting Assistant Professor of Classical Studies*, B.A., Truman State University; B.A., Truman State University; M.A., University of Michigan.
- Rachel M. Stephens** (2016), *Clinical Associate of Business*, B.S. and M.S., St. John's University.
- Rebekah Sterling** (2013), *Lecturer of Government*, B.A., University of Tennessee, Chattanooga; M.Phil., University of Glasgow; M.A., University of California-Los Angeles.
- James Y. Stern** (2013), *Professor of Law*, A.B., Harvard College; J.D., University of Virginia.
- Jennifer A. Stevens** (2004), *Associate Professor of Psychological Sciences*, B.A., The Ohio State University; M.A. and Ph.D., Emory University.
- Justin R. Stevens** (2016), *Associate Professor of Physics*, B.S., Elmhurst College; Ph.D., Indiana University.
- Meaghan Stiman** (2017), *Assistant Professor of Sociology*, B.A., Stonehill College; Ph.D., Boston University.
- Ann Marie Stock** (1993), *Chancellor Professor of Professor of Modern Languages and Literatures and Film and Media Studies*, B.A., Hamline University; M.A., Purdue University; Ph.D., University of Minnesota.
- Caleb R. Stone** (2019), *Professor of the Practice of Law*, B.S., Kennesaw State University; J.D., College of William & Mary.
- Simon A. Stow** (2002), *John Marshall Professor of Government and American Studies*, B.A., Corpus Christi College; M.A., McGill University; Ph.D., University of California-Berkeley.
- Leslie A. Street** (2019), *Director of the Wolf Law Library and Clinical Professor of Legal Research*, B.A., Brigham Young University; M.L.I.S., University of Washington; J.D., Brigham Young University.
- John S. Strong** (1985), *CSX Professor of Business*, B.A., Washington and Lee University; M.S. and Ph.D., Harvard University.
- James H. Stronge** (1989), *Heritage Professor of Education*, B.S. and M.S., University of Alabama at Birmingham; Ph.D., University of Alabama.
- Qian Su** (2008), *Senior Lecturer of Modern Languages and Literatures*, B.A., Heibei Normal University; M.A., Beijing Normal University; M.S. Ithaca College.
- Yifan Sun** (2020), *Assistant Professor of Computer Science*, B.A., Wuhan University; B.S., Huazhong University of Science and Technology; M.S., University at Buffalo
- John P. Swaddle** (2001), *Class of 1938 Professor of Biology*, B.Sc. and Ph.D., University of Bristol.
- K. Scott Swan** (1996), *David Peebles Professor of Business*, B.S., Taylor University; M.B.A., University of South Carolina; Ph.D., University of Texas at Austin.
- Eric Allen Swartz** (2015), *Associate Professor of Mathematics*; B.A., Mathematics; Ph.D., The Ohio State University.
- Philip Swenson** (2017), *Associate Professor of Philosophy*, A.A., Moberly Area Community College; B.S., University of Central Missouri; M.A., University of Missouri; Ph.D., University of California, Riverside.
- Maria R. Swetnam-Burland** (2008), *Professor of Classical Studies*, B.A., Wesleyan University; M.A. and Ph.D., University of Michigan.
- Lisa R. Szykman** (1999), *Associate Professor of Business*, B.S., Pennsylvania State University; M.B.A., Villanova University; Ph.D., University of North Carolina at Chapel Hill.
- Carl E. Tack** (2013), *Visiting Professor of Business*, B.A., William and Mary; J.D., University of Chicago.

- Elizabeth Talbott** (2019), *Associate Dean for Research and Faculty Development and Professor of Education*, B.A., Virginia Polytechnic Institute and State University; M.Ed. and Ph.D., University of Virginia.
- Silvia R. Tandeciarz** (1999), *Chancellor Professor of Modern Languages and Literatures*, B.A. and M.A., Stanford University; Ph.D., Duke University.
- Francis Tanglao Aguas** (2005), *Professor of Theatre and Asian & Pacific Islander American Studies*, B.A. and M.F.A., University of California-Los Angeles.
- Isabelle R. Taylor** (2022) *Assistant Professor of Chemistry*, B.A., Bard College; Ph.D., University of California, San Francisco.
- Jennifer L. Taylor** (1990), *University Professor for Teaching Excellence Associate Professor of Modern Languages and Literatures*, B.A., Grinnell College; M.A. and Ph.D., Cornell University.
- Talbot J. Taylor** (1982), *Louise G. T. Cooley Professor of English and Linguistics*, M.A., Tufts University; M.Litt. and D.Phil., University of Oxford.
- Jorge L. Terukina** (2009), *Associate Professor of Modern Languages and Literatures*, B.A., Pontificia Universidad Catolica del Peru; M.A., University of Kentucky; Ph.D., Brown University.
- Chinua A. Thelwell** (2012), *Associate Professor of History and Africana Studies*, B.A., Tufts University; Ph.D., New York University.
- Todd M. Thrash** (2004), *Professor of Psychological Sciences*, B.A., Denison University; M.A. and Ph.D., University of Rochester.
- Nathaniel A. Throckmorton** (2014), *Tang Associate Professor of Economics*, B.S., University of Wisconsin-Stevens Point; M.A. and Ph.D., Indiana University.
- Michael J. Tierney** (1998), *George and Mary Hylton Professor of Government and International Relations*, B.A. and M.A., College of William & Mary; Ph.D., University of California, San Diego.
- Andrew B. Tobolowsky** (2016), *Associate Professor of Religious Studies*, B.A., Brown University, M.Phil, University College, Dublin, M.A. and Ph.D., Brown University.
- Virginia J. Torczon** (1995), *Chancellor Professor of Computer Sciences*, B.A., Wesleyan University; M.A. and Ph.D., Rice University.
- Nguyen Tran** (2015), *Assistant Professor of Military Science*, B.S., Old Dominion University; M.Ed., Strayer University.
- Stephen Trefethen** (2016), *Lecturer of Mathematics*, B.A. and M.A., The State University of New York at Potsdam; Ph.D., University of Arizona.
- Monica C. Tremblay** (2017), *Dorman Family Professor of Business*, B.S., University of Florida; M.S. and Ph.D., University of South Florida.
- Addie Tsai** (2022), *Lecturer of English*, B.A., University of Houston; M.F.A., Warren Wilson College MFA Program for Writers; Ph.D., Texas Woman's University.
- Megan Tschannen-Moran** (2000), *Professor of Education*, B.S., Northwestern University; M. Ed. and Ph.D., The Ohio State University.
- Christopher S. Tucker** (2012), *Francis S. Haserot Associate Professor of Philosophy*, B.A. and M.A., Emory University; Ph.D., Purdue University.
- James P. Tumulty** (2022), *Visiting Assistant Professor of Biology*, B.S., Siena College; M.S., East Carolina University; Ph.D., University of Minnesota.
- Richard Lee Turits** (2014), *Associate Professor of History, Africana Studies and Latin American Studies*, B.A., Brown University; M.A., Yale University; Ph.D., University of Chicago.
- Tate A. Twinam** (2019), *Assistant Professor of Economics*, B.A., New College of Florida; M.A. and Ph.D., University of Pittsburgh.
- Michael A. Unger** (1990), *Professor of Marine Science*, B.S., Michigan State University; M.S. and Ph.D., College of William & Mary.
- George M. Vahala** (1974), *Professor of Physics*, B.S., University of Western Australia; M.S. and Ph.D., University of Iowa.
- Patricia L. Vahle** (2007), *Professor of Physics*, B.S., New Mexico State University; Ph.D., University of Texas at Austin.

- Enrique Valdes** (2022), *Visiting Assistant Professor of Economics*, B.S. and M.S., Florida State University.
- Chad Vance** (2014), *Senior Lecturer of Philosophy*, B.S., University of Florida; M.A., Southern Evangelical Seminary; M.A. and Ph.D., University of Colorado, Boulder.
- Maurits van der Veen** (2010), *Associate Professor of Government*, B.A., Dartmouth College; M.S., Stanford University; Ph.D., Harvard University.
- Rachel M. Varra** (2018), *Assistant Professor of Modern Languages and Literatures and Linguistics*, B.A., Pennsylvania State University; M.A., American University in Cairo; Ph.D., City University of New York.
- Daniel Vasiliu** (2019), *Lecturer of Data Science*, B.S. and M.S., University of Iasi “Al. I. Cuza”; Ph.D., Michigan State University.
- Paul A. Vierthaler** (2019), *Assistant Professor of Modern Languages and Literatures*, B.A., University of Kansas, M.A., M.Phil. and Ph.D., Yale University.
- Mara Dicenta Vilker** (2021), *Assistant Professor of the Institute for Integrative Conservation and Anthropology*, B.A., Complutense University and National Distance Education University; M.S., Complutense University, Free University, Rensselaer Polytechnic Institute, and University of Alcalá; Ph.D., Rensselaer Polytechnic Institute.
- Christopher Ryan Vinroot** (2008), *Professor of Mathematics*, B.S., North Carolina State; M.S. and Ph.D., Stanford University.
- Peter M. Vishton** (2004), *Associate Professor of Psychological Sciences*, B.A., Swarthmore College; Ph.D., Cornell University.
- Kevin A. Vose** (2005), *Walter G. Mason Associate Professor of Religious Studies*, B.A. Bates College; M.A. and Ph.D., University of Virginia.
- Denise Damon Wade** (2000), *Professor of Dance*, A.B., College of William & Mary; M.F.A., University of Michigan.
- Phillip Wagner** (2020), *Clinical Associate Professor of Business*, B.S. and M.A., Liberty University; Ph.D., University of Kansas.
- Jordan Walk** (2015), *Senior Lecturer of Chemistry*, B.S. and M.S., College of William & Mary; Ph.D., University of Michigan.
- William C. Walton** (2021), *Acuff Professor of Marine Science and Director, Acuff Center for Aquaculture*; B.S., Tufts University; M.S., Rutgers University; Ph.D., University of Maryland.
- Guannan Wang** (2015), *Associate Professor of Mathematics*, B.E., Nankai University; M.S. and Ph.D., University of Georgia.
- Harry V. Wang** (1997), *Professor of Marine Science*, B.S., National Taiwan University; Ph.D., Johns Hopkins University.
- Cynthia V. Ward** (1997), *Professor of Law*, B.A., Wellesley; J.D., Yale University.
- Thomas J. Ward** (1989), *Chancellor Professor of Education*, B.A., LaSalle College; M.S. and Ph.D., Pennsylvania State University.
- Andrew Wargo** (2012), *Associate Professor of Marine Science*, B.A., University of Vermont; Ph.D., University of Edinburgh.
- Christie Warren** (2011), *Professor of the Practice of International and Comparative Law*, B.A., University of California, Berkeley; J.D., University of California, Davis.
- Jerry Watkins III** (2016), *Senior Lecturer of History*, B.A. and M.A., Georgia State University; Ph.D., King’s College London;
- Matthew J. Wawersik** (2005), *Dorman Family Term Distinguished Associate Professor of Biology*, B.S., Colorado State University; Ph.D., Johns Hopkins University.
- Erin Webster** (2016), *Associate Professor of English*, B.A. Trent University; M.A. and Ph.D., University of Toronto.
- Brad L. Weiss** (1993), *Professor of Anthropology*, B.A., Dartmouth College; M.A. and Ph.D., University of Chicago.

- Mary Lynn Weiss** (2000), *Associate Professor of English and American Studies*, B.A., Amherst College; M.A., Columbia University; Ph.D., Brandeis University.
- Kevin E. Weng** (2014), *Associate Professor of Marine Science*, B.A., Williams College; M.S., University of Hawai'i; Ph.D., Stanford University.
- Kim E. Wheatley** (1992), *Professor of English*, B.A., Cambridge University; M.A., York University; M.A. and Ph.D., Johns Hopkins University.
- Benjamin D. Whiting** (2022), *Lecturer of Music*, B.M. and M.M., Florida State University; Ph.D., The University of Illinois at Urbana-Champaign.
- James P. Whittenburg** (1977), *Professor of History*, B.A., University of Tennessee; M.A., Wake Forest University; Ph.D., University of Georgia.
- Erica Wiborg** (2021), *Visiting Assistant Professor in Higher Education*, B.A., Florida State University; M.S., Texas A&M University; Ph.D., Florida State University.
- Emily E. Wilcox** (2021), *Associate Professor of Modern Languages and Literatures*, B.A., Harvard University; Master of Philosophy, University of Cambridge; Ph.D., University of California, Berkeley.
- Reginald Wilkerson** (2022), *Assistant Professor*-B.A. and M.A., The University of North Carolina at Chapel Hill; Ed.S. and Ed.D., The University of North Carolina at Greensboro.
- Matthew R. Williams** (2019), *Visiting Assistant Professor of Marketing*, B.B.A., William and Mary; M.B.A., Northwestern University, Kellogg School of Management.
- Kurt E. Williamson** (2008), *Associate Professor of Biology*, B.S. and Ph.D., University of Delaware.
- Dana Willner** (2016), *Senior Lecturer of Computer Science*, B.S., and B.A. Washington University in St. Louis; M.S., San Diego State University; Ph.D., San Diego State University/UC San Diego.
- Brett Wilson** (2005), *Associate Professor of English*, B.A. Dartmouth College; Ph.D., University of Pennsylvania.
- Jeanne M. Wilson** (2001), *W. Brooks George Term Professor of Business*, B.S., St. Joseph's College; M.S., Purdue University; Ph.D., Carnegie Mellon.
- Laurie J. Wolf** (2000), *Professor of Theatre*, B.A. and M.A., California State University, Northridge; Ph.D., University of California-Los Angeles.
- Alexander Woods** (2008), *KMPG Term Professor of Business*, B.S., Wright State University; M.B.A., Colorado State University; Ph.D., Michigan State University.
- Andrea G. Wright** (2016), *Associate Professor of Anthropology and Asian and Middle Eastern Studies*, B.A. and Ph.D., University of Michigan; M.A., The University of Chicago; M.A., University of Michigan.
- Kristin Wustholz** (2010), *Mansfield Associate Professor of Chemistry*, B.A.S., Muhlenberg College; M.A. and Ph.D., University of Washington.
- Yu Amy Xia** (2018), *Professor of Business*, B.E., Huazhong University of Science and Technology; M.E., Shanghai Jiaotong University; M.S., and Ph.D., Washington State University.
- Xiaowen Xu** (2018), *Assistant Professor of Psychological Sciences*, B.Sc., M.A., and Ph.D., University of Toronto.
- Ran Yang** (2019), *Lecturer of Physics*, B.S., East China University of Science and Technology; M.S. and Ph.D., William & Mary.
- Wei Yang** (2018), *Associate Professor of Business*, B.S. Peking University; Ph.D. Carnegie Mellon University; Ph.D. Stanford University.
- Douglas Young** (2011), *Cornelia Brackenridge Talbot Term Distinguished Associate Professor of Chemistry*, B.S., University of Puget Sound; Ph.D., North Carolina State University.
- Gexin Yu** (2008), *Professor of Mathematics*, B.S. and M.S., South China Normal University; Ph.D., University of Illinois.
- Yuting Yuan** (2022), *Visiting Assistant Professor of Mathematics and Data Science*, B.S., Nanjing University; M.S., Rutgers University; Ph.D., University of Rochester.
- Mona Zaki** (2015), *Senior Lecturer of Modern Languages and Literatures*, B.A., American University in Cairo; M.A. and Ph.D., Princeton University.

**Sibel Zandi-Sayek** (2002), *Associate Professor of Art History*, B.Arch., Middle East Technical University; M. Arch. and M.C.P., University of Pennsylvania; Ph.D., University of California-Berkeley.

**Marylou Zapf** (2003), *Senior Lecturer of Mathematics*, B.A., University of South Florida; M.S., University of Arkansas at Little Rock.

**Janice L. Zeman** (2005), *Professor of Psychological Sciences*, B.S., Acadia University; M.S. and Ph.D., Vanderbilt University.

**Mei Zhang** (2022), *Lecturer of Computer Science*, Bachelor's Degree, Medical College of Nanchang University; Ph.D., The Ohio State University.

**Yinglong Joseph Zhang** (2012), *Research Professor of Marine Science*, B.S. Peking University, China; M.S. and Ph.D., University of Wollongong, Australia.

**Gang Zhou** (2007), *Associate Professor of Computer Science*, B.S. and M.E. Nanjing University, China; M.C.S. and Ph.D., University of Virginia.

**Timothy Zick** (2008), *John Marshall Professor of Government and Citizenship*, B.A., Indiana University; J.D., Georgetown University Law Center.

**Chitralekha Zutshi** (2001), *Professor of History*, B.A., the College of Wooster; M.A., New York University; M.A. and Ph.D., Tufts University.

**Kelebogile Zvobgo** (2021), *Assistant Professor of Government*, B.A., Pomona College; Ph.D., University of Southern California.

**Patty Zwollo** (1997), *Professor of Biology*, B.S., M.S. and Ph.D., University of Utrecht.

## Admission & Financial Aid

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Within the limits of its facilities and its obligations as a state university, William & Mary offers the possibility of admission to all qualified students without regard to gender, race, color, age, religion, national origin, sexual orientation, or disability.

### Undergraduate Admission

Seeking students with diverse backgrounds, interests and abilities, and welcoming applications from all interested students, the university evaluates each application on its own merits.

Application materials, including detailed information regarding undergraduate admission, may be obtained by consulting the university's website [www.wm.edu](http://www.wm.edu). Applications for the freshman class are due by November 1 for Early Decision candidates and January 1 for Early Decision II and Regular Decision candidates. Acceptance under Early Decision or Early Decision II is binding.

Transfer applicants should apply by October 1 for the spring semester and March 1 for the fall semester.

Acceptance of an application submitted after these dates will be considered on a case by case basis. No transfer applicant will be admitted as a degree candidate later than two weeks prior to the start of classes. No freshman applicant will be admitted from the waitlist later than August 1.

University policy prohibits the awarding of a second baccalaureate degree.

## **Notification to Applicants**

Early Decision notifications are sent by mid-December, Early Decision II notifications by mid-February and Regular Decision notifications are sent by April 1. Spring semester transfer applicants are sent decisions by December 1, and fall semester transfers are sent decisions by early May. Prior to enrollment, all students must submit official copies of their final transcripts.

## **Secondary School Preparation**

Since more students apply than can be accommodated, the university uses a selective process of admission. Through this holistic process, the applicant's total educational record is considered in relation to other students applying in an attempt to admit those with the strongest academic and personal credentials. Most candidates have pursued as strong a college preparatory program as is available to them. Advanced Placement, International Baccalaureate, honors and accelerated courses are strongly weighted in the evaluation process. Candidates for admission typically have completed the following courses at the secondary level:

- English: Four years (literature and strong training in writing)
- Mathematics: Four years
- Foreign Language (Ancient or Modern): At least four years of one foreign language recommended
- History and Social Science: At least three years
- Science (with laboratory): At least three years
- Elective Courses: Advanced mathematics, history, natural science, English, music, art, drama and other humanities.

A high school diploma or equivalent certification is required for enrollment. Candidates from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma as a minimum.

## **Standardized Tests**

Freshman applicants may submit the SAT and/or the ACT for consideration as part of their applications but are not required to do so.

Students can meet the university's foreign language requirement either by completing the fourth level of one foreign language in secondary school or by one of the other options outlined in the "[Foreign Language Requirement](#)" section. Students intending to continue a foreign language should similarly see this section for placement information.

## **Admission of Undergraduate Transfer Students**

A transfer student is anyone who wishes to enroll in an undergraduate degree program at William & Mary and has attended another college or university after graduation from high school. Students admitted as freshmen do not receive college credit according to the same rules and agreements that apply to transfer students.

Transfer students are admitted for both the fall and the spring semesters. In order to enroll at the university, transfer applicants must be in good standing and eligible to return to their last institution of full-time attendance. Students who have completed less than a full year of college coursework at the time of application may submit SAT or ACT scores, for consideration as an optional part of the application.

### **Concurrent Courses**

The university allows qualified local students to take courses for college credit concurrently with their secondary school program. Initial approval should be requested through the high school administration prior to the filing of the application for non-degree status, which may be secured from the website of the Office of Undergraduate Admission. Admission as a concurrent student does not guarantee subsequent admission as a degree-seeking student.

### **Flexible Degree Track (FlexTrack) Admission for Nontraditional Students**

Transfer and Freshman applicants may be eligible for admission as FlexTrack students if they live in the Williamsburg area, meet the usual admission standards of the university and can show compelling reasons why full-time status is not feasible. In determining whether FlexTrack status is warranted, consideration will be given to the applicant's background. A FlexTrack student must earn a minimum of 12 hours each year (two semesters and a summer term) from the date of enrollment and must complete all degree requirements in effect at the time of enrollment, and all major requirements in effect at the time of the declaration of major. FlexTrack students are limited to no more than 10 credit hours in their first semester at the university. Students who believe they meet these standards because their status has changed since matriculation as a full-time student may petition the Committee on Academic Status for FlexTrack student status (see <https://www.wm.edu/offices/deanofstudents/services/academic-wellbeing/forms/petition-cas.php>). Any FlexTrack students who wish to have their status changed to full-time may also petition the Committee on Academic Status. The Dean of Students Office must be notified in advance of semesters away, and students who do not comply must reapply for FlexTrack status when they wish to return.

A maximum of 20 FlexTrack students will be admitted in any one year, each assigned to an advisor who will stress the importance of building a coherent program. FlexTrack students will not be eligible for residence hall accommodations.

### **Deferred Enrollment for Admitted Freshmen**

Students who are offered admission to the freshman class may request a deferral of their enrollment for either a semester or full year by notifying the Office of Undergraduate Admission of their intentions in writing by June 1. Students admitted during Early Decision or admitted from the waitlist are ineligible for deferred enrollment. Admitted freshmen who are approved for this option must commit to enrolling the following spring or fall and must submit a re-activate admission application by November 1. Students admitted to the St Andrews Joint Degree Programme may defer admission, but must begin in the following fall semester. These students will be guaranteed space if they satisfy the requirements made as conditions of their original admission and do not enroll as a degree-seeking student at another institution. They must have an honorable record in the intervening deferral period. Assurance of future admission does not apply to students who enroll as degree-seeking at another institution; in such cases, it will be necessary to consider the student as a transfer applicant.

## **Admission to Non-Degree Status**

During the Fall and Spring semesters, non-degree-seeking status is limited to: 1) students who have already earned baccalaureate degrees (official transcript required), 2) students on official visiting status from another domestic four-year college or university, and 3) concurrent high school students. Students in the first two categories should apply for non-degree status through the Office of the University Registrar. Current high school students seeking concurrent enrollment should inquire through their counseling offices to the Office of Undergraduate Admission.

Non-degree status is granted for one semester only; therefore, students must reapply every semester. Visiting students may attend William & Mary for one semester only. Non-degree applications must be received no later than one week prior to the first day of classes. Non-degree students are bound by all rules and regulations of the university and its Honor Code.

## **Non-Degree Status: Admission to Graduate Courses**

In special circumstances, individuals who wish to take graduate courses in the Faculty of Arts & Sciences (courses numbered 500 and above) but not enter as a degree-seeking student may be allowed to do so. Such prospective students must first present evidence to the Office of the University Registrar that they have graduated from an accredited institution of higher education. In addition, individuals must be approved by the respective graduate department or program. Interested students should contact the Office of the University Registrar to request an application for non-degree-seeking status. International exchange students should make contact with the Reves Center for International Studies.

## **Visiting Students**

Students enrolled full-time at other domestic four-year institutions may request to attend William & Mary for one semester provided they have permission from the sending college and they plan to return. Such students must submit the following materials to the Office of the University Registrar: 1) an application for non-degree-seeking status, 2) transcripts of all college work, and 3) a letter from the advisor or registrar at the sending school stipulating permissible courses that will transfer to that institution. Visiting students should be aware that course offerings and housing opportunities may be limited. International exchange students should make contact with the Reves Center for International Studies. Visiting students must enroll full-time unless specifically granted permission for part-time study.

## **Reenrollment**

Students who are in good standing with the university but have not been in attendance for one or more semesters must submit an application for reenrollment to the Dean of Students Office and be approved before they are permitted to register for classes (See: <https://www.wm.edu/offices/deanofstudents/services/academic-wellbeing/forms/re-enrollment.php>) . Students should apply for reenrollment as soon as possible after making the decision to resume their studies at the university. Applications must be received before July 15 for fall semester, November 15 for spring semester, or April 15 for summer sessions. Students who are not in good standing with the university should refer to the section on [Reinstatement](#) within Academic Regulations. This process does not apply to former students who have since matriculated as degree-seeking students at other institutions. These students must apply as transfer students through the Office of Undergraduate Admission.

## **Admission to Audit Status**

Students, including senior citizens, who wish to audit courses with no credit should contact the Office of the University Registrar to obtain the appropriate forms for permission to audit. Forms are also available on the Registrar's website at [www.wm.edu/registrar](http://www.wm.edu/registrar).

## **Admission to the Summer Sessions**

In summer only, the university may also enroll non-baccalaureate-degree-holders for non-degree coursework without the formality of the visiting student requirement that exists in Fall and Spring. Applicants should visit the University Registrar's web site at [www.wm.edu/registrar](http://www.wm.edu/registrar) for course offerings and application forms. Concurrent high school students must apply through the Office of Undergraduate Admission. Others should apply through the Office of the University Registrar. Admission to a summer session does not entitle the student to admission to the regular session or degree status unless an application is submitted and approved by the Office of Undergraduate Admission according to the regular application schedule. Summer school students are bound by all regulations of the university and its Honor Code.

## **Student Financial Aid**

The Office of Student Financial Aid coordinates all financial assistance to undergraduate students. Most assistance is based on financial need, with a limited number of academic and talent scholarships available. All correspondence regarding financial assistance, (except aid provided by ROTC), should be addressed to:

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

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

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

## **Financial Assistance**

Financial assistance is available to undergraduates who need additional resources to meet the cost of education at the university. Demonstrated financial need and eligibility for federal financial aid is established through an analysis of the Free Application for Federal Student Aid (FAFSA). Entering freshmen and transfer applicants must also submit the College Board's Profile application to be considered for institutional need-based financial aid. Virginia Residents not eligible for federal financial aid should submit the Virginia Alternative State Aid Application (VASA) to be considered for state and institutional need-based assistance. In most cases, in-state Virginia undergraduates may expect sufficient support to meet financial need, while out-of-state undergraduates may receive partial support. All need-based assistance is dependent upon demonstrated financial need and the availability of funds.

Assistance is offered on an annual basis but may be renewed if demonstrated financial need continues and the student otherwise qualifies. Renewal requires the completion of the FAFSA or VASA for each succeeding year and eligibility may differ based on the data provided in the application process. The university's standard of satisfactory academic progress, which is generally the same as that required for continuance at the university, is outlined in the Guide to Financial Aid, available at <http://www.wm.edu/admission/financialaid/information/guides/index.php>.

Most financial assistance programs for undergraduates require full-time enrollment during the fall and spring semesters. For federal aid purposes, only courses counting toward a student's degree plan may be

used to determine a student's enrollment level. Federal Loans require half-time enrollment. Federal Pell Grants require full-time enrollment to receive 100% of a student's annual eligibility. Partial Pell Grants may be received as long as the student is enrolled in courses that count as part of the student's degree. Enrollment level for financial aid eligibility is based on registered credits necessary to complete degree requirements. For example, a student registered for 12 credits but only 9 are required to complete a degree would have federal and state aid eligibility calculated based on 9 credits. Please contact the Office of Student Financial Aid to discuss the impact of enrollment on financial aid eligibility.

**Application and Notification timeline:** Entering students are classified as early decision, early decision 2, regular decision, and transfers. Early Decision applicants wanting a tentative determination of aid eligibility should submit the FASFA and CSS Profile by December 11. All other entering students should file the FAFSA by March 1. Entering freshmen and transfers should also submit the CSS Profile application by March 1. Returning students should file the FAFSA by March 15. Applicants completing the VASA application should follow the same submission dates. Applications submitted after the deadline may not receive full grant consideration (depending on fund availability). Entering students who have completed all financial aid requirements should receive award notifications shortly after being notified of their admission decision. Continuing students with all financial aid requirements completed should receive renewal aid notifications once spring grades are finalized.

## **The Financial Assistance Package**

The financial assistance offer may include scholarships, grants, Federal Direct Loans, and/or Federal Work-Study. Grants and scholarships are gift assistance that do not need to be earned or repaid. Federal Direct Loans must be repaid following separation from W&M. The Federal Work-Study Program provides the student earnings for work performed during the academic year.

## **Financial Assistance for Students**

### **Primary Assistance Sources**

Federally funded programs include the Pell Grant, Federal Direct Loans, the Supplemental Educational Opportunity Grant, and the Federal Work-Study Program. State funded programs include the Virginia Guaranteed Assistance Program (VGAP) and the Commonwealth Grant.

Institutional need-based grants are available to both in-state and out-of-state students. Endowed scholarships are made possible through the generosity of W&M donors whose gifts provide additional need-based assistance.

More information about financial aid programs and eligibility requirements is found at [www.wm.edu/financialaid](http://www.wm.edu/financialaid).

### **Special Scholarships and Programs**

Grant funds controlled by the Office of Financial Aid are based on demonstrated financial need. However, some merit or achievement-based grants are offered by various departments such as Admissions, Athletics, etc. The Alumni group Order of the White Jacket awards scholarships to students working for Williamsburg food service providers.

### **Studying Abroad**

Students studying off campus may be eligible for financial assistance to assist with study abroad programs. Please read the information available on our website (<https://www.wm.edu/admission/financialaid/howto/studyaway/index.php>) before applying for a study abroad program.

## **Veteran Education Benefits and Transition Act of 2018 in accordance with Section 103**

The U. S. Department of Veterans Affairs (VA) determines student eligibility for VA education benefits. They offer several programs to assist those eligible to pay for their education including the Post 9/11 GI Bill® and the Montgomery GI Bill®. Students decide which benefit is most appropriate based on individual circumstances and may apply to the VA through their website at [www.gibill.va.gov](http://www.gibill.va.gov) or [www.vets.gov](http://www.vets.gov). Questions about the VA educational benefits process at William & Mary can be addressed to the Office of the University Registrar at [vabenefits@wm.edu](mailto:vabenefits@wm.edu).

William & Mary 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 who presents Certificate of Eligibility, Statement of Benefits, or VR&E Authorization / VAF 28-1905 form from the Department of Veterans Affairs because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the VA under chapter 31 or 33 of Title 38 United States Code Section 3679(c).

However, for unpaid balances beyond the anticipated Post 9/11 GI Bill® payment amount, William & Mary may levy a fee or restriction.

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. That office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow institutional grievance policy, if the situation cannot be resolved at the university, the beneficiary should contact that office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).

GI Bill® Advertising Statement: This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

### **Virginia Military Survivors and Dependents Program**

The Virginia Military Survivors and Dependents Education Program (VMSDEP) is a Commonwealth of Virginia program administered by the Virginia Department of Veterans Services (DVS), which provides education benefits to spouses and children of military service members killed, missing in action, taken prisoner, or who became totally and permanently disabled as a result of military service in covered military combat.

The purpose of VMSDEP is to provide undergraduate, graduate, or other postsecondary education to eligible participants by providing a waiver of tuition and all required fees at any public institution of higher education in the Commonwealth of Virginia. For a listing of benefits and eligibility requirements, please visit the DVS website: <http://www.dvs.virginia.gov/>, and select "Education & Employment" tab.

## Tuition and Other Expenses

- [Tuition and General Fees \(per semester\)](#)
- [Billing](#)
- [Payments](#)
- [Withdrawal Schedule and Refunds](#)
- [Eligibility for In-State Tuition Rate](#)
- [Meal Plans](#)
- [William & Mary Bookstore](#)
- [William & Mary Student ID Card](#)
- [William & Mary Express Account](#)
- [Parking & Transportation](#)
- [Residence Hall Fees](#)
- [Deposits and Miscellaneous Fees](#)
- [Financial Penalties](#)

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

### Tuition and General Fees (per semester)

All degree-seeking undergraduate students will be charged the full-time tuition and fee rate for the fall and spring semesters unless they are approved by the Committee on Academic Status for an underload or are part of the Flexible Degree Track (see below). Tuition for summer sessions will be charged at the per credit hour rate. In addition, a one-time registration fee of \$25.00 and a one-time comprehensive fee of \$55.00 will be charged for summer sessions. Students auditing courses are subject to the same tuition and fees that apply to those courses taken for credit.

Entering 2019-2020 Full time tuition and fees	<b>\$11,985.00</b>	<b>\$23,598.00</b>
Entering 2020-2021 Full time tuition and fees	<b>\$11,985.00</b>	<b>\$23,598.00</b>
Entering 2021-2022 Full time tuition and fees	<b>\$11,985.00</b>	<b>\$23,598.00</b>
Entering 2022-2023 Full time tuition and fees	<b>\$11,985.00</b>	<b>\$23,598.00</b>
Part time rates	<b>\$581.00 per credit hour</b>	<b>\$1336.00 per credit hour</b>

Included in the above per-semester tuition and fees are the following general fees:

Auxiliary Services	\$ 1,112.00
Intercollegiate Athletics	\$ 1,061.50
Student Activities	\$ 289.00

Newly admitted to Mason School of Business Program Fees:

- Majors Program \$2,500.00 (per semester)
- Minors Program \$1,250.00 (per semester)

Students carrying an approved underload may receive a reduction in tuition but must pay the full mandatory general fees. Flexible Degree Track students will be charged based on credit hour status (full-time or part-time). Flex track students registered for 12 or more hours will pay the full-time undergraduate tuition and fee rate.

### Special Fees and Programs

Additional fees are charged for Applied Music lessons, science labs, art, some Kinesiology courses, etc.

The Applied Music lesson fee is \$453.00 per credit hour. Students who take music lessons during the add/drop period prior to adding or dropping an Applied Music course will be charged a pro-rated fee, equal to 1/12 of the Applied Music fee (\$453.00), for each lesson a student receives.

Fees for special courses are determined by the demand and arrangements, which are necessary to support such courses. Classes carrying fees have a notation in Banner Self-Service, "Additional Fees" and the amount of the fee can be seen in the Class Detail screen for each section.

### **Special fees are non-refundable.**

Additional tuition and fees may be charged for some special programs at the university.

Students who plan to participate in William & Mary study abroad programs are required to register with the Global Education Office. All college students in good academic, social and financial standings are eligible to participate.

## **Billing**

The Bursar's Office generates eStatements each month for any account with a previous balance or with new activity. Payment is due in full by the due date on the statement.

Included on the eStatement are charges for tuition and fees, room, meal plans, and other miscellaneous charges such as lab fees, music fees, tutoring fees, orientation fees, etc. Student account charges are due by the established payment deadlines. Failure to pay the balance due and/or to provide the required information for pending financial aid by the established payment deadlines may result in the assessment of a late fee, the loss of financial aid and/or a restrictive hold being placed on the student's account.

For currently enrolled students, the eStatement is generated electronically. No paper bills are issued to students or parents.

An email is sent to the student's W&M email address and to the authorized payer's email address (provided in eServices) when a bill has been generated and is ready for viewing. As a reminder, it is a violation of the university's Acceptable Use Policy to provide your password to a third party under any circumstances. Third parties may be set up as authorized users in Banner Self Service/eServices.

Students who choose to participate in the university's monthly payment plan will not be issued a monthly billing statement. Due dates for tuition plan participants are established at the time of enrollment in the tuition payment plan.

Visit <https://www.wm.edu/offices/financialoperations/sa/> for more information

## **Payments**

### **Payment of Student Account**

Charges for tuition and fees, residence hall, meal plan and miscellaneous fees are payable by the due date each semester. Registration is not final until all fees are paid and may be canceled if a student's account is not paid in full by the due date, as established by the Office of the Bursar. Accounts not paid in full by the established due date will be assessed a late payment fee of 10% of the outstanding balance up to a maximum of \$100.00.

Study abroad fees, due dates, and late fees vary. Please consult the Global Education Office website for details ([www.wm.edu/studyabroad](http://www.wm.edu/studyabroad)).

### **Payment Methods**

Payment may be made in U.S. dollars only by cash; check, money order or cashier's check made payable to The College of William & Mary. Payments by cash or check are accepted at the Cashiers Office in Blow Hall. Payment by check may also be made via the U.S. Postal Service. A check returned by the bank for any reason will constitute nonpayment and may result in late fees or collections. Payment online via credit card—American Express, Discover, VISA and MasterCard—is also available in eServices. Credit cards are accepted for online payments only. The university does not accept credit cards for 'in-person' payments or over the phone. A convenience fee is charged for payments made via credit card. Payment may also be made online via an electronic (web) check. There is no fee for paying online via electronic (web) check. Additional information may be obtained from the Bursar's Office website at <https://www.wm.edu/offices/financialoperations/sa/>.

Any past due debt owed the university, ( emergency loans, parking, health services, library fines, etc.), may result in late fees or collections, withholding of transcripts and diplomas, and non-conferral of degree. In the event a past due account is referred for collection, the student will be charged all collection and litigation costs, as well as, the university's late payment fee.

### **Tuition Payment Plans**

To assist with the payment of educational costs, the university offers the option of an Interest-Free Monthly Payment Plan for the fall and/or spring semesters of the academic year. This monthly payment plan allows you to spread your expenses for tuition, room and board, and other miscellaneous expenses charged on the student account into 4 monthly installments per semester. A non-refundable application fee in the amount of \$50.00 per semester is charged during the enrollment process for the payment plan.

Additional information, including plan highlights and FAQs, may be found on the Bursar's Office website at <https://www.wm.edu/offices/financialoperations/sa/eservices/> under the "Tuition Payment Plan" link.

### **Credit for Scholarships**

Students who have been awarded financial aid are required to pay any amount not covered by the award by the established semester payment due date to avoid being charged a late payment fee. The Office of the Bursar must receive written notification of any outside scholarship from the organization before the credit can be given towards tuition and fees. Please submit all paperwork pertaining to outside scholarships at least 1 week prior to the billing due date.

## **Withdrawal Schedule and Refunds**

### **Full-time Students Who Withdraw from the university Fall/Spring Semesters**

Full-time students who withdraw from the university are charged a percentage of the tuition and fees based on the school week within which the withdrawal occurs. A school week is defined as the period beginning on Monday and ending on the succeeding Sunday. The first school week of a semester is defined as that week within which classes begin. Full-time students who withdraw from the university within the first school week of the semester are eligible for a refund of all payments for tuition and fees less the required enrollment deposit for entering students. After week 1 of the semester, the amount of the tuition and fees charged /refunded will be determined based on the following schedule:

Week	Percentage Charged	Percentage Refunded
1	0%	100%
2	20%	80%
3	30%	70%
4	40%	60%
5	50%	50%
6	60%	40%
After week 6	100%	0%

*Students will not be eligible for any refund of tuition and general fees if required to withdraw by the university.*

*Please visit [Registration and Withdrawal, Withdrawal from the University](#) for instructions on the withdrawal process.*

*Refund of the room rent will be prorated based on the date the resident officially checks out of the room with required paperwork completed by a Residence Life staff member. Meal plan charges are calculated based on the time on the plan, not the usage. The student is charged for the new plan, as they will have full use of it, plus a \$25 processing fee. Dining Dollars will adjust based on usage. If a student drops a voluntary plan, charges are calculated on a daily rate based on the time on the plan, not the usage, Dining Dollars usage and a \$25 processing fee. Failure to make payment when due may result in penalties, including a hold/block on registration and/or transcripts.*

Overpayments on the student account created by federal loans or grants will be automatically refunded following federal guidelines. (Within 2 weeks after fund disbursement)

Overpayments created by Parent Plus Loans will be refunded to the parent unless the parent designates the student as the recipient during the loan application process.

If an overpayment shows on a student's account and it is not created by federal financial aid, the student is required to request a refund (<https://www.wm.edu/refunds>) from the Bursar's Office. If a request is not filed, the overpayment will remain on the student's account as a credit for the next semester or to offset additional charges which the student incurs.

Refunds for overpayments are issued as:

- 1 Direct deposit to your bank account if you have signed up for eRefund via eServices
2. A paper check mailed in the following address priority:
  - CSU or GSH Box
  - Local Address
  - Permanent Mailing Address

Paper checks are issued to the most current address in Banner. It is the responsibility of the student to update their addresses by logging into Banner self-service.

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

It is university policy to hold the enrolled student liable for charges incurred, therefore in the case of refunding any overpayment, refund checks will be issued in the name of the student. Students who have received financial aid may be responsible for repaying those funds (see Withdrawal Schedule for repayment schedule).

### **Flexible Degree Track Students who withdraw from the university**

Flex Track students who withdraw from the university within the first school week of the semester are eligible for a full refund of tuition and fees. After the first week, the amount of the tuition and fees to be charged will follow the full-time withdrawal schedule.

*Students will not be eligible for any refund of tuition if required to withdraw from the university.*

### **Flexible Degree Track Students who withdraw from a course**

A Flex Track student who withdraws from a course after the add/drop period and remains registered for other academic work will not be eligible for a refund.

### **Summer Sessions**

Students who drop their course(s) during the session drop/add period will not be assessed any tuition for the course(s). Students who withdraw from a course or courses after the add/drop period for the course session will not be eligible for any adjustment of tuition and fees.

### **Study Abroad Programs**

Please contact the Global Education Office at [wmabroad@wm.edu](mailto:wmabroad@wm.edu) or 757-221-3594 to inquire about summer session refunds.

### **Special Fees Refunds**

Fees for special courses are determined by the demand and arrangements, which are necessary to support such courses. Classes carrying fees have a notation in Banner Self-Service, “Additional Fees” and the amount of the fee can be seen in the Class Detail screen for each section.

**Special fees are non-refundable.**

### **Return to Title IV (R2T4) Policy**

#### **Withdrawing from College with federal aid**

The return of Title IV funds for students with Title IV Federal Aid (Federal PELL, Direct Federal Subsidized and Unsubsidized Loans, Federal SEOG, Federal Work Study, Federal Perkins, Direct Federal PLUS, and Grad PLUS) who withdraw from school will be calculated in compliance with Federal regulations. A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date the student withdraws or ceases attendance. Please be advised that the Federal return of funds calculation (R2T4) has a different percent of attendance schedule than the university’s withdrawal policy. These funds must be returned even if William & Mary provides no refund to the student. This means the student could owe the university and/or the U.S. Department of Education a significant amount of money.

If a student withdraws from college prior to completing 60% of a semester, the Financial Aid Office must recalculate the student’s eligibility for all funds received, including Title IV funds. Students subject to this calculation are identified throughout the semester. The R2T4 calculation is processed by the Office of Financial Aid and any Title IV funds needing to be returned are done so no later than 45 days after

determining the student has withdrawn. Recalculation is based on a percent of earned aid using the following Federal Return of Title IV funds formula:

*Percent of aid earned = the number of days completed up to the withdrawal date, divided by the total days in the semester. (Any break of five days or more is not counted as part of the days in the semester.)*

For Title IV purposes, the withdrawal date will be the date of notification of intent to withdraw, which may be earlier than the withdrawal date for the purpose of tuition reimbursement. If a student does not formally withdraw but ceases to attend classes, the withdrawal date for R2T4 purposes will be the mid-point of the semester.

Funds are returned to the appropriate federal aid program based on the percent of unearned aid using the following formula:

**Aid to be returned** = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges.

Keep in mind that, when funds are returned, the student borrower may owe a balance to the university. If that is the case, the student should contact the Student Accounts/Bursars Office to make payment arrangements. If after the Return to Title IV funds and the institutional refund calculations are applied to the student's account and a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the date of the Return to Title IV calculation is performed.

**The return of Title IV aid is in the following order:**

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct Parent PLUS Loans
- Federal Pell Grants
- TEACH Grants

References:

34 CFR §668.22(b), 34 CFR §668.22(c), 34 CFR §668.22(i), 34 CFR §668.22(b), 34 CFR §668.22(h), 34 CFR §668.22(a) (5) and (6), 34 CFR §668.164(j).

**Examples of Return of Funds Calculation**

**Example 1: Out of state student who lives on campus**

<b>Institutional Charges</b>	
Tuition	\$ 23,598
Housing	\$ 4,144
Meal Plan	\$ 2,798
TOTAL	\$ 30,538
<b>Financial Aid Package</b>	
Pell Grant	\$ 2,523
Direct Subsidized Loan	\$ 3,464
Direct Unsubsidized Loan	\$ 1,979
Parent Plus Loan	\$ 13,784
Institutional Grant	\$ 10,000

The student withdraws on March 4th, which is day 38 out of 103 in the Spring semester (38/103 = 36.9% of Title IV funds earned by the student and 63.1% unearned).

Federal Title IV funds = \$ 21,750 (\$ 2,523 Pell + \$ 3,464 Direct Subsidized Loan + \$ 1,979 Direct Unsubsidized Loan + \$ 13,784 Parent Plus Loan).

\$ 21,750 X 36.9% = \$ 8,025.75 of earned Title IV funds.

The remainder of funds unearned \$ 21,750 - \$ 8,025.75 = \$ 13,724.25 will be returned to Federal programs.

When R2T4 is applied , the following funds must be returned to the Federal programs in this order:

Direct Unsubsidized Loan - \$ 1,979  
Direct Subsidized Loan - \$ 3,464  
Parent Plus Loan - \$ 8,281  
TOTAL - \$ 13,724

Additionally, the student received institutional aid of \$ 10,000.00 and the institutional tuition refund time frame is 40%. The earned calculation for the institutional grant = \$ 10,000 X 60% = \$ 6,000 therefore the remaining \$4,000 in institutional aid will be returned in addition to the student's federal aid calculation.

NOTE: Students receiving federal aid must have the federal refund calculation applied to comply with federal regulations. Institutional aid for undergraduate students will follow the tuition refund schedule as a basis for calculation for the return of institutional aid.

### Example 2: In state student

#### Institutional Charges

Tuition	\$ 12,782
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#### Financial Aid Package

Direct Subsidized Loan	\$ 1,237
Direct Unsubsidized Loan	\$ 1,485
Parent Plus Loan	\$ 7,931

The student withdraws on September 10th which is day 10 out of 107 in the Fall semester (10/107 = 9.3% of Title IV funds earned by the student and 90.7% unearned aid).

Federal Title IV funds = \$ 10,653 (\$ 1,237 Subsidized Direct Loan+ \$ 1,485 Unsubsidized Direct Loan + \$ 7,931 Parent Plus Loan).

\$ 10,653 X 9.3% = \$ 990.73 of earned Title IV funds.

The remainder of funds unearned \$ 10,653 - \$ 990.73 = \$ 9,662.27 will be returned to the Federal programs.

When R2T4 is applied , the following funds must be returned to the Federal programs in this order:

Direct Unsubsidized Loan - \$ 1,485  
Direct Subsidized Loan - \$ 1,237  
Parent Plus Loan - \$ 6,940  
TOTAL - \$ 9,662

## Eligibility for In-State Tuition Rate

To be eligible for in-state tuition, a student must meet the statutory test for domicile as set forth in Section 23-7.4 of the Code of Virginia. Domicile is a technical legal concept. In general, to establish domicile, students must be able to prove permanent residency in Virginia for at least one continuous year immediately the first official day of classes, and intend to remain in Virginia indefinitely after graduation. Residence in Virginia for the primary purpose of attending college does not provide eligibility for in-state tuition. Applicants seeking in-state status must complete and submit the “Application for Virginia In-State Tuition Privileges” by the first day of classes of the semester for which In-state eligibility is sought. The application is evaluated and the student is notified in writing if the request for in-state tuition is denied.

Under Virginia law, students under age 24 are rebuttably presumed to be dependent on a parent/guardian, and, unless an exception is identified, the parent/guardian’s domicile status determines the student’s tuition rate.

Special rules apply and support is available to non-U.S. citizens and their families (see <https://www.wm.edu/offices/registrar/studentsandalumni/domicile/specialcirc/index.php>); contact the University Registrar’s Office for details or visit <https://www.wm.edu/offices/registrar/>.

A matriculating student whose domicile has changed may request reclassification from out-of-state to in-state. Students seeking reclassification must complete and submit the “Application for Virginia In-State Tuition Privileges” to the Office of the University Registrar. The Office of the University Registrar evaluates the application and notifies the student only if the request for in-state tuition is denied. Any student may submit in writing an appeal to the decision made, however, a change in classification will only be made when justified by clear and convincing evidence. All questions about eligibility for domiciliary status should be addressed to the Office of the University Registrar, (757) 221-2808. In determining domicile the school will consider the following factors for the student and parent/guardian/spouse:

- Citizenship status
- Residence during the year prior to the first official day of classes
- Employment
- Property ownership
- Sources of financial support
- State to which income taxes are filed or paid
- Location of checking or passbook savings
- Social or economic ties with Virginia
- Driver’s license
- Motor vehicle registration Voter registration

**Credit hour surcharge**-Undergraduate students who qualify for in-state tuition privileges must pay a surcharge (generally calculated at out-of-state tuition rates) for courses taken after completion of 125% of the credit hours required for the degree. For example, for a bachelor’s degree requiring 120 credit hours, this would mean that any credits taken beyond 150 (or 125% of 120) would be charged at the out-of-state rate. Certain exceptions apply, including AP/IB credits; see Section 23-7.4:F of the Code of Virginia for more information.

**Veteran, active-duty, and military dependent students** may qualify for Virginia domicile through the processes outlined above; additional opportunities are also provided through state and federal code and

regulation(<https://www.wm.edu/offices/registrar/studentsandalumni/militaryandveterans/veterandomicile/index.php>). Under the Veterans Access, Choice, and Accountability Act of 2014, the following individuals shall be charged the in-state rate, or otherwise considered a resident, for tuition purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill® -Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of Title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- Anyone using transferred Post-9/11 GI Bill benefits who lives in the state where the Institution of Higher Learning (IHL) is located, and the transferor is a member of the uniformed service serving on active duty.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- A spouse or child using benefits under Survivors' and Dependents' Education Assistance (Chapter 35) living in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- An individual using educational assistance under chapter 31, Veteran Readiness and Employment (VR&E) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence)effective for courses, semesters, or terms beginning after March 1, 2019
- Anyone described above remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. Therefore, the described person must be enrolled in the institution and use educational benefits under Chapters 30, 31, 33 or 35 of Title 38, United States Code.
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The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. Section 3679(c) as amended. GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at <http://www.benefits.va.gov/gibill>.

**Additional information** may be obtained from the William & Mary website at <http://www.wm.edu/registrar> or directly from the State Council of Higher Education for Virginia (SCHEV) at <http://www.schev.edu/>.

## Meal Plans

William & Mary Dining Services provides a comprehensive dining program featuring a variety of meal plan options to meet the needs of each student. The two residential dining facilities on campus, the Commons and Sadler Food Hall, provide anytime dining, while numerous retail options include Marketplace, Element Cafe at the Integrated Science Center, the Law School Cafe, Monticello Cafe at the School of Education, Boehly Cafe at the School of Business, Aromas in Swem Library, Aromas Daily Grind, Domino's Pizza Delivery, Chick-fil-A at Tribe Square as well as Athletic Concessions and campus convenience stores provide traditional pay-as-you-go options.

William & Mary Dining Services offers students a total of five meal plans to choose from. The All Access Plan provides unlimited access to Commons and Sadler and the Block 125, Block 100, Commuter 50 and Commuter 25 provide a specific number of times a student can swipe into the locations. Griffin Deals are included with the All Access plan and all meal plans include Dining Dollars to provide flexibility and convenience. The amount of Dining Dollars varies according to the meal plan selected.

Additional Dining Dollars may be purchased in increments of \$10 and added to your meal plan at any time during the semester.

The university requires that all undergraduate students residing in campus-managed property purchase a meal plan. Meal plan eligibility is determined by social class and in some cases, residence location (see <https://www.wm.edu/offices/registrar/studentsandalumni/registration/socialclass/index.php>). Freshmen and Sophomores are enrolled in the All Access plan and residential Juniors and Seniors can select from the All Access, the Block 125 or the Block 100. Undergraduate students residing in Ludwell, Tribe Square, the Grad Complex, Cabell and Nicholas or the Colonial Williamsburg house can select from any available meal plan, including the Commuter 50 and Commuter 25. If a student does not select a meal plan, the All Access plan will be automatically applied to the Student Account. Students may then make one allowable change by visiting [mealplan.wm.edu](http://mealplan.wm.edu) until the end of the add/drop period (restrictions apply). Meal plans selected in the Fall automatically roll over to the Spring semester. Allowable changes after the add/drop period may be made by contacting [dining@wm.edu](mailto:dining@wm.edu) and may incur additional fees. Exemptions from the meal plan requirement must be approved by the Meal Plan Release Committee. All meal plans are non-transferable and are intended for individual use only. For additional information about meal plans, including the complete policy, visit [www.wm.edu/dining](http://www.wm.edu/dining)

### **William & Mary Bookstore**

The William & Mary Bookstore, operated by Barnes & Noble College Booksellers, offers new, used, digital and rental textbooks for all William & Mary courses and offers a competitive Price Match program online at [bookstore.wm.edu](http://bookstore.wm.edu). Also, visit their storefront at 601 Prince George Street for official W&M clothing, gifts, class rings, graduation regalia and commencement announcements. *Students receive a 20% discount on W&M clothing purchases with a valid W&M Tribe Card.* The Bookstore accepts cash, W&M Express, all major credit cards and Barnes & Noble gift cards.

### **William & Mary Student Tribe Card**

The William & Mary Tribe Card is the University's official card prepared by **Tribe Card Services** for each student (see <https://www.wm.edu/offices/auxiliary/tribecardservices/>). It functions as a campus meal card, library card, an entry or access card to residence halls, recreational facilities, academic buildings, and the Student Health Center. Student Tribe Cards are not transferable and are intended for the sole use of the student to whom it is issued. Usage is limited to William & Mary, VIMS, and authorized programs. The Tribe Card is not to be used for legal purposes outside the University. Because cards provide access to secured buildings and financial accounts, lost cards should be deactivated immediately via [tribecard.wm.edu](http://tribecard.wm.edu). If the lost card cannot be deactivated, it can be reported to Tribe Card Services during business hours or to Campus Police evenings and weekends. This process also ensures that misplaced cards cannot be used by others. A \$23 charge is assessed for lost, worn or damaged cards. For replacement information, visit [www.wm.edu/tribecard](http://www.wm.edu/tribecard). Tribe Card Services is located in the Campus Center.

### **William & Mary Express Account**

The William & Mary Express Account is a debit account linked to the student's Tribe Card. When deposits are made to the account, students can use their Tribe Cards to purchase a variety of goods and services both on and off campus. Deposits to the Express account are made **online** and balances do not expire during a student's tenure on campus (see <https://get.cbord.com/wm/full/prelogin.php>). The W&M Express account can be used to make purchases at many campus merchants including Campus Recreation, Parking & Transportation, the Bookstore and Dining Services as well as over 15 off-campus merchants. For additional W&M Express information visit [www.wm.edu/wmexpress](http://www.wm.edu/wmexpress).

### **Parking & Transportation**

All motor vehicles operated or parked on university property, including motorcycles, motor scooters, moped, and vehicles with accessible placards or plates, must be registered with the Parking Services Office. A decal or temporary pass is required to park on university property at all times beginning Monday, 7:00 a.m. through Friday, 5:00 p.m., except in metered or timed spaces as posted. Only under special circumstances and with prior written approval are freshmen and sophomores allowed to have cars on campus. Parking Services office hours are 8:00 a.m. - 4:00 p.m. Monday through Friday, closed weekends unless otherwise advertised. The Motorist Assistance Program (MAP) offers assistance to stranded motorists with decals on university property 8:00 a.m.-5:30 p.m. Monday through Thursday and 8:00 am - 4:00 pm on Friday.

The Bike Alliance promotes bicycling as a safe, sustainable and healthy mode of transportation and recreation for the William & Mary community. Bicycles on campus should register with Parking & Transportation and affix a decal with a unique identification number. Registration is free and lasts for five years. Registered bicycles may utilize the campus bike racks throughout campus. Bicycles found improperly chained to campus property will be tagged for 24 hours then removed and impounded. Bicycles that pose a safety hazard are removed and impounded without delay.

Students may also access the WATA bus lines by showing their William & Mary Tribe Card. For more information about current bus schedules and routes, visit [gowata.org](http://gowata.org)

View a complete list of Parking & Transportation services at [www.wm.edu/parkingandtransportation](http://www.wm.edu/parkingandtransportation) or contact (757) 221-4764.

## Residence Hall Fees

Residence Hall fees vary depending on the specific building to which a student is assigned; the average cost per semester fee is \$4,144.00. Freshman and sophomore students are required to live in on-campus housing, although students who want to live with their families within a 30 mile radius of campus may apply to Residence Life for an exception. After their sophomore year, students may choose to live off campus. Students who move out of campus housing and remain enrolled at the university will not be eligible for residence hall fee refunds unless granted a contract release by Residence Life.

**Housing Cancellation Policy**-University policy requires freshmen and sophomores (by social class) to live on campus, unless an individual exception has been granted. Students who are not required to live on campus have until February 28 to cancel their housing contract with no penalty. After February 28th , students who have signed the W&M Residence Life Housing Contract for the 2022-2023 academic year will owe and be charged full room fees. Any termination of the W&M Residence Life Housing Contract, subject to the terms and conditions in Sections 5, 6 and 7, may qualify the resident for a refund or adjustment of room fees owed as outlined below. If Residence Life is unable to provide a fall semester room assignment by August 1, 2022, the student may request cancellation of the contract with no penalty. **The cancellation policy does not apply to students who are required to live on campus during their first two (2) years following their high school graduation.**

After February 28, 2022 cancellation period and prior to May 31,2022, the following cancellation schedule and fees apply:

### Semester I, Fall 2022:

- Prior to February 28: If a request for cancellation is received before this date the student may cancel their contract without penalty.

- March 1 to March 31: If a request for cancellation is received between these dates the student may cancel their contract and a \$500 cancellation fee will be billed to the student account.
- April 1 to April 30: If a request for cancellation is received between these dates the student may cancel their contract and a \$1000 cancellation fee will be billed to the student account.
- May 1 to May 31: If a request for cancellation is received between these dates the student may cancel their contract and a \$1500 cancellation fee will be billed to the student account.

**Contracts submitted after May 31:**

- Prior to February 28: If a request for cancellation is received before this date the student may cancel their contract without penalty.
- March 1 to March 31: If a request for cancellation is received between these dates the student may cancel their contract and a \$500 cancellation fee will be billed to the student account.
- April 1 to April 30: If a request for cancellation is received between these dates the student may cancel their contract and a \$1000 cancellation fee will be billed to the student account.
- May 1 to May 31: If a request for cancellation is received between these dates the student may cancel their contract and a \$1500 cancellation fee will be billed to the student account.

**Semester II, Spring 2023: (new Spring 2023 contracts only- does not apply to fall 2022 residents)**

- Prior to February 28: If a request for cancellation is received before this date the student may cancel their contract without penalty.
- March 1 to March 31: If a request for cancellation is received between these dates the student may cancel their contract and a \$500 cancellation fee will be billed to the student account.
- April 1 to April 30: If a request for cancellation is received between these dates the student may cancel their contract and a \$1000 cancellation fee will be billed to the student account.
- May 1 to May 31: If a request for cancellation is received between these dates the student may cancel their contract and a \$1500 cancellation fee will be billed to the student account.

Cancellation requests must be submitted via the Housing Portal at  
[https://wm.starrezhousing.com/StarRezPortalX/F13DA9C1/22/252/Student\\_Login-Student\\_Login](https://wm.starrezhousing.com/StarRezPortalX/F13DA9C1/22/252/Student_Login-Student_Login)

**Contract Release Exemptions:** Students are able to submit a Contract Release Request via the Housing Portal (see [https://wm.starrezhousing.com/StarRezPortalX/F13DA9C1/22/252/Student\\_Login-Student\\_Login](https://wm.starrezhousing.com/StarRezPortalX/F13DA9C1/22/252/Student_Login-Student_Login)). A release may be granted only to students able to demonstrate in writing and with supporting documentation an unforeseen change in circumstances that cannot be resolved in campus housing. Requests are considered on a case-by-case basis and release is not guaranteed. If a contract release is approved, the student may receive a refund as outlined per the [Withdrawal Schedule and Refunds](#), available in the undergraduate course catalog, once check-out is completed. Release request decisions are made at the exclusive discretion of the Associate Director for Administration and are final.

**Cancellation of the W&M Residence Life Housing Contract During the Academic Year:**

The University may terminate this contract and a student's occupancy rights in the event of fire, earthquake, flood, hurricane, or other significant weather event or natural disaster, act of God, strikes, work stoppages or other labor disturbances, riots or civil commotions, litigation, war or other act of any foreign nation, plague, epidemic, pandemic, power of government or governmental agency or authority, state of emergency, or any other cause like or unlike any cause mentioned above, whether natural or man-caused, which is beyond the control or authority of the University. In the event of such circumstances, all refunds of housing fees will be offered on the following schedule according to the academic calendar for undergraduate classes:

Closure Event Occurs	Percentage of Semester Fees Refunded
Prior to the end of the 3rd week of classes	60%
During the 4th week of classes through the end of 6th week of classes	40%
During the 7th week of classes through the end of 8th week of classes	20%
After the end of the 8th week of classes	5%

In the event of a residential hall closure during the fall 2022 semester, charges for the spring 2023 semester will only be billed if the residence halls re-open.

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

## Deposits and Miscellaneous Fees

<b>Application fee</b>	\$ 75.00
<b>Enrollment deposit</b>	150.00 Transfer Students/350.00 Freshmen
<b>New Students and Family Program Fee</b>	453.00
<b>Room change penalty fee</b>	50.00
<b>Graduation fee</b>	145.00

### Application Fee

A non-refundable processing fee of \$75 is required with an application for admission to the university for undergraduate freshmen and transfer students. If the student attends the university, this fee is not applied as credit toward their tuition and fees charges. Students applying for transfer from Richard Bland College are exempt from payment of this fee.

### Enrollment Deposit

Upon acceptance for enrollment by the university, a non-refundable deposit of \$150 for transfers and \$350 for freshmen is required to confirm the student's intent to enroll. The deposit is applied as a credit toward tuition and fees charges.

### Orientation Fee

A non-refundable orientation fee of \$453.00 is required of all new undergraduate degree-seeking students. The student will be billed for the fee along with the other tuition and fees obligations.

### Room Change Penalty Fee

*Students who change rooms without the approval of Residence Life will be charged a \$50 fee and will be required to move back into the original assignment.*

### Graduation Fee

A non-refundable graduation fee of \$150.00 (per degree) will be charged to all students after they have filed their "Notice of Candidacy for Graduation". The student will be billed for the fee along with the other tuition and fees obligations.

## **Transcript Fee**

Official transcripts cost \$7 per transcript. Payment is due at the time the order is placed. Payment must be made in U.S. dollars only by cash or check made payable to William & Mary. Transcripts must be requested in writing with a student's signature or online through the National Student Clearinghouse (see <https://tsorder.studentclearinghouse.org/school/select>).

Request forms are available in the Office of the University Registrar, Blow Memorial Hall, online at <https://www.wm.edu/offices/registrar/forms/index.php>, or written requests may be mailed to: William & Mary, Office of the University Registrar, P.O. Box 8795, Williamsburg, VA 23187-8795, Attention: Transcripts. No transcript will be released until all financial obligations to the university are satisfied. Current and former students enrolled since 2007 may access an unofficial transcript through Banner self-service at [my.wm.edu](http://my.wm.edu). One unofficial transcript will be generated free-of-charge upon request to the University Registrar's office per year; subsequent copies carry a \$7 fee.

## **Financial Penalties**

Failure to pay in full by the established due date(s) may result in the assessment of late fees/penalties in an amount up to 10% of the outstanding account balance. Semester payment due dates are established by the Office of the Bursar. For students electing to pay tuition and fees through the tuition payment plan, the payment due date is the first of each month beginning in August for the fall semester and January for the spring semester as detailed in the payment plan enrollment information. Failure to pay by the established due date(s) may result in late fees, referral to University Collections and Receivables, and/or referral to an outside collection agency.

## **Delinquent Accounts**

An account is considered delinquent when payment has not been received by the payment due date. Once your account is considered delinquent with the university, we are required by the Commonwealth of Virginia to send your account to either a private Collection Agency or the Office of the Attorney General depending on the dollar amount past due.

If your account has been sent to a Collection Agency (all accounts receivable under \$10,000.00), the following events will occur until you have paid the Collection Agency in full:

- Addition of collection costs up to 25%;
- Submission of your account to the Department of Taxation pursuant to the Setoff Debt Collection Act;
- Reporting of your account to all Major Credit Bureaus; and
- Placement of a hold on your William & Mary account making you ineligible for any services from the university such as registration for classes, official transcripts, or a diploma.

If your account has been sent to the Office of the Attorney General (all accounts receivable \$10,000.00 and greater), the following events will occur until you have paid the Office of the Attorney General in full:

- Imposition of interest accrual at six percent per annum from (date of initial pre-delinquency invoice or demand letter);
- Addition of up to 30% attorney's fees to your account balance;
- Submission of your account to the Department of Taxation pursuant to the Setoff Debt Collection Act; and
- Placement of a hold on your William & Mary account making you ineligible for any services from the university such as registration for classes, official transcripts, or a diploma.

### **Returned Check Fee**

The return of a check issued to the College of William & Mary will result in a \$50.00 returned check fee being placed on the account of the student on whose behalf the check was presented for each returned check no matter the reason. Each account will be allowed two (2) returned checks after which payment by check will not be accepted. Written notification/email on how to resolve the returned check(s) will be sent to the person whose account was affected and/ or the maker of the check.

A hold will be placed on the account affected, until the returned check has been redeemed (made good). If the returned check(s) have not been redeemed by the deadline, an additional 10% (up to \$250.00) late fee will be levied, and the university will begin its collection proceedings as stated within the guidelines of the Department of Accounts, Commonwealth of Virginia.

**Important Note:** *A returned check may automatically result in a hold on the account affected, which may preclude participation in any or all of the following activities: further check writing privileges, class registration, receipt of grades, issuing transcripts, and/or diplomas.*

### **Returned Electronic Payment Policy**

Payments made online through eServices by credit card and/or echeck which are returned for any reason will result in a \$50.00 returned payment charge being assessed on the student's account at the university.

A hold will be placed on the account affected, until the returned check has been redeemed (made good). If the returned check(s) have not been redeemed by the deadline, an additional 10% (up to \$250.00) late fee will be levied, and the university will begin its collection proceedings as stated within the guidelines of the Department of Accounts, Commonwealth of Virginia.

### **Returned Check Payment Methods**

1. Cash-Pay in person at the Bursar's Office. Obtain a cash register receipt for your records. DO NOT MAIL CASH.
2. Certified Funds -Make cashier's check, money order, or other certified funds payable to the College of William & Mary. Include your name, ID#, current address, and phone number on the face of the check.
3. Deliver in person or mail certified funds to the following address:  
The College of William & Mary  
Attn: Bursar's Office / Sandra Thomas  
P.O. Box 8795  
Williamsburg, VA 23187-8795
4. Credit card payment through eServices (a convenience fee will apply).

## **Services**

- [Academic Advising](#)
- [William & Mary Libraries](#)
- [Division of Student Affairs](#)
- [Student Health Center](#)
- [Dean of Students Office](#)
- [Counseling Center](#)
- [The Office of Career Development & Professional Engagement](#)
- [Center for Student Diversity](#)
- [Student Accessibility Services](#)
- [International Students, Scholars, and Programs \(ISSP\)](#)
- [Study Abroad](#)

## Academic Advising

**Lindsey Love, Senior Director for the Office of Undergraduate Academic Affairs**  
**757.221.2476**  
**website: <https://www.wm.edu/as/undergraduate/strategies-planning/undergraduate-academic-affairs/index.php>**

Academic advising is recognized at William & Mary as a natural extension of the teaching responsibilities of faculty members because it is crucial to the educational development of students. With sound academic advising, students can plan an exciting and coherent liberal arts education that prepares them to reach their personal and professional goals.

At William & Mary, academic advising is housed within the Office of Undergraduate Academic Affairs. The OUAA assigns faculty advisors to incoming students. New students, including entering transfer students, meet with their faculty advisors three times in their first year at William & Mary; at these meetings they plan a program of study that suits their interests and that meets the university's academic regulations and requirements. Students must attend these meetings in order to register for the following semester.

Although students may change their advisor by submitting a request to the OUAA, most retain their initial advisor until they declare their major, which is usually in the sophomore year. When students declare, they are assigned an advisor by the department, program or school in which they are completing a major. Students declaring two majors are assigned an advisor in both majors. For details on when students can or must declare a major, see the Catalog section, "[Majors & Minors.](#)"

Students preparing for careers in medicine, veterinary science, pharmacy, dentistry, physical therapy, law, engineering, education or business should consult with the pre-professional faculty advisors for these programs. In addition, all students can supplement the guidance of their faculty advisor by consulting the professional advisors who staff the OUAA.

## William & Mary Libraries

**Carrie Cooper, Dean of University Libraries**  
**(757) 221-INFO**  
**Website: [www.libraries.wm.edu](http://www.libraries.wm.edu)**

### Mission and Services

William & Mary Libraries provide the spaces, resources, technology, and expertise to support and enhance learning, research and scholarship. Universities of the highest caliber, like William & Mary, must have a library system of equal stature. William & Mary Libraries strives to be an exceptional organization and a fundamental partner in teaching and learning.

We place tremendous value on our users, and we try to anticipate their needs and spark their curiosity with our collections, services, and facilities. Our services are often individualized and high-touch: we offer over a 1,000 one-on-one consultations with students every year, teach hundreds of classes, and host events for groups aligned with our mission.

Our libraries, especially the Earl Gregg Swem Library, are popular with students and faculty; last year our users visited our campus libraries 1.16 million times, an impressive number for a library system at a small-sized university. Each year we record more visits than the year before, a trend that stretches back more than a decade. Other busy and innovative branches include the Wolf Law Library, Music Library, School of Education's Learning Resource Center, Hargis Library at VIMS, McLeod Business Library, and reading rooms in Physics and Chemistry.

We, at William & Mary Libraries, are committed to fostering an environment where diversity, inclusion and equity are viewed as fundamental to our mission. We strive to create a climate of belonging, which we believe promotes self-agency, participation, collaboration and innovation.

### **Technology**

Approximately 120 high-end PCs, each loaded with a large suite of productivity applications and specialized course software, are located on the first floor. Computers in the adjacent Learning Center classroom are available for use when classes are not scheduled. There are numerous open network ports for laptop connections, and each floor is configured for wireless access. Thirty-two group study rooms are located throughout the library for group collaboration and presentation practice. A makerspace provides multiple high-end 3D printers, sewing machine, vinyl cutter and button making machine for students to use.

### **Collections**

W&M Libraries' e-resources are extraordinary: hundreds of databases, tens of thousands of e-journals, streaming audio and video collections, and millions of e-books, both newly published and digital primary sources from the beginning of the print era. Our physical collections include over 1.2 million books; 50,000 rare books; thousands of periodicals; 2 million archival, manuscript, and other primary source materials; and media in a wide range of formats. Lastly, our digitized collections comprise exhibits of original content from the beginning years of the university to the papers of Thomas Jefferson. Together, these collections constitute a resource of major importance to the institution and researchers everywhere. Library resources can be accessed via the online catalog at <http://libraries.wm.edu>.

### **Research Services**

Librarians teach students to use online licensed materials, emphasize the value of print in the research process, introduce students to primary and historical resources, and expose them to the larger world of information. Students can connect with research librarians in person or by phone, email, text or online chat to discuss a class assignment or for advice on finding, evaluating and using library resources. More info at <https://libraries.wm.edu/about/contact-us>.

### **Partnerships**

Swem Library shares building space and active partnerships with the Writing Center, Tribe Tutor Zone, Academic Advising, Center for Geospatial Analysis, and similar services that offer assistance to undergraduates.

W&M students, faculty and staff receive library privileges at the Williamsburg Regional Library with their W&M ID, including those who do not live in Williamsburg, James City County or York County.

### **Circulation and Reserves**

The Circulation and Reserves Department helps patrons identify and locate materials in the library; answers questions about library policies; manages patron records; checks out library materials and equipment, and manages course reserves. All of the library's materials are available for use within the library, and most items can be borrowed for use outside the building. The W&M ID card serves as the

library card for students, staff, and faculty. All patrons have access to their account by visiting clicking on “My Account” located below the catalog search box. Contact the Circulation and Reserves Departments at 221-3072 or [libraries@wm.edu](mailto:libraries@wm.edu).

### **Interlibrary Loans**

If a book, journal article, or other item is not available at W&M, it can usually be borrowed from another library. Articles usually arrive within 2-3 days; books within a week. Requests for materials may be submitted at <https://libraries.wm.edu/services/borrowing/interlibrary-loan-ill>. Questions? Contact the Interlibrary Loan Department at (757) 221-3089 (option 1) or [sweill@wm.edu](mailto:sweill@wm.edu).

### **Reeder Media Center**

Swem Library’s Reeder Media Center services are available to W&M students, staff and faculty. Production studios are equipped with a wide array of software and hardware for the creation of multimedia projects. With a full-time staff, loanable production equipment, and an array of industry-standard software, the Media Center is capable of supporting a wide range of multimedia projects from pre-production to post-production to digital distribution. Contact the center at <https://libraries.wm.edu/services/media-services> or (757) 221-1378.

### **Special Collections Research Center**

The Special Collections Research Center includes university archives, manuscripts and rare books, as well as unique collections such as the papers of Chief Justice Warren E. Burger. University archives documents the history of William & Mary from its founding in 1693 to the present through student publications, photographs, official records, artifacts, memorabilia, and other materials relating to the college. The manuscript collections include letters, diaries, journals, scrapbooks, business records, and other items that cover everything from social movements to the day-to-day experiences of people from all walks of life. The rare books collection includes books dating from the 1400s to today, and focuses on Virginia history, gardening and natural history, religion, dogs, book arts, travel, science, and medicine. For more information, visit <https://libraries.wm.edu/research/special-collections>.

### **Library Hours**

Swem’s normal operating hours are Mondays-Thursdays, 8 a.m.-2 a.m.; Fridays, 8 a.m.-8 p.m.; Saturdays, 10 a.m.-8 p.m.; and Sundays, 10 a.m.-2 a.m. During final exams, the library stays open 24 hours. Hours vary throughout the year, especially during interim periods and holidays, visit [libraires.wm.edu](http://libraires.wm.edu) to confirm Swem hours and to check operating hours for the branch libraries

### **William & Mary Libraries Staff**

For a full directory of staff in W&M Libraries, visit <https://libraries.wm.edu/staff-directory>

### **Division of Student Affairs**

<b>Virginia M. Ambler</b>	Vice President for Student Affairs
<b>Stacey G. Harris</b>	Dean of Students
<b>Maggie S. Evans</b>	Associate Vice President for Campus Living
<b>R. Kelly Crace</b>	Associate Vice President for Health & Wellness
<b>Andrew D. Stelljes</b>	Assistant Vice President for Student Engagement & Leadership
<b>Gregory M. Henderson</b>	Assistant to the Vice President and Chief of Staff
<b>Anna L. Mroch</b>	Director of Student Affairs Planning & Assessment

## **Student Health Center**

**Dr. David Dafashy, Director**  
**McLeod-Tyler Wellness Center**  
**(757) 221-4386**

**Website: [www.wm.edu/health](http://www.wm.edu/health)**

The Student Health Center provides a full-range of primary care services including the evaluation, treatment and prevention of all kinds of acute or chronic physical, mental and social health issues. Our clinical staff includes Board-certified physicians and nurse practitioners, registered nurses, laboratory technicians, a pharmacist, and several support staff, all of whom deliver high-quality patient care to full time students at the university. The Accreditation Association of Ambulatory Health Care, Inc. (AAAHC) has awarded the Student Health Center at William & Mary another three-year term of accreditation. This accreditation affirms that the Health Center meets and will continue to demonstrate the attributes as reflected in the standards of the accrediting body. The Student Health Center is accredited through 2025.

There is fee for office visits, as well as a fee for certain services, labs, pharmacy and medical supplies. Information about fees and charges can be found on our website (see <https://www.wm.edu/offices/wellness/healthcenter/appointments/fees-and-charges/index.php>). All matters between a student and the Health Center staff are confidential and will not be released without the student's written consent (except in the case of life threatening situations, medical emergencies, severe emotional or psychological distress, or when required and/or permitted by law).

Virginia state law requires all full-time students who are enrolling in a four-year public institution to provide a health history and an official immunization record. The university further requires all full-time students (including previously matriculated students) as well as any other student eligible for services as determined by their department (i.e. Language House tutors, students with an approved underload, or transfer students) to provide documentation of the same immunization requirements and health history. This form will not be accepted if the physician completing and signing the form is a family member. Previously enrolled students who are reentering as full-time students after an absence of 2 years or more must update their forms to meet current requirements. Additionally, enrolled students who are reentering as full-time students after an absence from campus of 6 years or more must resubmit the entire form. This information MUST be submitted on William & Mary's Health Evaluation Form (see <https://www.wm.edu/offices/wellness/healthcenter/student-requirements/index.php>). In order to be eligible for medical care, students must have paid a Health Fee for the current semester and completed the Health Evaluation Form. Failure to comply with this requirement will result in the following actions: prevention from registering for classes, ineligibility for non-urgent medical care at the Student Health Center, the assessment of a fine on your student account, and may also result in eviction from the residence halls and/or removal from campus (depending on the medical issue).

The university requires all full-time undergraduate and graduate students admitted Fall 2006 or after and all F-1 and J-1 international students to have health insurance coverage throughout the school year as a condition of enrollment. These students will be enrolled in the university-endorsed Student Health Insurance Plan and the cost will be billed to their student account in two installments (fall and spring semester) UNLESS proof of other adequate health insurance coverage is furnished. Students who already have health insurance for the entire academic year must submit a waiver request by the posted deadline each academic year and the waiver request must be approved to avoid being enrolled in the Student Health Insurance Plan. All other full-time undergraduate and graduate students admitted prior to Fall 2006 are not required by the university to have health insurance coverage but are eligible to enroll in the college-endorsed Student Health Insurance Plan on a voluntary basis. It is the student's responsibility to

verify whether or not the charge has been billed to your student account. If there is a billing error, you should contact the Student Insurance Coordinator immediately. To access the waiver or enrollment request forms and for more information about the insurance requirement or the university-endorsed insurance plan, please visit [www.wm.edu/health/insurance](http://www.wm.edu/health/insurance).

### **Dean of Students Office**

**Stacey G. Harris, Dean of Students**  
**Sadler Center**  
**(757) 221-2510**

**Website:** [www.wm.edu/deanofstudents](http://www.wm.edu/deanofstudents)

The Dean of Students Office advocates for student needs, acts as liaison between students and academic departments, and provides support designed to enhance personal growth and instill a sense of personal authority and responsibility in each student. Their dedicated team of professionals assist students with any aspect of college life and provide programs and services that develop students intellectually, socially, and ethically.

The Dean of Students Office consists of six departments:

- Academic Enrichment Programs
- Care Support Services
- Parent & Family Programs
- Student Accessibility Services
- Community Values & Restorative Practices
- Enrollment Support Services

### **Counseling Center**

**Dr. Carina Sudarsky-Gleiser, Director**  
**McLeod-Tyler Wellness Center**  
**(757) 221-3620**

**Website:** [www.wm.edu/counselingcenter](http://www.wm.edu/counselingcenter)

The Counseling Center supports the mental and emotional wellness of the community by offering a range of prevention and intervention services to William & Mary enrolled students. Our services include educational programming, short-term individual, couples, and group counseling, as well as crisis intervention, psychiatric services, and referrals within and outside of the university, based on the specific student's need. Tele-mental health is an option currently offered to students.

The Counseling Center counts with a diverse group of mental health professionals: psychologists, counselors, social worker, psychiatrist, sport psychology consultant, who possess different social identities, and attend to the diversity of the student body. All staff members are trained, experienced, and sensitive to the needs and concerns experienced by university students.

Appointments may be made by calling the Counseling Center at 757-221-3620 or by coming to the Center in person. Office hours are 8 a.m.-noon and 1 p.m. - 5 p.m., Monday through Friday. For urgent concerns and/or emergencies, students can reach to a counselor after-hours and on weekends by calling 757-221-3620.

## **The Cohen Career Center**

**Kathleen I. Powell, Associate Vice President for Career Development**  
**180 Stadium Drive**  
**(757) 221-3231**

**Website: [www.wm.edu/career](http://www.wm.edu/career)**

We are partners in the educational process, supporting students and recent alumni, by empowering them to navigate career possibilities. The Cohen Career Center works with students and recent alumni by supporting one-on-one career advising appointments; career education programming; assisting with resume, cover letter, graduate/professional school search and interview preparation to include mock interviews. Providing access to career opportunities that include full-time, internships, externships, part-time, and volunteer through the Tribe Careers database. The Career Center serves all undergraduate students of all majors, as well as graduate and professional students in Arts & Sciences, Marine Science (VIMS), School of Education and for on-campus recruiting Master of Accounting and Master of Business Analytics students.

## **Center for Student Diversity**

**Dr. Kimberly Weatherly, Assistant Dean & Director**  
**Sadler Center**  
**(757) 221-2300**

**Website: [www.wm.edu/studentdiversity](http://www.wm.edu/studentdiversity)**

The Center for Student Diversity strives to foster inclusion, collaboration, and relationship-building within our campus community. The Center provides academic, social, and transition support for underserved and underrepresented students and promotes exchange and dialogue between individuals of diverse backgrounds and identities. We also serve as an information center, providing training and resources to the campus and local Williamsburg community regarding multicultural and diversity topics.

## **The Haven**

**Liz Cascone, MSW, Director**  
**Campus Center 166**  
**(757) 221-2449**

**Website: [www.wm.edu/thehaven](http://www.wm.edu/thehaven)**

The Haven is a confidential, welcoming, and inclusive resource center for those impacted by sexual violence and harassment, relationship abuse and intimate-partner violence, stalking, and other gender-based discrimination. The Haven welcomes all who may have questions or concerns, who need timely safety information and resources, and who are seeking support and connection. The Haven is a place where students can go without a report being made to the school. Trained peer Confidential Advocates, as well as the professional staff of The Haven, are confidential resources. Confidential resources are NOT required to report incidences of sexual violence and harassment, relationship abuse and intimate-partner violence, stalking, and other gender-based discrimination to William & Mary. This allows students to get timely health and safety information, support, and resources, hear about reporting options, learn about academic support and campus modifications, and other remedies before taking further action. Most faculty and staff are considered mandated reporters. Please keep this in mind before disclosing your own, or your friends, experiences of harassment, assault, or abuse. The Haven offers several opportunities

for survivors to connect with others who have had similar experiences through a variety of different groups, sessions, or workshops.

### **Student Accessibility Services**

**Tiffany Christian, Associate Dean of Students & Director of Student Accessibility Services**  
**Sadler Center**  
**(757) 221-2512**

**Website:** [www.wm.edu/sas](http://www.wm.edu/sas)

Student Accessibility Services strives to create a comprehensively accessible living and learning environment to ensure that students with disabilities and diagnosed conditions are viewed on the basis of ability. The Student Accessibility Services Team considers reasonable accommodation on an individual and flexible basis in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The decision to request accommodation is voluntary and a matter of individual choice. Students seeking accommodation are strongly encouraged to contact Student Accessibility Services and submit all supporting documentation early to allow adequate time for planning.

### **Documentation of a Diagnosed Condition**

Documentation serves two primary purposes. First, it establishes that the individual has a diagnosed condition, and therefore is protected from discrimination. Second, documentation must describe the current functional impact of the diagnosed condition so that potential accommodations can be identified.

All documentation of diagnosed conditions should consist of an evaluation by an appropriate professional that is not older than three years from the date of the first accommodation request. Included must be a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the diagnosed condition as it relates to the accommodation request. As appropriate to the diagnosed condition, the documentation should also include the following elements:

- A diagnostic statement identifying the condition, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria used including specific test results and standardized test scores, as well as the examiner's narrative interpretation.
- A description of the current functional impact of the diagnosed condition. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- A description of the expected progression or stability of the impact of the diagnosed condition over time, particularly the next five years.
- A history of previous accommodations and their impact.
- The credentials of the diagnosing professional(s), if not clear from the letterhead or other forms. Please note that diagnosing professionals cannot be family members or others with a close personal relationship with the individual being evaluated.

Documentation of cognitive impairment such as Specific Learning Disability, Attention Deficit Disorder, or physical, medical, and psychological disorders affecting learning must include a comprehensive report of psycho-educational or neuropsychological evaluation meeting specified documentation criteria. (Please

see the Student Accessibility Services website at <https://www.wm.edu/offices/deanofstudents/services/studentaccessibilityservices/index.php>) IEP or 504 plans will not be considered sufficient documentation unless also accompanied by a current and complete comprehensive report.

Documentation prepared for specific non-educational venues such as the Social Security Administration or the Department of Veteran's Affairs may not meet these criteria. Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA) will be given due consideration in determining the presence of a qualifying disability and making accommodation decisions. All documentation of disability is considered confidential and will not be released without a student's prior written consent.

Beyond the more objective determination of a diagnosed condition and its impact provided by external documentation, the university recognizes that input from the individual with this diagnosed condition is also a rich and important source of information on the impact of the condition and on the effectiveness of accommodations. Accommodation decisions are made on a case by case basis, considering the impact of a particular student's diagnosed condition within the specific context of a college-level academic environment.

### **Care Support Services**

**Amelia Cross, Interim Director**  
**Sadler Center**  
**757-221-2510**

**Website:** <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>

Care Support Services provides outreach, advocacy, and support services that assist and empower students in identifying and managing interpersonal, academic, and wellness concerns. When students face significant challenges to their mental, physical, and social health, we help in identifying and accessing resources both on and off campus to meet student's needs. Please be aware that Care Support Services is not an emergency response department; please contact WMPD or 911 for emergencies.

When notified about a student concern, what we do:

- Contact student to address concern
- Refer student to appropriate services (On or off-campus)
- Respond with intervention
- Provide ongoing support to both students and families

How we connect to students:

- Student self-reports: A student can call or email us, schedule an appointment, or file a care report
- Faculty and Staff Reports: W&M faculty and staff are trained to submit a "Care Report" to our office when they suspect a student might be experiencing a medical, emotional, or personal challenge.
- Students concerned for other students: Student can report an issue or concern they have for another student by submitting a Care Report on the Dean of Students web page.

## **The Office of Career Development & Professional Engagement**

**Kathleen I. Powell, Chief Career Officer, Associate Vice President for Advancement**  
**180 Stadium Drive**  
**(757) 221-3231**

**Website: [www.wm.edu/career](http://www.wm.edu/career)**

We are partners in the educational process, supporting students and recent alumni, by empowering them to navigate career possibilities. The Office of Career Development & Professional Engagement works with students and alumni by supporting one-on-one career advising appointments; career education programming; assisting with resume, cover letter, graduate/professional school search, career and internship search, and interview preparation including mock interviews. Providing access to career opportunities by bringing employers and recruiters to campus, through fairs and events, that include full-time, internships, externships, part-time, and volunteer, as well as postings on TribeCareers, our employer, student, and alumni career engagement platform. The Office of Career Development & Professional Engagement serves all undergraduate students of all majors, and all class years, as well as graduate students in Arts & Sciences, Marine Science (VIMS), and the School of Education.

## **Reves Center for International Studies**

**Teresa Longo, Associate Provost for International Affairs**  
**200 South Boundary Street**  
**(757) 221 - 3590**

The Reves Center for International Studies is the home of the Office of International Students, Scholars and Programs, the Global Education Office and the Global Engagement Team at William & Mary. Our mission is to support and promote the internationalization of learning, teaching, research and community involvement at W&M, and we do this through programs for international students and scholars, education abroad and global engagement across the university.

The Global Engagement Team (GET) assists with the planning and implementation of a number of internationally focused programs, events and initiatives designed to celebrate W&M's international community and to facilitate cross-cultural exchange, as well as hosting endowed lectures and events that bring world-class scholars, analysts, artists, public figures and other distinguished guests to campus. Initiatives include publishing and promoting a variety of publications with an international angle and managing the Reves Room, which is available for internationally focused events hosted by W&M departments, offices, programs, and faculty or staff-sponsored student organizations for official events. The Global Engagement Team also manages a variety of funding opportunities to assist faculty and students undertaking international research, conference attendance and internships. Additionally GET oversees the emergency communications and 24/7 emergency response related to university-sponsored international travel, monitors international developments and assesses risk for overseas travel.

## **International Students, Scholars, and Programs (ISSP)**

**Eva Wong, Director**  
**200 South Boundary Street**  
**(757) 221 – 3590**

The mission of the Office of International Students, Scholars, and Programs is to support and advocate for the success of William & Mary's international community.

We foster the personal, cultural and intellectual development of both the university and global community through holistic, collaborative programs and services.

Our key areas of support and programs include:

### **Student Support**

We provide comprehensive immigration and visa services, sponsoring the F-1 and J-1 student visas.

We support students' transition and success through programs such as International Student Orientation and the International Student Success Series (see <https://www.wm.edu/offices/revescenter/issp/newstudents/internationalorientation/orientation/index.php>).

In partnership with the Office of Parent & Family Programs, Student Transition Engagement Programs and Advancement, we offer special admitted student programs abroad for incoming international students and their families.

### **Community Engagement**

Programs such as the International Family Network provides both a support network for the spouses and family members of international students and scholars as well as an avenue to connect with the broader local community (see <https://www.wm.edu/offices/revescenter/issp/programs/isn/index.php>).

### **Scholarships**

Our funding programs focus on expanding opportunities, recognizing achievement, supporting students with financial hardship, and promoting diversity in the student body.

### **Leadership Development**

Student leadership development is integrated into most of our programs. For example, the International Student Advisory Board helps students to develop peer mentoring and advocacy skills (see <https://www.wm.edu/offices/revescenter/issp/programs/isab/>).

### **Advocacy and Outreach**

Understanding the difficulty our international community often face in navigating various aspects of life on and off-campus, our office serves as an advocate for their needs and concerns. Examples of such advocacy efforts include work with Dean of Students and Counseling Center on student crisis management and working with Academic departments and offices on climate concerns.

[globe@wm.edu](mailto:globe@wm.edu) ; [www.wm.edu/offices/revescenter/issp](http://www.wm.edu/offices/revescenter/issp)

### **Global Education Office (GEO)**

**Sylvia Mitterndorfer, Director**  
**200 South Boundary Street**  
**(757) 221 - 3594**

William & Mary has long recognized its responsibility to provide a global perspective to its curriculum so students gain the international understanding necessary to be informed citizens. The university encourages students to view study abroad as an educational objective and recognizes this in the COLL curriculum through COLL 300. When planned in advance and integrated into a student's on-campus academic plan, study abroad can be integral to the liberal arts education, providing cultural enrichment, personal development and intellectual challenge. Typically more than 56% of undergraduate students participate in study abroad by the time they graduate.

The Global Education Office (GEO) assists students with every stage of the study abroad process, collaborates with faculty and departments to develop study abroad programs in line with the educational mission of W&M, and serves as the home for incoming exchange students. The office also administers specialized incoming international programs for students and professionals, including for English language training. Located on the second floor of the Reves Center, the GEO facilitates the university's study abroad programs including undergraduate academic year/semester exchange and sponsored semester study abroad programs, as well as W&M faculty-led study abroad programs during the summer, winter break, and other university breaks. We administer more than 45 W&M-sponsored study abroad programs in more than 25 countries. In addition, through GEO, students have the opportunity to enroll in over 200 non-W&M study abroad programs. Thanks to the generosity of private donors, typically GEO also awards more than \$700,000 in need- and merit-based study abroad scholarships each year. For more information on credits earned through study abroad, see the catalog section, "Transfer Credit for Enrolled Students."

William & Mary currently has partner university agreements with some of the top institutions internationally, including the University of Adelaide (Australia), Vienna University of Economics & Business (Austria), McGill University (Canada), Tsinghua University (China), the Universities of Exeter and Nottingham (England), Cardiff University (Wales), Institut d'Études Politiques de Lille (France), Paul Valéry University, Montpellier III (France), Akita International University (Japan), Keio University (Japan), Leiden University (The Netherlands), St Andrews University (Scotland), the National University of Singapore and Yonsei University (South Korea). W&M-sponsored semester programs are currently offered in La Plata (Argentina), Oxford University (England), Montpellier (France) and Seville (Spain). Please note that availability of specific programs varies each year. Students are encouraged to contact the Global Education Office and check the website at [www.wm.edu/studyabroad](http://www.wm.edu/studyabroad).

Summer and winter break faculty-led study abroad programs are sponsored by W&M in around 20 countries, including Argentina, Australia, Brazil, Czech Republic, France, Germany, Greece, India, Ireland, Italy, Rwanda, South Africa, Spain, Switzerland, United Kingdom and others. New programs are developed regularly and the complete program list can be found at [studyabroad.wm.edu](http://studyabroad.wm.edu).

In addition, GEO administers the Keio University/ William & Mary Cross Cultural Collaboration program, which allows for Japanese and American students to study together questions of cultural difference and national identity in Williamsburg during the summer. GEO also supports the Young African Leaders Initiative (YALI) as well as various specialized English language training programs.

Tel. (757) 221-3594; Fax (757) 221-3597  
[wmabroad@wm.edu](mailto:wmabroad@wm.edu), [www.wm.edu/studyabroad](http://www.wm.edu/studyabroad)

## Academic Regulations

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- [Class Attendance](#)
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### The Honor System

Among the most significant traditions of William & Mary is the student-administered honor system. The honor system is based upon the premise that a person's honor is their most cherished attribute. The Honor Code outlines the conduct that cannot be tolerated within a community of trust. Prohibited conduct is limited to three specific areas of lying, cheating and stealing. The Honor Code is an agreement among all students taking classes at the university or participating in its educational programs (e.g., study abroad or internship activities) not to lie, cheat or steal. This agreement is effective upon acceptance of admission at the university and through the student's affiliation with the university even during periods that enrollment is not continuous. A complete description of student rights and responsibilities can be found in the *Student Handbook* (see <https://www.wm.edu/offices/deanofstudents/services/communityvalues/studenthandbook/>).

The University will not confer a degree if a student has a pending honor case or has not completed all sanctions, including probation and deferred suspension, that resulted from a student code of conduct or honor violation.

### Class Attendance

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

- Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings, including their last scheduled class in each of their courses preceding and their first scheduled class in each of their courses following the fall break, Thanksgiving, semester break, and spring holidays.
- Students whose attendance becomes unsatisfactory to the extent that their course performance is affected adversely should be so informed by their instructor and reported to the Dean of Students by completing a care report.
- Each student is responsible for notifying professors of absences. In view of the Honor Code, a student's explanation of class absence is expected to be truthful and therefore, should be sufficient in most instances.
- Students who will miss classes due to personal difficulties or family emergencies should contact the Dean of Students Office as soon as possible.

### Student Emergency Notification

Students are expected to be present at all regularly scheduled class meetings and abide by their faculty member's attendance policy as stated in their syllabus. The Dean of Students Office serves as a resource to help students notify faculty members of extenuating circumstances. The Dean of Students Office requires supporting documentation for the extenuating circumstance.

Depending on the nature of the extenuating circumstance, a Dean of Students Office staff member may follow-up with the student to provide support resources. Emergency notifications to the appropriate faculty member will include general and discrete language to describe the extenuating circumstance and request support for the student.

The emergency notification does not excuse the student from course material, assignments, or examinations. It is the student's responsibility to follow-up with the faculty member about the emergency notification and opportunities to complete missed work as soon as feasible (e.g. within 3-7 days).

### **Final Examinations**

A final examination is an important part of the evaluation of each student's work and is expected in all courses except seminars, colloquia, studio, or writing courses where final examinations may be unnecessary or inappropriate. The final examination schedule can be viewed at [www.wm.edu/registrar](http://www.wm.edu/registrar).

The time allocated for in-class final examinations is three hours, unless a shorter time is specified in the course syllabus. The deadline for returning take-home final examinations is the scheduled examination date for that class.

Except in narrowly defined circumstances, changes in the examination schedule are not allowed. Individual faculty members may not grant permission to reschedule or defer a final examination.

Requests to reschedule a final examination may be made when a student has three scheduled final examinations in four consecutive exam periods on consecutive days, when there is a conflict between a student's scheduled examinations, or when a student wishes to take an examination with a different section of the same course. Such requests to reschedule a final examination within the examination period should be filed with the Office of Undergraduate Academic Affairs. Requests must be made by the last day of classes for the semester.

All other requests for exceptions to the examination schedule should be filed with the Dean of Students Office and may be made on the basis of extenuating circumstances such as:

- Medical circumstances (physical and psychological) verified by a healthcare professional
- International student travel complications without alternatives
- Family emergency, such as death of a close family member
- Conflict with a religious holiday/service
- Interview or training for a permanent job that cannot be rescheduled
- Interview for graduate or professional school
- Activities in which the student is formally representing William & Mary

Students must provide supporting documentation with their request. Students should not assume that a request is approved until they receive written approval from the appropriate dean.

Final examinations that are deferred will be scheduled for the first full week of classes of the following regular semester. Students with deferred examinations will receive an initial grade of "I," incomplete. In this case, the "I" grade should be changed as early in the following semester as possible.

### **Final Exams and Tests During the Last Week of Classes**

No test or final examinations may be given during the last week of classes or during the period between the end of classes and the beginning of the examination period or during any reading period. Other assignments, such as projects, short quizzes, homework and papers may be due during the last week of classes as long as they do not total more than 25% of the final grade. There is no restriction on material due during the regularly scheduled final exam period.

This policy does not apply to final laboratory examinations, in-class presentations, oral examinations, performance courses, wellness activity classes, COLL400 and senior thesis projects, on-campus COLL300 courses, independent study projects and one-credit courses. In exceptional circumstances, the Dean of the Faculty or designee may waive these requirements.

## Academic Records

**Transcripts:** Transcripts of academic records for William & Mary are issued by the Office of the University Registrar only upon the student's request. A fee of seven dollars is charged for each official transcript. Official transcripts mailed to students will be placed in a signed, sealed envelope and will bear the stamp "Official Transcript Issued to Student." Official transcripts usually are prepared and released within 3-5 business days. Additional time should be allowed for requests made at the end of the semester or during registration periods.

Requests are made through the National Student Clearinghouse (see <https://tsorder.studentclearinghouse.org/school/select>).

Currently enrolled students and graduates since 2007 may view their unofficial transcript on line via Banner Self Service.

In accordance with the 1988 Virginia Debt Collection Act, Section 2.1-735, transcripts will not be released for students who have outstanding fines or fees, nor are they viewable over the web.

**Verification of Enrollment or Degrees:** Requests for official verification of enrollment or degrees earned at the university should be addressed to the University Registrar's Office. Additional information is available on the University Registrar's web site at <https://www.wm.edu/offices/registrar/studentsandalumni/studentrecords/verifications/enrollmverifications/index.php>. The university sends regular enrollment and graduation updates to the National Student Clearinghouse, which is used by many loan agencies to verify enrollment. The university cannot verify enrollment or degrees for students who have submitted a request for confidentiality.

## Student Records Privacy Policy and Notification of Rights under FERPA

### I. Scope

This policy applies to all students in attendance at William & Mary, including the Virginia Institute of Marine Science (the university).

### II. Policy

The university protects the privacy of student records in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Virginia Health Records Privacy Act, and provides students with access to their own records in accordance with FERPA. For questions about FERPA, please email the University Registrar's Office at [ferpa@wm.edu](mailto:ferpa@wm.edu).

## **A. Student Records Rights.**

FERPA affords students certain rights with respect to their education records, and defines situations in which the university may release information from student records with student consent. Education records, under FERPA, are documents, files, and other materials that contain information directly related to a student and are maintained by the university or a university agent. Student rights include:

1. The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the University Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The school 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 school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students who are citizens of Virginia also have rights to their records under the Virginia Freedom of Information Act. Information about the process for requesting records under the Act, and the university's obligations, is provided in the university's Freedom of Information Act Policy.(see <https://www.wm.edu/about/administration/foia/index.php> ).

2. The right to request the amendment of an element of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to request an amendment should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the student will be notified in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interest.

Upon request, the university may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

The types of disclosures permitted without student consent are described in Section B, below.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education

400 Maryland Avenue, SW  
Washington, DC 20202

See also Section C, below, for a discussion of other university policies relating to student records.

### **B. Disclosures Permitted Without Student Consent.**

FERPA permits the disclosure of PII from a student's education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials (item 1 below), disclosures related to some judicial orders or lawfully issued subpoenas (item 8 below), disclosures of directory information (item 14 below), and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

William & Mary may disclose PII from a student's education records without obtaining prior written consent of the student under the following conditions:

1. To other school officials whom the school has determined to have legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Visitors; or a student serving on an official committee, such as the Honor Council. A school official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the university. (§99.31(a)(1))

2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
5. To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve

- instruction. (§99.31(a)(6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
  7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)). Pursuant to Virginia law, the university will disclose such information, if certain conditions are satisfied, as described under Section C(2) below.
  8. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
  9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. Under this exception, William & Mary may disclose PII if the university determines that the person to whom the PII is to be disclosed needs the information to protect the student or other individual(s) from an articulable and significant threat to their health or safety (§99.31(a)(10))
  10. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
  11. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
  12. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a student code of conduct violation and the student is under the age of 21. (§99.31(a)(15))
  13. Directory Information: In addition, FERPA permits the disclosure of information deemed by the university to be "Directory Information" without written consent. (§99.31(a)(11)) This information includes:
    - Student name
    - University email address
    - Telephone numbers
    - Current classification
    - Hometown
    - Previous schools attended and degrees awarded
    - Dates of attendance
    - Current enrollment status
    - Degree(s) earned and dates awarded
    - Major(s), Minor
    - Scholarships, awards, honors or special recognition
    - Height, weight, and birth date of members of athletic teams
    - Photograph

Students may prohibit the release of Directory Information by completing a "Request for Confidentiality" form, located on the University Registrar's website at [https://www.wm.edu/offices/registrar/documents/other/request\\_for\\_confidentiality.pdf](https://www.wm.edu/offices/registrar/documents/other/request_for_confidentiality.pdf). This request must be submitted in person to the Office of the University Registrar and will remain on

file indefinitely until written notice is submitted by the student to remove it.

In accordance with Va. Code Section 23.1-405 (C), the university shall not disclose the address, telephone number, or email address of a student unless the student has consented in writing to such disclosure. Disclosure of a student's address, telephone number, and/or email address to other students through the online student directory shall be made only to individuals with university log-in credentials and with affirmative consent of the student.

14. In addition, recent federal guidelines permit release of student information for the purpose of data collection and analysis.
  - i. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to your records and private information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is principally engaged in the provision of education, such as early childhood education and job training, as well as any program that is administered by an education agency or institution.
  - ii. Second, Federal and State Authorities may allow access to your education records and private information without your consent to researchers performing certain types of studies, such as Statewide Longitudinal Data Systems, in certain cases even when the university objects to or does not request such research.
15. The Solomon Amendment (10 U.S.C. § 983) is a federal law that requires institutions to provide directory-type information on students, at least 17 years of age who are registered for at least one credit, upon request from representatives of the Department of Defense for military recruiting purposes. This information, referred to as "student recruiting information," includes: student name, addresses, telephone listings, age or year of birth, place of birth, level of education or degrees received, academic major, and the most recent previous educational institution in which the student was enrolled. A request for student recruiting information under Solomon must be honored unless the student has completed the Request for Confidentiality Form (pdf) and submitted the completed form to the Office of the University Registrar. (see [https://www.wm.edu/offices/registrar/documents/other/request\\_for\\_confidentiality.pdf](https://www.wm.edu/offices/registrar/documents/other/request_for_confidentiality.pdf)).

### **C. Additional University Policies and Practices Relating to Student Records.**

1. Medical/Health Records. Medical information in student records generally is not subject to additional protections, except for records of the Student Health Center and the Counseling Center that are protected by the Virginia Health Records Privacy Act.

The Act generally prohibits the disclosure of a student's health information without the student's consent, unless an exception applies. The Health Records Privacy Act does not have a provision that permits sharing of health records within the institution similar to the "school officials" FERPA exception, but it does allow disclosure of records (other than psychotherapy notes) by the Student Health Center and Counseling Center to the university's Threat Assessment Team. The Act also contains numerous other exceptions, including disclosures in response to a subpoena satisfying specific statutory requirements.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) does not apply to education records, even if these records contain medical information; HIPAA exempts education

records from its privacy regulations, because these records are protected by FERPA.

2. **Other Policies.** For additional information regarding students' rights related to the release of personally identifiable information, see the University Registrar's website at <http://www.wm.edu/registrar> or the section entitled 'Statement of Rights and Responsibilities' in the Student Handbook. Additional university policies include the following: (see <https://www.wm.edu/offices/deanofstudents/services/communityvalues/studenthandbook/>). Additional university policies include the following:

- **Release of Academic, Student Conduct, and Financial Information to Parents:** Students who wish their parents, guardians, and/or spouse to have access to academic, financial or student conduct information protected by FERPA may provide consent by completing the Personal Information tab in Banner self-service (see <https://my.wm.edu/>). Students have the right to revoke this consent at any time. Parents of dependent students have the right to information about their children; however, they must provide tax documents if there is no release already on file with the university.
- **Student Assessment:** William & Mary conducts periodic reviews of its curricular and co-curricular programs as part of the university's state-mandated responsibility to monitor student outcomes and assure the continuing quality of a William & Mary degree. Surveys, course portfolios (including examples of student work), and other procedures are used to gather information about student achievement and experiences. Information collected as part of the assessment program will not be used to evaluate individual performance, and assessment results will not be released in a form that is personally identifiable. Students who do not want their work to be used in institutional or program assessments must submit a letter indicating that reference to the Dean of Undergraduate Studies.
  1. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to your records and private information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is principally engaged in the provision of education, such as early childhood education and job training, as well as any program that is administered by an education agency or institution
  2. Second, Federal and State Authorities may allow access to your education records and private information without your consent to researchers performing certain types of studies, such as Statewide Longitudinal Data Systems, in certain cases even when the university objects to or does not request such research.

### **III. Authority and Implementation**

This policy is approved by the Provost. The University Registrar is charged with implementation of this policy.

This policy was amended by the Provost effective July 1, 2018, to (1) comply with Virginia Code 23.1-405(C) on student records and Virginia Code Section 2.2-3705.4 on FOIA by removing address (permanent, local, and email) and telephone numbers and adding hometown from Section II.B.13, (2) make changes conforming to amendments to other policies[1] and (3) make formatting improvements.

## **Classification of Students**

**Academic Classification:** A student's academic classification is based on total credits earned toward a William & Mary degree. These credits include both institutional and transfer hours.

Freshman 0 - 23 credits earned  
Sophomore 24 - 53 credits earned  
Junior 54 - 84 credits earned  
Senior 85 or more credits earned

William & Mary recognizes that many students arrive having completed college credits through a variety of programs including the Advanced Placement Program of the College Board, the International Baccalaureate Program, or concurrent enrollment programs offered through their high school. These credits are reflected in the student's academic classification.

**Social Classification:** Definition of a degree-seeking undergraduate according to the year in which the student could be expected to graduate assuming a 4-year program following high school graduation (e.g., a new freshman in 2022 is designated as "Class of 2026"). For transfer or older students, the social class is defined by calculating or extrapolating eight semesters of full-time-equivalent postsecondary enrollment. Social Class will be recalculated upon readmission for students who take a leave of absence from the university.

## Enrollment Statuses

**Full Time Status:** Students at William & Mary are expected to remain enrolled full-time throughout their academic career. A full-time degree-seeking student must register for at least 12 and not more than 18 credits each fall and spring semester. Audits do not count toward the 12 credit hour minimum required for undergraduate students. Students on academic probation and students carrying 3 or more incomplete ("I") grades are limited to a maximum of 16 credits per semester.

Students in their final undergraduate term, who have applied for graduation, may enroll in fewer than 12 credits, as long as they are enrolled in all courses required for their degree. This approved underload is administered by the degree manager in the University Registrar's Office.

Petitions for underloads or overloads, when warranted by special circumstances, may be granted by the Committee on Academic Status. Students submitting petitions for academic exceptions should continue to attend all classes until notified that the exception has been granted (see <https://www.wm.edu/as/facultyresources/committees/academicstatus/index.php>).

**Medical Underload:** Students unable to undertake a full academic schedule for medical and/or mental health reasons may petition for a medical underload. Petitions for medical underloads must be submitted to the Medical Review Committee (a sub-committee of the Committee on Academic Status) through the Dean of Students Office (see <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/withdrawals-reenrollment/index.php>). The granting of a medical underload may be contingent upon additional restrictions or requirements. If granted, medical underloads normally do not result in any refund of tuition or fees. Inquiries regarding refunds should be directed to the Office of the Bursar. Students carrying a medical underload will be expected to meet the continuance regulations in this catalog.

**Underload:** Students must request approval from the Committee on Academic Status through the Dean of Students Office to carry fewer than 12 earned hours during a regular semester, except under the

circumstances described above for students in their final term. Audited classes do not count toward the 12 earned hours, but do count toward the 18 credit hour maximum allowed for undergraduate students. Students carrying an unauthorized underload are subject to withdrawal after the add/drop period, can be placed on probation by the Committee on Academic Status, and/or can be referred to the Community Values & Restorative Practices for failure to comply with university rules and regulations (see <https://www.wm.edu/offices/deanofstudents/services/communityvalues/index.php>). Students must pay full tuition and fees if they are carrying an unauthorized underload. An unauthorized underload counts as a full semester toward the 10-semester rule. Students carrying an underload approved before the end of add/drop may receive a reduction in tuition, but pay full student fees. Students who are considering a petition for underload should consult with scholarship/financial aid and insurance providers to make certain they understand all the financial implications of a reduction in load. Students carrying an underload will be expected to meet the continuance regulations in this catalog. Petitions to underload should be submitted through the Dean of Students Office.

**Overload:** Petitions to enroll for more than 18 hours must be submitted to the Committee on Academic Status through the Dean of Students Office. Students wishing to add courses for audit that will cause them to carry more than 18 registered hours must also petition for an overload. Overloads of more than 20 credits will be granted rarely and only for extraordinary circumstances. First-year students are not permitted to carry overloads

**Summer School:** Courses offered during the summer at William & Mary can fulfill COLL, proficiency, and major requirements. Students may register for up to sixteen credits per summer. However, they are advised not to take more than two intensive, five-week courses in the same session. Petitions for overloads must be approved by the Committee on Academic Status. Registration for summer courses ordinarily takes place in March. Additional information is available from the Office of the University Registrar.

**Enrollment in Graduate Courses:** An undergraduate student may take courses at the university numbered 500 or above for undergraduate credit to be counted toward the bachelor's degree provided that:

1. **The student has a grade point average of at least 2.5 overall and 3.0 in the subject field of the course;**
2. **The student has the appropriate prerequisites;**
3. **The material offered in the course is relevant to the student's program and is not available in the undergraduate curriculum;**
4. **The student obtains prior approval of the instructor, the department chairperson, the appropriate graduate dean, and the assistant dean for undergraduate academic affairs; and**
5. **The student shall not receive graduate credit for the course.**

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

## **Registration and Withdrawal**

Continuing students should register for their courses in April for the Fall semester and in November for the Spring semester. Complete registration instructions are available on the University Registrar's web site at <http://www.wm.edu/registrar> in October for the Spring semester and in March for summer school and Fall semester. The Office of the University Registrar also coordinates registration for incoming freshmen and transfer students.

**Add/Drop:** For a period after the beginning of classes a student may add or drop courses. Deadlines and procedures for adding and dropping courses are available on the University Registrar's web site at <http://www.wm.edu/registrar>. Students who wish to add or drop classes must do so on or before the published deadlines. Unless correct procedures are followed, course changes have no official standing and will not be recognized as valid by the university. Courses dropped during the add/drop period are not displayed on the student's academic transcript. A student may not add or drop a course after the last day of add/drop except in unusual circumstances. In these cases, the student must submit a petition to the Committee on Academic Status. Petition forms are available through the Dean of Students Office. Petitions to add or drop a course must have the consent of the instructor. The faculty advisor's recommendation may be solicited as well.

**Withdrawal from Course(s):** After the add/drop period, students may withdraw with a grade of 'W' from a course through the ninth week of classes. The exact deadline is available on the semester combined calendar at <https://www.wm.edu/offices/registrar/calendarsandexams/index.php>. Students who withdraw from one or more courses must maintain a course load of at least 12 credits and must follow procedures established by the Office of the University Registrar. Students in their final undergraduate term, who have applied for graduation, may withdraw to below 12 credits, as long as they are enrolled in all classes required for their degree. This approved enrollment in fewer than 12 graded credits, is administered by the degree manager in the Office of the University Registrar.

No other withdrawals are permitted without the approval of the Committee on Academic Status. Petitions for late withdrawal will be approved only for extraordinary circumstances (see <https://www.wm.edu/offices/deanofstudents/topicforms/index.php>).

If a student is reported for an alleged honor violation that has occurred in an academic course, the student will not be permitted to withdraw from the course after the date of the alleged act if the Honor Council ultimately finds the student responsible for the violation. Exceptions may be granted by the Committee on Academic Status.

**Withdrawal from the University:** A student who desires to withdraw completely from the university after the semester begins must apply to the Dean of Students Office for permission to withdraw and complete the withdrawal acknowledgment form before the end of the ninth week of the semester. After the ninth week, withdrawal is allowed only for extenuating circumstances as determined by the Committee on Academic Status. Students who wish to withdraw after the deadline should consult with the Dean of Students Office. Students may provide either oral or written notification of the intent to withdraw, but must also complete the application for withdrawal process to formally withdraw. Failure to be officially withdrawn can result in grades of 'F' for all courses carried in that semester. Students who withdraw from the university in the first five full weeks of the semester are generally eligible for a partial refund of tuition and fees. Students on financial aid should always consult with the Office of Financial Aid, and students using VA benefits should always consult with the Office of the University Registrar, before withdrawing. Questions about refunds should be directed to the Office of the Bursar. For information regarding refund deadlines see [Tuition and Other Expenses, Withdrawal Schedule](#).

Students who wish to withdraw from the university for the upcoming semester must complete the withdrawal form with the Dean of Students Office prior to the beginning of that semester. Such action results in cancellation of registration and housing for the following semester. It also assures that no charges will be assessed for the following term.

**Medical Withdrawal from the University:** Students unable to complete the requirements for registered classes in a semester due to medical or mental health reasons may petition for a full medical withdrawal from the university before the last day of classes through the Dean of Students Office. The Medical Review Committee (a sub-committee of the Committee on Academic Status) reviews this request and supporting documentation. If approved, the full medical withdrawal does not count towards the university's 10 semester rule. Such action results in cancellation of registration and housing for the following semester.

Re-enrollment following a full medical withdrawal is not automatic and involves a **clearance procedure** (see <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/withdrawals-reenrollment/index.php>) which includes submission by the student of all necessary documentation addressing the behaviors or conditions which caused the original withdrawal. The student is expected to begin the clearance process not later than July 15 for Fall Semester, November 15 for Spring Semester, and April 15 for Summer Session. Reenrollment may be contingent upon additional restrictions or requirements for the student's safety and success.

**Withdrawal from the University for Students Called to Active Duty in Service to the United States:** The Dean of Students Office assists students called to active duty during or between semesters, or prior to matriculation at the university. A description of the options available and the tuition refund policy can be found at <http://www.wm.edu/offices/deanofstudents/academicpolicies/activeduty/index.php>.

**Academic Suspension from the University:** Students who fail to meet applicable probationary standards or continuance requirements will be suspended from the university. For details of requirements, see the Catalog section, "[Continuance Standards.](#)"

**Re-enrollment to the University:** Students who withdraw from the university for personal reasons (excluding academic suspension, medical withdrawals, or required withdrawals due to student code of conduct or honor violations) are eligible to apply for reenrollment through the Dean of Students Office. The deadlines for reenrollment are July 15 for the Fall Semester, April 15 for the Summer, and November 15 for the Spring Semester.

## System of Grading

Letter Grade	Quality Points Per Credit Hour	Meaning	Credit Earned	Used to Calculate GPA?
A	4.00	Excellent	Yes	Yes
A-	3.70		Yes	Yes
B+	3.30		Yes	Yes
B	3.00	Good	Yes	Yes
B-	2.70		Yes	Yes
C+	2.30		Yes	Yes
C	2.00	Satisfactory	Yes	Yes
C-	1.70		Yes	Yes

D+	1.30		Yes	Yes
D	1.00		Yes	Yes
D-	0.70	Minimal Pass	Yes	Yes
F	0.00	Failure	No	Yes
P		Pass	Yes	No
W		Withdraw	No	No
WM		Medical Withdraw	No	No
G		Deferred Grade	No	No
NG		Grade Not Reported by Instructor	No	No
I		Incomplete	No	No
R		Indicates WRIT 101 course must be repeated	No	No
O		Satisfactory Audit	No	No
U		Unsatisfactory Audit	No	No

**Grade Point Average (GPA):** William & Mary uses a four point grading system. A student’s GPA is calculated by dividing the sum of earned quality points by the sum of attempted hours for all courses receiving a grade used in calculating the GPA. The grade point average is reported to two decimals without rounding. Only coursework taken at W&M is used in the GPA calculation.

**Repeated Courses:** Certain courses are specifically designated in the university catalog as courses that may be repeated for credit. With the exception of these specially designated courses, no course in which a student receives a grade of “A”, “B”, “C”, “D”, “G”, “I” or “P” may be repeated except as an audit. Any course in which a student receives a grade of “F”, “R” or “W” may be repeated for a grade; if a course with a grade of “F” is repeated, both the original grade of “F” and the grade earned in the repeated course will be included in calculating the student’s Grade Point Average. Students are responsible for ensuring they do not register for a non-repeatable course more than once.

**Incomplete Grades:** An incomplete grade reflects an established arrangement between the instructor and the student around the completion of course requirements. The “I” grade indicates that an individual student has not completed essential course work because of illness or other extenuating circumstances. This includes absence from the final examination and postponement of required work with approval of the instructor. It is the student’s responsibility to make arrangements with the instructor to complete the work by a specified date (first full week of the upcoming semester for deferred examinations).

A grade of “I” automatically becomes “F” if the work is not completed by the last day of classes of the following regular semester, or if the postponed work has not been completed satisfactorily by the date specified by the professor. Incomplete grades granted because of a deferred exam should be changed early in the following semester. The instructor may grant a one-semester extension under exceptional circumstances; after this extension, the “I” reverts to an “F” if sufficient work is not completed to warrant assignment of another letter grade by the instructor.

Students carrying three or more “I” grades may register for no more than 16 credit hours per term. A degree will not be conferred if an incomplete (“I”) grade is on the student’s record.

**Pass/Fail:** Actively enrolled Bachelor’s degree-seeking undergraduate students may select up to four standard-grade elective courses in Arts & Sciences and Education as Pass/Fail. This selection occurs when a student is a social Junior or Senior. A maximum of two courses may change to Pass/Fail from any

one semester. Up to two of the four Pass/Fail selections may be applied retroactively to courses that have already received a letter grade at any time during the student's enrollment at William & Mary. The remainder must be selected by the published deadline of the current semester.

The selection of any retroactive Pass/Fail grades must occur by the published deadline of the student's last semester. The published deadlines shall not be earlier than the withdrawal deadline in the given semester.

A student's decision to designate courses as Pass/Fail is irrevocable. For this reason, when changing a graded course to a Pass, students are required to consult with their Major Advisor or Department Chair/Program Director.

The following guidelines apply to Pass/Fail designations:

- COLL curriculum requirements, proficiency requirements (Arts, Math, and Foreign Language), and Major/Minor course requirements are ineligible for Pass/ Fail.
- Pass/Fail courses count toward the minimum enrollment requirement of 12 credits, but do not count toward the 12-credit hour Dean's List requirement. Retroactive grade changes could, therefore, result in a change to Dean's List status for a prior semester.
- Students may not elect Pass/Fail when found responsible for an Honor Code violation in that course if the student receives a grade consequence because of the violation.
- A successful Pass will not count toward a student's GPA. However, a Fail will count toward the GPA. Exceptions to this policy should be submitted to the Committee on Degrees.

For instructions on how to select Pass/Fail for a course via Banner Self Service, visit the University Registrar's web site at <http://www.wm.edu/registrar>.

A student found responsible for an honor violation in an academic course is not permitted to make adjustments to the grading modality (i.e. convert the grade to pass/fail) of the course if the student receives a grade consequence as a result of the violation. Exceptions may be granted by the Committee on Academic Status.

**Audit:** Degree seeking students may audit a course after obtaining permission of the instructor on the Permission to Audit form, which is available at <http://www.wm.edu/registrar>. Students may not select a course for audit via web registration. Audited courses receive grades. If the student meets the requirements for auditors prescribed by the instructor, the course will be included on the transcript with the grade "O" (satisfactory audit). Where those requirements have not been met, the course will be included on the transcript with the grade "U" (unsatisfactory audit). No credit nor quality points are earned. Audits do not count toward the 12 earned credit hour minimum required for undergraduate students.

**Class Rank:** William & Mary does not calculate nor report class rank for undergraduate students.

### **Grade Review Procedures**

A student who believes that a final course grade has been unfairly assigned may request a review of the grade by the end of the sixth week of the fall or spring semester that follows the semester or summer session for which the grade was recorded. The student must first discuss the grade with the instructor. If the instructor agrees that a grade change is warranted, the instructor will propose the new grade within one year of the issuance of the original grade to the appropriate dean for consideration and, if it is approved, the new grade will be entered on the student's record. No grades will be changed more than one year after initial issuance or after a student's degree is conferred, whichever comes first. If, after the

discussion between instructor and student, the issue has not been resolved, the student must file a formal written statement requesting a grade review and give a full explanation of the reasons for the request. The student must send the statement to the instructor and to the chair of the department or director of the program in which the course was taught. If the student is not satisfied with the outcome of the chair's or director's review, the next step to be taken differs by School. For Arts and Sciences courses, students should consult the assistant dean for undergraduate academic affairs in Arts & Sciences; for Business courses, students should consult the BBA program director; for Education courses, students should consult the Dean of the School of Education.

### **Dean's List**

The Dean's List refers to those full-time degree-seeking undergraduate students who have completed at least 12 (standard letter graded, not including "P" or "G") credit hours and earned a 3.6 Grade Point Average in one semester. Courses taken on a pass/fail or audit basis do not count in the minimum 12 credit hours. This recognition is noted on the student's academic transcript.

### **Continuance Standards**

In order to graduate, students must have completed 120 credits in academic subjects with a grade point average (GPA) of 2.0 both overall and in their major. After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the university and applied by the Committee on Academic Status. The minimum requirements for continuance for undergraduates are the following cumulative grade points and credits earned at William & Mary, including grade point and credits earned at William & Mary summer school:

<b>Semester at W&amp;M</b>	<b>W&amp;M Cumulative GPA</b>	<b>W&amp;M Cumulative Credits</b>
1	1.7	9
2	1.7	21
3	1.85	33
4	2.0	48
5	2.0	60
6	2.0	72
7	2.0	84
8	2.0	96
9	2.0	108
10	2.0	120

### **The following regulations apply to the University's Continuance policy:**

- Only William & Mary credit will count in determining whether students are meeting Continuance Standards. Transfer, Advanced Placement (AP) and International Baccalaureate (IB) credit will not count for this purpose, although as specified by regulations in the Catalog these credits may count toward 120 credits required for graduation and toward general education and major requirements.
- Transfer students as well as freshmen begin at the university under the Continuance Standards for semester 1 in the above table.
- Students whose GPA falls below 2.0 in any semester will be placed on Academic Warning.
- Students whose academic work falls below the minimum GPA and/or earned credit Continuance Standards will be placed on academic probation for the following semester.
- Students on academic probation may not enroll in more than 16 credit hours per semester. Students who are on academic probation may not receive any incompletes for coursework during the semester(s) of probation.

- While on academic probation, students must earn a 2.0 semester GPA or better and pass at least 12 credits. Failure to do so will result in academic suspension.
- Students on academic probation must participate in the ASPIRE Program administered by the Dean of Students Office during their probationary semester. Students on probation also must meet with their Academic Advisor before registering for the subsequent semester. Registration for the following semester will not be permitted until these requirements are met.
- Students on academic probation have two regular semesters to bring their academic work up to or beyond the Continuance Standards so long as they earn a 2.0 and pass at least 12 credits each semester. If they are unsuccessful in meeting or surpassing the Continuance Standards during their first probation semester, they remain on probation during the second semester.
- Students who are placed on academic probation or are continuing on academic probation at the end of a semester but earned at least a 2.0 GPA and 12 credits during that semester will be removed from academic probation if they meet their Continuance Standards by the end of summer school. This applies only for work at W&M summer school. Determination of eligibility for removal from academic probation will be done at the end of that summer school.
- Students who do not meet the conditions for academic probation will be academically suspended from the university for academic deficiencies. Those suspended for academic deficiencies are not in good standing with the university and are not automatically eligible for reenrollment. The Dean of Students Office will not process an application for reenrollment from a student who has been academically suspended unless the student has been reinstated to good standing by the Committee on Academic Status.
- Students may petition the Committee on Academic Status for individual exceptions to the above Continuance Standards.
- The university does not grant academic credit for coursework taken elsewhere while the student is not in good academic standing.
- An unclassified student enrolled for 12 or more academic hours must meet the Continuance Standards applicable to the regularly enrolled student.

**Continuance Standards for Flexible Track (FlexTrack) Degree-Seeking Students: The minimum requirements for Continuance for flexible track students are as follows:**

- A minimum of 12 credits must be passed in a 12 month period.
- Students must complete within 10 years all degree requirements in effect at the time of entrance and all major requirements in effect at the time of the declaration of major.
- The Ten Semester Rule applies to all FlexTrack students.
- A 1.7 cumulative GPA must be achieved by the end of the term in which nine credits have been completed.
- A 1.7 cumulative GPA must be achieved by the end of the term in which 21 credits have been completed.
- A 1.85 cumulative GPA must be achieved by the end of the term in which 33 credits have been completed.
- A 2.0 cumulative GPA must be achieved by the end of the term in which 48 credits have been completed.
- A 2.0 cumulative GPA must be achieved by the end of each term of enrollment after 48 credits have been completed.

**Reinstatement to Good Standing**

Students who have been academically suspended and are not in good academic standing with the university, but who wish to seek reenrollment to William & Mary, must submit a petition (<https://www.wm.edu/offices/deanofstudents/topicforms/index.php>) for reinstatement to the Committee on Academic Status. Petitions should be made in advance of the semester of intended return (July 15 for

Fall, November 15 for Spring, or April 15 for Summer). For information on specific procedures, contact the Dean of Students Office. Reinstatement and reenrollment to the university are not automatic, but at the end of certain specified periods the student is eligible to seek these considerations from the Committee on Academic Status and the Dean of Students Office, respectively. A student who is suspended in January for academic deficiency may apply no earlier than April of the same year for reinstatement and reenrollment for Fall. A student who is suspended in May is eligible to apply no earlier than October for reinstatement and reenrollment to be effective in the Spring semester. It is extremely unlikely that a student who is suspended twice from the university for academic deficiencies by the Committee on Academic Status will ever be reinstated.

## **Religious Accommodations Guidelines**

William & Mary urges its administrators, faculty members, and staff to be sensitive to the religious holidays of organized religions. All persons should be able to participate in the essential practices of their faith without conflict with academic requirements, as long as such practices are in accordance with state and federal regulations and consistent with safety regulations of the university. The university offers the following guidelines:

1. As soon as possible and no later than the end of the drop/add period, each student has the responsibility to inform their instructor of religious observances that are likely to conflict directly with classes and other required academic activities. Each student has the responsibility to arrange their course schedule to minimize conflicts. It is understood that when scheduling options exist for religious observances, the student has the responsibility to minimize conflicts.
2. Based upon prior agreement between the instructor and student, a student who misses a class meeting because of a scheduling conflict with religious observances should be allowed, whenever possible, to complete without penalty the work missed because of such absences. A student who is absent from a test or presentation because of the observance of a religious holiday should be able to reschedule it without penalty. Absence from a final examination requires that the examination be rescheduled through the established process for rescheduling of final examinations by the Dean of Students Office. Graduate students should contact the Dean of the School or their designee.
3. If a scheduling conflict with a student's planned absence cannot be resolved between the instructor and the student, undergraduates should inform the department chair or program director, who will follow the established procedure for a class absence. Graduate students should contact the Dean of the School or his or her designee.
4. Faculty members and administrators in charge of scheduling campus-wide events should avoid conflicts with religious holidays as much as possible.

## **Requirements for Degrees**

- [Undergraduate Degrees in the Liberal Arts](#)
- [Credit for Pre-Matriculation Examinations](#)
- [Credit for Military Training](#)
- [Transfer Credit](#)
- [Requirements for the Baccalaureate Degree](#)
  - [I. General Requirements](#)
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- [Fields of Major, Subprograms and Course Descriptions](#)

## **Undergraduate Degrees in the Liberal Arts**

William & Mary confers in course the following degrees, each under the jurisdiction of the Faculty or School indicated:

### **Faculty of Arts & Sciences**

Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Post-Baccalaureate Certificate, Master of Arts (M.A.), Master of Public Policy (M.P.P.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.).

The M.A. is offered in American Studies, Anthropology, Biology, Chemistry, and History. The M.S. is offered in Applied Science, Biology, Chemistry, Computer Science, Physics, and Psychology. The Ph.D. is offered in American Studies, Anthropology, Applied Science, Computer Science, History, and Physics.

### **School of Business Administration**

Bachelor of Business Administration (B.B.A.), Master of Accounting (M.Acc), Master of Business Administration (M.B.A.) and Master of Science (M.S.).

### **School of Education**

Bachelor of Arts in Education (B.A.Ed.), Master of Arts in Education (M.A.Ed.), Master of Education (M.Ed.), Certificate, Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.) and Education Specialist (Ed.S.)

### **School of Law**

Juris Doctor (J.D.) and Master of Laws (LL.M.) in American Legal System.

### **School of Marine Science**

Master of Science (M.S.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.).

The undergraduate degrees of Bachelor of Arts and Bachelor of Science are liberal arts degrees. The term “liberal arts” refers to the sort of education that sets the mind free. A liberal education, although it has no single fixed definition, is more than a haphazard accumulation of courses. Its essential purpose is to liberate and broaden the mind, to produce people with vision and perspective as well as specific practical skills and knowledge. Undertaking a liberal arts education entails a commitment to experimentation. It means building on your talents and interests, but also venturing into unfamiliar subjects out of intellectual curiosity. The liberal arts ask us to think, talk, and write about diverse topics; to see questions from various angles; to challenge our assumptions, and to become acquainted with different ways of seeing the world.

A liberal education also presupposes certain proficiencies. Foremost among these is clear expression in both speech and writing, for clear thinking is useless without the ability to express those thoughts coherently and persuasively. Two more invaluable foundations of a liberal education are experience with a foreign language, and an understanding of quantitative reasoning. The proficiency requirements of the university establish basic minimums for writing, oral communication, foreign language, and quantitative reasoning. Students are encouraged to go beyond these minimums to whatever extent their ambitions and interests suggest.

Finally, every student chooses a major to pursue in depth the exploration of a specific academic discipline or interdisciplinary area. Here, students have opportunities for independent study and, if they qualify, work on an honors project.

The Faculty of Arts & Sciences of the university determines the degree requirements for the B.A. and B.S. degrees, including the determination of the regulations governing academic standards, grading and class attendance. Obligation to its educational mission gives to the university the right and responsibility, subject to the employment of fair procedures, to suspend, dismiss or deny continuance of a student whose academic achievement does not meet established university standards.

Requirements for degrees are stated in terms of credit hours that are based upon the satisfactory completion of courses of instruction. Usually one credit hour is given for each class hour a week through a semester. A minimum of two hours of laboratory work a week throughout a semester will be required for a credit hour. A continuous course covers a field of closely related material and may not be entered at the beginning of the second semester without approval of the instructor.

## **Credit for Pre-Matriculation Examinations**

**College Board Advanced Placement (AP):** Entering students interested in receiving academic credit and/or advanced placement for college level work undertaken during high school should take the College Board Advanced Placement Examination. These examinations are graded by the College Entrance Examination Board on a 5 point scale.

**International Baccalaureate Programme (IB):** Entering students who took IB examinations as part of their high school experience may present their scores for credit consideration. These examinations are graded by the International Baccalaureate Organization on a 7 point scale. Credits are granted only based on examination results; no credit or waivers are granted for the diploma itself, although the diploma programme is recognized as a strong college preparatory curriculum.

**A-Levels (A/AS):** Entering students who took A-Level examinations as part of their high school experience may present their scores for credit consideration. These examinations are administered and graded by three agencies: University of Cambridge, AQA and Edexcel on a graded scale of A through E.

**College Level Examination Program (CLEP):** Examinations are graded on a scale from 20 to 80. Based on faculty review of examination content, the university offers equivalent course credit for those CLEP exams identified below, when a score equivalent to a “B” is earned.

**DSST (formerly DANTES):** Examinations are graded on varying scales. Based on faculty review of examination content, the university offers equivalent course credit for limited DSST exams.

**Excelsior (UExcel) examinations:** Entering students must provide Excelsior transcripts during the admission process and no later than the end of the first semester in residence at the university. Examinations are scored on a grading scale of A through F. The university does not grant credit for upper-level Excelsior examinations.

**General Rules:** AP, IB, and A-Level examinations must have been taken prior to high school graduation or within six months thereafter, but in all cases before entering William & Mary. CLEP, DSST, and Excelsior examinations must have been completed and scored prior to matriculation at William & Mary. Entering students must provide CLEP and DSST score reports during the matriculation process

and no later than the end of the first semester in residence at the university. Credit is not granted for examinations taken after matriculation at the university nor during leaves of absence.

The policies in each department governing credit and/or advanced placement for scores on these examinations vary according to how the material covered by examinations fits the curriculum of the department. Members of the William & Mary faculty regularly review curricular documents to update the examination equivalencies.

Credit received through these pre-matriculation examinations may be applied toward proficiency, minor, and major requirements, and additional credits in the Knowledge Domains; however, they do not satisfy COLL 100, 150, 200, 300, 350, or 400 requirements, as those courses must be taken at the university. Further, exemptions from courses may not be applied toward General Education Requirements.

**William & Mary** grants credit or course exemptions as noted on the *Pre-Matriculation Grid* for Advanced Placement, International Baccalaureate, and A-Level Examinations, CLEP, DSST, and Excelsior (see <https://catalog.wm.edu/mime/media/26/2597/Pre-matriculation+Exam+Table+2022-2023+v2.pdf>).

### **Credit by Examination**

Students at William & Mary may request academic credit for courses by examination based on prior learning. Interested students should petition the Committee on Degrees for permission to take an examination for credit. If the petition is granted, the department at the university in which the course is normally offered sets an appropriate examination and certifies the results to the registrar. The department may, at its discretion, conduct a review of course portfolio documents as part of the examination process. Students may not receive credit by examination after registration for their final semester under any of the following circumstances:

- a. they are enrolled in the course at the time of the request,
- b. they have previously revoked credit for the same course,
- c. upper level course work in the same subject has already begun,
- d. the same course has previously been failed, or
- e. for any foreign language course at or below the 202 level.

### **Credit for Military Training**

Students with prior service in the Armed Forces of the United States may present the Joint Services Transcript or other documentation to the Office of the University Registrar. Equivalencies to William & Mary courses rarely exist, but where they do, credit may be granted with departmental approval. The ACE Guide will be consulted, but its recommendations do not automatically apply.

### **Revoking Credits Earned Before Matriculation**

The Committee on Degrees will allow students to revoke college credits earned in high school (including AP, IB, and dual enrollment), in the military, or at a previous college, if the department believes that the preparation received was inadequate to succeed in subsequent coursework. No petitions will be considered without departmental approval. Students who have revoked credit for a course may not subsequently receive credit by examination for the course. The decision to revoke credit is final. The revocation of credits renders a student ineligible to receive GI Bill® benefits.

## **Transfer Credit**

### **General Rules for Transfer Credit**

1. A grade of “C” (2.0) or higher is required (“C-” is not acceptable). In the case of a course taken on a Pass/Fail basis, a grade of “P” is acceptable only when the student provides a letter from the faculty member who taught the course certifying that the student’s work was at the level of C or above.
2. The course generally must have been taken at a regionally accredited institution. Consult the Registrar’s Office regarding exceptions.
3. Transfer credits from institutions on the quarter system or other systems will be translated into semester credits.
4. “Equivalent” course credit is granted when the course is similar to a course presently offered for academic credit at the university. “Equivalent” transfer credits may satisfy proficiency, minor, and major requirements only when they are earned pre-matriculation, or with the express preapproval of the Committee on Degrees. One exception is that modern language courses at the 101, 102 and 201 levels may count toward satisfying the language proficiency requirement even though taken at another domestic institution. This exception applies solely to these three language course levels.
5. “Elective” course credit is granted when the course is not similar to an existing William & Mary course, but is recommended for credit by an existing academic program or department at the university. Courses granted elective transfer credit will count toward the total number of academic credits required for the baccalaureate degree, but they may not be used to meet proficiency, minor, or major requirements unless approval has been granted by the major/minor/program advisor.
6. Transfer credit will not be granted for courses that belong in one or more of the following categories:
  - a. Correspondence courses
  - b. Courses in professional, vocational, or sectarian religious study
  - c. Courses below the level of introductory courses at the university
  - d. College orientation courses
  - e. Courses taken in Armed Forces service schools or training programs, unless comparability with William & Mary courses can be demonstrated (DOD language institute courses, for example, may be eligible for transfer credit)
  - f. Courses taken while a student is not in good academic standing.
7. Transfer grades do not affect degree requirements, grade point average, or class rank.
8. While there is no limit to the number of credits that may be transferred, William & Mary requires that at least 60 credit hours, including the last two full-time semesters and a minimum of 15 credits in the major and a minimum of 9 credits in the minor, be earned in residence at the university.
9. Course credit will be determined based on W&M’s Credit Hour Policy (see [https://www.wm.edu/about/administration/provost/\\_documents/credit-hour-policy.pdf](https://www.wm.edu/about/administration/provost/_documents/credit-hour-policy.pdf)). For lecture-style courses, this requires at least 750 minutes (12.5 hours) of direct instruction, plus approximately 25 hours of additional study and instructional work and exams per credit. When courses are taught in short sessions, or under other circumstances, departmental review may be required to determine transferability.

### **Transfer Credit for Newly-Admitted Students**

The Office of the University Registrar is responsible for evaluating transfer credit for newly admitted transfer students. Evaluation of transfer credit begins after a student has been selected for admission and has indicated an intention to enroll. Students should not assume that credit will be granted for all courses completed at their transfer institution.

### **Transfer of Credits from Virginia Community Colleges and Richard Bland College**

Students transferring (not new freshmen) with an Associate of Arts, Associate of Sciences, or Associate of Arts and Sciences degree in a baccalaureate-oriented program from the Virginia Community College System or Richard Bland College are granted junior academic status (defined as at least 54 credits). An associate's degree in General Studies is not considered a baccalaureate-oriented program, unless approved as such by the State Council on Higher Education for Virginia. For a list of approved programs, contact the Office of Undergraduate Admission.

These students are considered to have completed lower-division general education requirements but still are required to fulfill the university's foreign language proficiency requirement; COLL 150; COLL 200 (3 credits); and the ARTS Proficiency; upper-division COLL requirements (e.g., 300, 350 and 400); and major requirements (See "[General Education Requirements](#)" section below). The Guide for Transfer Students from Virginia Community Colleges provides additional information and is located on the University Registrar's Office's website. Performance information concerning these transfer students will be shared confidentially with the two-year colleges from which they transfer.

New Freshmen who enter with an associate's degree earned primarily through dual enrollment credit will not be granted automatic junior status or general education requirement exemption, but they will receive credit for courses as noted in the "[General Rules](#)" section above.

### **Transfer of Credit from Foreign Institutions**

William & Mary recognizes that international students may arrive on campus having completed studies equivalent to college courses. To be eligible for possible transfer credit, all students who have completed a 13-year secondary program or who have attended a university outside of the United States must submit translated syllabi for each thirteenth year or university course with their application for admission. Once these students have been admitted to the university and have declared their intention to enroll, they must submit an official copy, from the testing agency, of the student's final results/scores to:

William & Mary  
Office of the University Registrar  
Attn: Transfer Credit Coordinator  
PO Box 8795  
Williamsburg, VA 23187-8795

Additionally, incoming students with international educational experiences may be required to send their academic credentials to the American Association for Collegiate Registrars and Admissions Officers (AACRAO) for preliminary determination of transferable credit. If an AACRAO evaluation is required, once AACRAO has determined the amount and subject of transferrable credit, the University Registrar's Office will determine exactly what credit, if any, will be granted.

Students should contact the Transfer Credit Coordinator (757-221-2823) in the Office of the University Registrar to determine whether they are required to go through AACRAO.

Application forms are available from AACRAO: One Dupont Circle NW, Suite 520, Washington, DC 22036, or 1-800-293-9161 , or <https://www.aacrao.org/>

The cost of this evaluation is approximately 200.00 US Dollars. Obtaining an external evaluation does not ensure the awarding of credit.

### **Studying Away from the University after Matriculation**

Once a student matriculates at William & Mary, transfer credit for work taken elsewhere (post-William & Mary matriculation) is only granted with pre-approval and under very special circumstances. Students must be in good standing at William & Mary, both academically and judicially, in order to request or receive approval of transfer credit. Courses taken elsewhere post-matriculation at William & Mary may not be used to satisfy major, minor, proficiency, COLL requirements without specific pre-authorization from the Committee on Degrees. As a result, they appear on the transcript as elective credit (e.g. BIOL 1XX, SOCL 2XX, etc.).

### **Study Abroad**

William & Mary students who wish to participate in a Study Abroad program must register with the Global Education Office in the Reves Center for International Studies. Special circumstances apply:

1. Pre-approval of transfer credits by the academic departments is required for all study abroad programs except the William & Mary “faculty-led” or “faculty-assisted” programs. The transfer credit pre-approval process should be completed before the student’s participation in the program abroad; find the form on the Reves Center’s website.
2. While abroad, students must enroll in at least 12 credits per semester (full-time status is required). A maximum of 18 credit hours per semester may be earned.
3. For non-William & Mary programs, an official transcript must be sent to the Global Education Office in the Reves Center for International Studies immediately upon completion of the program. Transfer credits are only granted upon receipt of the official transcript, and for classes in which a “C” grade or higher is earned.
4. For departmentally-approved Study Abroad credit, earned credits may count towards a major, minor, or elective.
5. Students can satisfy COLL 300 requirements by earning at least three credits in a William & Mary sponsored international program; third-party programs also require completion of an essay for COLL 300 credit. They may also satisfy COLL requirements on such programs where the course is designated as a COLL in this catalog. For non-William & Mary “faculty-led” or “faculty-assisted” programs, COLL requirements cannot be satisfied. Petition may be made to the Committee on Degrees to satisfy the COLL 300 requirement in a non-William & Mary sponsored international program.
6. Grades are not posted on the William & Mary transcript, nor calculated into a student’s GPA, unless the courses were taken on a William & Mary “faculty-led” or “faculty-assisted” program.
7. For non-William & Mary study abroad programs during university breaks, students returning to W&M for the semester may only register and transfer credit for programs which end at least two days prior to the start of the semester to ensure that students are able to return to campus by the first day of classes. Studying abroad on non-William & Mary programs is not a university-excused reason to miss class.

### **Domestic Study Away**

William & Mary students who wish to enroll full-time in a specific academic experience (e.g., “New York City Term”) offered by another U.S. institution may request certification as “Domestic Study Away.” In this status, the student remains an active William & Mary student and may be able to use financial aid for tuition if a “consortium agreement” can be created (consult the Financial Aid Office for information). The approval process must be completed by the last day of classes for the term before the Domestic Study Away. See the Registrar’s Office website for the form and instructions.

### **Take Courses Elsewhere-Summer**

During the summer, students may take courses at another institution while between academic terms at William & Mary. Before enrolling at the other institution, the student must complete the “Permission to Take Courses Elsewhere” form on the University Registrar’s Office website. It must be approved and

submitted prior to the last day of spring classes. A maximum of 16 credits may be transferred for work taken during one summer.

### **Take Courses Elsewhere-Fall/Spring**

During the regular academic term (Fall, Spring), students are expected to enroll full-time (unless otherwise approved) at William & Mary with a minimum of 12 credits. If personal circumstances or opportunities require the student to leave Williamsburg, but the student wishes to take courses while away, the student must first withdraw from the university through the Dean of Students Office, and then complete the "Permission to Take Courses Elsewhere" form.

In addition to completing the form, students seeking major, minor, proficiency, or COLL credit must petition the Committee on Degrees, and students seeking internship credit must petition the Dean of Undergraduate Studies. Students who wish to take transfer credits while on a medical leave are cautioned to take no more than 6-8 credits, due to the expectation that the student will be addressing medical needs while on leave.

Pre-approval must be received before the student enrolls at the other institution. Links to the pre-approval form can be found on the University Registrar's Office's website. The student must be readmitted to the college by the Dean of Students Office before transfer credit is posted to the record.

### **Take Courses Elsewhere-Winter**

During the winter, students may take courses at another institution while between academic terms at William & Mary. Before enrolling at the other institution, the student must complete the "Permission to Take Courses Elsewhere" form on the University Registrar's Office website. It must be approved and submitted by December 1st during the fall semester. A maximum of 4 credits may be transferred for work taken during a winter. Students may petition the Committee on Degrees for up to 6 credits. \*Please note: Winter term courses can only begin after W&M fall courses have completed and must be over before W&M spring term courses begin.

## **Requirements for the Baccalaureate Degree**

### **I. General Requirements**

One hundred and twenty credit hours are required for graduation. Students must earn a minimum grade point average of 2.0 for all courses at William & Mary for which they receive grades of A, B, C, D or F. Students also must earn a minimum grade point average of 2.0 for all courses in their major(s).

Students must fulfill the general degree requirements in effect at the time of their matriculation at the university and the major requirements set forth in the catalog when the major is declared. Students who fail to graduate within six calendar years of the date of entrance to the university relinquish the right to graduate under the requirements set forth in the catalog at the time of entrance and major declaration, and must fulfill the requirements set forth in the catalog under which they re-enter the university as a degree candidate for the final time prior to graduation. If a student has not been enrolled at the university for five calendar years or more since the end of the last semester of registration at William & Mary, the student's record is subject to re-evaluation under regulations available in the Office of Undergraduate Academic Affairs.

Once a student's degree has been conferred, the academic record is closed and it cannot be changed or amended.

### **Credit Hour Residency Requirement**

No degree will be granted by the university until the applicant has completed a minimum of 60 credit hours in residence at William & Mary. This period must include the last two full-time semesters in which credits counted toward the degree are earned. A minimum of 15 credit hours in the major and 9 credit hours in the minor must be taken in residence at William & Mary.

### **Ten Semester Rule**

A student must complete degree requirements within 10 semesters. A fall or spring semester during which a student attempts 12 or more academic credits counts as one semester under the 10 semester rule. The number of credits attempted through summer session (at W&M or elsewhere), transfer credits earned since graduation from high school, and approved underloads are added together and divided by 15, the normal course load during a regular semester. For example, six hours attempted during Summer Session count as 6/15 of a semester. Credits earned through grades of “W”, “I”, and “G” are included in this calculation. AP, IB, and dual enrollment credits, as well as courses for which a student received an approved medical withdrawal, do not apply toward the 10 semester rule. As long as 10 full semesters have not been completed, a student may take a regular academic load (as well as an approved overload) in fall or spring or up to 16 credits in summer session.

### **Seventy-Two Hour Rule**

Of the 120 credit hours required for graduation for a B.A. or B.S. degree with an Arts & Sciences major, a minimum of 72 credit hours must be earned in subject fields outside the student’s primary major. In other words, no more than 48 credit hours in a single subject field may be applied toward the 120 credit hours required for graduation. Although students may earn more than 48 credit hours in a single subject, a minimum of 72 credit hours must be earned in other subject fields. For example, if an English major has 55 credit hours in English, then she or he will have to earn a total of 127 credits to graduate.

[Exceptions to the 72 hour rule occur in the East Asian Studies concentration within the Asian and Middle East Studies major (consult the “[Global Studies](#)” section); for students declaring a major in Art, not Art History (consult the “[Art and Art History](#)” section); for students declaring a Bachelor of Business Administration or Bachelor of Arts in Education, for whom at least 60 credit hours must come from Arts & Sciences academic subjects (consult the “[School of Business Administration](#)” section or “[School of Education](#)” Section).]

### **Credit Hour Limitations in Dance, Applied Music, Military Science, Wellness Applications, and Statistics**

#### **Dance**

Although students may take as many credits as they wish of dance technique and Performance Ensemble (DANC 111, 112, 115, DANC 211, DANC 212, 213, 214, DANC 261, DANC 262, DANC 264, DANC 311, DANC 312, DANC 321, DANC 322, DANC 411, DANC 412), a maximum of 14 credits may be applied toward the 120 credits required for a degree for those not minoring in Dance. For students minoring in Dance, a maximum of 16 credits of these courses may count toward the 120 credits. This limit does not include other Dance Program courses, such as dance history, freshman seminars, composition, practicum, independent projects, or Alexander Technique.

#### **Applied Music**

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

### **Military Science**

Students may not apply more than twelve Military Science credits toward the 120 credits needed for graduation.

### **Wellness Applications**

Students may apply no more than four wellness application credits toward the 120 credits needed for graduation, with the exception of Kinesiology & Health Sciences majors, who are eligible to utilize a maximum of six. Students may register for only one Wellness Application course in each semester; however, the course may be repeated in future semesters if the topic varies.

### **Statistics**

Several departments offer introductory statistics courses: The School of Business Administration (BUAD 231), the departments of Economics (ECON 307), Kinesiology (KINE 394), Mathematics (MATH 106 and MATH 351), Psychology (PSYC 301), and Sociology (SOCL 353). No more than two of these introductory statistics courses may be counted toward the 120 hour degree requirement.

### **Notice of Candidacy For Graduation**

Students who intend to graduate must apply one year prior to their anticipated graduation semester. The application is online and available May 1-October 1 for the upcoming graduation year. Information regarding the graduation application is located on the Registrar's web site at <https://www.wm.edu/offices/registrar/studentsandalumni/graduation/index.php>.

### **Requests for Exemption**

Students requesting exemption from any of the requirements for the degrees of B.A. and B.S. must petition the Committee on Degrees. Students who wish to initiate a petition should contact the Office of Undergraduate Academic Affairs, Faculty of Arts & Sciences. Petition forms are available at <https://www.wm.edu/as/undergraduate/forms/index.php>.

## **II. Course Specific Requirements**

### **A. Foreign Language Proficiency**

All William & Mary students are required to demonstrate proficiency in a foreign language commensurate with the 202/203 level at William & Mary before they graduate. A foreign language is understood to mean a natural language other than English. Completion of the foreign language requirement is accomplished in any of the following ways:

- 1 completion of Level IV in high school of an ancient or modern foreign language;
2. a score of at least 600 in a modern foreign language or 650 in Latin on the College Board SAT II subject test taken prior to matriculation at the university;
3. completion of a college language course taught in the original language at or above the 202/203 level at William & Mary;
4. graduation from a high school where the main language of instruction was not English (HS transcript must be in language of instruction, translated to English);
5. a score of "intermediate" or higher on both the Oral and Writing Proficiency ACTFL standardized tests for a language other than English.

Students seeking to demonstrate proficiency at W&M by means of options 3, 4, or 5 may petition the Registrar. Petition forms may be obtained at the Registrar's website. Petitions for fulfillment of the FLP should be completed by the end of the junior year.

Students seeking to demonstrate foreign language proficiency by means of option 1 or 3 may use American Sign Language.

Among the ancient languages in which one may demonstrate proficiency at William & Mary are Latin, Greek, and Biblical Hebrew. Students who wish to take a placement examination in Classical Greek or Biblical Hebrew should contact the Department of Classical Studies. Students may discuss with the Chair of Classical Studies the possibility of demonstrating proficiency in other ancient languages.

Unless students have completed the fourth year level in high school of a single ancient or modern foreign language, or demonstrate proficiency by achieving scores of 600 on the College Board SAT II Subject Test in French, German, Russian or Spanish, or scores of 650 on the Test in Latin, they must satisfactorily complete a fourth semester course (or above) and all necessary prerequisites in a language in college (see exception to this [here](#)). The fourth semester course, as well as prerequisite courses taken since matriculation at the university, may not be taken on a pass/fail basis. The student may fulfill the foreign language proficiency through study abroad if 1) prior approval for the course has been obtained from the Department of Modern Languages and Literatures, and 2) the course is taken in a country where the language is the official language. The following additional placement rules apply to modern languages:

Students should fulfill their Foreign Language Proficiency requirement in their first or second year at the university.

I. If you never studied any foreign language, you should enroll in 101 or 103 of the language of your choice.

Some languages offer combined tracks: 103 is the equivalent of 101 and 102 in one semester; 203 is the equivalent of 201 and 202 in one semester. 203 fulfills the Foreign Language Proficiency Requirement. Levels may not be repeated for credit. 203 may not be used to fulfill course requirements in majors that include courses taught in the target language above 202.

II. Placement Process for the Languages offered in the Department of Modern Languages and Literatures

1. If you wish to continue a language, and you have not taken a standardized exam (AP, SAT II, IB, CLEP exam), you must take that Program's placement exam. If you would like to know where you placed according to a standardized exam, follow this link to the "[Credit for Pre-Matriculation Examinations](#)" section.
2. Students who transfer language credit from other POST-SECONDARY institutions, and wish to continue with the language, and earned specific course credits (FREN 202, for example) do not need to take a placement test and can go to the next level recommended by the program. If you have earned elective credits (FREN 2XX, for example), they do not count toward placement. You must take the placement test.
3. Credit earned FOR A SPECIFIC COURSE can be revoked with the approval of the Program's placement coordinator or program director, thus allowing a student to retake a course for credit.

The Placement Exam is available online through Blackboard for Arabic, French, German, Italian, Japanese, Russian, and Spanish. The Chinese program conducts face-to-face assessment instruments and

interviews before the first day of classes in the fall or spring. The exam should be completed before the student's first full-time semester at William & Mary. Questions regarding a particular language or assessment should be directed to the relevant program director (see [https://www.wm.edu/as/modernlanguages/about/contact/program\\_directors/index.php](https://www.wm.edu/as/modernlanguages/about/contact/program_directors/index.php)).

### III. Placement Process for Languages in the Department of Classical Studies

The following additional placement rules apply to the ancient languages:

A student who wishes to continue in Latin, Hebrew, or ancient Greek at William & Mary should see the Classical Studies department for specific requirements and placement. The Classical Studies department normally offers placement examination at the beginning of the fall semester. The exam will be offered in the spring term only to qualified students who have a reasonable expectation of placing into upper-level Latin by virtue of prior successful completion of advanced Latin courses elsewhere and can be taken at any point in a student's undergraduate career.

The Department of Classical Studies does not allow self-placement under any circumstances.

For placement credit under Advanced Placement scores, see "[Credit for Pre-Matriculation Examinations](#)" section.

### IV. Students with Documented Learning Disabilities

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

### B. Writing Proficiency

- i. All students must satisfactorily complete with a grade of C- or better, normally by the end of their first year at William & Mary, a one-semester course with the C150 (College 150) attribute.
- ii. Major Writing Requirement: In addition, all students must satisfy the Major Writing Requirement described by each department, program, or school. Students must satisfy the lower division writing proficiency requirement before attempting the Major Writing Requirement. If the department, program, or school specifies a graded course or courses to satisfy the requirement, the student's grade(s) in that course or those courses must be C- or better. The purpose of the Major Writing Requirement is to ensure that students continue to develop their ability to write in clear, effective prose, which contains sustained and well-developed thought. The Major Writing Requirement must provide students with a series of opportunities to practice their writing, especially as commented upon by an instructor. Each student is expected to complete the writing requirement before the beginning of the graduating semester, normally during the junior and senior years; where the requirement may be met through a Major Honors paper, a senior paper, or the like, it may be completed as late as the end of the graduating semester. When a student has a double major, the requirement applies in each major.

### **C. Mathematics Proficiency**

This one-course requirement will be satisfied by:

- pre-matriculation transfer or test credit for a course in calculus or statistics;
- any William & Mary course in calculus or statistics;
- or any William & Mary course with a 'MATH' attribute.

### **D. Creative and Performing Arts Proficiency**

This requirement will be satisfied by two credits with an Arts Proficiency attribute in the same creative or performing art. The purpose of this proficiency is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, these courses aim for an experience-based understanding of how the artist communicates. A course that satisfies this proficiency requires a student to begin to understand an art at the foundation level through artistic activities involving each of the following: developing their artistic skills; and applying the principles of the art through projects and/or exercises.

## **III. The General Education Curriculum**

In keeping with its educational objectives, the university requires its undergraduates to experience a broad array of General Education courses from the first through the fourth year, and to plan a major field of study suited to their needs and interests, which are expected to shift and grow over time. The general degree requirements specified below allow students to share a common intellectual experience, to explore new interests, and to recognize and pursue intellectual talents.

### **The College Curriculum (COLL)**

General Education at William & Mary is known as "COLL", for College Curriculum.

These general education requirements can be completed via a wide array of courses, because COLL classes are spread across the departments and programs in Arts & Sciences. COLL 100 and COLL 150 must be completed in the first year. Work toward COLL 200 requirements may begin in the first year, and one course must be taken in the second year. COLL 300 typically takes place in the third year. COLL 400 is a capstone experience that typically occurs in the fourth year. Unless specifically offered as Pass/Fail courses, courses used to satisfy COLL requirements may not be taken on a Pass/Fail basis.

**Overlap in requirements.** A single course may fulfill only one COLL requirement (COLL 100, COLL 150, COLL 200, COLL 300, COLL 400, or one of the extra courses in the domains); a course may fulfill one COLL requirement and a proficiency. A maximum of three courses may be counted toward the COLL requirements and toward the major(s).

**COLL 100 courses** are devoted to "big ideas:" significant questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world. COLL 100 courses challenge students to think rigorously, and to develop and practice communication skills beyond the written word. COLL 100 courses introduce students to the university's library and other academic resources, and to the ways in which information is accessed, evaluated, and communicated. All COLL 100s carry 4 credits. One COLL 100 is required for each freshman. Students must receive a C- or better in COLL 100 for the course to apply to the degree.

**COLL 150 courses** are small seminars that explore deeply a particular topic via close readings of texts, data, or methods of inquiry. The goal of COLL 150 is to initiate students into the culture of

critical thinking, persuasive writing, and independent inquiry that is at the core of the undergraduate program. COLL 150 seminars highlight student discussion. All COLL 150s carry 4 credits. Students must receive a C- or better in COLL 150 for the course to apply to the degree. One COLL 150 is required of each freshman and all transfer students regardless of credits already earned.

**COLL 200 courses** may be offered by any academic unit at the university. COLL 200 courses are anchored in one of three knowledge domains, and deliberately look outward to one or both of the other two knowledge domains. The knowledge domains are:

**Arts, Letters, and Values (ALV)**

Courses in this domain examine the expression and evaluation of values and attitudes. Courses may develop the ability of students to express their own values and attitudes or to develop their own evaluations using literature, art, music, performance, or philosophy. Others may examine the expressions and evaluations themselves historically, cross-culturally, or via the social and cognitive processes that produce them.

**Cultures, Societies, and Individuals (CSI)**

Courses in this domain examine the realm of human cultures, societies, and individuals through their development, organization, and interaction. Some courses employ mathematical modeling, statistical analysis, and scientific experimentation; some, the analysis of artifacts and texts; and others, observation, inference, and extrapolation. Students learn to describe, theorize, and explain human cultures, societies, and individuals in their variety over time and space.

**Natural and Quantitative Reasoning (NQR)**

Courses in this domain examine the natural world and physical universe and the means by which humans observe, measure, model, and interpret it. Courses explore the process of scientific discovery, including the methods required to gather and assess empirical data, investigate the predictions of existing theories, and develop experimentally testable hypotheses. Courses may also focus on mathematical or computational methods as applied to these investigations. Students develop their understanding not only of the foundations, implications, and uses of scientific knowledge but also how scientific approaches can be used to create tangible products.

**Each COLL 200 course** significantly enhances student knowledge of a specific topic and also calls upon students to think about how its discipline fits into the broader framework of the Liberal Arts. Thus, each course emphasizes ideas and methods central to its domain(s) while also looking outward to one or both of the other domains. To the extent possible, COLL 200 courses also give students the opportunity to put methodologies represented in the course into practice. Every student must take a total of nine credits explicitly labelled COLL 200, with at least one course in each of the three domains of not less than three credits. One COLL 200 must be taken in year 2. Transfer students must take one COLL 200 during their first year at William & Mary. COLL 200 courses may or may not have prerequisites..

**Additional credits in the Knowledge Domains:** General education also requires undergraduates to take at least nine more credits in the three knowledge domains of ALV, CSI, and NQR, with at least three credits in each domain.

Appropriate courses in the Undergraduate Catalog thus will be explicitly labelled as fulfilling COLL 200 credit, with specific mention of their anchor domain (9 credits required, with at least three credits in each domain). Appropriate courses may also be labelled as ALV, CSI, or NQR (9 credits required, with at least three credits in each domain.)

**The COLL 300 requirement** typically takes place in year 3. COLL 300 joins students with people, places, and ideas that lift them out of their familiar surroundings and deepen the way they see themselves in the world. COLL 300 asks students to use their knowledge, their emerging expertise in framing questions, and their communication skills to engage the world in a self-reflective, cross-cultural way. Students may fulfill COLL 300 either through a single course of 3 credits or a sequence of courses totaling 3 credits with C300, C30C, C30D, or C30G attribute(s). William & Mary faculty-led international programs carry COLL 300 credit, irrespective of the courses taken while studying abroad. William & Mary-sponsored third-party international programs may fulfill COLL 300 credit upon transfer of credit and completion of the COLL 300 essay. Regular academic courses may also carry the C300 attribute as the result of a study-away experience. Domestic transfer students who previously attended an international institution for a full term, on a full-time basis, will automatically receive COLL 300 credit. Finally, certain COLL 300 courses remain on campus and bring together undergraduates and experts on cross-cultural and/or international topics.

**The COLL 350 requirement** enhances students' knowledge and facilitates their critical analysis of the workings of power, privilege, and inequity in U.S. society and globally, past and present. The goals of the COLL 350 are: 1) to provide students with a rigorous academic space in which to explore differences in perspective while foregrounding reasoned and respectful discussion as the means for achieving common ground; and 2) to deepen students' understanding of justice, equity, and the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing.

To meet these pedagogical goals, COLL350 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring race and at least one other key social category including, but not limited to: class, disability, ethnicity, gender expression, gender identity, immigration status, language, religion, sex, and sexual orientation.

The COLL 350 attribute may be applied to COLL 100s, 150s, 200s, 300s, and 400s. Students who take such courses will earn credit toward both requirements. [Note that this dual-counting will expire with the 2025-26 catalog.]

**The COLL 400 requirement** is a capstone experience which typically takes place in year 4, and usually in the student's major. These capstone experiences require students to take initiative in synthesis and critical analysis, to solve problems in an applied and/or academic setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences. Students can fulfill this requirement through upper-level seminars, independent study and research projects, and Honors projects, as deemed appropriate by departments, programs, or schools. COLL 400 may but need not have an interdisciplinary focus as students can synthesize material within as well as across disciplines. COLL 400 capstone experiences must be at least 3 credits.

#### **IV. The Major and Minor**

Declaring a major assures students of an advisor in their department or program (and thus important advice on course selection), as well as an advantage in registering for courses in some majors.

Students may declare a major after completion of 39 credits (including AP, IB, and other transfer credit; see "Overall Credits" at bottom of Banner transcript).

Students must declare a major after completion of 54 credits (including AP, IB, and other transfer credit; see “Overall Credits” at bottom of Banner transcript).

**EXCEPTIONS:** Students who matriculated as social freshmen with 15 or more AP, IB, or dual enrollment credits must declare once they have earned 39 credits post-high school at W&M (see “Institutional Credits” on the Banner transcript). Transfer students who entered with 54 or more credits must declare at the end of their first semester at the university.

A major in Interdisciplinary Studies must be declared before pre-registration in the final semester of the junior year.

The Declaration of Major for a changed or second major must be filed with the Office of the University Registrar no later than the last day of add/drop in the semester of graduation.

Students intending Arts & Sciences majors officially record a major through their academic department/program and the Office of the University Registrar. A student may change a major at any time by using the same process. Students planning majors in the Schools of Business or Education must apply and be admitted. Check the Business and Education sections of the catalog for prerequisites and admissions criteria.

Students may declare one major, or two majors, or one major and one minor. If there are two majors, one must be designated as primary. Degrees are based on the primary major. University policy prohibits the awarding of a second baccalaureate degree; completion of two majors does not constitute completion of two degrees. A maximum of two courses can be counted toward both of two majors or toward a major and a minor. A minimum of 15 credit hours in the major must be taken at William & Mary.

The Bachelor of Arts degree is offered in American Studies; Anthropology; Art and Art History; Chinese Language and Culture; Classical Studies; Economics; English Language and Literature; French and Francophone Studies; German; Global Studies; Government; Hispanic Studies; History; Interdisciplinary Studies; International Relations; Japanese Studies; Kinesiology and Health Sciences; Linguistics; Music; Philosophy; Psychology; Public Policy; Religious Studies; Sociology; and Theatre. The Bachelor of Science degree is granted in Biology, Chemistry, Computational and Applied Mathematics and Statistics, Computer Science, Data Science, Geology, Interdisciplinary Studies, Kinesiology and Health Sciences, Mathematics, Neuroscience, Physics, and Psychology. The Bachelor of Business Administration degree includes majors in Accounting, Business Analytics, Finance and Marketing. The Bachelor of Arts in Education degree includes a major in Elementary Education.

The Interdisciplinary major administered by the Charles Center on Honors and Interdisciplinary Studies is Medieval & Renaissance Studies. Interdisciplinary majors that are self-administered are Africana Studies; American Studies; Computational and Applied Mathematics and Statistics; Data Science; Environmental Science & Policy; Film & Media Studies; Gender, Sexuality & Women’s Studies; Linguistics; and Neuroscience. Applications and details on degree requirements and policies are available in the program offices.

#### **Self-designed, B.A.**

A student, working in consultation with a faculty advisor, may formulate an interdisciplinary major that is uniquely tailored to their interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed major must be approved by the appropriate Arts & Sciences Vice-Dean and relevant faculty committee before it

can be declared. Normally, students pursuing a self-designed major base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved. For instructions and additional information on Self-Designed majors, please visit the Arts & Sciences web site at [www.wm.edu/as/selfdesigned/index.php](http://www.wm.edu/as/selfdesigned/index.php).

### **Self-designed, B.S.**

A student, working in consultation with a faculty advisor, may formulate an interdisciplinary major that is uniquely tailored to their interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed major must be approved by the appropriate Arts & Sciences Vice-Dean and relevant faculty committee before it can be declared. Normally, students pursuing a self-designed major base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved. For instructions and additional information on Self-Designed majors, please visit the Arts & Sciences web site at [www.wm.edu/as/selfdesigned/index.php](http://www.wm.edu/as/selfdesigned/index.php).

Candidates for the B.S. degree in must successfully complete, in addition to satisfying the NQR requirement, three additional science courses from departments and programs that offer a B.S. degree. None of these three additional science courses may be taken on a Pass/Fail basis.

### **Minors**

In addition to the required major, a student may elect to pursue a program of studies designated as a minor. A minor consists of 18-22 credit hours of courses approved by a department or program, and at least 9 credits must be earned at William & Mary. Courses completed for a minor may also satisfy [COLL requirements](#). None of these courses may be taken on a Pass/Fail basis. A student must earn at least a 2.0 grade point average in the minor. Information about specific minors can be obtained from the appropriate department or program. A maximum of two courses may be counted toward both a major and a minor. A student who intends to complete a minor must officially declare the minor with the department or program, then submit the Declaration of Minor form to the University Registrar. The Declaration of Minor request may be filed after completion of a minimum of 39 credit hours and must be filed with the Office of the University Registrar no later than the last day of add/drop in the semester of graduation (if you plan to graduate in the summer, the deadline is the last day of add/drop in the spring). A student who declares two majors may not declare a minor.

## **V. Honors and Special Programs**

### **Departmental Honors**

The Department Honors program, administered by the Roy R. Charles Center, provides special opportunities through independent study for the intellectual stimulation and development of outstanding students in certain departments and interdisciplinary programs. Participating departments and programs include Africana Studies, American Studies, Anthropology, Applied Science, Art and Art History, Asian and Middle Eastern Studies, Asian and Pacific Islander American Studies, Biology, Chemistry, Chinese Language and Culture, Classical Studies, Computational and Applied Mathematics and Statistics, Computer Science, Data Science, Economics, English, Environment and Sustainability, European Studies, Film and Media Studies, French and Francophone Studies, Gender Sexuality and Women's Studies, Geology, German Studies, Global Studies, Government, Hispanic Studies, History, Interdisciplinary Studies, International Relations, Integrative Conservation, Kinesiology and Health Sciences, Latin American Studies, Linguistics, Mathematics, Music,

Neuroscience, Philosophy, Physics, Psychological Sciences, Public Policy, Religious Studies, Russian & Post Soviet Studies, Sociology, and Theatre, Speech and Dance.

Prospective candidates for the Department Honors program should first familiarize themselves with the provisions of the Honors program as described here and in the Guidelines, and with any additional requirements or deadlines applicable in specific departments or programs. For further information about Department Honors, consult the Charles Center website at <http://www.wm.edu/charlescenter/>.

### **Requirements for Admission to Department Honors**

1. Grade Point Average. A grade point average of either 3.0 on a cumulative basis by the end of the junior year or 3.0 for the junior year alone is required. Note that some departments / programs require a higher grade point average - students should check with their department / program to determine their eligibility.
2. Completion of the department / program approval process and submission of the online Application for Admission for Department Honors with the digital signatures of the student, the Honors advisor, and the department Chair (or program Director, if applicable) to the Charles Center. This online Application form must be completed by 12 p.m. on the first day of class of the semester in which the student is to begin the Honors project. Please note that departments or programs may have earlier deadlines or additional requirements for admission to Honors - check with your Honors advisor and/or department for details.

### **Registration for Honors 495 and 496**

Charles Center staff will create all of the appropriate Honors sections and register students for both 495 and 496. Students will receive a confirmation email from the Charles Center once they have been registered for their specific Honors section. For questions concerning registration for Department Honors please call 221-2460.

### **Examining Committee Appointment**

Each examining committee must consist of three or more faculty members, with representation from at least two academic departments. Any current William & Mary faculty member who is eligible to assign grades may serve on an Honors committee, including visiting and adjunct faculty. Departments / programs have different methods of selecting faculty for committees. For example, in some departments the selection is centralized, in others the selection is up to the thesis advisor and student. Students should ask their Honors advisor and / or department about the procedure for selecting faculty in their department or program.

Charles Center staff will request Honors committee recommendations from the department chair or program director (or their designated representative); recommendations from students or individual Honors advisors are not accepted. Once the committee recommendations are submitted the formal committee appointments will be made by the Charles Center through an email to the committee chair with copies to the remaining committee members and the Honors student.

### **Thesis Submission and Oral Examination**

Two weeks before the last day of classes of the student's graduating semester (or the next class day if this date falls on a holiday or vacation day) a copy of the completed thesis must be submitted to each member of the examining committee.

If, after reading the thesis, the members of the committee find it provisionally acceptable, the oral examination may be scheduled. It is up to the student to schedule the defense date and time in coordination with all of the committee members and to arrange for a location for the defense. It is also

the student's responsibility to remind the committee members of the date, time, and location of the defense.

The exam will consist of an oral examination lasting at least one hour. The main purpose of the examination will be to ask questions about the honors thesis, but the candidate may also be asked to discuss other topics that are related to the thesis. Students should check with their advisors about the protocol for oral exams within the department or program.

The examining committee will determine if an honors designation will be awarded, and if so, at what level (Honors, High Honors, or Highest Honors). In reaching its decision about awarding honors, the committee will be guided by the quality of the honors thesis and by the candidate's performance on the oral examination. The Honors advisor must submit the Reported Level of Honors online form to the Charles Center immediately following the completion of the oral exam. Please note that the Art and Art History, Biology, Chemistry, Computational and Applied Mathematics and Statistics, Computer Science, Economics, English, Environment and Sustainability, Government, International Relations, Integrative Conservation, Kinesiology and Health Sciences, Neuroscience, Philosophy, Physics, Psychological Sciences, Public Policy, and Religious Studies departments/programs assign on Honors (rather than High or Highest) to successful projects. Geology only awards Honors and High Honors to successful projects.

### **Successful Honors Projects**

A candidate who successfully completes Honors 495 will receive a grade of "G" at the end of the first term of the project. Following the honors defense in the second term of the project, a final grade for both Honors 495 and 496 will be determined by the Honors advisor. The Honors advisor is responsible for submitting the grade for 496 and the University Registrar's Office will then change the grade for 495 to match the 496 grade. If the 495 grade should be different from the grade assigned for 496 the advisor will have to submit a grade change form to the University Registrar's Office.

### **Unsuccessful Honors Projects**

Under no circumstances may Honors 495 and/or 496 remain on the transcript of a student who is not awarded Honors by the examining committee.

1. If it becomes evident before the end of the first term that the student will not complete the project, either
  - a. the student must withdraw from Honors 495 with the approval of the thesis advisor (the advisor must notify the Charles Center by email; or
  - b. if it is too late for the student to withdraw from the course, the project advisor must change the Honors 495 designation to an appropriate alternative, such as independent study, by submitting the Converting Honors to Independent Study online form. The Charles Center, in conjunction with the Registrar's Office, will then make the change in the student's registration.
2. If the project continues into the second semester and it then becomes evident that the project will not be completed by the submission deadline (two weeks before the last day of classes of the student's graduating semester), the faculty advisor must either:
  - a. change Honors 495 and 496 to appropriate alternatives (in most cases, independent study) by submitting the online Converting Honors to Independent Study form indicating both the course numbers and number of credits; or
  - b. declare an incomplete, which can only be done in extraordinary circumstances and with departmental approval. The student and advisor must agree to firm new deadlines for the thesis and the defense and must submit these deadlines to the Charles Center.

3. If upon reading the thesis the members of the examining committee decide that the thesis does not merit honors and elect not to examine the student, or if, upon completion of the oral defense the examination committee determines that the thesis does not merit honors, the advisor must change Honors 495 and 496 to appropriate alternatives by submitting the online Converting Honors to Independent Study form and award the student grades for these courses..

### **Minimum Requirements for a Degree with Department Honors**

1. Satisfactory completion of a program of reading and research supervised by a faculty member designated by the chair of the student's major department. Six hours of credit in a course designated 495-496 in each department offering Honors shall be awarded each student satisfactorily completing the program.
2. Satisfactory completion of the general requirements for the degree of B.A. or B.S.
3. Presentation of a completed Honors thesis: A copy of the completed Honors thesis in a form that is acceptable to the major department must be submitted to each member of the student's Examining Committee two weeks before the last day of classes of his or her graduating semester. (See: [Examining Committee](#))
4. Satisfactory performance in a comprehensive oral examination on the thesis and related background.

### **Graduation Honors**

**Latin Honors:** To recognize outstanding academic achievement, William & Mary awards undergraduate degrees cum laude, magna cum laude and summa cum laude. The overall grade point average required, without rounding, for a degree cum laude is 3.50, for a degree magna cum laude 3.65, and for a degree summa cum laude 3.80. This honor is noted on the student's diploma and on the academic transcript.

### **Internships for Credit**

An internship agreement must be completed with signatures of the student, evaluating faculty member, and any external supervisor. These are to be submitted to the Office of Undergraduate Academic Affairs before the student begins the internship. There will be no consideration of academic credit without an internship agreement.

Qualified students, usually in their junior or senior year, may receive credit from cooperating departments for an approved program that provides an opportunity to apply and expand knowledge under expert supervision in an on- or off-campus position. These internships should provide a structured learning experience and must be approved in advance by the department and evaluated by a William & Mary faculty member. Academic credit is awarded for a project that incorporates the hands-on experience of the internship, but also includes an analytic or research component, and a final, written report. Individual departments determine the number of credits in an academic internship that may count toward the minimum number of credits required in a major. Normally three credits are awarded, but in exceptional and approved cases a department may award more. No more than six credits in academic internships may be applied to the 120 credits required for graduation.

Students undertaking internships that will take them away from campus for a semester or year should notify the Dean of Students Office before beginning the internship. International students who anticipate receiving payment should contact the Global Education Office at the Reves Center concerning visa requirements. For general information and counseling about internships for credit, contact the Office of Undergraduate Academic Affairs.

### **Non-Credit Internships**

Not all internships are completed for academic credit. Students interested in pursuing non-credit internships can meet with an advisor in the Cohen Career Center for assistance in identifying potential internship opportunities and preparation for the application process. Opportunities for both summer and academic year internships in all industries and a variety of locations are posted in TribeCareers. There are also various fairs and employer events throughout the academic year that connect students to organizations recruiting interns.

### **Pre-Professional Programs**

Students may follow programs at William & Mary within a liberal arts framework that will prepare them for study in business, dentistry, education, engineering, law, medical technology, medicine, nursing, occupational therapy, physical therapy, physician's assistantship, public health, and veterinary medicine. Students who are interested in pre-professional programs should plan their programs in consultation with their advisors.

### **Pre-Medical and Pre-Dental Programs**

There are no formal pre-medical or pre-dental programs for which students must register at William & Mary. Students preparing for admission to medical or dental school may choose to major in any department. Still, students must have a strong foundation in the sciences. Most medical schools and dental schools include in their admission requirements a number of laboratory science courses: biology, inorganic chemistry, organic chemistry and general physics. At William & Mary, these courses are BIOL 203 / BIOL 203L and BIOL 204 / BIOL 204L; CHEM 103 / CHEM 103L; CHEM 206 / CHEM 206L; CHEM 209 / CHEM 253 or CHEM 207 / CHEM 253; CHEM 312 / CHEM 254 or CHEM 208 / CHEM 254; PHYS 101/PHYS 101L - PHYS 102/PHYS 102L or PHYS 107/PHYS 107L - PHYS 108/PHYS 108L (Chemistry and Physics majors take 101-102). One year of Mathematics (Chemistry and Physics majors take calculus; statistics courses can also be used towards this requirement) is also recommended. In addition, taking CHEM 314, SOCL 250 or SOCL 310 or SOCL 362, and PSYC 202 will help students to master material covered by the MCAT. Science courses in addition to these minimal requirements are required by some schools and viewed with favor by many others. One year of English is required by many schools. A College 150 First Year Seminar can be used towards this requirement. Any English literature or composition course can be used toward this requirement.

Because medical schools begin to reach decisions on applicants for admission early in the fall of the application year, and because the required premedical science courses are essential for success on the MCAT, these science courses should be completed before June of the year in which the student intends to start applying to medical school. All pre-medical students are encouraged to seek academic guidance early in their careers through scheduled consultations with Prof. Beverly Sher in the Department of Chemistry. Students should contact her directly via email at [btsher@wm.edu](mailto:btsher@wm.edu) to schedule appointments.

### **Combined Degree Programs**

Academic programs of students who participate in any combined degree program must be approved in advance by the Committee on Degrees. All William & Mary degree requirements are applicable to students in the 3:2 program. All COLL and Proficiency requirements must be completed at William & Mary. Students must have at least an overall 2.0 GPA and at least a 2.0 GPA in courses taken at William & Mary toward the fulfillment of major requirements. Elective hours toward the major may be completed elsewhere but students must earn as many credits toward the major as required if they were completing all degree requirements at William & Mary. The chair of the department in which the students are majoring will determine which courses elsewhere will count toward the William & Mary

major requirements if they happen to be in other subject fields. Students must have earned 120 hours including at least 60 hours at William & Mary, before a degree is granted.

Engineering Schools: William & Mary is an affiliate with the engineering school of Columbia University. Under the “3:2 plan,” a student who is admitted as a transfer to Columbia spends their first three years at William & Mary and two years at Columbia and receives a bachelor’s degree from William & Mary in their primary major as well as a bachelor’s degree in engineering from Columbia. The following courses should be completed by the end of the junior year:

- MATH 111, MATH 112, MATH 212 or MATH 213
- PHYS 101, PHYS 102
- CHEM 103
- CHEM or PHYS introductory lab
- CSCI 141
- ECON 101 or ECON 102
- All COLL courses

Specific engineering programs typically have several additional required courses. Though a student can in principle choose any desired major while at William & Mary, most of the courses listed above are also required for math and science majors at the university.

Students seeking admission into this affiliated 3:2 program will typically have grades of A and B in their science and mathematics courses with a minimum overall average grade of B. Students are not guaranteed admission or housing at Columbia University, even if the above prerequisites are met.

For more information, please consult Professor Eugeniy Mikhailov (eemikh@wm.edu) in the Physics Department.

### **Fields of Major, Subprograms and Course Descriptions**

The chapters on “Academic Programs” and “Majors/Minors describe the requirements for majors and minors in the various field and subprograms offered by the university according to the department and schools offering them. The chapters on Course Descriptions includes the undergraduate course offerings of the departments, schools and particular programs listed according to course number. Courses that can be taken to fulfill general education requirements are indicated by the symbols described below.

Also described in the chapters are the basic requirements for Major Honors in each program.

### **Explanation of Course Descriptions**

(C100, C150, C200, C300, C350, C400, ALV, CSI, NQR, ACTV, MATH, etc.) This course satisfies general education requirements.

The credit hours for each course are indicated by numbers in parentheses.

## Majors and Minors

A complete listing of undergraduate programs offered by the university follows.

- [5 Year BA to MAEd Program](#)
- [5 Year Bachelor to Masters - Elementary Education](#)
- [5 Year Bachelors to Masters - ESL & Bilingual Education](#)
- [5 Year Bachelors to Masters - Secondary English Education](#)
- [5 Year Bachelors to Masters - Secondary Math Education](#)
- [5 Year Bachelors to Masters - Secondary Science Education](#)
- [5 Year Bachelors to Masters - Secondary Social Studies Education](#)
- [5 Year Bachelors to Masters - Special Education](#)
- [Accounting \(BBA in Business Administration\)](#)
- [Accounting, Minor](#)
- [Africana Studies \(BA in Interdisciplinary Studies\)](#)
- [Africana Studies, Minor](#)
- [American Studies \(BA in American Studies\)](#)
- [American Studies, Minor](#)
- [Anthropology \(BA in Anthropology\)](#)
- [Anthropology, Minor](#)
- [Applied Science, Bioengineering Track, Minor](#)
- [Applied Science, Materials Science & Engineering Track, Minor](#)
- [Arabic Language and Literature, Minor](#)
- [Art – Studio Art \(BA in Fine Arts\)](#)
- [Art and Art History, Minor](#)
- [Art History \(BA in Fine Arts\)](#)
- [Asian and Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [Asian and Pacific Islander American Studies, Global Studies \(BA in International Studies\)](#)
- [Asian and Pacific Islander American Studies, Minor](#)
- [Biochemistry, Minor](#)
- [Biology \(BS in Biology\)](#)
- [Biology Minor](#)
- [Business Analytics with Data Science \(BBA in Business Administration\)](#)
- [Business Analytics with Supply Chain \(BBA in Business Administration\)](#)
- [Business Analytics, Minor](#)
- [Chemistry \(BS in Chemistry\)](#)
- [Chemistry, Minor](#)
- [Chinese Language and Culture \(BA in Chinese Language & Culture\)](#)
- [Chinese Language and Literature Minor](#)
- [Classical Studies \(BA in Classical Studies\)](#)
- [Classical Studies \(BA \[International Honours\] in Classical Studies\)](#)
- [Classical Studies, Minor](#)
- [Classical Studies, Post-Baccalaureate Certificate](#)
- [Comparative Asian & Middle Eastern Studies Track, Asian & Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [Computational and Applied Mathematics & Statistics \(BS in CAMS\)](#)
- [Computational and Applied Mathematics & Statistics - Mathematical Biology, Minor](#)

- [Computer Science, BS](#)
- [Computer Science, Minor](#)
- [Creative Writing, Minor](#)
- [Dance, Minor](#)
- [Data Science \(BS in Data Science\)](#)
- [Data Science, Minor](#)
- [East Asian Studies Track, Asian & Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [East Asian Studies, Minor](#)
- [Economics \(BA in Economics\)](#)
- [Economics \(BA \[International Honours\] in Economics\)](#)
- [Economics, Minor](#)
- [Educational Studies Minor](#)
- [Elementary Education \(BAEd in Elementary Education\)](#)
- [English \(BA \[International Honours\] in English\)](#)
- [English Language and Literature \(BA in English\)](#)
- [English, Minor](#)
- [Environment and Sustainability, Environmental Humanities Track, Interdisciplinary Studies](#)
- [Environment and Sustainability, Environmental Policy Track, Interdisciplinary Studies](#)
- [Environment and Sustainability, Environmental Science Track, Interdisciplinary Studies](#)
- [Environment and Sustainability, Minor](#)
- [ESL/Bilingual Education Minor](#)
- [European Studies, Global Studies \(BA in International Studies\)](#)
- [European Studies, Minor](#)
- [Film and Media Studies \(BA in Interdisciplinary Studies\)](#)
- [Film and Media Studies \(BA \[International Honours\] in Interdisciplinary Studies, Film & Media Studies\)](#)
- [Film and Media Studies, Minor](#)
- [Finance \(BBA in Business Administration\)](#)
- [Finance, Minor](#)
- [French and Francophone Studies \(BA in French & Francophone Studies\)](#)
- [French and Francophone Studies, Minor](#)
- [Gender, Sexuality, & Women's Studies \(BA in Interdisciplinary Studies\)](#)
- [Gender, Sexuality, & Women's Studies, Minor](#)
- [Geography](#)
- [Geology \(BS in Geology\)](#)
- [Geology, Minor](#)
- [German Studies \(BA in German\)](#)
- [German Studies, Minor](#)
- [Global Business, Minor](#)
- [Global Studies \(BA in International Studies\)](#)
- [Government \(BA in Government\)](#)
- [Hispanic Studies \(BA in Spanish\)](#)
- [Hispanic Studies, Minor](#)
- [History \(BA in History\)](#)
- [History \(BA \[International Honours\] in History\)](#)
- [History, Minor](#)
- [Innovation and Entrepreneurship, Minor](#)

- [Integrative Conservation \(BS in Interdisciplinary Studies\)](#)
- [Integrative Conservation, Minor](#)
- [International Relations \(BA in International Relations\)](#)
- [International Relations \(BA \[International Honours\] in International Relations\)](#)
- [Italian Studies, Minor](#)
- [Japanese Studies \(BA in Japanese Studies\)](#)
- [Japanese Studies, Minor](#)
- [Judaic Studies, Minor](#)
- [Kinesiology & Health Sciences \(BA in Kinesiology\)](#)
- [Kinesiology & Health Sciences \(BS in Kinesiology\)](#)
- [Kinesiology & Health Sciences, Minor](#)
- [Latin American Studies, Global Studies \(BA in International Studies\)](#)
- [Latin American Studies, Minor](#)
- [Linguistics \(BA in Linguistics\)](#)
- [Linguistics, Minor](#)
- [Management and Organizational Leadership, Minor](#)
- [Marine Science, Minor](#)
- [Marketing \(BBA in Business Administration\)](#)
- [Marketing, Minor](#)
- [Mathematics \(BS in Mathematics\)](#)
- [Mathematics, Minor](#)
- [Medieval and Renaissance Studies \(BA in Interdisciplinary Studies\)](#)
- [Medieval and Renaissance Studies, Minor](#)
- [Middle Eastern Studies Track, Asian & Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [Middle Eastern Studies, Minor](#)
- [Military Science and Leadership, Minor](#)
- [Music \(BA in Music\)](#)
- [Music, Minor](#)
- [Native Studies, Minor](#)
- [Neuroscience \(BS in Neuroscience\)](#)
- [Philosophy \(BA in Philosophy\)](#)
- [Philosophy, Minor](#)
- [Physics \(BS in Physics\)](#)
- [Physics, Minor](#)
- [Psychology \(BA in Psychology\)](#)
- [Psychology \(BS in Psychology\)](#)
- [Psychology, Minor](#)
- [Public Health, Minor](#)
- [Public Policy \(BA in Public Policy\)](#)
- [Religious Studies \(BA in Religion\)](#)
- [Religious Studies, Minor](#)
- [Russian & Post-Soviet Studies, Global Studies \(BA in International Studies\)](#)
- [Russian and Post-Soviet Studies, Minor](#)
- [Russian Language and Literature, Minor](#)
- [Secondary Education \(6-12\), English](#)
- [Secondary Education \(6-12\), Mathematics](#)
- [Secondary Education \(6-12\), Science](#)

- [Secondary Education \(6-12\), Social Studies](#)
- [Self-Designed \(BA in Interdisciplinary Studies\)](#)
- [Self-Designed \(BS in Interdisciplinary Studies\)](#)
- [Sociology \(BA in Sociology\)](#)
- [Sociology, Minor](#)
- [South Asian Studies, Minor](#)
- [Supply Chain Analytics, Minor](#)
- [Theatre \(BA in Theatre & Speech\)](#)
- [Theatre, Minor](#)

## Academic Departments, Programs, and Schools

The material that follows describes, in alphabetical order, the requirements for major in the various field and subprograms offered by the University according to the departments, programs, and schools offering them. The chapters also include the undergraduate course offerings of the departments, schools and particular programs listed according to course number. Courses that can be taken to fulfill general education requirements are indicated by the symbols described below.

Also described in the chapters are the basic requirements for Major Honors in each program

### Africana Studies

#### The Africana Studies Program

The interdisciplinary major in Africana Studies (AFST) employs rigorous interdisciplinary and comparative approaches for the study of over one billion people of African descent, a fifth whom are in the Diaspora. The central mission of the program is to prepare students for lifelong learning, graduate study in various fields, and careers in private and public organizations across the globe.

The AFST curriculum engages students in a critical examination of the intellectual, political, economic and cultural challenges and achievements of Africans and African-descended peoples. The study of these diverse and dynamic traditions does much more than embracing the centrality of race. It also encompasses imperial, national, ethnic, linguistic, and religious currents and intersections in such far-flung settings as Africa, North America, the Caribbean Basin, Latin America, the Middle East, South Asia, and Europe.

The Program draws on wide-ranging fields of inquiry that include history, sociology, economics, anthropology, political science, religion, literature, music, drama, dance, film, and the visual arts. Through coursework that integrates and at often transcends disciplinary knowledge, students will learn to appreciate the specificity of Africa and its offshoots, the ways in which local and global forces interacted to shape a shared identity of Blackness as well as community-specific identities, and the trajectories of syncretism and other forms of intercultural exchange.

Students are encouraged to combine their scholarly study with service learning, study away, or study abroad. Course work in each of the three tracks must encompass at least three disciplines to ensure a genuinely interdisciplinary grounding in historical and contemporary issues along with practical applications of such knowledge (internships, civic engagement, and independent research).

Details on the structure of the major are provided below. Full descriptions of courses and requirements are available from faculty advisors and the program's website. Africana majors are encouraged to look into allied Interdisciplinary programs such as American Studies, Women's Studies, Global Studies, and International Relations for complementary courses and intellectual exchange.

**Engaged Scholarship and Service Learning.** Students are encouraged to engage in service-learning or engaged-scholarship opportunities to supplement classroom study of such issues as racial inequality, cultural exchange, and identity politics.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities, especially in Africa, the Caribbean and Latin America that complement the major. Contact the Global Education Office at the Reves Center for more information. With prior approval, courses taken abroad may be applied to the major or other requirements.

**Study Away.** Majors are also encouraged to seek out study away opportunities in the U.S. in approved Centers or Institutes, Colleges, or Universities. For example, students may arrange to take language courses elsewhere in the summer, or devote a semester to undertake a pre-approved program of study and research.

## Programs and Course Descriptions

### Programs

- [Africana Studies \(BA in Interdisciplinary Studies\)](#)
- [Africana Studies, Minor](#)

## Africana Studies (BA in Interdisciplinary Studies)

### Requirements for Major

### Required Credit Hours: 36

### Major Declaration:

Prospective majors in Africana Studies should discuss their plan-of-study with a faculty advisor by the end of the sophomore year. Declaration forms and instructions for majors and minors are available at the websites of Africana Studies and the University Registrar.

### Gateway Course

All majors will take a gateway course.

- AFST 150 - Introduction to Africana Studies (4)
- AFST 205 - Introduction to Africana Studies Credits: (3)

### Methods

All majors will take the 3 credit methods course.

- AFST 399 - Africana Studies Methodologies Credits: (3)

### Language Requirement

Africana Studies requires an Africa-relevant foreign language study that exceeds the College-wide proficiency requirement. Specifically, Africana Studies requires additional Africa-relevant foreign language study that can be fulfilled by any one of the following:

1. one course beyond the 202-level in one language approved by the Curriculum Committee, or
2. 202-level proficiency in a second Africa-relevant language approved by the Curriculum Committee, or
3. AFST 250 - African-American English or AFST 251 - Soon Come: Caribbean Languages and Identities or HIST 278 - Deciphering Ancient Egypt, or other Africana Studies courses on African Languages, or
4. off-campus study programs or native proficiency in any national, ethnic, or community language of African or the African Diaspora approved by the Africana Curriculum Committee, or
5. native proficiency in the following can also be used to fulfill the requirement: Arabic, French, Portuguese, or Spanish. Others may be approved on a case-by-case basis by the Curriculum Committee.

### **Regional Introductory Course**

All majors must take at least one introductory course in a regional area.

- AFST 350 - Introduction to African Studies Credits: (3)
- AFST 351 - Introduction to African American Studies Credits: (3)
- AFST 304 - Introduction to the African Diaspora Credits: (3)
- AFST 305 - African Diaspora since 1808 Credits: (3)

### **Capstone Experience**

All majors must also have a capstone experience with a significant research component, which is satisfied by taking the following:

- AFST 406 - Advanced Topics in Africana Studies Credits: (3-4)
- AFST 480 - Independent Study Credits: (3-4) or
- AFST 495 - Senior Honors Credits: (3)
- AFST 496 - Senior Honors Credits: (3)
- AFST 499 - Senior Project in Africana Studies Credits: (3)

### **Electives**

The remaining credits come from other Africana Studies courses in the Humanities and Social Sciences. Students need to take at least three (3) credit hours in Humanities and three (3) credit hours in Social Sciences.

**Note:** Courses cannot be double counted within the Africana Studies major.

## **Africana Studies, Minor**

### **Minor Declaration:**

Prospective minors in Africana Studies should discuss their plan-of-study with a faculty advisor by the end of the sophomore year. Declaration forms and instructions for majors and minors are available at the websites of Africana Studies and the University Registrar.

**Required Credit Hours: 21**

### **Gateway Course**

All minors will take a gateway course.

- AFST 150 - Introduction to Africana Studies
- AFST 205 - Introduction to Africana Studies Credits: (3)

### **Methods**

All minors will take the 3 credit Methods course.

- AFST 399 - Africana Studies Methodologies Credits: (3)

### **Regional Introductory Course**

All minors must take at least one introductory course in a regional area.

- AFST 350 - Introduction to African Studies Credits: (3)
- AFST 351 - Introduction to African American Studies Credits: (3)
- AFST 304 - Introduction to the African Diaspora Credits: (3)
- AFST 305 - African Diaspora since 1808 Credits: (3)

### **Electives**

The remaining credits come from other Africana Studies courses in the Humanities and Social Sciences. Students need to take at least three (3) credit hours in Humanities and three (3) credit hours in Social Sciences..

**Note:** Courses cannot be double counted within the Africana Studies minor.

## **Course Descriptions**

### **Africana Studies**

#### **AFST 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in African Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **AFST 205 - Introduction to Africana Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* An introduction to the diverse field of critical inquiry called Africana Studies through explorations of the links and disjunctures in the experiences, histories, and cultural, political, and intellectual practices of Africans and African descendants throughout Africa's diasporas. Students may take only one of AFST 205, AFST 100 or 150 when using Intro to Africana Studies toward the major or minor in Africana Studies

#### **AFST 210 - Medicine, Arts, and Social Justice**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* The course examines the nature of inequalities in the health professions and the communities they serve in order to explore routes to freedom and equality for those who have been voiceless and often under-represented in the medical professions. It also seeks to augment the creativity and the reflective capacity of students who may be exploring such careers and to improve their abilities to become reflective and resilient practitioners by engaging stories from the experiences of Asian/American and African/American peoples. It is for inquiring minds seeking solutions to health problems that plague our diverse and varied communities. We will further explore pathways for literary scholars, storytellers, activists, helpers and healers to address these issues through science, technology, engineering, mathematics and the arts in the spirit of "authentic excellence."

### **AFST 218 - Introduction to Caribbean Cultures & Identities**

*Credits: (3)*

The primary goal of this course is to explore scholarly research and cultural materials dealing with Caribbean identity. We will survey, examine, and discuss issues that bear on Caribbean identities including topics in contemporary language use and policy, literature, music, and other forms of popular media (television, radio, newspapers, etc.) to illustrate how various islands in the Caribbean identify and distinguish themselves from others. The course will focus on theory-based and research oriented information as well as critical essays and popular media that will provide you with knowledge to have an intelligent and informed discussion about issues dealing with Caribbean identities.

### **AFST 235 - African American History to Emancipation**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* A survey of African American history from the colonial period to emancipation.

*Cross-listed with: HIST 235*

### **AFST 236 - African American History since Emancipation**

*Credits: (3)*

*Domain (Anchored): CSI*

A survey of African American history from the colonial period to emancipation.

*Cross-listed with: HIST 236*

### **AFST 250 - African-American English**

*Credits: (3)*

*College Curriculum: COLL 200, ACTV*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course explores the sociolinguistics of English spoken by African-Americans in the United States. We examine the relationship of African-American English to linguistic theory, education praxis, and American culture.

*Cross-listed with: LING 250*

### **AFST 251 - Soon Come: Caribbean Languages and Identities**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course explores the history, structure, and sociocultural aspects of language development in the Caribbean. This course explores the history, structure, and sociocultural aspects of language development in the Caribbean.

*Cross-listed with: LAS 251*

### **AFST 281 - Ancient African History**

*Credits: (3)*

This course covers African history before AD 600, with emphasis on political and cultural histories of ancient cities and states. It is a more focused survey than HIST 181, but it has no prerequisites and assumes no prior knowledge of Africa.

*Cross-listed with: HIST 281*

### **AFST 282 - Medieval African History**

*Credits: (3)*

This course covers African history between 600 and 1500, with emphasis on the influence of Islam and changing commercial networks. It is a more

focused survey than HIST 181, but it has no prerequisites and assumes no prior knowledge of Africa.

*Cross-listed with: HIST 282*

### **AFST 283 - Early Modern African History**

*Credits: (3)*

This course covers African history between 1500 and 1800, particularly Africa's changing relationship with Western Europe and the Americas. It is a more focused survey than HIST 181, but it has no prerequisites and assumes no prior knowledge of Africa.

*Cross-listed with: HIST 283*

### **AFST 299 - African Americans and Africa**

*Credits: (3)*

This course explores the political, socio-economic, educational and cultural connections between African Americans and Africa. It examines the close linkages but also the difficulties between Africans and diasporic peoples in the modern era.

*Cross-listed with: HIST 310*

### **AFST 300 - Pan-Africanism: History of a Revolutionary Idea**

*Credits: (3)*

This course surveys the history of Pan-Africanism, a global political movement that considers Africans and diasporic blacks to have a common history, present and future, often proclaiming an objective of African political, socio-economic and cultural self-determination and asserting a fierce pride in African history and culture.

*Cross-listed with: HIST 316*

### **AFST 301 - Critical Debates in Africana Studies**

*Credits: (3-4)*

*Prerequisite(s):* AFST 205.

Course provides an in-depth study and discussion of a specific issue of significant debate in Africana Studies. Topics may vary by semester. This writing-intensive seminar satisfies the major writing requirement.

### **AFST 304 - Introduction to the African Diaspora**

*Credits: (3)*

Reviews the dispersions of peoples from the African continent since ancient times. Major themes include the Atlantic Slave Trade, the post-emancipation fight for full citizenship in the Americas, and interactions between diasporic blacks and Africans.

*Cross-listed with: HIST 323*

### **AFST 305 - African Diaspora since 1808**

*Credits: (3)*

This course examines the African Diaspora since 1800 with major themes including the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans. Students who have already taken HIST 323 - The African Diaspora, 1492-1808 are particularly encouraged to take this more advanced class.

*Cross-listed with: HIST 324*

### **AFST 306 - Topics in Africana Studies**

*Credits: (1-4)*

*Prerequisite(s):* AFST 205.

Approved courses focusing on relevant topics in Africana Studies, including those offered by allied Departments and Programs. The list of eligible, mostly cross-listed, courses is available at the University Registrar's website each semester prior to preregistration.

This course may be repeated for credit if there is no duplication of topic.

### **AFST 307 - Workshop on Black Expressive Culture**

*Credits: (3-4)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An arts-oriented workshop that will vary depending on the specialization of the professor(s) currently teaching the course. With faculty supervision, students will create and present individual Africana- related projects.

This course may be repeated for credit if there is no duplication of topic.

### **AFST 308 - West African History since 1800**

*Credits: (3)*

Explores the survival of West Africans in ancient environments, subsequent challenges in trans-Saharan and Atlantic slave trade, colonial overrule, political independence, and ever-increasing globalization as well as relocation to rural America in the early Atlantic era and eventually to contemporary American cities.

*Cross-listed with: HIST 280*

### **AFST 309 - African Economic Development**

*Credits: (3)*

*Prerequisite(s):* ECON 101 /ECON 151 and ECON 102 /ECON 152 .

Africa was richer than Asia until the 1970s, but faltered subsequently. We seek credible explanations using economic theory and

the available evidence. We will address a number of issues comparatively including the role of geography, demography, historical legacies, the global environment, and domestic economic governance to understand the diversity of economic performance within Africa itself.

### **AFST 310 - Comparative Economic Inequality in Multiracial Societies**

*Credits: (3)*

*Prerequisite(s):* ECON 101 -ECON 102.

A comparative study of the historical patterns of income and wealth inequality in multiracial economies. Theory and empirical evidence on racial and class inequality will be examined with a focus on three canonical case studies (Brazil, South Africa, and U.S.).

*Cross-listed with:* ECON 346

### **AFST 312 - The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics**

*Credits: (3)*

This course examines the Civil Rights movement as part of a centuries-long tradition of black freedom struggles. The course also compares the Civil Rights movement with the South African anti-apartheid struggle and shows the close transnational relationship between African Americans and black South Africans.

*Cross-listed with:* HIST 231

### **AFST 314 - Labor Markets and Entrepreneurship in a Comparative Perspective**

*Credits: (3)*

*Prerequisite(s):* ECON 101 and ECON 102

*College Curriculum:* COLL 350

Significant racial inequality in labor market outcomes and entrepreneurial success persist in open societies. This course examines the nature and extent of the disparities with a focus on three multiracial societies (Brazil, South Africa, and the U.S.). We will address issues of labor market segmentation and discrimination as well as inter-group variations in entrepreneurship with a focus on capital formation, growth, and income inequality.

*Cross-listed with:* ECON 384

### **AFST 316 - African History to 1800**

*Credits: (3)*

A thematic approach to socio-economic and political change in Africa from early times to 1800. Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity and colonialism, as well as on Africa's most pressing problems of the time.

*Cross-listed with:* HIST 181

### **AFST 317 - African History during Colonialism and Independence**

*Credits: (3)*

This course covers African History from 1800 to the present, with emphasis on African state-building, slavery and abolition, the Africanization of Islam and Christianity, Colonialism and Anti-Colonial Politics, African Independence/Pan-Africanism and contemporary issues.

*Cross-listed with:* HIST 284

### **AFST 318 - Seminar on Caribbean Diaspora**

*Credits: (3)*

This goal of this course is to introduce students to the concept of the Caribbean Diaspora (the Caribbean as it exists beyond its geographic limits) and its rich linguistic and literary traditions. We will examine scholarly material that deals with themes of displacement while finding home. We will first survey Caribbean history and its place within a Diasporic framework to gain a deeper understanding of the Caribbean experience and global migration patterns as people find a home away from home in reconstituted Caribbean communities elsewhere. Along the way, we will look at linguistic styles and structure in the Caribbean and abroad. In addition, we will explore literary and linguistic expression of 20th century Caribbeans living abroad such as Edwidge Danticat (Haiti), Julia Alvarez (Dominican Republic), Paule Marshall (Barbados), and Nalo Hopkinson (Jamaica).

### **AFST 319 - The Caribbean**

*Credits: (3)*

*College Curriculum:* COLL 200, COLL 350

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Situated at the crossroads of Africa, Europe, Latin America, and the United States, the Caribbean has played a pivotal role in global transformations since 1492. The region's past helped shape and was shaped by many of the contradictory themes defining modern history: slavery and freedom, racism and equality, empire and independence, despotism

and democracy, and migration and transnationalism. Focusing on Puerto Rico, the Dominican Republic, Jamaica, and especially Haiti and Cuba, we will explore these themes in Caribbean history from the Haitian Revolution to the present. The course is structured around class discussion. Grading will be based on papers and class participation.

*Cross-listed with:* HIST 309 and LAS 309

### **AFST 320 - African Religions, African Lives: Religious Power, Complexity and Change in Africa and the Diaspora**

*Credits:* (3)

A multidisciplinary study of religious complexity, change and interaction in selected African and African Diaspora societies. Religions studied will include indigenous African traditions, African Islams, and African Christianities.

### **AFST 321 - Women in Africa and the Diaspora**

*Credits:* (3)

This course is a multidisciplinary study of women's organizations and collective agency in a range of African, African-American and African Diasporic settings. It seeks to understand women's collective actions, often described as "wars," "riots," and "strikes," in the context of their own histories and societies.

*Cross-listed with:* GSWS 321

### **AFST 330 - Arts in Africa**

*Credits:* (3)

A study the multiple arts of Africa: two and three dimensional visual art, music, verbal arts, performance, and multiple media. Issues explored include the artist and community, creativity and tradition, art and religion, art and politics, and museums and display.

### **AFST 331 - History of Jazz**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A survey of jazz from its origins to the present, focusing on influential improvisers and composers, development of listening skills, and issues of race, gender, commerce, and criticism..

*Cross-listed with:* AMST 273 and MUSC 273

### **AFST 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice**

*Credits:* (4)

*College Curriculum:* COLL 200, COLL 300, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Study of sexuality, gender, race, ethnicity, and nationality in plays and films dramatizing diverse marginalized and minoritized communities in the United States and selected countries such as France, Iran, Mexico, the Philippines, and Senegal. Alongside the analysis of these works, students will learn pedagogies through which the oppressed may envision, strategize, act, and mobilize towards freedom and justice. This is a multi and interdisciplinary course that employs theatre, film, digital media, curriculum planning, and analytical writing.

*Cross-listed with:* AMES 332 APIA 332 GSWS 332 THEA 332

### **AFST 334 - History of American Vernacular Dance**

*Credits:* (3)

An introduction, through films and lectures, to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom, and jazz by examining the movement styles found in concert jazz, musical theatre, and popular social dances.

*Cross-listed with:* AMST 241 and DANC 230

### **AFST 335 - History of Hip-Hop**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course offers an introduction to the history of Hip-Hop culture and to Hip-Hop Studies as an academic field.

### **AFST 336 - African American Theatre History I**

*Credits:* (3)

This course will examine African-American dramatic literature and performance from its origins in indigenous African theatre

through significant periods that conclude with the Civil Rights Movement.

*Cross-listed with:* THEA 336

### **AFST 337 - African American Theatre History II**

*Credits:* (3)

This course will examine African-American dramatic literature and performance beginning with the Black Arts Movement through significant periods that conclude with contemporary manifestations

*Cross-listed with:* THEA 337

### **AFST 338 - The Birth of Chicago Blues: Race, Chess Records, and the Blues**

*Credits:* (3)

This course examines the early history of the Chicago-based independent label Chess Records, from its founding to its emergence and rise to become an important force in the music industry. Founded by immigrant brothers, Chess played a major role in disseminating Chicago blues from the late 1940s to the mid-1960s. Muddy Waters, Little Walter, and Howlin Wolf transformed the Delta Blues into the urban Chicago Blues. The business operations at Chess Records also provides a case study of the music industry. The course considers the issue of race and music on the eve of the modern civil rights movement.

*Cross-listed with:* MUSC 338

### **AFST 339 - August Wilson's American Century Cycle**

*Credits:* (3)

This course is an interdisciplinary investigation of playwright, August Wilson and the dramaturgy of his American Century Cycle, a 10-play chronicle of the Black American experience in the 20th century (1904-1997). The American Century Cycle is "a series of . . . passages" as described by Ira Berlin in *The Making of African America* (2010) into fictionalized elements of a localized Black community that had a significant impact in shaping August Wilson's politics, spirit, and dramaturgy. Students will consider the extent to which Wilson's location specific project explores broader concerns in Black communities and archives attributes of African diasporic culture.

*Cross-listed with:* THEA 339

### **AFST 340 - Peoples and Cultures of Africa**

*Credits:* (3)

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

*Cross-listed with:* ANTH 335

### **AFST 341 - African Ritual and Religious Practice**

*Credits:* (3)

*Domain (Anchored):* CSI

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa. The symbolic, aesthetic, and political implications of ritual, as well as the transforming significance of religious practice, will be explored.

*Cross-listed with:* ANTH 337 and RELG 337

### **AFST 344 - Politics in Africa**

*Credits:* (3)

This course highlights changes in the state structures from pre-colonial indigenous state systems, colonial administration and economy and the rise of the modern African state.

*Cross-listed with:* GOVT 337

### **AFST 346 - Nommo Force: Black Acting Theories & Performance**

*Credits:* (3)

Sharrell Luckett and Tia Shaffer define Black acting methods as "ritual, processes, and techniques rooted in an Afrocentric centripetal paradigm where Black theory and Black modes of expression are the nucleus that informs how one interacts with various texts, literary and embodied, and how one interprets and (re)presents imaginary circumstances" (*Black Acting Methods*, 2017, 2). In university training programs across the United States, the acting instrument is neutralized for use in popular references and mainstream performances (Ndounou qtd. in Perkins et. al, 2018, 124). Seldomly, if at all, does such training employ a culturally relevant pedagogy that includes the theoretical contributions or training interventions instituted by Black practitioners (Ndounou 124), nor provides opportunities for actors of the global majority to investigate the ancestral wisdom they carry and fine-tune these cultural instincts, sensibilities, and impulses. *Black Approaches to Acting (Nommo Force: Black Acting Theories & Performance)* adds parity to actor training at William & Mary, by training actors to identify and use practical elements of African diasporic cultural traditions as performance strategies, and to own and command their inherent Nommo

Force. The course encourages Black actors to value the inherent ontology, epistemology, and methodologies they bring to bear on any text and in any performance, audition or rehearsal room.

*Cross-listed with:* THEA 346

### **AFST 348 - African American Religions**

*Credits:* (3)

An historical, thematic, and theoretical overview of African American religions from enslavement through contemporary Caribbean and African migrations.

*Cross-listed with:* RELG 348

### **AFST 350 - Introduction to African Studies**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This seminar is an introduction to areas, issues, and disciplinary approaches in the study of Africa and African peoples. Its objectives are to stimulate interest in the continent, create awareness of its diversity and complexity, to acquaint students with a range of African histories, economies, institutions, aesthetics and systems of thought, and to teach students to work interdisciplinarily.

### **AFST 351 - Introduction to African American Studies**

*Credits:* (3)

This course thematically explores the multifaceted discipline of African American Studies. It considers the historical and political origins and objectives of what was originally Black Studies within the context of 1960s Black Liberation struggles and earlier efforts by Africans and their descendants to transform the United States' educational landscape. Alongside those early academic and sociopolitical concerns, the course also investigates theoretical and critical approaches to African American Studies and the discipline's objectives in relation to present discourses on diversity and the "post-racial."

### **AFST 365 - Early Black American Literature**

*Credits:* (3)

Survey of Black American literature and thought from the colonial period through the era of Booker T. Washington, focusing on the ways in which developing African American literature met the challenges posed successively by slavery, abolition, and emancipation.

*Cross-listed with:* ENGL 365

### **AFST 366 - Modern African-American Literature**

*Credits:* (3)

**Readings in African American literature from the 1940s to 2000. Issues addressed** may include the Civil Rights Movement, black feminism, pan-Africanism, and postcolonialism. Writers may include Richard Wright, Ann Petry, James Baldwin, Amiri Baraka, Audre Lorde, and Toni Morrison.

*Cross-listed with:* ENGL 366

### **AFST 367 - Black Nature Writers**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR Exploration of how Black writers have imagined a cultural relationship to nature through poetry, fiction, non-fiction, visual and performance arts. Within these various artistic contexts, students will study the intersections of nature and culture in a variety of landscapes-wilderness or the "wild," pastoral/antipastoral, urban and suburban-while also considering some of the themes and debates in the field of ecocriticism. "Black" is used here as a term more globally inclusive of people of African descent across the diaspora.

### **AFST 371 - The Idea of Race**

*Credits:* (3)

*College Curriculum:* COLL 350

*Domain (Anchored):* CSI

The idea of race emerged as a biological concept during the European Enlightenment. The earlier cultural and religious distinctions drawn among human groups were increasingly substituted or elaborated by 'race'. Western notions of science came to legitimate a natural hierarchy within the context of colonial, slave holding and later industrial capitalist societies whose elites benefited from the idea that the inhumanity of their privilege was natural. An ideology of white supremacy emerged simultaneously from science and society, relative to which racial identities were constructed and historically transformed. Racial

ideas have infused many American institutions and their pervasiveness accounts for their paradigmatic power. The history of biological anthropology is packed with reflections of broadly believed racial ideas. These ideas' transformations can be seen in evolving theories meant to explain the relationship between human behavior and biology. This course examines those ideas in biological anthropology and related fields. Students discover aspects of race and racism in past and present society that often go unrecognized. Thus informed, students become more able to choose an anti-racist stance. They equally develop an appreciation of ways in which culture can systematically influence scientific thought, raising a more general critique of the scientific way of knowing than is limited to the example of race. Problems and prospects for theories of the interactions between human biology and behavior are considered.

*Cross-listed with:* ANTH 371

### **AFST 386 - Francophone African Literature II (in English)**

*Credits:* (3)

This course explores the sub-Saharan African and Caribbean literature written in French that emerged in the French colonial period and continues in the post-colonial period. Major topics to be examined include Negritude and the rise of political consciousness, cultural conflict with the West, women's voices, Creolite, and post-independence literature.

*Cross-listed with:* FREN 386

### **AFST 399 - Africana Studies Methodologies**

*Credits:* (3)

This course introduces students to the diverse methodologies for producing knowledge centered on people of African descent. Material covers all three concentrations of Africana Studies: African, African American, and African Diaspora, for which this is a graduation requirement.

### **AFST 406 - Advanced Topics in Africana Studies**

*Credits:* (3-4)

*Prerequisite(s):* AFST 205 and one AFST course at the 300 or 400 level.

Topics will be announced each semester during preregistration.

May be repeated if topics vary.

### **AFST 414 - African American Women Writers**

*Credits:* (3)

This course examines the fiction and non-fiction of writers such as Gwendolyn Brooks, Toni Morrison, Adrienne Kennedy, Alice Walker, Lorraine Hansbury, June Jordan, Maya Angelou, and Octavia Butler. Attention to black feminist/womanist and vernacular theoretical issues through selected critical readings.

*Cross-listed with:* ENGL 414A or GSWS 414

### **AFST 417 - The Harlem Renaissance**

*Credits:* (3)

Exploration of the artistic movement known as the Harlem Renaissance with an emphasis on the ways race, gender/sexuality, and class informed and critiqued construction of identity. Writers include Langston Hughes, Zora Neale Hurston, Jean Toomer, and others. Some attention to visual art and music.

*Cross-listed with:* ENGL 417B

### **AFST 418 - Anthropological Reflections of the African Diaspora**

*Credits:* (3)

Eurocentric anthropology, and historiography, often confronted black people with omissions and distortions of African and Diasporic history that belittled them while simultaneously providing tools for reclaiming cultural knowledge of self. Intellectuals from the Diaspora were thusly motivated to write from an anthropological point of view that sought to expose the lie, fill the void, and take control of ideas that empowered societies of African descent. This course explores the debate offered by Diasporans from the 18th-21st century and how its critique of "mainstream" anthropology may help further advance the field.

*Cross-listed with:* ANTH 461

### **AFST 425 - Blacks in American Society**

*Credits:* (3)

This seminar examines changing economic, political, educational and residential conditions of Blacks in the United States in terms of their historic and contemporary consequences. Explores the diverse experiences of Americans of African descent and intra-group tensions (class and gender related).

*Cross-listed with:* SOCL 425

### **AFST 426 - The Rise and Fall of Apartheid**

*Credits: (3)*

This class explores the rise and fall of apartheid, the system of rigid racial segregation and domination that existed in South Africa from 1948 to 1994. It examines the successful anti-apartheid movement but also considers apartheid's legacy in contemporary South Africa.

*Cross-listed with: HIST 325*

### **AFST 427 - History of Modern South Africa**

*Credits: (3)*

*Domain (Anchored): CSI*

This course provides a detailed examination of segregation and apartheid in twentieth century South Africa and charts the development and ultimate success of the anti-apartheid movement that led to the 'miracle' of a democratic South Africa.

*Cross-listed with: HIST 317*

### **AFST 458 - Caribbean Archaeology**

*Credits: (3)*

The Archaeology of Western Atlantic Islands for the period 1492-1900 AD. Includes the pre-Columbian background, and contact between indigenous and European groups. European settlement and island development will be examined through recent archaeological work on urban settlements, military forts, commercial structures, sugar mills, and others.

*Cross-listed with: ANTH 458*

### **AFST 480 - Independent Study**

*Credits: (3-4)*

*Prerequisite(s): AFST 205, and consent of instructor.*

A directed readings/research course conducted on an individual or small group basis on various topics in Africana studies that are not normally or adequately covered in established courses. Open only to majors who have completed at least half of the major requirements. No more than 6 independent study credits may be counted toward the major.

### **AFST 481 - Africana House Living and Learning Community**

*Credits: (1)*

Each year, Africana House will offer themes to be pursued throughout the year. Throughout the year, students will actively work and participate in programs that encourage the selected theme. Programming is student developed and student led with Africana Studies faculty support. Students will have a \$1000 budget to use toward programming and activities. Each semester, students will work towards a final project or event that can be shared with the W&M community. All residents of the A-house are required to register for the 1-credit pass/fail course. Residents are required to participate in 2 out of 3 monthly activities and will contribute to the semester long project.

### **AFST 495 - Senior Honors**

*Credits: (3)*

*Prerequisite(s): Approval by Program Director.*

Students admitted to Senior Honors in Africana Studies will be responsible for (a) formulating a program of study in consultation with an AFST advisor, (b) satisfactory completion by April 15th of an original scholarly essay on a topic approved by the Advisory Committee, and (c) a comprehensive oral examination. Application for Honors, which includes a faculty signature and a prospectus, should be made to the Charles Center in early September of the senior year. An acceptable research proposal includes: (1) a clear statement of the research problem; (2) a brief, critical review of the scholarly literature on the topic; and (3) a description and defense of the methodology to be employed. For College provisions governing Honors, see the section of the Catalog titled Honors and Special Programs.

### **AFST 496 - Senior Honors**

*Credits: (3)*

*Prerequisite(s): Approval by Program Director.*

Students admitted to Senior Honors in Africana Studies will be responsible for (a) formulating a program of study in consultation with an AFST advisor, (b) satisfactory completion by April 15th of an original scholarly essay on a topic approved by the Advisory Committee, and (c) a comprehensive oral examination. Application for Honors, which includes a faculty signature and a prospectus, should be made to the Charles Center in early September of the senior year. An acceptable research proposal includes: (1) a clear statement of the research problem; (2) a brief, critical review of the scholarly literature on the topic; and (3) a description and defense of the methodology to be employed. For College provisions governing Honors, see the section of the Catalog titled Honors and Special Programs.

### **AFST 498 - Internship**

*Credits:* (3)

*Prerequisite(s):* Approval by Program Director.

Qualified AFST majors may receive credit for a pre-approved program that provides an opportunity to apply and expand knowledge under expert supervision in an off-campus position. Internships require a significant written report, and must be overseen by a faculty member, or an external supervisor approved by the Program Director.

### **AFST 499 - Senior Project in Africana Studies**

*Credits:* (3)

*Prerequisite(s):* AFST 205 and AFST 399

*College Curriculum:* COLL 400

This is the required culminating course for majors of Africana Studies where students apply their cumulative knowledge into the production of a scholarly research paper or creative project. AFST 495-496: Honors Thesis also fulfills this requirement.

## **American Studies**

### **The American Studies Program**

The American Studies program engages students in examination of the culture and society of the United States, past and present, and asks students to consider the United States of “America comparatively in the Americas. As a nation born of immigration and encounter, the United States has always embraced diverse racial and ethnic groups in mutual encounter and conflict. It has also undergone endless change, through transformations wrought by geographical expansion, democracy, industrialization, urbanization, and the pressures of war and international politics. These forces ranged from the removal of Native Americans from their lands, and enslavement of Africans, to the most intimate realms of life, such as the relations between men and women in the home and attitudes toward the body, gender, and sexuality.

Yet, in the midst of these large movements of history, many Americans have forged distinctive cultures—ways of thinking, feeling and acting—that express their basic values and give meaning to their institutions and everyday social practices. Such cultures reflect, in part, the different experiences of people, according to their race, gender, and class. But they may also attest to Americans’ participation in a larger ideological heritage, shaped by ideals of democracy and equality that have been affirmed in major political movements, such as the American Revolution and the civil rights movements of the 20th and 21st centuries, and articulated in art, literature, music, and films.

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

### **Programs and Course Descriptions**

#### **Programs**

- [American Studies \(BA in American Studies\)](#)
- [American Studies, Minor](#)

### **American Studies (BA in American Studies)**

**Required Credit Hours: 33**

### **Major Writing Requirement:**

- AMST 370 - Junior Seminar: America and the Americas Credits: (4)
- AMST 470 - Topics in American Studies Credits: (1-4)
- AMST 490 - Advanced Topics in American Studies Credits: (1-4)

### **Core Requirements:**

At least 20 of the required 33 credits must be in courses numbered 300 and above, in courses on American topics distributed among the following areas:

#### **a) One “Introduction to American Studies” Course**

Select one “Introduction to American Studies” course

- AMST 201 - American Popular Culture and Modern America Credits: (4)
- AMST 202 - Cinema & the Modernization of US Culture Credits: (4)
- AMST 203 - Introduction to American Studies: American Medicine: A Social and Cultural History Credits: (4)
- AMST 204 - The American Way of War Credits: (4)
- AMST 205 - Sexuality In America Credits: (4)
- AMST 206 - Black Popular Culture in the Americas: From the Folk to the New Hip Hop Credits: (4)
- AMST 207 - Black Movement and Migrations Credits: (3)
- AMST 208 - Dis/Ability Studies Credits: (4)
- AMST 209 - Race, Literature and the Law: Interracialism Credits: (4)
- AMST 210 - Utopia in the Americas Credits: (4)
- AMST 211 - The Age of Soul: Jazz, R&B, Rock n Roll in American Life Credits: (4))

#### **b) At Least Six Credits in Approved Arts, Letters, and Values (ALV) Domain Courses**

At least 6 credits in approved Arts, Letters, and Values (ALV) domain courses. An updated list of pre-approved courses is available on the American Studies website and from the Director of Undergraduate Studies. Majors can also identify courses they believe are appropriate for fulfilling the ALV requirement and seek approval for those courses from the Director of Undergraduate Studies. Note: While the courses that fulfill this requirement may be offered by the American Studies Program (see below), many suitable courses will be offered by Art and Art History, Dance, English, Kinesiology, Modern Languages, Music, Theatre, and other departments and programs that examine expressive cultural forms in the Americas.

- AMST 290 - Introductory Topics in American Studies Credits: (1-4)
- AMST 390 - Topics in American Studies Credits: (1-4)
- AMST 490 - Advanced Topics in American Studies Credits: (1-4)

#### **c) At Least Six Credits in Approved Culture, Society, and the Individual (CSI) Domain Courses**

At least 6 credits in Culture, Society, and the Individual (CSI) domain courses. An updated list of pre-approved courses is available on the American Studies website and from the Director of Undergraduate Studies. Majors can also identify courses they believe are appropriate for fulfilling the CSI requirement and seek approval for that course from the Director of Undergraduate Studies. Note: While these courses may be formal offerings of the American Studies Program, many will be offered by Anthropology, Economics, Government, Philosophy, Religion, and Sociology and other departments and programs that focus on the study of social, cultural, and political organizations,

institutions, and relations in the Americas. Students are encouraged to seek at least one course that also engages the Natural World and Quantitative Reasoning (NQR) domain.

- AMST 290 - Introductory Topics in American Studies Credits: (1-4)
- AMST 390 - Topics in American Studies Credits: (1-4)
- AMST 490 - Advanced Topics in American Studies Credits: (1-4)

**d) Junior Seminar**

- AMST 370 - Junior Seminar: America and the Americas Credits: (4)

**e) The Williamsburg Documentary Project and/or Honors**

Select at least one of the following:

- AMST 410 - Williamsburg Documentary Project Credits: (4)
- or a two-semester honors project (AMST 495 and AMST 496 (6 Credits))

**f) At Least Three Credits of American Studies 400-Level Seminars**

In addition to AMST 410 and/or AMST 495-496 select at least one course from American Studies offerings numbered 400 or above excluding AMST 480 Independent Study and AMST 498 Internship.

- AMST 490 - Advanced Topics in American Studies Credits: (1-4)
- AMST 495 - Honors Credits: (3) and
- AMST 496 - Honors Credits: (3)

## American Studies, Minor

### Required Credit Hours: 20

#### Core Requirements:

At least 13 of the required 20 credits must be in courses numbered 300 and above. Students must take at least 3 credit hours each from approved courses in requirements b), c), and d) of the American Studies major (an updated list of approved courses is available on the American Studies website and from the Director of Undergraduate Studies) in addition to meeting the following three core requirements:

**a) One “Introduction to American Studies” Course**

Select one “Introduction to American Studies” course.

- AMST 201 - American Popular Culture and Modern America Credits: (4)
- AMST 202 - Cinema & the Modernization of US Culture Credits: (4)
- AMST 203 - Introduction to American Studies: American Medicine: A Social and Cultural History Credits: (4)
- AMST 204 - The American Way of War Credits: (4)
- AMST 205 - Sexuality In America Credits: (4)
- AMST 206 - Black Popular Culture in the Americas: From the Folk to the New Hip Hop Credits: (4)
- AMST 207 - Black Movement and Migrations Credits: (3)
- AMST 208 - Dis/Ability Studies Credits: (4)
- AMST 209 - Race, Literature and the Law: Interracialism Credits: (4)
- AMST 210 - Utopia in the Americas Credits: (4)
- AMST 211 - The Age of Soul: Jazz, R&B, Rock n Roll in American Life Credits: (4)

**b) Junior Seminar**

- AMST 370 - Junior Seminar: America and the Americas Credits: (4)

**c) At least 3 Credits of American Studies Topics Seminars**

- AMST 290 - Introductory Topics in American Studies Credits: (1-4)
- AMST 390 - Topics in American Studies Credits: (1-4)
- AMST 470 - Topics in American Studies Credits: (1-4)
- AMST 490 - Advanced Topics in American Studies Credits: (1-4)

## **Course Descriptions**

### **American Studies**

#### **AMST 100 - Critical Questions in American Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in American Studies, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **AMST 201 - American Popular Culture and Modern America**

*Credits: (4)*

*College Curriculum: COLL 150*

This course introduces and examines forms of popular culture that emerged after 1865. It considers popular culture within the context of social, political, and economic changes in the U.S., such as migration, industrialization, technology, and globalization of capitalism. (This course is anchored in the ALV and CSI domains.)

#### **AMST 202 - Cinema & the Modernization of US Culture**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course introduces students American Studies via the movies. It will orient students to the forms, techniques and history of film, while at the same time, examining how cinema, America's most popular and powerful entertainment, both reflected and participated in social, cultural, and political upheavals from the late 19th century to the 1960s.

#### **AMST 203 - Introduction to American Studies: American Medicine: A Social and Cultural History**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* An overview of American medicine from the 18th century to the present. Subjects include the changing understanding of disease; the social role of the physician; and society's response to such public health crises as cholera and AIDS.

#### **AMST 204 - The American Way of War**

*Credits: (4)*

This course examines the social and cultural history of Americans at war from the latter part of the 17th

century to the present. Course readings will concentrate on primary sources: fiction, memoirs, and historical accounts drawn from three centuries of American experiences in combat.

### **AMST 205 - Sexuality In America**

*Credits: (4)*

The course introduces students to the study of American culture through history, popular culture, multiple media, and scientific literature concerned with sexualities in America. The course will also show how normative sexualities are articulated distinctly depending on race, class, ethnicity, immigrant status, and other factors related to specific American communities.

### **AMST 206 - Black Popular Culture in the Americas: From the Folk to the New Hip Hop**

*Credits: (4)*

Course compares black culture from the early 20th c. folk practices to 21st c. Hip Hop in the US and the Caribbean. It considers these expressions in political, social, and economic contexts. Course materials include literature, film, music, and art.

### **AMST 207 - Black Movement and Migrations**

*Credits: (3)*

This course will explain the chronology of African American experience by exploring the landscapes across which it has traveled the fields, rivers, trains, steamboats, diners, both the rural and urban spaces of America and beyond. The course will examine some of the major themes, problems, events, structures, and personalities, paying particular attention to how African Americans themselves shaped their experiences and how movement informs those experiences. Each class will engage in a close examination of a variety of primary sources, including: autobiographies, fiction, film, speeches, music, and visual art.

### **AMST 208 - Dis/Ability Studies**

*Credits: (4)*

Introduction to Dis/ability Studies with an American Studies approach to study how the social constructions, symbols, and stigmas associated with dis/ability identity are related to larger systems of power that oppress and exclude.

### **AMST 209 - Race, Literature and the Law: Interracialism**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Using 19th and 20th century American fiction, laws, decisions and social, historical and legal scholarship, this course will explore the legal and cultural history of "miscegenation" in the United States."

### **AMST 210 - Utopia in the Americas**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out):* ALV An interdisciplinary, historical survey of experiments with and quests for the ideal society, from New England Puritan settlements and alternative religious and secular communities to nineteenth-century reform and religious movements, speculative fiction, urban planning, and countercultural communes.

### **AMST 211 - The Age of Soul: Jazz, R&B, Rock n Roll in American Life**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course explores American popular music in the mid 20th century. We trace its origins in the movements, struggles, and relationships of African Americans, immigrants, workers, rural and urban residents. Through close listening, viewing and reading, we will understand both their global roots and domestic impact, with great attention to the role of music in American social life, where it touched millions with its humanity and power - soul. We will study many genres, including jazz ,R&B, soul, gospel, country, rock & roll, folk and more.

### **AMST 225 - Archaeological Field Methods**

*Credits:* (6)

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

### **AMST 240 - The History of Modern Dance**

*Credits:* (3)

An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century.

*Cross-listed with:* DANC 220

### **AMST 241 - History of American Vernacular Dance**

*Credits:* (3)

An introduction through films and lectures to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom, and jazz by examining the movement styles found in concert jazz, musical theatre, and popular social dances.

*Cross-listed with:* AFST 334 and DANC 230

### **AMST 271 - Popular Music in the United States**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI What is popular music, and what is its role in American culture? What makes music popular? What do we listen for when we listen to popular music? How and why do we determine popular music genres? In this course, we will explore these questions and more as we study the history and development of American popular music from the turn of the nineteenth century to today. We will focus, however, on music in the United States during the twentieth century. We will examine various genres and styles, including blues, country, rock, and hip-hop, from a musical-analytical perspective, as well as a social and cultural perspective. We will listen critically to popular music in order to better understand how it might reflect, shape, and/or challenge prevailing notions of American identity.

*Cross-listed with:* MUSC 271

### **AMST 273 - History of Jazz**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A survey of jazz from its origins to the present, focusing on the most influential improvisers and composers. Issues of race, class, and gender will arise as we examine the attitudes of listeners, jazz musicians and promoters.

*Cross-listed with:* AFST 331 and MUSC 273

### **AMST 290 - Introductory Topics in American Studies**

*Credits: (1-4)*

Selected topics in the study of American Studies.

### **AMST 341 - Gender and Digital Culture**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI This course on feminism and digital culture covers topics that include Internet identities and communities, technologies of self-reflection and surveillance, online misogyny and sex-segregation in digital labor, digital art and creative robotics, and how human-computer interaction is shaped by intersectionality in constituting agency, mediation, and difference. The themes of the course emphasize the continuing role of embodiment, materiality, labor, particular situations, and emotion in engagement with computational media and distributed networks, and the situated contexts of technology use. This William and Mary course developed as part of a larger distributed online collaborative course (DOCC) sponsored by the FemTechNet initiative, an international collective of scholars who address theories about posthumanism, cyborg culture, bioinformatics, reproductive technovisions, disability technologies, and critical sci-art. Peer-to-peer assignments emphasize active learning through collaborative writing, critical making, speculative design, and media production.

*Cross-listed with: GSWS 341*

### **AMST 343 - American Ethnic Literature and Culture**

*Credits: (3)*

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

### **AMST 350 - Topics in American Culture**

*Credits: (1-4)*

Selected topics in the study of American culture. Recent topics have included: The Idea of Race, Unlikeable Women, The Asian American Experience, Gender and Digital Culture, Social Determinants of Health, The US 1945-1975: Society, Thought and Culture, and African American Religions. May be repeated for credit.

May be repeated for credit.

### **AMST 352 - Social Determinants of Health**

*Credits: (3)*

Focused on the United States, this course will explore the conditions in which individuals are born, live, work, and grow old as determinants of health outcomes. Such conditions as race, class, sexual orientation, income, zip code, job security, education, and income inequality will be considered. The course will examine such health domains as adverse birth outcomes; maternal deaths; injuries and homicides; adolescent pregnancy; HIV- AIDS; addictions; heart disease; chronic lung disease; diabetes; mental health; and age- related disability.

**AMST 353 - Health Inequality**

*Credits: (3)*

*College Curriculum: COLL 350*

Health Inequality Across the Americas challenges nation-state conceptions of health and community to advance students' understanding of inequality in an interconnected, global world. Students will learn to engage health issues theoretically and sociologically, with critical perspectives on a variety of measures and methodologies that demonstrate human and social difference, perpetuate and challenge inequalities.

**AMST 364 - Asian American Experience I**

*Credits: (3)*

This course is an interdisciplinary survey of the Asian American experience. It includes readings in history, literature and film through which we examine the role of United States imperialism beginning in the late 19th century to World War II in the making of the Asian American experience.

**AMST 365 - Asian American Experience II**

*Credits: (3)*

This course is an interdisciplinary survey of the cultural expressions of the Asian American experience in the United States from 1965 to the present. Through literature and film, this course explores the history of immigration in the contexts of the United States' intervention in Southeast Asia and the cultural and social revolution of the 1960s at home.

**AMST 370 - Junior Seminar: America and the Americas**

*Credits: (4)*

*Prerequisite(s):* One of: AMST 201 to AMST 211, or consent of instructor.

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

**AMST 390 - Topics in American Studies**

*Credits: (1-4)*

Selected topics in the study of American Studies.

**AMST 410 - Williamsburg Documentary Project**

*Credits: (4)*

*Prerequisite(s):* AMST 201 or AMST 202 or AMST 203 or AMST 204 or AMST 210 or AMST 211

*College Curriculum: COLL 400*

In this course students will learn a variety of interdisciplinary methods--e.g., oral history collection, archival research, material cultural analysis--for doing American Studies research. They will then apply these methods practically to the study of Williamsburg in the 20th century. (Non majors may enroll with consent of instructor.)

**AMST 425 - Advanced Archaeological Field Methods**

*Credits: (6)*

*Prerequisite(s):* ANTH 225 or equivalent and field experience, or by consent of the instructor.

The application of archaeological methods to an individual field project. The course will allow advanced students to work on an individual project within the framework of a supervised archaeological field program.

**AMST 445 - The Making of a Region: Southern Literature and Culture**

*Credits: (3)*

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

### **AMST 470 - Topics in American Studies**

*Credits: (1-4)*

Selected topics in the study of American studies. Recent topics have included: Hip Hop Culture and History, Information in America, Biopolitics, Capitalism and American Literature, Disability in America, American Indian Sovereignty, and Collecting and Exhibiting Culture.

May be repeated for credit.

### **AMST 480 - Independent Study**

*Credits: (2-3)*

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

This course may be repeated for credit.

### **AMST 490 - Advanced Topics in American Studies**

*Credits: (1-4)*

*Prerequisite(s):* 490 will require an 200-level Introductory course in American Studies.

Selected topics in the study of American Studies.

### **AMST 495 - Honors**

*Credits: (3)*

Students admitted to Honors study in American Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) formulating a program of study in consultation with a faculty advisor; (b) preparation and presentation of an Honors essay two weeks before the last day of classes, spring semester; (c) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the Honors essay. Students who wish to write an honors essay in the senior year must write a brief proposal outlining the project. This proposal must be approved by the faculty advisor and the Director of Undergraduate Studies in the semester before work on the project begins. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **AMST 496 - Honors**

*Credits: (3)*

Students admitted to Honors study in American Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) formulating a program of study in consultation with a faculty advisor; (b) preparation and presentation of an Honors essay two weeks before the last day of classes, spring semester; (c) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the Honors essay. Students who wish to write an honors essay in the senior year must write a brief proposal outlining the project. This proposal must be approved by the faculty advisor and the Director of Undergraduate Studies in the semester before work on the project begins. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **AMST 498 - Internship**

*Credits: (3)*

This course is designed to allow students to gain knowledge through experience in a setting relevant to

the study of America. Students will be supervised by a faculty advisor. The internship includes readings in related areas of theory and research as assigned by the supervising faculty. Permission from the Director of Undergraduate Studies is required as is the completion of the Internship form from the Dean of Undergraduate Studies.

This course may be repeated for credit.

## **Anthropology**

### **The Anthropology Program**

Anthropologists research and teach in a variety of geographical locations and disciplinary subfields. Field and laboratory training in cultural anthropology, archaeology, linguistic anthropology, and biological anthropology are provided in a variety of courses, as well as through individual research. The department has programs in historical archaeology and sponsors summer field schools at various sites. The Center for Archaeological Research also provides research opportunities and student instruction.

### **Programs and Course Descriptions**

#### **Programs**

- [Anthropology \(BA in Anthropology\)](#)
- [Anthropology, Minor](#)
- [Native Studies, Minor](#)

#### **Anthropology (BA in Anthropology)**

**Required Credit Hours: 33**

#### **Major Computing Requirement:**

- ANTH 300 - History of Anthropological Theories Credits: (3)

#### **Major Writing Requirement:**

- ANTH 470 - Senior Seminar in Anthropology Credits: (4)

#### **Core requirements:**

- ANTH 200 - Contemporary Problems in Anthropological Perspective Credits: (3)
- ANTH 300 - History of Anthropological Theories Credits: (3)
- One course each in archaeology, linguistic anthropology, sociocultural anthropology, and biological anthropology
- ANTH 470 - Senior Seminar in Anthropology Credits: (4)

#### **Note:**

Note that the requirement to take a course each in archaeology, linguistic anthropology, sociocultural anthropology and biological anthropology may be fulfilled by choosing among an array of courses within each subfield, including 201, 202, 203, and 205. ANTH 200 does not count toward this requirement. Only one field school (6 credits for Anthropology 225 or 425) may be counted as part of the 33 required credits for the major.

## Anthropology, Minor

### Required Credit Hours: 18

#### Core requirements:

- ANTH 202 - Introduction to Cultural Anthropology Credits: (3)
- Five additional courses in Anthropology

#### Additional Information:

Only one field school (i.e., 6 credits for Anthropology 224, 225 or 425) may be counted toward the five additional courses.

## Native Studies, Minor

### Required Credit Hours:

18 credits of core courses. At least 3 of those credits must be in ANTH courses. ANTH 225, ANTH 425, and ANTH 498 are limited to 3 credits each.

- AMST 350 - Literature of the Americas (3)
- AMST 470 - Mobility (3)
- AMST 470 - Sovereignty (3)
- ANTH 225 - Archaeological Field Methods Credits: (6)
- ANTH 322 - Archaeology of North America Credits: (3)
- ANTH 323 - Indians of North America Credits: (3)
- ANTH 324 - Native People of the American Southwest Credits: (3)
- ANTH 325 - Native People of the Great Plains Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 350 - Museums and Representation (3)
- ANTH 350 - Peoples and Cultures of Polynesia (3)
- ANTH 362 - Knowledge, Learning and Cognition in "Non-Western" Societies Credits: (3)
- ANTH 425 - Advanced Archaeological Field Methods Credits: (6)
- ANTH 427 - Native People of Eastern North America Credits: (3)
- ANTH 445 - Issues in Anthropology Credits: (3)
- ANTH 459 - Tsenacomoco: Native Archaeology of the Chesapeake Credits: (3)
- ANTH 498 - Internship Credits: (variable credit)
- ARTH 396 - Art of the Andes Credits: (3)
- HIST 131 - Survey of Latin American History to 1824 Credits: (3)
- HIST 132 - Survey of Latin American History since 1824 Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)
- HIST 238 - Native American History since 1763 Credits: (3)
- HIST 490 - Race and Ethnicity in Latin America (4)
- LING 464 - Native Languages of the South (3)
- HIST 490 -Exploring American History (3)

#### Additional Information:

Students must design their minor in consultation with a member of the Advisory Board. Additional electives may be considered.

## Course Descriptions

### Anthropology

#### **ANTH 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Anthropology. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **ANTH 200 - Contemporary Problems in Anthropological Perspective**

*Credits: (3)*

*College Curriculum: COLL 200, COLL 350*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Anthropology aims to be the holistic, comparative study of human being. In its American configuration, anthropology combines a variety of archaeological, text-analytic, and ethnographic methods that can be used to inquire human social life in virtually any historical and geographic context that we can gather evidence about. This means that anthropology is well situated for providing multifaceted, long-range insights into a wide range of social problems. It also means that self-reflexivity—in other words, the development of awareness of one's own self and society—is built into the discipline. This course aims to demonstrate what it means to apply anthropological perspectives to some pressing contemporary problems, both globally and in the U.S. context. Our hope is that you emerge from this course with a richer understanding of these problems, a solid overview of anthropology as an academic discipline, and the ability to apply anthropological perspectives to the problems that you encounter beyond this course in a thoughtful way.

#### **ANTH 201 - Introduction to Archaeology**

*Credits: (3)*

*College Curriculum: COLL 200, COLL 350*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* An introduction to the concepts and methods used to understand past societies through their material remains.

#### **ANTH 202 - Introduction to Cultural Anthropology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* An introduction to the study of contemporary human societies and cultures, using anthropological concepts and principles, and focusing on ecology, economic relations, marriage, kinship, politics, law, and religion.

#### **ANTH 203 - Introduction to Biological Anthropology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out): ALV, CSI* How do biological anthropologists study our own species? This course looks at data and theory on evolution of monkeys, apes, human ancestors, and humans. Origins of bipedalism, technology, language, and religion, and anthropological views on race and human variation, are discussed.

#### **ANTH 205 - Anthropology and Language**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course, designed to introduce students to the ways in which Anthropological theory and practice intersect with the study of language. Students will conduct fieldwork, work in groups on field-based projects and read model research in the fields to gain a comprehension of the critical role that language plays in cultural beliefs and behavior.

#### **ANTH 225 - Archaeological Field Methods**

*Credits: (6)*

An introduction to archaeological field and laboratory methods through participation in a field archaeological

project. Archaeological survey and mapping, excavation techniques, data collection and recording, artifact processing and analysis and related topics.

### **ANTH 241 - Worlds of Music**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

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

*Cross-listed with:* MUSC 241

### **ANTH 250 - Introduction to Native Studies**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Students will be introduced to the history, political experience, cultural, social organization, and artistic expression of indigenous peoples of the western hemisphere. Special attention will be given to issues of sovereignty, self-determination and environmental concerns of Native communities. The course will employ methods and materials from both anthropology, history, film studies and art history.

### **ANTH 300 - History of Anthropological Theories**

*Credits:* (3)

*Domain (Anchored):* CSI

This seminar addresses the historical development of anthropology and explores major theories, including structural-functionalism, structuralism, cultural ecology, and symbolic anthropology. The position of anthropology and its distinctive contributions within the social sciences will be emphasized.

### **ANTH 301 - Methods in Archaeology**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR Starting from premise that the division between "method" and "theory" is an artificial convention, this class explores the nexus between archaeological practice and the interpretive frames driving contemporary archaeology. We focus our attention on the points in the research process where the interpretive frames of social theory meet the often messy and convoluted results of archaeological investigation. The class includes a mix of reading, lecture, student presentations, discussion, and in-class exercises. The in-class exercises allow students to gain practical laboratory experience. Class meetings will typically be organized around thematic topics, such as chronology, geoarchaeology, paleo-diets, and archaeology of war and violence. Hands on lab projects and analysis of datasets will provide you with analytical skills and experience in archaeological field and laboratory analysis. Most of the assigned readings will be written by professional archaeologists for other professional archaeologists. Some are written in the opaque, jargon-laden prose of academia. We will discuss strategies for reading this material which will (hopefully) allow you to hone the skills necessary for understanding challenging, technical discussions.

### **ANTH 302 - Ethnographic Research**

*Credits:* (3)

*Prerequisite(s):* ANTH 200 or ANTH 202

An introduction to ethnographic fieldwork, including research design, proposal writing, methods used in ethnographic research, and approaches to writing ethnography.

### **ANTH 303 - Museums in the History of Anthropology**

*Credits:* (3)

This course looks at Anthropology Museums and the History of Ethnographic Collecting as a "way into" an understanding of the history of the field of Anthropology itself. 19th century Museum ethnology gave way in Europe and in North America to the new interest cultural and social anthropology, but these latter disciplines retained many ties to older museums and their collecting philosophies. This course combines "fieldwork" studying existing ethnological museum display and collections, with broader discussions of the rise of British social anthropological theory and American cultural anthropology as academic disciplines. Issues such as the relationship of museum collecting to colonialism, material cultural theory and its implications for ethnographic analysis, and the current role ethnographic museums play in the teaching of anthropology will also be addressed.

### **ANTH 304 - The Anthropocene**

*Credits: (3)*

*College Curriculum: COLL 350*

The 'Anthropocene' is a word that has gained traction in contemporary conversations about the severe problems that threaten life on earth- including environmental decay, atmospheric toxicity, fossil fuel extraction, sustainable living, and global warming- pointing to the irreversible effects of human activities to our planet's existence. This course interrogates the category of the 'Anthropocene': What debates surround it? What are its conceptual and political stakes? What does it say about our notions of 'nature', agency, and accountability? What does anthropological analysis contribute to these conversations? As we engage with the term, we will examine its intersection with a host of related conversations: about temporality, race, gender, poverty, sovereignty and the security-state, the atomic age, late industrialism, as well as environmental disasters.

### **ANTH 305 - Comparative Colonial Studies**

*Credits: (3)*

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

### **ANTH 306 - Women, Gender and Culture**

*Credits: (3)*

This course traces the ways anthropologists have studied women and gender in societies around the world and at home, looking at how their findings have contributed to- and at times, problematized- wider societal understandings of gender and sexuality. The course begins by discussing different perspectives on gender and sexuality, highlighting the advantages of an anthropologically-oriented approach. With this disciplinary framing built into the course, it is not necessary for students to have taken the Introduction to Cultural Anthropology course as a prerequisite.

*Cross-listed with: GSWS 306*

### **ANTH 307 - Social Anthropology**

*Credits: (3)*

*Prerequisite(s): ANTH 202.*

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

### **ANTH 308 - Sociocultural Linguistics**

*Credits: (3)*

*Prerequisite(s): ENGL 220/LING 220*

*College Curriculum: COLL 350*

*Domain (Anchored): CSI*

In this course, we study the interrelations between language and language users with interdisciplinary approaches from sociolinguistics, linguistic anthropology, and discourse analysis. We explore diverse identities, critically examine ideologies, and analyze language in communities. We conduct linguistic fieldwork and practice ethical research with human participants.

*Cross-listed with: ENGL 308 and LING 308*

### **ANTH 309 - Medicine and Culture**

*Credits: (3)*

The course explores various theories of health, illness and therapy in sociocultural terms. We consider such issues as possession and therapy, medicine and the development of colonialism, and the role of biomedicine in shaping cultural discourse.

### **ANTH 311 - Colonialism, Slavery, & Rebellion**

*Credits: (3)*

*College Curriculum: COLL 350*

This course explores the centrality of uneven structures of global power, like colonialism & capitalism, in the making of the modern world. It aims to explore the complex (un)intended consequences of colonial encounters and the effects of conquest and slavery on indigenous and black experiences. Moreover, this course interrogates the enduring legacies these processes have left on our present. To ground these inquiries historically and geographically, this class tackles colonization, slavery, and the emergence of the Atlantic world.

### **ANTH 312 - Comparative Colonial Archaeology**

*Credits: (3)*

*Domain (Anchored):* CSI

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

### **ANTH 314 - Conservation Ethics**

*Credits: (3)*

*Prerequisite(s):* BIOL 204 or CONS 201 or ENSP 101

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR This course addresses the ethics of protecting and conserving nature. The approach to ethics is interdisciplinary and broadly involves the politics, values, norms, and moral orders that guide conservation actions in different times and geographies. Often, conservation ethics courses have focused on the history of recognized US naturalists and ecologists and their conceptions of nature. In this course, however, we will examine conservation as a diverse field made not only by experts in the Global North but also by women, BIPOC, indigenous communities, farmers, and the Global South.

Hence, we will examine the different views, positions, and values that shape conservation and earth caring practices. Cases include, among others, wildlife management, hunting, conservation parks, zoos, ecotourism, convivial conservation, and cooperation. Questions include, among others, should conservation lands be returned to the tribes? How can conservation be more diverse and promote equity? Who benefits from ecotourism? Is nature an economic service to humans? Or, what ethics are involved in sterilizing, killing, or eradicating animals?

This seminar has discussion, reading, writing, and research components. There will be readings, discussions, and lectures. We will also examine films, mission statements, policies, and archival documents.

Students will produce an individual blog-style essay based on their own research project. Students will also contribute with an individual concept definition for a collective conservation ethics concepts toolkit. In groups, students will produce a making & doing presentation on an assigned chapter. Participation is crucial for the successful completion of the course.

*Cross-listed with:* CONS 401

### **ANTH 315 - Environmental Archaeology**

*Credits: (3)*

*Domain (Anchored):* CSI

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

### **ANTH 316 - Movement: Theory and Practice**

*Credits: (3)*

For many of us, movement is so inherent to our human experience that we take it for granted. "Movement/Mobility/Migration" is a seminar in which we aim to reveal and challenge the assumptions we associate with movement. We examine how anthropologists, historians, philosophers, physicists, artists, and scholars in interdisciplinary fields such as disability studies and indigenous studies have examined movement both as a practice that humans and nonhumans do(or are limited in doing) and also as a concept that we construct. As a practice, we will consider various forms of small and large-scale movement, including migration, pilgrimage, dance, trade, and navigation. As a concept, we will examine both the qualities associated with movement, such as dynamism, fluidity, flexibility, ephemerality, impermanence, rootlessness, vagrancy, etc. and also how these qualities are constructed as positive and/or negative depending on the socio-political, cultural, and historical context.

### **ANTH 317 - Insurgent Geographies**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV According to Michel Foucault, our era's fundamental preoccupation is space (1998 [1967]). Space and spatial practice are key themes in the study of modernity and the academic disciplines of anthropology, sociology, and geography, for example, have been central in driving these research efforts. This course adopts a multidisciplinary perspective to construct a theoretical understanding of alternate, often insurgent, social geographies. Instead of simply focusing on insurgent geographies practiced during extreme conditions or at the "margins" of governmental reach, we will examine divergent and sustainable spatial modalities practiced in everyday life. This course considers how these spatial practices map onto, shadow, and/or challenge official colonial and capitalist conceptual and material cartographies as well as create new site ontologies.

Students will think through case studies ranging in time and space and include the experiences of colonial black slaves and undocumented residents of modern nation-states.

### **ANTH 318 - The Anthropology of Racialized Bodies & Places**

*Credits: (3)*

Race and racism are critical machines of modern power. This course explores the historical, economic, and political processes that shaped the formation of modern race and its endurance in the present- namely modernity, capitalism, and state governance. Race and racism are historically situated ideological constructs. They are also situations and material constructions. They are conditions that have defined the existence of modern populations, in various reincarnated forms, since the 15th-century. We will examine the perspectives and material experiences of various racialized subjects. Racial technologies have never worked alone, but are intimately tied to other forms of difference and inequalities. As such, this course explores how race is linked to gender, sexuality, and class, for example.

### **ANTH 322 - Archaeology of North America**

*Credits: (3)*

This course traces Native American history from the initial arrival of humans over 14,000 years ago to the colonial era. It compares social changes in different culture areas and highlights interpretive frameworks applied to these histories.

### **ANTH 323 - Indians of North America**

*Credits: (3)*

*Domain (Anchored):* CSI

A survey of the major culture areas of aboriginal North America north of Mexico at the time of European contact. The post-contact relations between the Native Americans and the dominant White culture and the present-day situation and problems of Native Americans will be examined.

### **ANTH 324 - Native People of the American Southwest**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course surveys the history and culture of Native peoples of the American Southwest from prehistoric settlement to present-day. These include the Hopi, Zuni, Rio Grande Pueblos, Navajos, Apaches, Akimel O'odham, and Tohono O'odham. Special attention will be given to indigenous perspectives on history, contemporary political life in these communities and their rich traditions of arts and crafts. Issues of continuity, change and revitalization will be considered.

### **ANTH 325 - Native People of the Great Plains**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course introduces students to the culture and social history of selected tribes of the Great Plains. Special emphasis will be placed upon the historical forces and conflicts that developed on the Plains from the 1700s to the present. Special emphasis will be placed on issues of settler colonialism, sovereignty, revitalization movements, treaties and federal legislation pertaining to American Indians.

### **ANTH 326 - Indigenous Voices in Conservation**

*Credits: (3)*

*Prerequisite(s):* BIOL 204 or CONS 201 or ENSP 101

*College Curriculum:* COLL 350

The field of conservation emerged along with settler-colonialism at the end of the 19th century, and it was linked to white settler strategies of land appropriation and resource control. While nature, game, and wildlife became protected for settler interests (game, logging, resource extraction), indigenous peoples living in protected areas became displaced, criminalized as poachers, and persecuted. Moreover, settlers and state officers often used nature and conservation ideas to justify the displacement, genocide, and exploitation of Black, Indigenous, and People of Color. Since then, the field of conservation has been dominated by White, men, and western voices.

Today, Indigenous Peoples entangle their Land-Back movement with the idea of restoring Land to the tribes and conserving their forms of stewardship, environmental practices, and cultural relations. Simultaneously, conservation actors have noticed that Indigenous peoples protect 80% of global biodiversity despite comprising less than 5%.

In this context, conservation actors are increasingly seeking ways to collaborate with indigenous communities and learn from their social and environmental worldviews. At the same time, Native Tribes are increasingly leading and funding environmental projects while linking the survival and conservation of nature and Land to their resistance and survivance.

This course examines how indigenous scholars and activists conceptualize, historicize, and investigate conservation, human-nature relations, and forms of stewardship and earth-caring. While doing so, indigenous voices in conservation have connected nature with histories of race, settler colonialism, eurocentrism, marginalization and poverty, gender, and family structures.

*Cross-listed with:* CONS 410

### **ANTH 331 - Culture and Society in the Modern Middle East and North Africa**

*Credits:* (3)

*College Curriculum:* COLL 300, COLL 350

This course examines issues of social difference in Middle Eastern and North African societies from an anthropological and historical perspective.

### **ANTH 332 - Race, Gender & Popular Culture in Brazil**

*Credits:* (3)

*Domain (Anchored):* CSI

*Cross-listed with:* LAS 332

### **ANTH 333 - Anthropology of Islam**

*Credits:* (3)

This course explores what it might mean to think through Islam anthropologically. We will examine key debates about religion in general and Islam in particular, and will read articles and books exploring Muslim practice in diverse historical and geographic contexts.

### **ANTH 334 - Etruscan Archaeology: Italy before the Romans**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course examines the evidence for the peoples of pre-Roman and early Roman Italy (900-100 BCE). The course provides a survey of Etruscan material culture, including architectural remains from sanctuary, funerary, and domestic contexts, and treats the artistic media of sculpture, painting, ceramics and metalwork. Topics include: Etruscan language, funerary customs, warfare, religious and votive practices, trade and contact within the Mediterranean, and the role of women and the lower classes.

*Cross-listed with:* CLCV 349

### **ANTH 335 - Peoples and Cultures of Africa**

*Credits:* (3)

*Domain (Anchored):* CSI

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

*Cross-listed with:* AFST 340

### **ANTH 337 - African Ritual and Religious Practice**

*Credits:* (3)

*Domain (Anchored):* CSI

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa.

The symbolic, aesthetic, and political implications of ritual, as well as the transforming significance of religious practice, will be explored.

*Cross-listed with:* AFST 341 and RELG 337

### **ANTH 338 - Native Cultures of South America**

*Credits:* (3)

*College Curriculum:* COLL 300

*Domain (Anchored):* CSI

This course focuses on continuity and change among different lifeways in indigenous communities in the Andean highlands and the Amazonian lowlands. We learn how indigenous institutions and organization, colonialism, economic development, and state-building have shaped contemporary communities and the issues they face. The course uses in-depth ethnographic works that cover, among other topics, kinship, social organization, ceremony and history, so that the lives of specific communities come into focus. The engagement with outside visitors provides an occasion for students to make use of this specific knowledge and reflect on its significance for decision making and accountability in an interdependent world. IR, LAS, ENSP students welcome.

### **ANTH 339 - Inside Irish Archaeology**

*Credits:* (3)

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

The course approaches the full scope of the archaeology of Ireland, from c. 8,000BCE to the present, from an anthropological standpoint. Students will be introduced to the processes, sites, landscapes and material culture associated with Irish history and culture from the Mesolithic through to the contemporary world, and are encouraged to consider changing interpretations of Ireland's past. Questions about migration, settlement, external influences, and language politics all impact upon understandings of Irish culture and Irishness in the present day, as they intersect with questions of nationalism and identity, and the commodification of heritage in the 21st century. The course therefore begins by considering the role of heritage in Ireland today, with an overview of the historiography of archaeological interpretation and the practice of archaeology in both jurisdictions (Republic of Ireland and Northern Ireland) on the island. Next, each major period in Irish archaeology is considered through the use of case studies and multiple sources of evidence, as well as the changing manner in which archaeological sites have been and continue to be understood, interpreted, and presented.

### **ANTH 342 - Peoples and Cultures of East Asia**

*Credits:* (3)

*Domain (Anchored):* CSI

Introduction to the Peoples and Cultures of East Asia. The course will focus on cultural and social institutions, social norms, roles and life-styles, and the context and consequences of E. Asian diaspora. After studying the relations between America and East Asia during the past several decades, students will conduct independent field research by interviewing several Asian-Americans. The course is designed to introduce archival research, ethnographic methodology, semiotics, cultural domain analysis and network analysis for systematic observation and investigation of human behavior and interaction.

*Cross-listed with:* APIA 342

### **ANTH 343 - Deciphering Ancient Egypt**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course will explore the cultural history of ancient Egypt by reaching beyond kinglists and royal chronicles to gain insight into societal dynamics of class, gender, sexuality, and ethnicity from the rich visual repertoire of Egypt's hieroglyphic writing system and art. Students will read Egyptian literary texts in translation but also develop the ability to read short statements and captions written in Egyptian hieroglyphs. Particular attention will be given to the Old and Middle Kingdoms, when the foundations of Egyptian art and literature were first established.

*Cross-listed with:* CLCV 209 and HIST 278 and RELG 278

### **ANTH 344 - Deciphering Ancient Egypt, Part 2**

*Credits:* (3)

*Prerequisite(s):* ANTH 343 or CLCV 209 or HIST 278 or RELG 278

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This spring-semester course continues the survey of ancient Egyptian cultural history that we began during the fall semester in COLL 200 "Deciphering Ancient Egypt" (Part 1); completion of that course is therefore a prerequisite for enrollment in this one. Whereas the fall-semester course focused upon the foundational aspects of Egyptian cultural history during the Old and Middle Kingdoms, this spring-semester course will instead challenge the popular view of Egyptian culture as static by highlighting the innovations of the New Kingdom through the Late Period, when Egypt underwent rapid theological, demographic, and economic transformations that resulted in an increasingly cosmopolitan society and a crisis of collective identity. Students will continue to develop their basic understanding of Egypt's hieroglyphic writing system in order to access the many layers of meaning conveyed in the art and literature of this era. So radical were the changes to the human condition during the first millennium BCE that a leading Egyptologist has even referred to Egypt's New Kingdom as the "threshold to the modern world!"

*Cross-listed with:* CLCV 210 or HIST 279 or RELG 279

### **ANTH 345 - Ancient Egyptian Inscriptions: Royal, Biographical, and Religious Texts**

*Credits:* (3)

*Prerequisite(s):* (ANTH 343 or CLCV 209 or HIST 278 or RELG 278) and (ANTH 344 or CLCV 210 or HIST 279 or RELG 279)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This online seminar course is offered only in the Summer term and is designed for students who

would like to continue reading ancient Egyptian inscriptions together after completing the two prerequisite lecture courses: HIST 278 (ANTH 343/CLCV 209/RELG 278) and HIST 279 (ANTH 344/CLCV 210/RELG 279). This summer seminar course, ANTH 345: Ancient Egyptian Inscriptions, is not a prerequisite for the fall-semester seminar, HIST 479: Middle Egyptian Texts. ANTH 345 is only offered online during the summer and focuses primarily on societal and individual values expressed in Egyptian royal inscriptions, biographies, and religious texts, whereas ANTH 346 is offered only during the fall semester and focuses more on the expression of such values in Egyptian fiction and poetry. In most other respects, however, the courses are similar in format and constitute electives at the advanced level of the Egyptian course sequence.

*Cross-listed with:* CLCV 215/HIST 478/RELG 280

### **ANTH 346 - Middle Egyptian Texts: Fiction and Poetry**

*Credits:* (3)

*Prerequisite(s):* (ANTH 343 or CLCV 209 or HIST 278 or RELG 278) or (ANTH 344 or CLCV 210 or HIST 279 or RELG 279)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This seminar course is offered only in the fall semester and is designed for students who would like to continue reading ancient Egyptian inscriptions together after completing the two prerequisite lecture courses: ANTH 343/CLCV 209/HIST 278/RELG 278) and ANTH 344/CLCV 210/HIST 278/RELG 279. The summer seminar course, HIST 478: Ancient Egyptian Inscriptions, is not a prerequisite for this fall-semester seminar, HIST 479: Middle Egyptian Texts. HIST 478 is only offered online during the summer and focuses primarily on societal and individual values expressed in Egyptian royal inscriptions, biographies, and religious texts, whereas HIST 479 is offered only during the fall semester and focuses more on the expression of such values in Egyptian fiction and poetry. In most other respects, however, the courses are similar in format and constitute electives at the advanced level of the Egyptian course sequence.

*Cross-listed with:* CLCV 216 HIST 479 RELG 281

### **ANTH 347 - Japanese Society**

*Credits:* (3)

*Domain (Anchored):* CSI

Examines the context within which individual Japanese live and work in Japanese society. Discusses Japanese socialization, schooling, family and marriage, community life, new and old religions, symbolic expressions, employment, and aging.

### **ANTH 348 - Japanese Values Through Literature and Film**

*Credits:* (3)

*Domain (Anchored):* CSI

Discusses Japanese social values and behavior through literature and film. Changes and continuity in Japanese society concerning important issues such as religion, gender, aesthetics, and self-identity are analyzed.

### **ANTH 349 - Contemporary Issues in Japanese Society**

*Credits:* (3)

Discusses a selected topic in depth and explores important issues in contemporary Japanese society.

The course may be repeated for credit when the topics vary.

### **ANTH 350 - Special Topics in Anthropology**

*Credits:* (3-4)

Areas of current research interest presented by resident and visiting faculty.

Course may be repeated for credit when topics vary.

### **ANTH 351 - People, Cultures, and the Environment of Polynesia**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR This course provides an introduction to the environments and cultures of Oceania and the Polynesian Islands, from the earliest peopling to the post-colonial era. We will consider culture histories throughout the region, starting with the earliest Pleistocene settlement of Near Oceania, voyaging and settlement of Remote Oceania, the development of Ancestral Polynesian society, and the eventual settlement of the remote Eastern Polynesian triangle. We will focus on how all Eastern Polynesian societies descended from a common ancestral culture, but how through time, with isolation and adaptation to differing island environments, each Eastern Polynesian society developed their own unique localized identity. Utilizing comparative analyses, we will compare and contrast Eastern Polynesian cultures with respect to degree of socio-political complexity, intensification of production, settlement patterns, demographic change, ritual functions of the polity, material symbols of rank, and methods of political control. Throughout the course we will consider colonial encounters and the

consequences for indigenous Polynesian populations, and subsequent adaptations of these societies through time, due to colonial contexts, globalization, and climate change. Weekly lectures and readings will touch upon human induced landscape change, adaptations to marginal island environments, the effects of climate change in the region, as well as modern conservation efforts and their articulation with indigenous land rights and traditional ecological knowledge (TEK).

*Cross-listed with:* APIA 351

### **ANTH 360 - Projects in Anthropology**

*Credits:* (1-3)

A variable (1-3) credit course for underclassmen and non-anthropology majors engaged in projects, readings, or co-requisite labs under the supervision of an instructor.

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

*Credits:* (3)

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

### **ANTH 363 - Culture and Cuisine: The Anthropology of Food**

*Credits:* (3)

*Domain (Anchored):* CSI

This course explores food and cuisine across diverse historical and ethnographic contexts. Topics will include the ritual and symbolic value of cuisine, food preparation and provisioning as expressions of social relations, and the political economy of food production and consumption.

### **ANTH 364 - Artists and Cultures**

*Credits:* (3)

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

*Cross-listed with:* ANTH 581, AMST 341 , and AMST 515

### **ANTH 366 - Information Technology and Global Culture**

*Credits:* (3)

Examines local-global cultural connections via Internet. W&M and Asian students conduct joint field research and explore political, social, economic, and educational implications of electronic communication.

### **ANTH 371 - The Idea of Race**

*Credits:* (3)

*College Curriculum:* COLL 350

*Domain (Anchored):* CSI

The idea of race emerged as a biological concept during the European Enlightenment. The earlier cultural and religious distinctions drawn among human groups were increasingly substituted or elaborated by 'race'. Western notions of science came to legitimate a natural hierarchy within the context of colonial, slave holding and later industrial capitalist societies whose elites benefited from the idea that the inhumanity of their privilege was natural. An ideology of white supremacy emerged simultaneously from science and society, relative to which racial identities were constructed and historically transformed. Racial ideas have infused many American institutions and their pervasiveness accounts for their paradigmatic power. The history of biological anthropology is packed with reflections of broadly believed racial ideas. These ideas' transformations can be seen in evolving theories meant to explain the relationship between human behavior and biology. This course examines those ideas in biological anthropology and related fields. Students discover aspects of race and racism in past and present society that often go unrecognized. Thus informed, students become more able to choose an anti-racist stance. They equally develop an appreciation of ways in which culture can systematically influence scientific thought, raising a more general critique of the scientific way of knowing than is limited to the example of race. Problems and prospects for theories of the interactions between human biology and behavior are considered.

*Cross-listed with:* AFST 371

### **ANTH 372 - Music Cultures of the Middle East**

*Credits:* (3)

This course focuses on the unity and diversity of musical cultures of the Middle East region. During the semester, we investigate

Arab, Turkish, and Persian, musical systems in terms of musical instruments, styles, and repertoires, modal and rhythmic structures, and the effects of cultural policy and social history on musical life. We also consider case studies from Central Asia and the Islamic world - places considered outside of the Middle East but which have much in common with it. Our semester is organized into four thematic units. First, we consider musical function and traditional contexts with special attention to folk genres and epic traditions. Second, we think about music theory/practice in the Classical Era and its intersection with cosmology, philosophy, and the emergent monotheistic religions of region. Third looking comparatively at the development of various urban music cultures, we will consider the musical and cultural impact of forces such as the Turkish Ottoman Empire, European colonial powers, and the Western, globalized, post-colonial world. Fourth, modern and contemporary musical phenomena, for example the recording and film industries, cabaret and popular music, music and migration, global hip hop, and the musical life of Middle Eastern peoples in the Diaspora provide a contemporary perspective on the present state of Middle Eastern music. The intersection of Music and Gender, Music and Spirituality, Music and Nationalism, and Music and Power, and Music and Conflict have been central to the work of ethnomusicologists of the Middle East (including me) and these topics permeate our semester. We also question the position of the researcher/author/artist throughout the semester with an eye and ear toward the (historical) ethnography of musical life. Students should complete the course with a new understanding of the aims and methods of ethnomusicology, the anthropological study of music of the world's peoples, as well as the inter-relationship between ethnomusicology and the humanities and social sciences. Prior coursework in ethnomusicology, anthropology, or global studies is highly recommended.

### **ANTH 373 - Anthropology of the State**

*Credits: (3)*

What is a nation-state? What is the history of this institution? How does a nation-state define its borders and its members? This course will answer these questions by applying anthropological perspectives on citizenship, minorities, sovereignty, and security. As we read, we will ask how nation-states are defined and maintained through the inclusion of certain groups and the exclusion of others. We will focus on such topics as citizenship, rights, borders, and bureaucracy. Case studies will be drawn from around the world.

### **ANTH 374 - Marx and the Study of Crises and Change**

*Credits: (3)*

This course is intended as an introduction to Marxist and related scholarship. We take social and ecological crises as a starting point for developing an encompassing framework to study change. Students will participate in group projects on contemporary issues and two short papers (4-6 pages) requiring the citation of some basic texts by Marx and Engels on capitalism, history, and consciousness are also required. The relation between theory and practice and the utility of some basic features of dialectics is also stressed.

### **ANTH 415 - Linguistic Anthropology**

*Credits: (3)*

*Prerequisite(s):* ( LING 220 ) and (LING 308 or ENGL 308 or ANTH 308)

*Domain (Anchored):* CSI

This course will introduce students to the history and theories of linguistic anthropology with emphasis on North American languages. Students will approach these subjects through readings, class discussions and problem sets.

*Cross-listed with:* ENGL 415 and LING 415

### **ANTH 421 - The Archive**

*Credits: (4)*

Theory seminar designed for students in the social sciences/humanities. Focus on understanding how archives are constructed, the (political) purposes they serve, their relation to the society and topic under study, & reading documents 'against the grain'. Course is both an ethnographic exploration of archives themselves and survey of different approaches to them: anthropological, archaeological, and historical.

### **ANTH 422 - Social Entrepreneurship**

*Credits: (3)*

*Prerequisite(s):* ANTH 202

*College Curriculum:* COLL 400

*Domain (Anchored):* CSI

This seminar explores anthropological theory-practice for the next generation of social entrepreneurs, public policy makers, and/or educators. It combines classroom discussion, empirical fieldwork, data analysis, and ethnographic writing. Topics include statistical analysis, professional ethics, behavioral observation techniques, interview and survey techniques, report writing, digital representation, policy application, and grant-writing. Students will conduct small-scale social entrepreneurial projects. This is a COLL 400 course which requires students to take initiative in synthesis and critical analysis, to solve problems in an applied setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences.

### **ANTH 425 - Advanced Archaeological Field Methods**

*Credits: (6)*

*Prerequisite(s):* ANTH 225 or equivalent and field experience, or by permission of the instructor.

The application of archaeological methods to an individual field project. The course will allow advanced students to work on an individual project within the framework of a supervised archaeological field program.

### **ANTH 427 - Native People of Eastern North America**

*Credits: (3)*

This course treats the native people of eastern North America as they have been viewed ethnographically, theoretically, and historically. Students will apply anthropological theory to historical and contemporary issues regarding native people of the eastern United States and develop critical skills through reading, research and writing about these people.

*Cross-listed with:* ANTH 527

### **ANTH 428 - Methods in Archaeological Science**

*Credits: (4)*

*Prerequisite(s):* ANTH 201

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

This survey and lab course focuses on the application of scientific methods of analysis to archaeological materials, including stone, bone, coral, charcoal, plant remains, and other organic materials. The emphasis will be on the history of archaeological science within the discipline and current advances in physical science applications in archaeology. Topics to be covered include Dating Techniques (Relative and Absolute, with an emphasis on Chronometric techniques); Geomorphology, Soils Analysis, and Environmental Reconstruction; Compositional Analysis, Materials Analysis, and Technology; Microscopy and Provenance Studies; Experimental Archaeology and Use-Wear analysis. At least half of the course will involve hands on learning with archaeological materials and datasets in the lab. There will be 1.5 hours of lecture/class discussion and 1.5 hours of lab/discussion per week. Each week a main category of archaeological science will be presented to the class in a 1.5 hour lecture period by the instructor. As a group, we will spend a portion of class time completing archaeological problem sets on some of the weekly topic. In the 1.5 weekly laboratory sections, students will apply a variety of analytical methods during hands-on activities with diverse archaeological materials. Laboratory sessions will involve recording data both macroscopically and microscopically and use of statistical software packages (Excel) for interpreting results. Laboratory time will include trips to SWEM library and the Herbarium as well as hands-on activities.

### **ANTH 445 - Issues in Anthropology**

*Credits: (3)*

The course will deal with selected issues and problems in anthropology, such as war and peace, population, inequality and justice, the environment, ethnic relations, and minorities.

It may be repeated for credit when the topics vary.

### **ANTH 451 - Archaeological Conservation (II)**

*Credits: (3)*

*Prerequisite(s):* ANTH 450 .

*Domain (Anchored):* CSI

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

*Cross-listed with:* ANTH 551

### **ANTH 453 - Introduction to Zooarchaeology**

*Credits: (4)*

An introduction to the identification and interpretation of animal bones recovered from archaeological sites.

Three class hours. Lab required concurrent with lecture. Three lab hours. *Cross-listed with:* ANTH 553

### **ANTH 454 - Quantitative Research Methods in Anthropology**

*Credits: (3)*

*Domain (Anchored):* CSI

An introduction to the design and implementation of quantitative research to address questions about social organization, cultural dynamics, and biological variation. By focusing on the role of statistical methods in anthropology and using examples from archaeology, biological anthropology, and ethnography, this course provides a footing in statistical techniques in the social sciences. The course focuses on descriptive statistics, probability, sampling, hypothesis testing, correlation, and regression.

Students learn how to interpret quantitative findings and convey them to a variety of audiences.  
*Cross-listed with:* ANTH 554

### **ANTH 455 - Practicing Cultural Resource Management**

*Credits:* (3)

*Prerequisite(s):* ANTH 201, ANTH 301, or consent of instructor.

This course introduces students to the practice of cultural resource management (contract archaeology), including hands-on experience in planning, proposal preparation, field and laboratory strategies, project management, and the reporting process.  
*Cross-listed with:* ANTH 555

### **ANTH 456 - Human Skeletal Biology**

*Credits:* (3)

This course covers technical aspects of human identification involving skeletal remains. These techniques include bone and tooth identification, age and sex estimation, and methods for the assessment of nutrition and disease in archaeological populations.

*Cross-listed with:* ANTH 556

### **ANTH 457 - Archaeology of Colonial Williamsburg and Tidewater Virginia**

*Credits:* (3)

*Domain (Anchored):* CSI

This course examines the archaeological research on sites located in and around Williamsburg, the capital of the colony of Virginia from 1699-1781, as a way of reviewing the theory and method of historical archaeology.

*Cross-listed with:* ANTH 557 and HIST 591

### **ANTH 458 - Caribbean Archaeology**

*Credits:* (3)

*Domain (Anchored):* CSI

The Archaeology of Western Atlantic Islands for the period 1492-1900 AD. Includes the pre-Columbian background, and contact between indigenous and European groups. European settlement and island development will be examined through recent archaeological work on urban settlements, military forts, commercial structures, sugar mills, and others.

*Cross-listed with:* AFST 458

### **ANTH 459 - Tsenacomoco: Native Archaeology of the Chesapeake**

*Credits:* (3)

This class explores the "deep history" of Native Chesapeake societies by tracing a 15,000-year sequence resulting in the Algonquian social landscape of "Tsenacomoco". We consider Pleistocene-era settlement, hunter-forager cultural ecology, migration, agricultural adoption, chiefdom emergence, and Native responses to colonialism.

### **ANTH 460 - Independent Research**

*Credits:* (3)

A tutorial on a topic agreed upon by the student and instructor.  
Normally to be taken only once.

### **ANTH 461 - Anthropological Reflections of the African Diaspora**

*Credits:* (3)

Eurocentric anthropology, and historiography, often confronted black people with omissions and distortions of African and Diasporic history that belittled them while simultaneously providing tools for reclaiming cultural knowledge of self. Intellectuals from the Diaspora were thusly motivated to write from an anthropological point of view that sought to expose the lie, fill the void, and take control of ideas that empowered societies of African descent. This course explores the debate offered by Diasporans from the 18th-21st century and how its critique of "mainstream" anthropology may help further advance the field.

*Cross-listed with:* AFST 418

### **ANTH 465 - Practicum in Anthropology**

*Credits:* (1-3)

A variable (1-3) credit practicum for students to engage in anthropological projects, readings, or co-requisite labs that do not entail independent research.

### **ANTH 470 - Senior Seminar in Anthropology**

*Credits: (4)*

*Prerequisite(s):* Two ANTH courses in the same sub-field as the senior seminar section.

*College Curriculum:* COLL 400

A small, writing intensive seminar for senior majors. Topics will vary, reflecting the research specializations of faculty teaching each section. Students will conduct original research and produce a substantial project. In addition, students will write a 250-word abstract that summarizes their final project for a general audience.

### **ANTH 472 - Ethnographic History**

*Credits: (3)*

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

*Cross-listed with:* AMST 434, ANTH 572, and HIST 336

### **ANTH 484 - Collecting and Exhibiting Culture**

*Credits: (3)*

Ethnographic collecting in different parts of the world, questions of cultural ownership and appropriation, theories of acquisition and preservation used by museums and private collectors, and current debates about the exhibition of both objects and people.

*Cross-listed with:* ANTH 584 and AMST 581

### **ANTH 486 - Cultural Politics of Art**

*Credits: (3)*

*Domain (Anchored):* CSI

Exploration of the cultural and political world of art as experienced by artists, museum visitors, gallery owners, teachers, collectors, curators, critics, and charlatans. Class discussions will consider anthropological and art historical perspectives in addressing questions central to both disciplines.

### **ANTH 492 - Biocultural Anthropology**

*Credits: (3)*

*Domain (Anchored):* CSI

Recent advances in the study of interactions between human biology and culture are examined. Biocultural anthropology extends beyond the limitations of evolutionary theory, employing political and economic perspectives on variation in the physiology and health of human populations.

### **ANTH 495 - Honors**

*Credits: (3)*

Students admitted to Honors in Anthropology will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for 1) formulating a course of study with a faculty advisor, and 2) preparing a substantial Honors essay, to be submitted two weeks before the last day of classes, spring semester. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For departmental requirements, see Anthropology website.

### **ANTH 496 - Honors**

*Credits: (3)*

Students admitted to Honors in Anthropology will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for 1) formulating a course of study with a faculty advisor, and 2) preparing a substantial Honors essay, to be submitted two weeks before the last day of classes, spring semester. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For departmental requirements, see Anthropology website.

### **ANTH 498 - Internship**

*Credits: (variable credit)*

This course allows students to gain practical experience under the supervision of a faculty advisor. The internship requires readings and a written report. Please see website: <http://web.wm.edu/anthropology/internships.php?svr=www>

### **Summer Field Schools in Archaeology**

The Department of Anthropology offers two six-week summer archaeological field schools in the Williamsburg area.

#### **Anthropology 225: Archaeological Field Methods.**

*No prerequisites.* (6) An introduction to archaeological field and laboratory methods through participation in a field archaeological project. Archaeological survey and mapping, excavation techniques, data collection and recording, artifact processing and analysis and related topics.

**Anthropology 425: Advanced Archaeological Field Methods.**

*Prerequisites: ANTH 225 or equivalent and field experience, or by consent of the instructor. (6)* The application of archaeological methods to an individual field project. The course will allow advanced students to work on an individual project within the framework of a supervised archaeological field program.

## Applied Science

### The Applied Science Program

The Department of Applied Science (<http://www.wm.edu/as/appliedscience>) is an interdisciplinary department that focuses on graduate education but also offers an increasingly rich lineup of undergraduate courses and programs. The undergraduate courses are particularly suitable for physics, mathematics, chemistry, computer science, data science, neuroscience and biology. While Applied Science does currently not offer an undergraduate major, Applied Science faculty have mentored numerous self-designed majors with an Applied Science-centric curriculum. Also, minors in Applied Science are offered with a track in either Materials Science & Engineering or Computational Biology. Applied Science cooperates with affiliated faculty from the Departments of Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, Psychology, and the Virginia Institute of Marine Science (VIMS), as well as from the NASA Langley Research Center (LaRC) and the Thomas Jefferson National Accelerator Facility (JLab).

Core faculty research interests include: Biomaterials, Nanomaterials & Scanning Probe Techniques; Nondestructive Evaluation, Robotics and Medical Imaging; Nanotechnology and Thin Films, Surface Science, Accelerator Science, Electronic and Magnetic Materials Science; Laser Spectroscopy; Solid State Nuclear Magnetic Resonance; Neurophysiology and Cell Biology; Computational Neuroscience; Biophysical Chemistry & Structural Biology; Geospatial Analysis.

### Programs and Course Descriptions

#### Programs

- [Applied Science, Bioengineering Track, Minor](#)
- [Applied Science, Materials Science & Engineering Track, Minor](#)

#### Applied Science, Bioengineering Track, Minor

#### Required Credits: 18 hours

##### Research: 3 Credits

Three credits of research:

- APSC 401 - Research in Applied Science Credits: (1-3) and
- APSC 402 - Research in Applied Science Credits: (1-3)  
or
- APSC 403 - Independent Study in Applied Science Credits: (1-3) and
- APSC 404 - Independent Study in Applied Science Credits: (1-3)  
or

- BIOL 403 - Research in Biology Credits: (Credit to be arranged)  
or
- APSC 495 - Honors Credits: (3) and
- APSC 496 - Honors Credits: (3)
- Pre-approved Senior Research projects from other departments.

### **Core Requirements: 9 Credits**

- APSC 251 - Introduction to Engineering Design Credits: (3) and
- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3)  
and one of:
- APSC 201 - Introduction to Materials Science & Engineering Credits: (3)
- BIOL 377 - Bioengineering and Synthetic Biology Credits: (3)

### **Additional Courses: 6 Credits**

May be selected from the following:

- APSC 201 - Introduction to Materials Science & Engineering Credits: (3)
- APSC 301 - Mechanics of Materials Credits: (3)
- APSC 351 - Cellular Biophysics and Modeling Credits: (3)
- APSC 304 - Energy and Thermodynamics Credits: (3)
- APSC 327 - Introduction to Laser Biomedicine Credits: (3)
- APSC 428 - Scanning Probe Nanoengineering: Visualization and Manipulation of Matter at Atomic Scales Credits: (3)
- APSC 431 - Applied Cellular Neuroscience Credits: (3)
- APSC 432 - Applied Systems Neuroscience Credits: (3)
- APSC 440 - Respiratory Neurobiology Credits: (3)
- APSC 450 - Computational Neuroscience Credits: (3)
- BIOL 301 - Engineering Life: Scientific, Cultural, and Ethical Aspects of Synthetic Biology Credits: (3)
- BIOL 377 - Bioengineering and Synthetic Biology Credits: (3)
- CHEM 312 - Inorganic Chemistry Credits: (3)
- PHYS 302 - Fluid Mechanics Credits: (3)

## **Applied Science, Materials Science & Engineering Track, Minor**

### **Required Credits: 18 hours**

#### **Core Requirements:**

Six designated courses (see below), including independent research (at least 2 credits) Required Research Experience:

- APSC 401 - Research in Applied Science Credits: (1-3) and
- APSC 402 - Research in Applied Science Credits: (1-3)  
or
- APSC 403 - Independent Study in Applied Science Credits: (1-3) and

- APSC 404 - Independent Study in Applied Science Credits: (1-3)  
or
- APSC 495 - Honors Credits: (3) and
- APSC 496 - Honors Credits: (3)  
or
- Pre-approved Senior Research projects from other departments.

### **Take 3 Required Courses:**

- APSC 201 - Introduction to Materials Science & Engineering Credits: (3)
- APSC 301 - Mechanics of Materials Credits: (3)
- APSC 422 - Introduction to Materials Characterization Credits: (3)

### **Additional Courses May Be Selected From the Following:**

- APSC 251 - Introduction to Engineering Design Credits: (3)
- PHYS 302 - Fluid Mechanics Credits: (3)
- APSC 304 - Energy and Thermodynamics Credits: (3)
- APSC 327 - Introduction to Laser Biomedicine Credits: (3)
- APSC 428 - Scanning Probe Nanoengineering: Visualization and Manipulation of Matter at Atomic Scales Credits: (3)
- APSC 427 - Biomedical Materials and Devices Credits: (3)
- APSC 457 - Computational Materials Design Credits: (3)
- CHEM 312 - Inorganic Chemistry Credits: (3)
- PHYS 411 - Nanomaterials: Synthesis, Properties and Applications Credits: (3)

### **Additional APSC Graduate Courses That May Be Taken and Counted With Instructor Permission:**

(for courses listed above 600, please refer to the Graduate catalog for course information).

- APSC 607 Mathematical and Computational Methods I
- APSC 621 Applied Solid State Science
- APSC 623 Introduction to Solid Surfaces and Interfaces
- APSC 627 Lasers in Medicine, Science, and Technology
- APSC 637 Introduction to Optoelectronics
- APSC 784 Imaging Methods

## **Course Descriptions**

### **Applied Science**

#### **APSC 100 - Big Ideas in Applied Science**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Applied Science, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **APSC 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Applied Science. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **APSC 201 - Introduction to Materials Science & Engineering**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI Based on fundamental chemistry and physics, this class discusses the structure, properties, processing, and applications of materials. Topics include structure, mechanical, electrical, and thermal properties of materials, as well as their applications.

### **APSC 210 - Predictability**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* ALV, CSI How do we make quantitative predictions of the future? This course will introduce complex systems, including chaotic and stochastic systems. Mathematical and computational methods for predicting behavior of complex systems will be discussed. Applications will include climate modeling and political and economic forecasting. Students will learn to think critically about predictions encountered in the media.

### **APSC 251 - Introduction to Engineering Design**

*Credits: (3)*

*Prerequisite(s):* PHYS 101

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* ALV This course will be an introduction to engineering design and will touch upon a variety of engineering subsets such as mechanical, electrical, optical, ocean engineering and material sciences. The course will be project based and will utilize William & Mary's makerspace facilities and tools to apply design thinking and experimentation in engineering concepts as the students work towards development of a multidisciplinary product. Additionally, the aesthetic and cultural components of product design will be investigated and applied towards understanding of the product development process.

### **APSC 301 - Mechanics of Materials**

*Credits: (3)*

Introduction to the concepts of stress and strain applied to analysis of structures. Development of problem solving ability for modeling and analysis of simple structures subject to axial, torsional, and bending loads, and physical intuition of realistic outcomes.

### **APSC 304 - Energy and Thermodynamics**

*Credits: (3)*

*Prerequisite(s):* APSC 301

Basic principles involved in energy production, distribution and storage: engines, generators, photosynthesis, fossil fuels, solar energy, photovoltaics, thermoelectrics, geothermal, wind/hydro power, fuel cells, batteries, nuclear energy, and the power grid. Includes the formulation of the first and second laws of thermodynamics; energy conservation; concepts of equilibrium, temperature, energy, and entropy; equations of state; processes involving energy transfer as work and heat; reversibility and irreversibility; closed and open systems; and cyclic processes.

### **APSC 311 - Molecular Cell Biology: A Bioengineering & Data Science Approach**

*Credits: (3)*

*Prerequisite(s):* BIOL 203 and BIOL 204

An introduction to the molecular mechanisms by which prokaryotic and eukaryotic cells function focusing on experimental and modern data science approaches. Particular emphasis will be placed on how cells can be genetically engineered to address global problems.

### **APSC 327 - Introduction to Laser Biomedicine**

*Credits: (3)*

*Prerequisite(s):* Junior standing or consent of instructor.

The course will build a foundation for understanding the use of lasers in biology and medicine. There will be particular emphasis on laser beam interactions with human tissue for diagnosis, therapy, and surgery, with additional attention to optical coherence tomography, two-photon microscopy, fluorescent imaging, optical tweezers, and refractive surgery.

### **APSc 350 - Topics in Applied Science**

*Credits: (1-3)*

Selected topics in Applied Science.

May be repeated if topics vary.

### **APSC 351 - Cellular Biophysics and Modeling**

*Credits: (3)*

*Prerequisite(s):* MATH 111 or MATH 131 and BIOL 203 and BIOL 345 or consent of instructor.

An introduction to simulation and modeling of dynamic phenomena in cell biology and neuroscience. Topics covered will include the biophysics of excitable membranes, the gating of voltage- and ligand-gated ion channels, intracellular calcium signaling, and electrical bursting in neurons.

*Cross-listed with:* BIOL 351

### **APSC 371 - Matroids: The Value of Abstraction**

*Credits: (3)*

*Prerequisite(s):* MATH 211

Do you see linear (in)dependence all around you? A matroid is a combinatorial structure that abstracts and generalizes the notion of linear independence in vector spaces. Matroid theory is a vibrant area of research that provides a unified way to understand graph theory, linear algebra, combinatorics, and finite geometry. This course is an accessible introduction to matroids and the variety of settings in which matroids arise.

### **APSC 401 - Research in Applied Science**

*Credits: (1-3)*

*Prerequisite(s):* Consent of the instructor.

Independent experimental or computational research under supervision of a faculty member. Hours to be arranged.

### **APSC 402 - Research in Applied Science**

*Credits: (1-3)*

*Prerequisite(s):* Consent of the instructor.

Independent experimental or computational research under supervision of a faculty member. Hours to be arranged.

### **APSC 403 - Independent Study in Applied Science**

*Credits: (1-3)*

*Prerequisite(s):* Consent of the instructor.

Independent study under supervision of a faculty member. Hours to be arranged.

### **APSC 404 - Independent Study in Applied Science**

*Credits: (1-3)*

*Prerequisite(s):* Consent of the instructor.

Independent study under supervision of a faculty member. Hours to be arranged.

### **APSC 411 - Polymer Science I**

*Credits: (3)*

*Prerequisite(s):* CHEM 209, CHEM 301.

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

### **APSC 422 - Introduction to Materials Characterization**

*Credits: (3)*

*Prerequisite(s):* Background in physical sciences.

Science and technology of determining surface and bulk structure and composition of organic and inorganic materials under instrument and 'in-situ' conditions. Examples chosen appropriate to class interests.

### **APSC 427 - Biomedical Materials and Devices**

*Credits: (3)*

*Prerequisite(s):* APSC 201 and BIOL 203 and CHEM 103 and CHEM 103L

The class covers the physical and chemical properties of the different types of biogenic biomaterials, biomineralization, and the hierarchical organization of biological materials. The class further addresses polymers, ceramics, and metals for biomedical applications. Functional uses of materials and devices in medical applications, and biocompatibility. Design of multicomponent and multi-functional materials and devices. Implants for cardiovascular, drug delivery, prosthetic, and health monitoring applications, covering hard and soft tissues. Tissue engineering and regenerative medicine.

### **APSC 428 - Scanning Probe Nanoengineering: Visualization and Manipulation of Matter at Atomic Scales**

*Credits: (3)*

*Prerequisite(s):* APSC 201 or PHYS 201

The ability to engineer smaller and smaller structures and devices has enabled great progress across many disciplines ranging from microelectronics to biomedicine. Scanning probe techniques, including scanning tunneling microscopy and atomic force microscopy, have been transformational and inspiring tools to visualize, study, and govern the nanocosmos: they have allowed us not only to image structures of atomic dimensions but also helped us to measure molecular-scale forces and interactions, and they have enabled manipulation, building, and milling of things at the nanoscale. This class covers the fundamental relationships governing the interactions of objects and structures at such small length scales. Connections are made between nanoscale behavior of materials and their practical consequences for everyday macroscale phenomena. Designs, imaging modes and capabilities of the scanning probe microscopes are discussed, as well as their application for nanoengineering and sensing. These techniques are discussed in the context of many other micro- and nanoscale manufacturing methods, which are also introduced. The class includes hands-on computer simulations and a hands-on tour of a state-of-the-art scanning probe microscopy laboratory.

### **APSC 431 - Applied Cellular Neuroscience**

*Credits: (3)*

*Prerequisite(s):* BIOL 345.

We examine cellular neurophysiology including membrane potentials, ion channels and membrane permeability, electrical signaling and cable properties, synaptic transmission, neuromodulation, and second messenger systems. We apply these concepts to motor control, homeostatic regulation, special senses.

### **APSC 432 - Applied Systems Neuroscience**

*Credits: (3)*

*Prerequisite(s):* BIOL 345, BIOL 447, PSYC 313.

We explore how behaviors arise due to multiple levels of organization in the nervous system. Topics include: reflexes, central pattern generator networks, neural control of breathing, the neural control of appetite, body weight and obesity, and the neuropharmacology of nicotine addiction.

### **APSC 440 - Respiratory Neurobiology**

*Credits: (3)*

*Prerequisite(s):* APSC 351 and BIOL 345

*College Curriculum:* COLL 400

We examine respiration and the neural circuits that generate and control it. We investigate the physical plant (organs, muscles, etc.) that produces breathing movements to ventilate the lungs, as well as the fundamental tenets of respiratory physiology. Next we move from the physical plant for breathing to its underlying neural circuitry in the brainstem, which predominantly controls the behavior. We examine brainstem respiratory microcircuits at molecular, cellular, and network levels of analysis. Additional material includes sensorimotor integration particularly associated with blood-gas homeostasis, pH regulation, and lung-mechanoreceptor feedback on respiratory control microcircuits. Finally, we examine how the breathing neural control centers interface with the emotional brain, which underlies both the calming and arousing effects of breathing.

### **APSC 450 - Computational Neuroscience**

*Credits: (3)*

*Prerequisite(s):* APSC 351 or consent of instructor.

*College Curriculum:* COLL 400

Computational function of hippocampus, thalamus, basal ganglia, visual cortex, and central pattern generators of hindbrain and spinal cord emphasizing how experiment and theory complement each other in systems neuroscience. Relevant mathematical modeling and computer simulation techniques will be taught.

### **APSC 453 - Science and Authority**

*Credits:* (3)

*Prerequisite(s):* Permission of instructor. (The course is designed for juniors/seniors STEM majors.)

*College Curriculum:* COLL 400

Science & Authority considers modern science as source for cultural authority, for better and for worse. Science is a powerful public commodity, but are its presuppositions self-evident? What makes science a legitimate cultural authority? How is the methodology of natural science extended in the human sciences? We will examine misuses of scientific authority and science gone/going wrong, both historical (e.g., tobacco, eugenics, scientific racism) and contemporary (e.g., propaganda, surveillance, fraud, dead-end science). We will evaluate postmodern critiques of science and courageously engage controversial science and society issues, such as science denial, religion-denying scientism, and the tendency of scientific discourse and "objectivity" to justify dominant cultures and preserve the status quo.

### **APSC 455 - Population Dynamics**

*Credits:* (3)

*Prerequisite(s):* MATH 302 or equivalent.

An introduction to population dynamics and bifurcation theory. Classic population models including the logistic map, predator-prey systems, and epidemic models will be used to motivate dynamics concepts such as stability analysis, bifurcations, chaos, and Lyapunov exponents.

### **APSC 457 - Computational Materials Design**

*Credits:* (3)

*Prerequisite(s):* APSC 201 and APSC 301 and MATH 302 and PHYS 256

Application of computational methods to the design of materials with desired structure and performance. The methods will span multiple length and time scales, including molecular dynamics simulations, coarse graining methods, Monte Carlo simulations, finite element approaches, stochastic methods for optimization and sampling, and computational thermodynamics to model structural and thermal properties. Ways to connect methods effective at different length scales into coherent, true multi-scale solutions and applications, including experimental validation methods, will be emphasized. Lectures will be complemented by computer labs with hands-on exercises.

### **APSC 471 - Capstone Engineering Design Senior Project**

*Credits:* (3)

A full-year sequence focused on engineering design processes, professional practices and expectations (e.g. communication, teamwork, and ethics), project management, introduction technical business and entrepreneurial practices, design communication, and an overview of careers opportunities in applied physics and engineering. The centerpiece of the project is a year-long team-based faculty-mentored applied design project. The course includes a 75 minute weekly classroom meeting, weekly team meetings with mentors, and the expectation substantial out-of-class involvement.

*Cross-listed with:* PHYS 471

### **APSC 472 - Capstone Engineering Design Senior Project**

*Credits:* (3)

*Prerequisite(s):* APSC 471

*College Curriculum:* COLL 400

A full-year sequence focused on engineering design processes, professional practices and expectations (e.g. communication, teamwork, and ethics), project management, introduction technical business and entrepreneurial practices, design communication, and an overview of careers opportunities in applied physics and engineering. The centerpiece of the project is a year-long team-based faculty-mentored applied design project. The course includes a 75 minute weekly classroom meeting, weekly team meetings with mentors, and the expectation substantial out-of-class involvement.

*Cross-listed with:* PHYS 472

### **APSC 480 - Directed Research in Medical Chemistry and Structural Biology of Neuroimmune Peptides of Marine Origin**

*Credits:* (3)

*Prerequisite(s):* BIOL 314 or CHEM 314

*College Curriculum:* COLL 400

A new interdisciplinary capstone course designed to encompass concepts and methods from biology, chemistry, and physics, and investigate structure-function relationships of novel bioactive marine compounds. Macromolecular compounds essential for the immunity of fish species living in the Chesapeake Bay will be featured in research projects designed by students. The process will involve learning relevant concepts in medicinal chemistry and structural biology, and bringing to biochemical and

biophysical analysis of neuroimmune peptides that interact with cellular components, such as cell membranes and nucleic acids. The projects will be designed to highlight biochemical and biophysical concepts that are fundamental to structure-function relationships and will provide training in scientific methods such as purification of peptides, reconstitution under native-like conditions, and quantitative analysis of functional and structural properties. Specific methods will include liquid chromatography, circular dichroism, high-resolution solid-state nuclear magnetic resonance. Students will also broaden the scope of their projects by considering the ramifications of their research on our local society. Connections to issues related to the fishing industry, environmental quality, the impact of human activities on marine habitats, and coastal policy will be encouraged.

### **APSC 490 - Studies in Applied Science**

*Credits: (1-5)*

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

### **APSC 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* Senior standing, an overall GPA of 3.0, and consent of the instructor. *Corequisite(s):* See course description for EPAD Honors co-reqs.

Independent laboratory or computational research in applied science under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. Students admitted to EPAD Honors will fully participate in a team capstone EPAD project (PHYS/APSC 471 and 472), and in addition will conduct independent research and design work that contributes toward the group project goals. Students are also required to contribute an individual single-authored chapter(s) to the final team report, as well as to present a comprehensive oral examination on their work to an honors committee. If successfully completed, this course will satisfy the College writing requirement. In addition to the EPAD track major course requirements, Honors students will be required to complete two credit hours of independent research during their senior year (APSC401/402 and PHYS455) for their individual research contributions. For College provisions governing the Admission to Honors, see the catalog section titled Honors and Special Programs.

### **APSC 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* Senior standing, an overall GPA of 3.0, and consent of the instructor. *Corequisite(s):* See course description for EPAD Honors co-reqs.

*College Curriculum:* COLL 400

Independent laboratory or computational research in applied science under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. Students admitted to EPAD Honors will fully participate in a team capstone EPAD project (PHYS/APSC 471 and 472), and in addition will conduct independent research and design work that contributes toward the group project goals. Students are also required to contribute an individual single-authored chapter(s) to the final team report, as well as to present a comprehensive oral examination on their work to an honors committee. If successfully completed, this course will satisfy the College writing requirement. In addition to the EPAD track major course requirements, Honors students will be required to complete two credit hours of independent research during their senior year (APSC401/402 and PHYS455) for their individual research contributions. For College provisions governing the Admission to Honors, see the catalog section titled Honors and Special Programs.

### **APSC 498 - Internship**

*Credits: (1-5)*

Research in accelerator science, atmospheric science, polymer science or quantitative materials characterization at the NASA-Langley.

## **Art and Art History**

### **The Art and Art History Program**

The Department of Art and Art History offers two programs: Studio Art and Art History.

The Studio Art concentration offers tracks in Two-Dimensional Art and Three-Dimensional Art, through courses in drawing, painting, photography, sculpture, ceramics, printmaking, and architecture within the context of a liberal arts education. The concentration aims at developing greater visual awareness through a rigorously structured educational experience based on intensive studio training. All Two-dimensional course offerings, from beginning to advanced, emphasize working from observation to provide a common language and firm visual foundation. At more advanced levels, students develop a more personal sensitivity to visual modes, leading to an informed and specific artistic voice. It is to the advantage of the student to complete ART 211 and ART 212 by the end of the sophomore year.

The Art History concentration offers tracks in Art History, Critical Curatorial Studies, and Built Environment Studies. Each track contributes to the liberal arts education of undergraduates while preparing students for a variety of future careers and educational paths. Art History concentrators are required to take introductory and intermediate level courses, advanced seminars, one studio art course, a course on critical curatorial studies, and a senior research colloquium. The Art History concentration promotes critical understanding of the development and diversity of visual arts in various historical and global contexts while familiarizing students with current disciplinary concerns. In each Art History concentration, the student is required to complete three foundational ARTH courses and one foundational ART course. It is to the advantage of the student to complete these courses by the end of the sophomore year.

A wide variety of programs can be developed from the offerings of the department to suit the individual needs of majors. Students in Art and Art History have developed careers in art, architecture, art history, landscape design, urban studies, historic preservation, museum work, teaching, and applied arts in business. For purposes of double majoring, Art and Art History combines well with history, anthropology, literature, comparative literature, music and music history, classical studies, philosophy, psychology, and the sciences to give a student a breadth of knowledge and experience in comparable methodologies that leads to mutually reinforcing insights in both majors. Students interested in elementary and secondary school teaching of art should elect the concentration in Studio Art. All members of the department are ready to offer advice on career plans in Art and Art History.

## **Programs and Course Descriptions**

### **Programs**

- [Art - Studio \(BA in Fine Arts\)](#)
- [Art and Art History, Minor](#)
- [Art History \(BA in Fine Arts\)](#)

### **Art - Studio (BA in Fine Arts)**

The studio art concentration is designed to offer the major a variety of courses and the opportunity to work in depth at the advanced level.

### **Required Credit Hours: 37**

### **Core Requirements: 20 Credits**

- ART 211 - Drawing and Color Credits: (3)
- ART 212 - Three-dimensional Design: Form and Space Credits: (3)
- Two 200-level Art History courses at, or above ARTH 230

- One 300-level Art History course at, or above ARTH 330\*  
\*This course must be taken for the writing requirement (see further information below)
- ART 461 - Capstone I Credits: (2)
- ART 462 - Capstone II Credits: (2)
- ART 463 - Capstone III Credits: (1)

### **Two-Dimensional Art Focus**

For those students who will focus their study in Two-Dimensional Art, they will be required to take 17 additional credits.

- ART 309 - Life Drawing I Credits: (3)
- and
- ART 310 - Life Drawing II Credits: (3) or
- ART 311 - Drawing Credits: (3) or
- ART 323 - Printmaking - Intaglio and Monotype Credits: (3) or
- ART 324 - Relief Printmaking Credits: (3)
- or
- ART 331 - Photo I: Film & Darkroom Credits: (3)
- and
- ART 315 - Painting: Basic Pictorial Structure Credits: (3) or
- ART 316 - Painting: Basic Pictorial Expression Credits: (3) or
- ART 318 - Composition & Color Credits: (3)
- and
- One 300 level Art course in 2D (3)
- One 300 or 400 level Studio course in 2D or 3D for at least 2 credits
- One 400 level Studio course for 3 credits in drawing, painting, photography or printmaking

### **Three-Dimensional Art Focus**

For those students who will focus their study in Three-Dimensional Art, they will be required to take 17 additional credits.

- ART 319 - The Figure and the Body I Credits: (3)
- and
- ART 309 - Life Drawing I Credits: (3) or
- ART 311 - Drawing Credits: (3) or
- ART 323 - Printmaking - Intaglio and Monotype Credits: (3) or
- ART 324 - Relief Printmaking Credits: (3) or
- ART 331 - Photo I: Film & Darkroom Credits: (3)
- or a Drawing Topics course
- and
- One 300 level Studio course in architecture, ceramics or sculpture
- One 300 level Studio course in architecture, ceramics or sculpture (in a different area than the first course)
- One 300 or 400 level Studio course in 2D or 3D for at least 2 credits
- One 400 level Studio course for 3 credits in architecture, ceramics or sculpture

### **Additional Requirements**

A minimum of 37 credits in Art and Art History must be earned in the major; a maximum of 48 credits may be earned. There is an exception to this rule for the student preparing for graduate study in studio art. The student may apply for the opportunity to take up to an additional 12 credit hours in studio art in order to develop a graduate application portfolio. Application (using the Degrees

Committee petition form) to the Department and then the Degrees Committee is usually made during the first semester of junior year and no later than second semester junior year but before registration for the first semester of senior year. To be considered for this honor, the student should have shown exceptional promise by maintaining a minimum GPA of 3.3 within the department and a 2.5 GPA within the university. In addition, the student should have the sponsorship of two faculty members and will be required to submit a portfolio of ten works for review during this process.

All concentrators in Studio Art are required to take Art 461, 462 and 463 in their last three semesters.

### **Major Writing Requirement**

One art history course at the 300 or 400 level (including ARTH 490) will fulfill the requirement..

The Major Writing Requirement will be satisfied in the following way:

1. When prospective majors, in consultation with their major advisor, file the form required for a declaration of major, they will specify an art history course conforming to the above criteria that is most appropriate to their area of special interest. This course will satisfy the prospective majors Major Writing Requirement.
2. At the time of registration for the specified course, the student will consult with the instructor to make all necessary arrangements for a schedule that allows for the opportunity to go through the stages of writing and rewriting that is part of the requirement.
3. When the student has completed the courses with a grade of C or higher, the instructor will notify the department chair.

### **Major Computing Requirement**

The Major Computing Requirement will be fulfilled during the completion of the Major Writing Requirement. In the process of writing their research papers, students will be expected to do research using all of the data bases and library resources that are computer accessible (World Web, On-line Journals, and Bibliographic Sources such as Art Index, Art Abstracts, RILA, RRA, BHA, Art Bibliographies Modern etc.) as well as to find and assess specific web sites related to their topic.

## **Art and Art History, Minor**

### **Required Credit Hours: 18**

A minimum of 15 of the 18 credits required for a minor in Art History must be earned at William & Mary. A minor in Art and Art History can be achieved by following one of the three following programs:

#### **Art**

- ART 211 - Drawing and Color Credits: (3) or
- ART 212 - Three-dimensional Design: Form and Space Credits: (3)
- Plus five 3-credit studio courses. No more than one of these five 3-credit courses can be at the 200 level

#### **Art History**

- Any 2 ARTH 200-level courses at or above 230
- Plus four 3-credit ARTH courses at the 300 or 400-level, at or above 330

#### **Combined Art and Art History**

- ART 211 - Drawing and Color Credits: (3) or
- ART 212 - Three-dimensional Design: Form and Space Credits: (3)
- Plus one 3-credit Art History course at the 200 level, at or above ARTH 230
- Plus four any combination of 3-credit Studio or Art History courses. No more than two can be at the 200 level. If a 200 level course is taken in Art History it must be at or above ARTH 230

## Art History (BA in Fine Arts)

**Students will select from one of the following options:**

- [Art & Art History, Art History, BA](#)
- [Art and Art History, Art History-Built Environment Studies, BA](#)
- [Art and Art History, Art History-Critical Curatorial Studies, BA](#)

## Art and Art History, Art History, BA

Art History, Critical Curatorial Studies, and Built Environment Studies requirements are designed to offer students program experiences that provide breadth, variety and a balance between lecture courses and seminars.

### Required Credit Hours: 33

Students concentrating in Art History must complete 33 credits. Of those 33 credit hours, at least 24 must be taken in residence at the College or with an Art History faculty teaching at the W&M in Washington Program, and/or in William & Mary faculty-led and faculty-assisted study abroad programs. No more than 6 of the remaining 9 semester credits may be derived from Advanced Placement or International Baccalaureate. The 33 credit hours must include the following:

#### Major Computing Requirement

Students satisfy the Major Computing Requirement (MCR) during the completion of the Major Writing Requirement.

#### Major Writing Requirement

Students satisfy the Major Writing Requirement (MWR) for Art History by attaining a C or better in the ARTH 493 (Senior Research Colloquium or “Capstone” Seminar) required by the major.

## Art History Concentration

### Foundational Courses (12 Credits):

- Choose three (at least 3 credits) 200 level courses at or above ARTH 230 to ARTH 299. Select one of the following:
  - ART 211 - Drawing and Color Credits: (3) or
  - ART 212 - Three-dimensional Design: Form and Space Credits: (3)

### Core Requirements (9 Credits):

The Curatorial Project: Students are encouraged to take ARTH 331 (The Curatorial Project) in the semester following their major declaration. In this course, students will engage with the history, theory and politics of curating. They will then apply these methods practically in curating an exhibit. The course will combine critical readings, classroom discussion, writing, exhibition design, and implementation.

Theories and Methods: Art History majors are encouraged to take ARTH 333 (Theories and Methods of Art History) in their junior year (or earlier) in order to gain desirable writing and research experience. The class will familiarize students with theories and methods of art history and with the idea of art history as a discipline, while also covering the arts and techniques of art-historical writing. The course will typically require a final paper demonstrating critical analysis, compositional skills, and scholarly apparatus.

Senior Research Colloquium or “Capstone”: Completion of ARTH 493 (Senior Research Colloquium or “Capstone” Seminar) is required for the Art History degree. Students enroll in this 3-credit writing-focused seminar during their senior year. Students in ARTH 493 expand and refine a paper already written for an earlier art history course and deliver a related public presentation. Students must earn at least a C in ARTH 493. The seminar will fulfill the major writing and computing requirements.

### **Upper Division Courses (9 Credits)**

Art History concentrators must complete at least three courses at or above ARTH 330. At least one of these courses must focus on pre-modern material (pre-1800).

### **Elective (3 Credits)**

Select any ARTH course taken at W&M.

### **Internships**

In addition to taking the major requirements, students are encouraged to gain practical experience through an internship. Internships for credit are approved on a case-by-case basis by the Department Chair and the Office of the Dean of Undergraduate Studies. See Special Programs-Internships in this catalog. ARTH 389 (Museum Internships) is open only to Art or Art History majors who have completed at least 21 credits towards the major.

### **Additional Information**

Foreign languages are recommended for students planning to major in Art History, especially if they plan to enter graduate programs in the discipline. Students are advised not to limit their junior and senior year classes to courses focused only on the history of a single region. Students must have a 3.0 cumulative grade point average in order to pursue independent study in Art History. Students are encouraged to undertake an Honors Thesis in Art History. Those interested in Honors must submit by the end of their junior year a thesis proposal and bibliography in some specific area of art historical literature, prepared in consultation with their advisor.

## **Art and Art History, Art History-Built Environment Studies, BA**

Art History, Critical Curatorial Studies, and Built Environment Studies requirements are designed to offer students program experiences that provide breadth, variety and a balance between lecture courses and seminars.

### **Required Credit Hours: 33**

Students concentrating in Art History-Built Environment Studies must complete 33 credits. Of those 33 credit hours, at least 24 must be taken in residence at the College or with an Art History faculty teaching at the W&M in Washington Program, and/or in William & Mary faculty-led and faculty-assisted study abroad programs. No more than 6 of the remaining 9 semester credits may be derived from Advanced Placement or International Baccalaureate. The 33 credit hours must include the following:

### **Major Computing Requirement**

Students satisfy the Major Computing Requirement (MCR) during the completion of the Major Writing Requirement.

### **Major Writing Requirement**

Students satisfy the Major Writing Requirement (MWR) for Art History by attaining a C or better in the ARTH 493 (Senior Research Colloquium or “Capstone” Seminar) required by the major.

## **Art History-Built Environment Studies Concentration**

### **Foundational Courses (12 Credits):**

- One course (at least three credits) at or above ARTH 230 to 299
- ARTH 272 - Modern Architecture and Urbanism Credits: (3)
- ARTH 282 - Art and Ecology Credits: (3)  
Select one of the following:
- ART 211 - Drawing and Color Credits: (3) or
- ART 212 - Three-dimensional Design: Form and Space Credits: (3)

### **Core Requirements (9 Credits):**

The Curatorial Project: Students are encouraged to take ARTH 331 (The Curatorial Project) in the semester following their major declaration. In this course, students will engage with the history, theory and politics of curating. They will then apply these methods practically in curating an exhibit. The course will combine critical readings, classroom discussion, writing, exhibition design, and implementation.

Theories and Methods: Art History majors are encouraged to take ARTH 333 (Theories and Methods in Art History) in their junior year (or earlier) in order to gain desirable writing and research experience. The class will familiarize students with theories and methods of art history and with the idea of art history as a discipline, while also covering the arts and techniques of art-historical writing. The course will typically require a final paper demonstrating critical analysis, compositional skills, and scholarly apparatus.

Senior Research Colloquium or “Capstone”: Completion of ARTH 493 (Senior Research Colloquium or “Capstone” Seminar) is required for the Art History degree. Students enroll in this 3-credit writing-focused seminar during their senior year. Students in ARTH 493 expand and refine a paper already written for an earlier art history course and deliver a related public presentation. Students must earn at least a C in ARTH 493. The seminar will fulfill the major writing and computing requirement.

### **Upper Division Courses (9 Credits):**

Art History-Built Environment Studies concentrators must complete ART 313 Architecture I and at least two courses at or above ARTH 330 or ART 314.

### **Elective (3 Credits):**

Any advisor approved elective taken at W&M.

## **Internships**

In addition to taking the major requirements, students are encouraged to gain practical experience through an internship. Internships for credit are approved on a case-by-case basis by the Department Chair and the Office of the Dean of Undergraduate Studies. See Special Programs-Internships in this catalog. ARTH 389 (Museum Internships) is open only to Art or Art History majors who have completed at least 21 credits towards the major.

### **Additional Information**

Foreign languages are recommended for students planning to major in Art History, especially if they plan to enter graduate programs in the discipline. Students are advised not to limit their junior and senior year classes to courses focused only on the history of a single region. Students must have a 3.0 cumulative grade point average in order to pursue independent study in Art History. Students are encouraged to undertake an Honors Thesis in Art History. Those interested in Honors must submit by the end of their junior year a thesis proposal and bibliography in some specific area of art historical literature, prepared in consultation with their advisor.

## **Art and Art History, Art History-Critical Curatorial Studies, BA**

Art History, Critical Curatorial Studies, and Built Environment Studies requirements are designed to offer students program experiences that provide breadth, variety and a balance between lecture courses and seminars.

### **Required Credit Hours: 33**

Students concentrating in Art History-Critical Curatorial Studies must complete 33 credits. Of those 33 credit hours, at least 24 must be taken in residence at the College or with an Art History faculty teaching at the W&M in Washington Program, and/or in William & Mary faculty-led and faculty-assisted study abroad programs. No more than 6 of the remaining 9 semester credits may be derived from Advanced Placement or International Baccalaureate. The 33 credit hours must include the following:

#### **Major Computing Requirement**

Students satisfy the Major Computing Requirement (MCR) during the completion of the Major Writing Requirement.

#### **Major Writing Requirement**

Students satisfy the Major Writing Requirement (MWR) for Art History by attaining a C or better in the ARTH 493 (Senior Research Colloquium or “Capstone” Seminar) required by the major.

## **Art History-Critical Curatorial Studies Concentration**

### **Foundational Courses (12 Credits):**

- Choose two (at least 3 credits) 200 level courses at or above ARTH 230 to 299
- ARTH 291 – Cultures of Collecting Credits: (3)
- Select one of the following:
- ART 211 - Drawing and Color Credits: (3) or
- ART 212 - Three-dimensional Design: Form and Space Credits: (3)

### **Core Requirements (9 Credits):**

The Curatorial Project: Students are encouraged to take ARTH 331 (The Curatorial Project) in the semester following their major declaration. In this course, students will engage with the history,

theory and politics of curating. They will then apply these methods practically in curating an exhibit. The course will combine critical readings, classroom discussion, writing, exhibition design, and implementation.

**Theories and Methods:** Art History majors are encouraged to take ARTH 333 (Theories and Methods of Art History) in their junior year (or earlier) in order to gain desirable writing and research experience. The class will familiarize students with theories and methods of art history and with the idea of art history as a discipline, while also covering the arts and techniques of art-historical writing. The course will typically require a final paper demonstrating critical analysis, compositional skills, and scholarly apparatus.

**Senior Research Colloquium or “Capstone”:** Completion of ARTH 493 (Senior Research Colloquium or “Capstone” Seminar) is required for the Art History degree. Students enroll in this 3-credit writing-focused seminar during their senior year. Students in ARTH 493 expand and refine a paper already written for an earlier art history course and deliver a related public presentation. Students must earn at least a C in ARTH 493. The seminar will fulfill the major writing and computing requirements.

**Upper Division Courses (9 Credits):**

Art History-Critical Curatorial Studies concentrators must complete at least three courses at or above ARTH 330. At least one of these courses must focus on pre-modern material (pre-1800).

**Elective (3 Credits):**

Any advisor approved elective taken at W&M.

**Internships**

In addition to taking the major requirements, students are encouraged to gain practical experience through an internship. Internships for credit are approved on a case-by-case basis by the Department Chair and the Office of the Dean of Undergraduate Studies. See Special Programs-Internships in this catalog. ARTH 389 (Museum Internships) is open only to Art or Art History majors who have completed at least 21 credits towards the major.

**Additional Information**

Foreign languages are recommended for students planning to major in Art History, especially if they plan to enter graduate programs in the discipline. Students are advised not to limit their junior and senior year classes to courses focused only on the history of a single region. Students must have a 3.0 cumulative grade point average in order to pursue independent study in Art History. Students are encouraged to undertake an Honors Thesis in Art History. Those interested in Honors must submit by the end of their junior year a thesis proposal and bibliography in some specific area of art historical literature, prepared in consultation with their advisor.

**Course Descriptions**

**Art**

**ART 100 - Big Ideas in Art**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Art, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year

students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

**ART 140 - Topics in Art**

*Credits: (3)*

Course on special topics exploring a specific medium or approach.

**ART 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in Art. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

**ART 211 - Drawing and Color**

*Credits: (3)*

*College Curriculum:* ACTV, ARTS

*Domain (Anchored):* ALV

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

Six studio hours. Additional fees apply. See the class schedule for details and amounts.

**ART 212 - Three-dimensional Design: Form and Space**

*Credits: (3)*

*College Curriculum:* ACTV, ARTS

*Domain (Anchored):* ALV

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

Six studio hours. Additional fees apply. See the class schedule for details and amounts.

**ART 225 - Sculpture: Time**

*Credits: (3)*

*College Curriculum:* COLL 200, ARTS

*Domain (Anchored):* ALV

This studio art course will explore the meaning, nature, and perception of time as understood through studio practice in the visual arts. Class work will consist of a blend of reading and study of literary, philosophical, and scientific works with an emphasis on the changing concepts of time during the early decades of the twentieth century along with the creation of individual artistic work. Projects will focus on issues of historical and collective memory, sustainability, and sculptural form. This course is intended for students of all abilities and backgrounds and does not require any pre-requisites.

Additional fee required.

**ART 226 - Sculpture: Force & Motion**

*Credits: (3)*

*College Curriculum:* COLL 200, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR This course is a multi-disciplinary investigation of the application of force, motion, sensing and control as it applies to the creation of sculpture and other expanded media. The class will explore basic concepts in physics (static forces, tension & compression, torsion, etc.), kinematics, prosthetics, and analog and digital controls. The work will be grounded in readings that span

from ancient and medieval European and Islamic sources to 20th century conceptions of automata and prosthetics. This course is intended for students of all abilities and backgrounds and does not require any pre-requisites.  
Additional fee required.

### **ART 275 - Study Abroad**

*Credits: (3)*

For Studio Art courses taken abroad that do not directly correspond to a Studio Art course offered at William & Mary. While the Art & Art History Department does not offer pre-approval for study abroad, the department's Chair Associate Chair can assess whether a course is likely to transfer. It is strongly recommended that students contact the Chair or Associate Chair before submitting a study abroad application to the Reves Center's Global Education Office. For Post-approval consideration, submit the following (in English) to the Chair or Associate Chair upon return to W&M: course syllabus, all examples of visual and written work, and any other course materials not mentioned here.

### **ART 309 - Life Drawing I**

*Credits: (3)*

*Prerequisite(s):* ART 211.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR Exploration of various drawing concepts using the human figure.

Additional fees apply. See the class schedule for details and amounts.

### **ART 310 - Life Drawing II**

*Credits: (3)*

*Prerequisite(s):* ART 309.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR Continuation of ART 309.

Additional fees apply. See the class schedule for details and amounts.

### **ART 311 - Drawing**

*Credits: (3)*

*Prerequisite(s):* ART 211.

*Domain (Anchored):* ALV

This course emphasizes drawing skill development beyond the foundational level. Through various 2D media, students will explore formal drawing concerns, including line, value, proportion, perspective, composition, material use, and content.

Additional fees apply. See the class schedule for details and amounts.

### **ART 313 - Architectural Design I**

*Credits: (3)*

*Prerequisite(s):* ART 211, ART 212.

*Domain (Anchored):* ALV

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

Additional fees apply. See the class schedule for details and amounts.

### **ART 314 - Architectural Design II**

*Credits: (3)*

*Prerequisite(s):* ART 313.

*Domain (Anchored):* ALV

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

Additional fees apply. See the class schedule for details and amounts.

### **ART 315 - Painting: Basic Pictorial Structure**

*Credits: (3)*

*Prerequisite(s):* ART 211.

*Domain (Anchored):* ALV

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

May be repeated for credit. Additional fees apply. See the class schedule for details and amounts.

### **ART 316 - Painting: Basic Pictorial Expression**

*Credits: (3)*

*Prerequisite(s):* ART 211.

*Domain (Anchored):* ALV

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

May be repeated for credit. Additional fees apply. See the class schedule for details and amounts.

### **ART 318 - Composition & Color**

*Credits: (3)*

*Prerequisite(s):* ART 211

*Domain (Anchored):* ALV

This course is geared toward students who want to improve their compositional sense and overall use of color. Special attention will be paid to gestalt principles, the elements and principles of design, and the color theories of Itten and Albers.

### **ART 319 - The Figure and the Body I**

*Credits: (3)*

*Prerequisite(s):* ART 212

*Domain (Anchored):* ALV

A study of the human figure in three dimensions. Over the past several decades a new engagement with the figure has emerged that may be described in terms of the body. Through discussions, research, presentation of contemporary artists and outside assignments students will explore the distinction between figure and body. In-class sessions will include modeling directly from life in clay and plaster.

Additional fees apply. See the class schedule for details and amounts.

### **ART 320 - The Figure and the Body II**

*Credits: (3)*

*Prerequisite(s):* ART 212, ART 319.

*Domain (Anchored):* ALV

A continuation of ART 319.

Additional fees apply. See the class schedule for details and amounts.

### **ART 323 - Printmaking - Intaglio and Monotype**

*Credits: (3)*

*Prerequisite(s):* ART 211.

*Domain (Anchored):* ALV

Through a variety of subject matter and techniques including etching, drypoint, aquatint, monotype and monoprint, students will explore both traditional and contemporary approaches to Intaglio and Monotype printmaking.

Additional fees apply. See the class schedule for details and amounts.

### **ART 324 - Relief Printmaking**

*Credits: (3)*

*Prerequisite(s):* ART 211

*Domain (Anchored):* ALV

Through a variety of subject matter and techniques including woodcut, linoleum, and collagraph, students will explore both traditional and contemporary approaches to Relief Printmaking.

Additional fees apply. See the class schedule for details and amounts.

### **ART 325 - Sculpture: Mass**

*Credits: (3)*

*Prerequisite(s):* ART 212 or consent of the instructor.

*Domain (Anchored):* ALV

An approach to three-dimensions that utilizes those materials that lend themselves to creating forms with actual mass and volume. Some life observation and mold making will be included. Traditional and contemporary sculptural solutions will be applied.

Additional fees apply. See the class schedule for details and amounts.

### **ART 326 - Sculpture: Plane**

*Credits: (3)*

*Prerequisite(s):* ART 212 or consent of instructor.

*Domain (Anchored):* ALV

An approach to three-dimensions that focuses on constructive techniques. Mass and volume will be achieved through planer construction. Traditional and contemporary sculptural solutions will be applied.

Additional fees apply. See the class schedule for details and amounts.

### **ART 327 - Ceramics: Handbuilding I**

*Credits: (3)*

*Prerequisite(s):* ART 212.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR Introduction to forming clay using handbuilding processes. Assigned problems will introduce various functional forms, focusing on aesthetics and craftsmanship. Emphasis on invention and creativity, as well as technical processes. Demonstrations, discussions, and image presentations will supplement the course.

Additional fees apply. See the class schedule for details and amounts.

### **ART 328 - Ceramics: Wheel Throwing I**

*Credits: (3)*

*Prerequisite(s):* ART 212.

*Domain (Anchored):* ALV

Introduction to forming clay using the potter's wheel. Assigned problems will introduce various functional forms, focusing on aesthetics and craftsmanship. Emphasis on invention and creativity, as well as technical processes. Demonstrations, discussions, and image presentations will supplement the course.

Additional fees apply. See the class schedule for details and amounts.

### **ART 331 - Photo I: Film & Darkroom**

*Credits: (3)*

*Prerequisite(s):* ART 211

*Domain (Anchored):* ALV

This course is designed as an introduction to photography, focused primarily on developing creative expression, an understanding and appreciation for light, and mastering techniques in exposure and camera control, film processing, and darkroom printing. Introduction to Photography will consider aspects of photography that led to its invention and work with these principals using large format view cameras to cultivate deliberate compositions, exposures, focusing techniques, gestures, and expressions in order to create nuanced photographs that encourage the imagination.

### **ART 332 - Book Arts**

*Credits: (3)*

*Prerequisite(s):* ART 211

*Domain (Anchored):* ALV

This course is designed to give students an understanding of several forms of book binding and stitching. This course will focus on the construction of unique and limited edition books that exist as works of art instead of simply containers for images or words. Students will be simultaneously learning different construction methods while also producing a body of photographic work to be bound into a final book. This course will require critiques throughout the semester to assist in the editing and sequencing phases of photographic book art production. By the end of the course, students will have constructed several types of handmade books. Attention to craft is essential throughout the course, while attention toward concept builds progressively during the semester.

### **ART 333 - Photo II: Color & Digital**

*Credits: (3)*

*Prerequisite(s):* ART 331

*Domain (Anchored):* ALV

This course is an exploration of digital imaging techniques including image adjustment and printing methods with an emphasis in color photography. Additionally, students will examine the impact of digitization on the study and practice of photography through lectures, critical readings and class discussions. We will focus on the use of Adobe Photoshop. Students should have basic computer skills; however,

previous experience in digital imaging is not required. Course time will be divided between lectures, demonstrations, and supervised in-class work time. This is a content driven course, students are encouraged to use the techniques introduced in class to facilitate their ideas and enhance their aesthetic.

### **ART 340 - Topics in Art**

*Credits: (1-4)*

*Prerequisite(s):* ART 211 or ART 212.

*Domain (Anchored):* ALV

Course on special topics exploring a specific medium or approach. Courses under this number satisfy the requirements for the ALV domain.

### **ART 408 - Advanced Drawing**

*Credits: (3)*

*Prerequisite(s):* ART 310 or ART 311.

*Domain (Anchored):* ALV

Advanced work with 2D visual concepts through the practice of drawing. A high degree of individual invention and expression are emphasized.

May be repeated for credit. Additional fees apply. See the class schedule for details and amounts.

**ART 409 - Advanced Life Drawing**

*Credits:* (3)

*Prerequisite(s):* ART 309, ART 310.

*Domain (Anchored):* ALV

This will be an advanced life drawing course involving in depth study of form, anatomy and contemporary concerns regarding figure drawing. A high degree of individual invention and expression are emphasized.

Repeatable for up to 6 credits. Additional fees apply. See the class schedule for details and amounts.

**ART 410 - Advanced Painting**

*Credits:* (3)

*Prerequisite(s):* ART 315 and ART 316, two semesters of either ART 315 or ART 316, or consent of instructor required.

*Domain (Anchored):* ALV

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

**ART 412 - Advanced Printmaking**

*Credits:* (3)

*Prerequisite(s):* ART 323, ART 324.

*Domain (Anchored):* ALV

Students will work on printmaking projects of a self-chosen technique and theme which will advance their conceptual and technical understanding of the print medium. In addition, each student will receive individual instruction in lithography.

May be repeated for credit. Additional fees apply. See the class schedule for details and amounts.

**ART 416 - Ceramics: Handbuilding II**

*Credits:* (3)

*Prerequisite(s):* ART 327.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR Advanced methods of forming clay using handbuilding processes, with a technical and conceptual approach to issues concerning functional ceramics. Greater emphasis on design and expression, as well as technical aspects of the ceramic process, including glaze formulation and kiln firing.

May be repeated for credit. Additional fees apply. See the class schedule for details and amounts.

**ART 417 - Ceramics: Wheel-Throwing II**

*Credits:* (3)

*Prerequisite(s):* ART 328

*Domain (Anchored):* ALV

Advanced methods of forming clay using the potter's wheel, with a technical and conceptual approach to issues concerning functional ceramics. Greater emphasis on design and expression, as well as the technical aspects of the ceramic process, including glaze formulation and kiln firing.

May be repeated for credit.

**ART 418 - Advanced Architecture**

*Credits:* (3)

*Prerequisite(s):* ART 313, ART 314.

*Domain (Anchored):* ALV

This studio will explore architectural issues using both two-dimensional and three-dimensional media. Students will engage in a series of investigations that examine the historic, symbolic, technical and environmental issues that inform contemporary architecture. May be repeated for credit. Additional fees apply. See the class schedule for details and amounts.

### **ART 420 - Advanced Sculpture: Topics**

*Credits: (3)*

*Prerequisite(s):* ART 325, or ART 326, or consent of instructor.

*Domain (Anchored):* ALV

This course will investigate sculptural issues through a conceptual framework. Materials and processes will be examined as they relate to a selected topic for example: Space; Body; Authorship, Originality, and Authenticity; Collaboration; Site; Drawing for Sculptors. Courses under this number satisfy the requirements for the ALV domain.

Additional fees apply. See the class schedule for details and amounts.

### **ART 430 - Photography Portfolio: Darkroom**

*Credits: (3)*

*Prerequisite(s):* ART 331

*Domain (Anchored):* ALV

This course is designed to help you develop your photographic art practice. This course provides you with the time, facilities, equipment, and instruction to build a body of photographic work of your choosing, based largely in analog, film, and darkroom processes. While the digital photography lab will be open to you outside of class, during our class meeting times, you will be working predominately in the wet lab. You should gear your project ideas, materials, and processes accordingly. You can work with anything from 35mm, medium format, to large format photography.

Material and process are important choices to be considered, and are made with the end artworks' purpose in mind. ART 430 will introduce principals of the photography portfolio, exhibition, publishing, best practices for launching and sustaining a creative career and/or graduate school preparations.

Additionally, you will work towards a better understanding of your work within the context of contemporary art. Class time will be divided between portfolio planning, artist presentations and discussions in contemporary photographic practices, and class critique. This course may include field trips to see regional exhibitions of contemporary photography. The culmination of this course is a well-developed, cohesive portfolio of your work. This is an advanced photography seminar with an emphasis on the development of your ideas and the honing of your technique.

ART 430 can be taken more than once to further develop a student's photography portfolio. Students enrolled in Photography Portfolio: Darkroom during subsequent semesters may be given alternative course requirements to further their personal research to include additional readings, photography book editing, sequencing, and publishing, or various other projects that are tailored to the specific student's needs.

Above all else, this course is designed to allow students to experiment with ideas, to push ideas through to completion or exhaustion, to receive critical feedback from their peers and instructor, and to begin building a sustainable creative practice.

Course may be repeated if topic varies, up to 9 credits.

### **ART 431 - Photography Portfolio: Digital**

*Credits: (3)*

*Prerequisite(s):* ART 331

*College Curriculum:* ALV

This course is designed to help you develop your photographic art practice. This course provides you with the time, facilities, equipment, and instruction to build a body of photographic work of your choosing, based largely in digital methodologies. While the film and darkroom lab will be open to you

outside of class, during our class meeting times, you will be working predominately in the digital lab. You should gear your project ideas, materials, and processes accordingly. Digital cameras, scanners, and printers will be available to you. It is also possible to work with film during this course, but development will need to either happen outside of class or be coordinated with the instructor. Material and process are important choices to be considered, and are made with the end artworks' purpose in mind. ART 431 will introduce principals of the photography portfolio, exhibition, publishing, best practices for launching and sustaining a creative career and/or graduate school preparations. Additionally, you will work towards a better understanding of your work within the context of contemporary art. Class time will be divided between portfolio planning, artist presentations and discussions in contemporary photographic practices, and class critique. This course may include field trips to see regional exhibitions of contemporary photography. The culmination of this course is a well-developed, cohesive portfolio of your work. This is an advanced photography seminar with an emphasis on the development of your ideas and the honing of your technique. ART 431 can be taken more than once to further develop a student's photography portfolio. Students enrolled in Photography Portfolio: Digital during subsequent semesters may be given alternative course requirements to further their personal research to include additional readings, photography book editing, sequencing, and publishing, or various other projects that are tailored to the specific student's needs. Above all else, this course is designed to allow students to experiment with ideas, to push ideas through to completion or exhaustion, to receive critical feedback from their peers and instructor, and to begin building a sustainable creative practice.

#### **ART 440 - Topics in Art**

*Credits: (1-3)*

*Prerequisite(s):* ART 211, ART 212, and a 300 level course.

Topics in art will explore a specific medium or approach.

#### **ART 443 - Advanced Studio - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* ART 211, ART 212, and appropriate 300 level courses and consent of instructor.

*Domain (Anchored):* ALV

Additional fees apply. See the class schedule for details and amounts.

#### **ART 461 - Capstone I**

*Credits: (2)*

*Prerequisite(s):* ART 211 and ART 212

*College Curriculum:* COLL 400

*Domain (Anchored):* ALV

This course (Capstone I) will focus on instilling good studio research methods. Through studio art projects, critiques readings, critical discussions, artists' talks, and studio visits, students will examine their own working processes and the methodologies of others to develop an overall awareness of how their own studio research habits enable or hinder process and output. In addition, students will also research thematic, stylistic, and conceptual commonalities through a sustained sketchbook project that spans the first two semesters of the three-semester Capstone sequence.

#### **ART 462 - Capstone II**

*Credits: (2)*

*Prerequisite(s):* ART 211 and ART 212 and ART 461

*College Curriculum:* COLL 400

This course (Capstone II) will focus on producing original student artworks. Through studio art projects, critiques, public sketchbook exhibition, lectures, demos, artists' talks, and sketchbooks assignments, students will synthesize previous course work to narrow their focus towards a cohesive body of work in

preparation for the senior exhibition. Students will research thematic, stylistic, and conceptual commonalities through a sustained sketchbook project that spans the first two semesters of the three-semester Capstone sequence. In addition, this course will also continue to address professional practices and discuss post undergraduate options such as graduate school and the various professions in the visual arts.

### **ART 463 - Capstone III**

*Credits: (1)*

*Prerequisite(s):* ART 211 and ART 212 and ART 461 and ART 462

*College Curriculum:* COLL 400

Students will participate in critiques, learn about professional practice standards and present a final exhibition of their studio work.

*Graded:* P/F

### **ART 495 - Senior Honors in Art**

*Credits: (3)*

Information available from the department website and the Charles Center.

### **ART 496 - Senior Honors in Art**

*Credits: (3)*

Information available from the department website and the Charles Center.

## **Art History**

### **ARTH 100 - Critical Questions in Art History**

*Credits: (4)*

*College Curriculum:* COLL 100

An exploration of significant questions and integrative concepts in Art History, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **ARTH 216 - Urbanism in the Ancient World**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course examines the development of cities in the ancient Mediterranean and Near East from the first Neolithic towns to sprawling Roman municipalities, c.3000 BCE to 400CE. Ancient literary sources offer "first hand" accounts of those who lived in the communities. Archaeological evidence illustrates the way that people organized, used, and experienced space.

*Cross-listed with:* CLCV 314

### **ARTH 217 - Greek Archeology and Art**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An archaeological consideration of the Minoan, Mycenaean, Archaic and Classical periods of Greek civilization. Architecture, sculpture, painting, and the minor arts are included. Formerly: **ARTH 267** *Cross-listed with:* CLCV 217

### **ARTH 218 - Roman Archeology and Art**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI The architecture, painting and sculpture of Hellenistic Greece and of Rome.*

*Formerly: ANTH 268 Cross-listed with: CLCV 218*

### **ARTH 220 - Study Abroad Credit**

*Credits: (1-4)*

For study abroad credit.

### **ARTH 222 - Art in Florence**

*Credits: (3)*

This course is a brief survey of Florentine architecture, painting and sculpture from the fourteenth to the sixteenth century. Three of the weeks will be dedicated exclusively to one of these mediums and the fourth will treat a combination of them.

### **ARTH 225 - Topics in Art History**

*Credits: (3)*

Selected topics in Art History to be used with cross-listed courses that are not listed with Art History as the home department.

### **ARTH 230 - Topics in Art History**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Selected topics in Art History to be used with courses that are listed with Art History as the home department.

### **ARTH 240 - Pre-Columbian Art History**

*Credits: (3)*

This course is a wide-ranging survey of the arts from the indigenous cultures of Mesoamerica and the Andes, prior to contact with European societies. The course will focus on the historical development of the arts and architecture of these areas and the role of art in this wide variety of social contexts. Lectures will cover, but are not limited to, rulership art of the Olmec and Maya, Aztec manuscript painting, Moche ceramics, and Inca architecture.

### **ARTH 241 - Art of the Caribbean**

*Credits: (3)*

*College Curriculum: COLL 350*

The Caribbean is often perceived as 'paradise,' a place where the sun always shines and beautiful beaches welcome weary travelers. Jamaican photographer Peter Dean's work sometimes confronts the viewer with images that make them reconsider this notion of paradise. Take for example his 2005 photograph 'Escaping Pineapple'; the sea carries the beautiful ripe pineapple away, soft water splashing around it, an endless grey-blue sky on the horizon. In an instant the viewer connects to this 'paradise' of water, sun, and tropical fruit; but then is struck with a question: Why does the pineapple want to escape?

Likewise, this course will challenge students to re-evaluate what they know about the Caribbean and Caribbean art. The Caribbean is comprised of more than twenty countries, each with its own unique history and identity. Yet the countries share a cultural unity in their mixture of American, African, European, and Asian origins.

**ARTH 251 - Pre-Modern European Art**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course surveys major artistic traditions, while introducing students to the main intellectual, social, and historical concepts developed in Europe and the Mediterranean world between ca. 300-1500.

**ARTH 252 - Early Modern European Art**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course provides an overview of Early Modern European Art from around 1400-1850, considering the changing attitudes towards art making and viewing within wider cultural, social, and political contexts.

**ARTH 253 - Modern European Art**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

The study of European art movements and milieux from the eighteenth through twenty-first centuries. Emphasis placed on France and important developments from the rococo to contemporary art. Illustrated lectures and readings.

**ARTH 257 - Asian Art**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course explores the history of Asian art, from the prehistory to the contemporary. Asia, since prehistory, has been a constantly shifting mosaic of kingdoms and cultures, engaged in a network of creative exchanges. Its cultural diversity will be examined through art, architecture and archeological discoveries. The lectures will be constructed in three sections to survey the most significant art works, with a focus on India, China and Japan. Students are expected to obtain a critical understanding of the history and theory of arts in Asia and of the importance of visual arts within Asian cultures. It also introduces key issues concerning religions (Hinduism, Buddhism, Daoism and Confucianism) and regional studies, and sheds light on cultural exchanges from the time of the Silk Road, through the colonial period, to the 21st-century.

**ARTH 258 - Chinese Art and Archaeology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* A study of art, architecture and archeological discoveries from the Stone Age to the 19th-century. Significant works are examined in the contexts of historical and social changes related to broader Chinese culture and intercultural exchanges (notably East/West).

Formerly: **ARTH 393**

**ARTH 259 - Japanese Art and Archaeology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* A study of art, architecture and archeological discoveries from the Stone

Age to the contemporary in Japan. High, religious, and popular arts are examined in the contexts of historical and social changes and intercultural exchanges with China, Korea and the West.

Formerly: **ARTH 394**

### **ARTH 261 - Arts of North America**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Critical exploration of creative art in North America-including New Spain, New England, New France, the U.S., Mexico, and Canada-since the arrival of Columbus in 1492, examining diverse makers, media, and techniques in historical contexts. Lectures, discussions, readings, writing assignments, and exams.

### **ARTH 272 - Modern Architecture and Urbanism**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An introduction to key themes in the architecture and urbanism of the past two centuries. Influential buildings and cities analyzed in relation to their intellectual, technological, and socio-political contexts. Emphasis placed on Enlightenment ideals, industrialism, utopian thought, modernism and avant-garde discourses, colonialism, nationalism, regionalism, and internationalism.

Formerly: **ARTH 372**

### **ARTH 282 - Art and Ecology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI, NQR* Interdisciplinary study of art and ecology in various contexts since the 19th century, highlighting creative expression, interpretation, and activism concerning issues such as global warming, pollution, evolution, nonhuman life, species extinction, ideas about "nature," and the politics of environmental justice.

### **ARTH 291 - Cultures of Collecting**

*Credits: (3)*

*College Curriculum: COLL 200*

A critical overview of the collecting and display of things. The intent of the class is to place museums within a wider historical and global context that considers broadly the ways in which knowledge is produced, categorized and communicated through human choice and ordering of material objects. (This course is anchored in the ALV and CSI domains.)

### **ARTH 317 - Ancient Architecture**

*Credits: (3)*

This course, taught in seminar format, examines the major developments of ancient Greek and Roman architecture in Europe, Africa, and the Middle East from the Bronze Age to the 4th century A.D.

Formerly: **ARTH 345** *Cross-listed with: CLCV 425*

### **ARTH 330 - Topics in Art History**

*Credits: (1-4)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Courses of special subjects.

Course may be repeated for credit only if there is no duplication of topic or title.

**ARTH 331 - The Curatorial Project**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A required course for Art History majors exploring the history, theory, politics, and practical knowledge of curating. In addition to critical readings, classroom discussion, writing, and exhibition design, students will organize and implement an art exhibition during the semester.

**ARTH 333 - Theories & Methods of Art History**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor.

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A required seminar for Art History majors. The course explores foundational ideas and key thinkers that have shaped the field and engages students in a critical survey of the theories and methodological approaches to the study of the history of art.

Formerly: **ARTH 480**

**ARTH 335 - Art and Architecture of Colonial Latin America**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A history of colonial art and architecture in New Spain (Mexico) and Peru that emphasizes cross-cultural issues of power, hybridity, and identity. Includes a substantial introduction to pre-Hispanic visual culture.

**ARTH 336 - Topics in Curatorial Studies**

*Credits: (3)*

*College Curriculum: ALV*

Courses of special topics.

Course may be repeated for credit only if there is no duplication of topic or title.

**ARTH 338 - Museum Internships**

*Credits: (1-3)*

May be used as an opportunity for an off-campus experience. Must be approved in advance on a case-by-case basis by the Department Chair and the Assistant Dean for Undergraduate Education. See Special Programs-Internships in this catalog for more information. Open only to Art and Arth History majors who have completed at least 21 credits toward the major. May not be repeated.

Note: Application through the Department and the Academic Advising Office in the preceding semester (see Special Programs-Internships in this catalog). *Graded: Pass/Fail*

**ARTH 342 - Symbolism to Surrealism**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course is designed to familiarize you with important figures and work from movements and milieux including symbolism, postimpressionism, fauvism, cubism, dada, and surrealism. It covers a period that runs roughly from the last quarter of the nineteenth century to the Second World War.

**ARTH 343 - Surrealism to High Modernism**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course is designed to familiarize you with important figures and work from movements and milieux in a period that runs roughly from the 1920s to the 1960s. We will not restrict ourselves geographically (or chronologically or according to medium) except as a convenience. The course is meant as a survey of major works and critical discourses.

### **ARTH 351 - Medieval Art and Architecture**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A study of the visual culture and built environment of Europe from 300 to 1450. Architecture and art are examined in relation to religious, social, political, and economic contexts. Themes include urban development, pilgrimage architecture and monasticism, the Gothic style, classical revivals, Crusader art, and material culture.

### **ARTH 353 - Early Christian and Byzantine Art and Architecture**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* The study of the formation of Christian art and the persistence and elaboration of these themes and styles in the Byzantine Empire until 1453. This course examines religious art and architecture in relation to Christian theology and liturgy as well as significant secular works in relation to the broader context of cross-cultural dialogue in the Medieval Mediterranean region.

### **ARTH 355 - Art and Gender in the Middle Ages**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An interdisciplinary exploration of relationships between art and gender as reflected in processes of creation, selection of subject matter, or the development of individual style. Contemporary approaches to studying gender in history and theories of representation combine with analyses of art and texts seen as manifestations of identity.

### **ARTH 361 - Perspectives in Italian Renaissance Art**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An examination of Renaissance Art in Florence, Rome, and Venice. Artistic developments are considered in their religious, political, and intellectual contexts.

### **ARTH 362 - Northern Renaissance Art, 1400-1600**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A selective survey of Northern Renaissance painting that considers the work of artists such as Van Eyck, Bosch, Dürer, and Bruegel in the context of Humanism, Reform, and Early Capitalism.

### **ARTH 363 - Baroque**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course provides a survey of the visual arts in Europe including Italy, the Spanish Netherlands, the Dutch Republic, Spain, and France during the seventeenth century. Emphasis is placed on the wider artistic and political culture of the period.

### **ARTH 364 - Sight and Insight: Painting in Early Modern Europe**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* The nature and reliability of human vision was a focus of debate in Early Modern Europe. This course considers the role of the artists and the artefacts they made in shaping the attitudes of the wider visual culture. Throughout the semester we will explore how increased preoccupation with distinctly artistic concerns is intertwined with contemporaneous developments in religion and science.

### **ARTH 365 - Seventeenth-Century Dutch Painting**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A comprehensive survey of 17th-century Dutch painting. Artistic developments are placed in the context of the formation of the Dutch Republic around 1600. Artists such as Hals, Rembrandt, and Vermeer are considered.

### **ARTH 366 - The Golden Age of Spain**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An examination of the historical context and development of Spanish art, architecture, and cultural performance, 1500-1700, that explores issues of patronage, iconography, function, and reception.

### **ARTH 373 - Urbanism: History and Theory**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An examination of critical debates and approaches in the interdisciplinary field of urbanism, highlighting the role of design in shaping livable and equitable environments. Topics include suburban sprawl, environmental sustainability, historic preservation, gentrification, place-making, expert knowledge and community participation, ecology and urban resilience.

### **ARTH 375 - Cities in the Modern Middle East**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An exploration of critical events and urban planning schemes that have shaped cities in the Middle East and North Africa since the 1850s. Representative cities analyzed in relation to imperial modernization, European colonialism, nation building, Cold War exchange, the oil industry, civil war and conflict, and neoliberal policies. Particular attention placed on urban life and lived experience.

### **ARTH 377 - Modern and Contemporary Chinese Art**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

The history of modern and contemporary Chinese art in relation to cultural and social changes from the first Opium War to the present, spanning the late-19th century, the 20th-century and the on-going developments of the 21st-century.

### **ARTH 383 - American Art since 1900**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

North American Art from 1913 to the present, emphasizing varieties of Modernism and Postmodernism in relation to politics, industrialism, war, and other historical forces. Key movements and groups: the Stieglitz circle, Dada, Surrealism, Social Realism, Abstract Expressionism, Pop, Minimalism, Land Art, Conceptual Art, Folk and Outsider Art, Institutional Critique, Identity Politics, and Eco-art.

### **ARTH 391 - Nature and its Representations**

*Credits: (3)*

*College Curriculum: ALV, CSI*

The arts mirror the diversity of ideas of nature. This course explores the art of environment in relation to major Euroasian traditions and beliefs, with in depth examination of the concept of representation and its limits, through different cultural perspectives and artistic genres.

### **ARTH 392 - Buddhist Art & Architecture: Origin, Exchange & Innovation**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A study of the origin, exchange & innovation in Buddhist art and architecture through Asia, focusing on sites and unique genres. Buddhist imagery mirrors great tolerance for regional cultures and religious debates through variation in abstract/figurative and realistic/fantastic art forms, with references to mythology and Dharmic theology.

### **ARTH 395 - Ink Painting: History, Theory and Technique**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A comprehensive study of ink painting in East Asia. Artistic developments are examined against the debates on art, aesthetics, history, and cultural identity. Landscape, portraiture, birds-and-flower, narrative painting, Chan painting, the arts of the literati, the eccentrics and the courts are considered.

### **ARTH 396 - Art of the Andes**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A survey of the portable arts and architecture of the Ancient Andes from pre-history to the early Spanish colonial period focusing on the ways these works functioned as part of larger cultural, political, and economic spheres.

### **ARTH 430 - Seminar Topics in Art History**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Seminar topics of special subjects that involve the student in research in primary materials and involve intense writing.

### **ARTH 468 - History of Prints**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor.

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A seminar on the origins and development of printmaking from the 15th to the 20th century. Prints are viewed as part of a wider cultural and artistic context and as a means of communication.

### **ARTH 478 - Seminar Topics in Curatorial Studies**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Seminar Topics of special subjects in Curatorial Studies that involve students in research in primary materials and intense writing.

### **ARTH 479 - Seminar Topics in Built Environment Studies**

*Credits: (3)*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Seminar topics of special subjects in Built Environment Studies that involve students in research in primary materials and intense writing.

### **ARTH 490 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

### **ARTH 493 - Senior Research Colloquium**

*Credits: (3)*

A required "capstone" seminar for Art History majors requiring students to expand and refine a research paper already written for an earlier art history course and deliver a related public presentation. Fulfills the Major Writing and Computing Requirements.

### **ARTH 495 - Honors**

*Credits: (3)*

Admission by consent of the departmental committee. Each candidate will be responsible for submitting by the end of their junior year a thesis proposal and a selected bibliography in some specific area of art historical literature, prepared in consultation with their advisor. Students admitted to honors study in art history will be enrolled in this course during both semesters of their senior year and will submit a scholarly thesis two weeks before the last day of classes of their graduating semester. Information is available from the department web site and the Charles Center. For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

### **ARTH 496 - Honors**

*Credits: (3)*

Admission by consent of the departmental committee. Each candidate will be responsible for submitting

by the end of their junior year a thesis proposal and a selected bibliography in some specific area of art historical literature, prepared in consultation with their advisor. Students admitted to honors study in art history will be enrolled in this course during both semesters of their senior year and will submit a scholarly thesis two weeks before the last day of classes of their graduating semester. Information is available from the department web site and the Charles Center. For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

## **Biochemistry**

### **The Biochemistry Program**

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

A Biochemistry minor is especially appropriate for those interested in advanced studies in Biology, Chemistry, or Neuroscience. The Biochemistry minor also complements professional preparation for a career in any field of medicine.

### **Program**

- Biochemistry, Minor

### **Biochemistry, Minor**

A minor in biochemistry requires successful completion of a minimum of 18 credit hours consisting of a 12 credit core and 6 credits in electives. Only two of the courses applied to the minor may also be applied to major requirements. In addition, at least 9 hours in prerequisites must be completed.

Declaration of a Biochemistry minor must occur after declaring an academic major and should occur before the beginning of preregistration for final semester senior year classes to ensure timely filing with the Office of the Registrar. Declaration of the Biochemistry minor involves completing the form, submitting the form with an unofficial transcript to any member of the Biochemistry Advisory Committee [Bebout (Director, Chemistry), Coleman (Chemistry), Hinton (Biology), Landino (Chemistry), Shakes (Biology), Young (Chemistry)] for signature approval and submitting the signed form to the Registrar's office.

### **Required Core (12 or More Credits)**

- CHEM 209 - Organic Chemistry II Credits: (3) or
- CHEM 207 - Organic Chemistry II for Life Sciences Credits: (3)  
and
- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3)  
and either
- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3) or one of
- CHEM 205 - Advanced Freshman Chemistry Credits: (3)
- CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry Credits: (3)  
and either
- BIOL 314 - Biochemistry Credits: (3) or

- CHEM 314 - Biochemistry Credits: (3)

**Additional Prerequisites (9 credits):**

- CHEM 103 - General Chemistry I Credits: (3)  
and
- CHEM 206 - Organic Chemistry I Credits: (3)  
and either
- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3) or one of
- CHEM 205 - Advanced Freshman Chemistry Credits: (3) or
- CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry Credits: (3)
- and possibly additional Mathematics or Biology courses depending on electives chosen

**Electives (6 or More Credits)**

Students must select two additional courses from those listed below which are not offered by their major department; students majoring in neither Biology nor Chemistry must select one Biology course and one Chemistry course. Some electives have an optional or required laboratory component.

- BIOL 306 - Microbiology Credits: (4)
- BIOL 310 - Molecular Cell Biology Credits: (3)
- BIOL 345 - Neurobiology Credits: (3)
- BIOL 415 - General Endocrinology Credits: (3)
- BIOL 420 - Genetic Analysis Credits: (3)
- BIOL 433 - Developmental Biology Credits: (3)
- BIOL 437 - Immunology Credits: (3)
- BIOL 442 - Molecular Genetics Credits: (3)
- BIOL 453 - Protein Structure and Function Credits: (3)
- CHEM 309 - Instrumental Analysis Credits: (4)
- CHEM 341 - Physical and Analytical Chemistry for Life Sciences Credits: (3)
- CHEM 415 - Advanced Biochemistry Credits: (3)
- CHEM 417 - Neurochemistry Credits: (3)
- CHEM 419 - Bioinorganic Chemistry Credits: (3)
- CHEM 453 - Protein Structure and Function Credits: (3)

**Additional Guidelines:**

If a student with an AP Biology score of 5 elects not to take BIOL 220, the 4 credit Biology elective may count towards the Biochemistry minor. If the student takes BIOL 220, the Biology elective does not count towards the minor. Students with an exemption from BIOL 225 may either elect to take it for credit or take an additional Biochemistry minor Biology elective to obtain sufficient credits for the minor.

Non-chemistry majors considering the Biochemistry minor may also wish to consider the Chemistry Minor, which takes only two courses beyond the two-year introductory sequence (with labs) in Chemistry rather than three. Since the Chemistry Minor electives include CHEM 309, CHEM 341 and CHEM 314, students anticipating scheduling difficulties that may preclude them from completing the Biochemistry Minor may want to fulfill the requirements for a Chemistry Minor first.

Semester course scheduling may vary depending on staff availability, and in some cases there are time conflicts.

Be certain you will have met course prerequisites by the time you plan to enroll in a course.

Declaration of the Biochemistry Minor should be submitted to the Registrar's office before the beginning of preregistration for the final semester of the student's senior year.

A student with two majors may not declare a minor. Only one minor may be declared.

A minimum GPA of 2.0 is required in the courses which are to be counted toward the minor, and none may have been taken pass/fail.

You may count up to two courses toward both a major and a minor.

## **Biology**

### **The Biology Program**

The program of the Department of Biology is organized to provide majors with a sound introduction to the principles of biology and to develop an appreciation for the unity, diversity and complexity of living things. The department attempts to provide majors both breadth and depth of training as well as a variety of approaches to the study of life, while allowing flexibility in the development of programs consistent with the interests and needs of individual students. The major requirements below have been designed with these objectives in mind.

Given the increasing intersection of modern biology with other sciences, majors may wish to enhance their training through a minor in other programs. In addition to those programs offering undergraduate majors, minors are also available in Biochemistry, Environment and Sustainability Program, Marine Science, Public Health, CAMS Mathematical Biology and, through the Applied Science program, in Computational Biology.

Graduate Program

The department offers the degrees of Master of Science and Master of Arts. For degree requirements and a description of graduate courses, see the Biology section of the Graduate Arts & Sciences catalog.

### **Programs and Course Descriptions**

#### **Programs**

- [Biology \(BS in Biology\)](#)
- [Biology Minor](#)

#### **Biology, BS (BS in Biology)**

##### **Required Credit Hours: 37**

A minimum of 37 hours of biology as outlined below. In addition Biology majors are required to take CHEM 103 and CHEM 206 (both with their associated labs); MATH 131 (or MATH 111 or MATH 108); and one of the following: MATH 132, MATH 112, BIOL 327, or BIOL 325. Except for BIOL 325 and BIOL 327, these chemistry and math courses are required but do not count towards the minimum 37 credits in biology. Biology majors, especially those planning on pursuing advanced degrees, are strongly recommended to take two semesters of physics and two additional semesters of chemistry. Students who

received a score of 5 on the Advanced Placement Examination should consult the catalog section on [Requirements for Degrees](#) in regards to credit and exemption options.

### **Major Computing Requirement:**

- BIOL 203L - Introduction to Molecules, Cells, Development Laboratory Credits: (1) or
- BIOL 204L - Introduction to Organisms, Ecology, Evolution Laboratory Credits: (1)

### **Major Writing Requirement:**

The Major Writing Requirement in biology is fulfilled in the required upper-level seminar, BIOL 460 or a course that is specifically designated as fulfilling the seminar requirement.

### **Core Requirements:**

#### **Principles of Biology:**

- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3)
- 
- BIOL 203L - Introduction to Molecules, Cells, Development Laboratory Credits: (1) or
- BIOL 298 - Freshman Honors Biology Laboratory I Credits: (1)
- 
- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3)
- 
- BIOL 204L - Introduction to Organisms, Ecology, Evolution Laboratory Credits: (1) or
- BIOL 299 - Freshman Honors Biology Laboratory II Credits: (1)

#### **Integrative and Comparative Biology Requirement**

One of the following courses, with their integrated labs:

- BIOL 302 - Integrative Biology: Animals Credits: (4)
- BIOL 304 - Integrative Biology: Plants Credits: (4)
- BIOL 306 - Microbiology Credits: (4)

#### **Molecular/Cellular Biology Requirement:**

One of the following courses:

- BIOL 310 - Molecular Cell Biology Credits: (3)
- BIOL 420 - Genetic Analysis Credits: (3)
- BIOL 433 - Developmental Biology Credits: (3)
- BIOL 442 - Molecular Genetics Credits: (3)

#### **Population Processes Biology Requirement:**

One of the following courses:

- BIOL 311 - Ecology Credits: (3)
- BIOL 312 - Evolution of Organisms Credits: (3)
- BIOL 318 - Conservation Biology Credits: (3)
- BIOL 410 - Animal Behavior Credits: (3)
- BIOL 412 - Vascular Plant Systematics Credits: (4)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 426 - Aquatic Ecology Credits: (4)
- BIOL 427 - Wetland Ecosystems Credits: (4)

**Advanced Laboratory Experience:**

Laboratory work in at least one 400 level course. BIOL 403 and/or BIOL 495-BIOL 496 cannot substitute for the laboratory requirement.

**Advanced Seminar Requirement:**

- BIOL 460 - Advanced Seminar in Biology Credits: (3) or
- Course specifically designated as a seminar course.

**Additional Requirement:**

The remainder of the 37 credits can be completed by any additional 300 and 400 level BIOL courses except BIOL 303 which cannot be applied to the minimum requirements. Up to 3 credits of BIOL 403 can be counted toward the minimum requirements

**Additional Information:**

100 level biology courses and BIOL 201 are not applicable towards the minimum requirements.

**Biology, Minor**

**Required Credit Hours: 21 credits**

**Core Requirements:**

- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3)
- BIOL 203L - Introduction to Molecules, Cells, Development Laboratory Credits: (1)
- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3)
- BIOL 204L - Introduction to Organisms, Ecology, Evolution Laboratory Credits: (1)
- Remaining credits may be completed by taking any additional 300-400 level biology courses except BIOL 303 or BIOL 403.

**Additional Information:**

100 level biology courses are not applicable toward the minimum requirements.

**Course Descriptions**

**Biology**

**BIOL 100 - Critical Questions in Biology**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Biology, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

**BIOL 106 - Disease, Biomedicine, and Biomedical Research**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out): ALV, CSI* Introduction to the biology of common devastating diseases. Topics

include the biological basis of specific disease and general approaches for accessing biomedical information, interpreting data from clinical trials, and appreciating the methodological approaches used by biomedical researchers to investigate disease. Not applicable toward the minimum requirements for a major or minor in Biology.

Three class hours.

### **BIOL 115 - Memory and Learning: A Practical Guide for Students**

*Credits: (2)*

A review of research on the structure and function of brain areas involved in learning and memory in relation to research on the development of expertise. Includes a review of methods to improve learning efficiency and quality.

### **BIOL 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in Biology. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **BIOL 201 - Freshman Research**

*Credits: (1)*

*Prerequisite(s):* Consent of department and instructor.

Introduction to research with faculty mentor for freshmen identified by the Biology Department as having an unusually strong Biology background. Students cannot register themselves for this course.

### **BIOL 203 - Introduction to Molecules, Cells, Development**

*Credits: (3)*

*Corequisite(s):* BIOL 203L and BIOL 203D

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

Lectures explore the molecular and cellular characteristics of living organisms including cell structure, biochemistry, metabolism, molecular genetics, and cellular processes in development. Recommended for science majors. Presupposes strong background in high school biology and chemistry.

Three class hours. Formerly: **(formerly BIOL225 lecture)**

### **BIOL 203L - Introduction to Molecules, Cells, Development Laboratory**

*Credits: (1)*

*Corequisite(s):* BIOL 203 and BIOL 203D

*Domain (Anchored):* NQR

Laboratory investigations in cell, molecular, and developmental biology. (Lab) One discussion hour, three laboratory hours.

(Lab) One discussion hour, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 204 - Introduction to Organisms, Ecology, Evolution**

*Credits: (3)*

*Prerequisite(s):* BIOL 203 or ENSP 101 *Corequisite(s):* BIOL 204L and BIOL 204D

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

Course is designed for potential biology majors. Lectures explore the diversity of organisms, their interactions with each other and the environment, and the evolutionary processes that produce diversity.

Topics include Mendelian genetics, major taxonomic groups, ecology, and evolution. Presupposes strong

background in high school biology.  
Three class hours. Formerly: (formerly BIOL 220 lecture)

### **BIOL 204L - Introduction to Organisms, Ecology, Evolution Laboratory**

*Credits: (1)*

*Corequisite(s):* BIOL 204 and BIOL 204D

*Domain (Anchored):* NQR

Laboratory investigations in ecology, mendelian genetics, and animal behavior. (Lab) One discussion hour, three laboratory hours.

(Lab) One discussion hour, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 298 - Freshman Honors Biology Laboratory I**

*Credits: (1)*

*Corequisite(s):* BIOL 204 optional

The lab will focus on a genomics approach to bacterial pathogenicity and cell fate specification in the vertebrate nervous system. Students will master basic lab skills related to the projects, construct cDNA and genomics libraries, and conduct high throughput sequencing.

There is a fee associated with the laboratory.

### **BIOL 299 - Freshman Honors Biology Laboratory II**

*Credits: (1)*

*Corequisite(s):* BIOL 203 optional

The lab will focus on a genomics approach to bacterial pathogenicity and cell fate specification in the vertebrate nervous system. Students will conduct in depth bioinformatics analysis of the sequenced cDNA and genomic libraries.

There is a fee associated with this laboratory.

### **BIOL 301 - Engineering Life: Scientific, Cultural, and Ethical Aspects of Synthetic Biology**

*Credits: (3)*

*Prerequisite(s):* One year of science or math coursework at the introductory level: MATH 111 and 112 or CSCI 141 and 241 or BIOL 220 and 225 (now re-numbered as 203 and 204) or CHEM 103 and CHEM 207 or 209. *Corequisite(s):* Participation in W&M iGEM Team

*College Curriculum:* COLL 300

The course will entail participation in the iGEM (International Genetically Engineered Machine) team and competition over the summer and fall semesters. Students will design and build a novel genetic device and learn about the scientific, ethical, and cultural aspects of synthetic biology.

### **BIOL 302 - Integrative Biology: Animals**

*Credits: (4)*

*Prerequisite(s):* BIOL 204, BIOL 203

The study of the evolution, classification, ecology, behavior, development and functional systems of the major animal phyla. Certain aspects of human biology will also be covered.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 303 - Introduction to Biological Research**

*Credits: (1)*

Introduction to biological research in the lab or field conducted under the supervision of a faculty advisor. Biol 303 may be used as a gateway to independent research in Biology (e.g. BIOL 403). Hours to be arranged. By instructor permission only.

*Graded:* Pass/Fail. May be repeated once with the same or another faculty advisor.

### **BIOL 304 - Integrative Biology: Plants**

*Credits: (4)*

*Prerequisite(s):* BIOL 204, BIOL 203

An examination of major groups of photosynthetic organisms, with emphasis on terrestrial plants and their interactions with other organisms. Their structure, reproduction, physiology and ecological importance are emphasized in an evolutionary context.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 305 - Integrative Biology: Plants (without lab)**

*Credits: (3)*

*Prerequisite(s):* BIOL 204 and BIOL 203

An examination of major groups of photosynthetic organisms, with emphasis on terrestrial plants and their interactions with other organisms. Their structure, reproduction, physiology and ecological importance are emphasized in an evolutionary context. Three class hours.

Note: Integrative Biology: Plants must be taken with its associated laboratory to meet the "Integrative" requirement for biology majors.

### **BIOL 306 - Microbiology**

*Credits: (4)*

*Prerequisite(s):* BIOL 204, BIOL 203.

Introduction to the biology of prokaryotes and viruses. Classical topics such as growth, metabolism and genetics, ecology, and molecular biology are covered in the lecture section. The laboratory introduces techniques routinely in microbiology such as sterile techniques, staining and microscopy, biochemical assays, microbial ecology, and genetics.

Three class hours, three laboratory hours. Formerly: **(formerly BIOL 440)** There is a fee associated with the laboratory.

### **BIOL 310 - Molecular Cell Biology**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 203.

*Prereq/Corequisite(s):* CHEM 206.

An introduction to the principles by which eukaryotic cells function with an emphasis on the molecular biology of cells and experimental approaches to their analysis.

Three class hours.

### **BIOL 311 - Ecology**

*Credits: (3)*

*Prerequisite(s):* BIOL 203 and BIOL 204

Ecology is the study of interrelationships between species and their environments, from an organismal to community scale. Lecture topics will include physical habitat parameters, organismal adaptations to physical conditions, population growth models, life history theory, biodiversity, species interactions, and ecosystem science in a changing biosphere.

### **BIOL 312 - Evolution of Organisms**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 203.

An introduction to the mechanisms and outcomes of evolution. Examples are drawn from many disciplines (e.g. genetics, behavior, and paleontology) to discuss how researchers study the evolution of organisms and develop and test evolutionary theory using integrative approaches.

Three class hours. Formerly: **(formerly BIOL 448)**

### **BIOL 312F - Evolution of Organisms**

*Credits: (4)*

*Prerequisite(s):* BIOL 204 or BIOL 203

*College Curriculum:* COLL 300

This field work section of BIOL 312 includes a study away enhancement to the Evolution of Organisms course with College 300 attribute. Students enrolled in this course will attend class with BIOL312 students but then also participate in a structured study away program in June, based in London, U.K. Students will visit the home of Charles Darwin, interact with numerous British scientists, and work in the extensive collections of the British Natural History Museum and Kew Gardens. There will also be several cultural trips in and around London. While in London, students will apply some of the concepts taught in the lecture course and also write a paper that analyzes the cultural differences between the US and UK in terms of how evolutionary science is communicated to the public. Will satisfy College 300. Instructor permission only.

### **BIOL 314 - Biochemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 207 or CHEM 209, and CHEM 205 or CHEM 208.

*Prereq/Corequisite(s):* CHEM 205 or CHEM 208

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

*Cross-listed with:* CHEM 314

### **BIOL 317 - Paleontology**

*Credits: (3)*

*Prerequisite(s):* GEOL 160 or GEOL 250 or BIOL 204

The taxonomy of fossil organisms and the role of fossils in the study of organic evolution and the time relations of rock sequences. The laboratory stresses invertebrate morphology and quantitative measurement of local marine fossils. Field trips. Does not fulfill upper-division lab requirement.

Two class hours, two laboratory hours. *Cross-listed with:* GEOL 325

### **BIOL 318 - Conservation Biology**

*Credits: (3)*

*Prerequisite(s):* BIOL 204 and BIOL 204L or consent of the instructor.

An introduction to the fundamentals of conservation biology and an examination of current conservation issues. Topics include threats to biodiversity, endangered species management, and the interplay of politics, economics, or societal values in conservation decisionmaking.

Three class hours.

### **BIOL 325 - Introduction to Quantitative Biology**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 203, MATH 111 or MATH 131 *Corequisite(s):* BIOL 325L

Introduction to the mathematical tools used in quantitative analysis and modeling of biological systems.

The goal is to develop quantitative reasoning skills through the use of mathematical modeling, data analysis, and computer simulation. Biological topics include population ecology, microbiology, epidemiology, evolutionary genetics, systems biology, and gene regulation.

### **BIOL 327 - Introduction to Biostatistics**

*Credits: (3-4)*

*Prerequisite(s):* BIOL 203 and BIOL 204 and MATH 111 (or MATH 131).

An introduction to statistics and research design, including statistical inference, hypothesis testing, descriptive statistics and commonly used statistical tests. Emphasis is placed on the application of

quantitative techniques in the biological sciences and solution methods via use of the computer. Includes a separate lab (BIOL 327L) when offered as a 4 credit course.

### **BIOL 330 - Introduction to Marine Science**

*Credits:* (3)

*Prerequisite(s):* Select at least one course from the following list: BIOL 203 or BIOL 204 or CHEM 103 or CHEM 205 or GEOL 101 or GEOL 110 or GEOL 150 or PHYS 101 or PHYS 101H or PHYS 107

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This COLL 200 course provides an overview of physical, chemical, geological and biological processes operating in the world ocean. The interdisciplinary nature of marine science is emphasized, providing an integrated view of factors that control ocean history, circulation, chemistry, and biological productivity. Mechanisms of global change and implications for human society are interwoven throughout the course.

Three class hours. *Cross-listed with:* ENSP 249 and GEOL 330 and MSCI 330

### **BIOL 340 - Marine Biology**

*Credits:* (3)

*Prerequisite(s):* BIOL 204

Introduction to marine biology with emphasis on the organisms, their adaptations to the marine environment, and the ecological processes regulating life in the oceans. Lectures will explore life styles of marine organisms and their adaptations to thrive in the disparate habitats of our oceans. Strongly recommended for students interested in marine biology or those interested in the marine science minor.

Three class hours, one field trip.

*Cross-listed with:* MSCI 340

### **BIOL 345 - Neurobiology**

*Credits:* (3)

*Prerequisite(s):* BIOL 203.

An introduction to the fundamental concepts of neurobiology; this course will cover basic neuroanatomy and electrophysiology, but will emphasize the molecular basis of neuronal development and signaling, including sensory systems, motor systems, learning and memory, behavior and disease of the nervous system.

Three class hours.

### **BIOL 351 - Cellular Biophysics and Modeling**

*Credits:* (3)

*Prerequisite(s):* MATH 112 or MATH 132 , BIOL 203, or consent of instructor.

An introduction to simulation and modeling of dynamic phenomena in cell biology and neuroscience. Topics covered will include the biophysics of excitable membranes, the gating of voltage- and ligand-gated ion channels, intracellular calcium signaling, and electrical bursting in neurons.

*Cross-listed with:* APSC 351

### **BIOL 356 - Random Walks in Biology**

*Credits:* (3)

*Prerequisite(s):* (MATH 111 or MATH 131) and BIOL 203

This course introduces random processes in biological systems. It focuses on how biological processes are inherently stochastic and driven by a combination of energetic and entropic factors. Topics include diffusion, cell motility, molecular motors, ion channels, and extinction in populations.

*Cross-listed with:* MATH 356

**BIOL 377 - Bioengineering and Synthetic Biology**

*Credits: (3)*

*Prerequisite(s):* BIOL 203 and BIOL 204, or permission of instructor.

An introduction to the principles of bioengineering with a focus on the fundamentals of synthetic biology. The course will cover current applications of synthetic biology to medicine, global health, biotechnology, energy, environment and sustainability, agriculture, bio-inspired design, and novel living materials.

**BIOL 401 - Evolutionary Genetics**

*Credits: (3)*

*Prerequisite(s):* BIOL 204. BIOL 203 BIOL 312

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

**BIOL 403 - Research in Biology**

*Credits: (Credit to be arranged)*

*Prerequisite(s):* Consent of instructor.

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

May be repeated for credit up to a maximum of 6 hours.

**BIOL 404 - Special Topics in Biology**

*Credits: (1-4)*

Four credit courses have an associated laboratory. Credits count toward major.

If there is no duplication of topic, courses with this number may be repeated for credit.

**BIOL 405 - Research Seminar**

*Credits: (0)*

This seminar is to be attended on a near weekly basis by Biology faculty and all students doing research in the Biology Department. Students in BIOL 201, BIOL 303, BIOL 403 and BIOL 495 are expected to enroll.

*Graded:* Pass/Fail

**BIOL 406 - Molecular Neuroscience Lab**

*Credits: (1)*

*Prerequisite(s):* BIOL 310 or BIOL 345

An introduction to the use of molecular biology methods in neuroscience such as fluorescent protein expression vector design, basic cloning of plasmid DNA, its purification and expression in cells of the brain so that they can be imaged and analyzed.

**BIOL 407 - Molecular Cell Biology Laboratory**

*Credits: (1)*

*Prerequisite(s):* BIOL 310.

An introduction to the use of cell biology laboratory techniques including light and electron microscopy, mutant analysis and selected biochemical techniques.

Three laboratory hours. There is a fee associated with the laboratory.

**BIOL 408 - Virology Lab**

*Credits: (1)*

*Prereq/Corequisite(s):* BIOL 409

The Virology lab course is designed to give students the opportunity to gain hands-on experience in common laboratory techniques in modern virology. Students will learn first-hand how to perform infectious assays, microscopy techniques, and molecular protocols to detect, enumerate, and characterize viruses in environmental samples. As part of this lab, students will attempt to isolate novel bacteriophages from environmental samples. Credits count toward major.

### **BIOL 409 - Virology**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 204L, BIOL 203, BIOL 203L, and (BIOL 310 or BIOL 442)

This course gives an overview of fundamental concepts in virology. Topics include the discovery of viruses, principles of viral structure, viral morphogenesis, viral detection methods, viral vaccines, and ecological significance of viruses. A strong emphasis is placed on molecular mechanisms of viral replication.

Three class hours.

### **BIOL 410 - Animal Behavior**

*Credits: (3)*

*Prerequisite(s):* BIOL 204.

The study of vertebrate and invertebrate behaviors as adapted traits under the influence of both genes and the environment. Animal behavior, including that of humans and endangered species, will be placed in an ecological and evolutionary context.

Three class hours.

### **BIOL 411 - Ecology Lab**

*Credits: (1)*

*Prerequisite(s):* BIOL 203 and BIOL 204 *Corequisite(s):* BIOL 311

Ecology is the study of interrelationships between species and their environments, from an organismal to ecosystem scale. The Ecology Lab will complement Ecology Lecture topics by providing hands-on experience

with ecological research techniques in local habitats (forest, lake, stream, and estuary). Natural history of local flora and fauna will be emphasized.

### **BIOL 412 - Vascular Plant Systematics**

*Credits: (4)*

*Prerequisite(s):* BIOL 304.

A study of the principles and research methods of vascular plant systematics, emphasizing classification, evolution, and comparative morphology of the major families of vascular plants.

Three class hours, four laboratory hours. Formerly: (**formerly BIOL 205**) There is a fee associated with the laboratory.

### **BIOL 413 - Plant Diversity and Identification**

*Credits: (1)*

*Prerequisite(s):* BIOL 204 and instructor approval *Corequisite(s):* BIOL 413L

An introduction to vascular plant diversity at the species level with focus on plants of Virginia's Coastal Plain. Students will acquire essential background in research techniques and resources, life-history variation, structural evolution, and conservation principles that underpin professional field botanical skills. One class hour.

### **BIOL 413L - Plant Diversity and Identification Laboratory**

*Credits:* (2)

*Prerequisite(s):* BIOL 204 and instructor permission *Corequisite(s):* BIOL 413

The laboratory course is designed to build skills in plant identification through an immersive hands-on experience with local plants to facilitate professional competence for the conservation biology workplace, enhance research skills, and foster personal enrichment. Digital exercises as well as regular field trips to the College Woods and campus plants will comprise the learning environment. Three lab hours.

### **BIOL 415 - General Endocrinology**

*Credits:* (3)

*Prerequisite(s):* BIOL 302 , BIOL 310.

A survey of the neuroendocrine physiology of major systems including the hormones of the hypothalamus, pituitary, adrenal, pancreas, thyroid, GI tract, and reproductive systems. The molecular-cellular control of general metabolism and reproduction in both health and disease is considered. Three class hours.

### **BIOL 416 - Ornithology**

*Credits:* (4)

*Prerequisite(s):* BIOL 204.

Lectures, laboratory exercises, field experiments and birding trips will provide a comprehensive introduction to the ecology and evolution of birds. Phylogenetic relationships, behavior, conservation, and identification of Virginia's avian fauna will be stressed.

Three class hours, three laboratory hours, several early morning field trips. There is a fee associated with the laboratory.

### **BIOL 417 - Population and Community Ecology**

*Credits:* (4)

*Prerequisite(s):* BIOL 204 and (BIOL 325 or BIOL 327 or any approved statistics course.)

Discussion of the structure and dynamics of ecological populations and biotic communities. Emphasis will be on environmental constraints and species interactions that control population growth and determine both diversity and similarities in community structure and function.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 418 - Functional Ecology**

*Credits:* (3)

*Prerequisite(s):* BIOL 302

Concepts and approaches in physiological ecology, biomechanics and ecological morphology. The course emphasizes critical thinking, discussion, and student presentations on journal articles from the primary literature. Hypothesis formulation and methods of data collection and analysis will be studied.

Three class hours. This course fulfills the seminar requirement in biology.

### **BIOL 419 - Plant Development and Physiology**

*Credits:* (4)

*Prerequisite(s):* BIOL 304 or BIOL 305

An investigation of major topics in plant biology, encompassing plant development, reproduction, energetics and physiology, and the use of genetic, molecular, and biochemical approaches to elucidate major outstanding questions. The accompanying lab will introduce students to model plant systems and a range of genetic, molecular, and histological techniques.

There is a fee associated with the laboratory.

### **BIOL 420 - Genetic Analysis**

*Credits:* (3)

*Prerequisite(s):* BIOL 204, BIOL 203.

Discussion of classical and modern genetics. Topics will be drawn from the following: Mendelian inheritance, recombination and linkage, cytogenetics, model genetic systems, mutation analysis, mitochondrial, and chloroplast genetics.

Three class hours.

### **BIOL 426 - Aquatic Ecology**

*Credits:* (4)

*Prerequisite(s):* BIOL 204 or consent of instructor

Introduction to the ecology of aquatic systems; discussion of the important physical and chemical characteristics of aquatic environments and the adaptations of organisms living in water; community structure and the important processes affecting it, including major aspects of water pollution.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 427 - Wetland Ecosystems**

*Credits:* (4)

*Prerequisite(s):* BIOL 204 or consent of instructor

An investigation of structure and function of wetland ecosystems, considering their formation and distribution at local, regional and continental scales. Interactions amongst biologic, geologic and hydrologic components in wetland development will be presented in lecture, lab and field exercises.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 428 - General Entomology**

*Credits:* (4)

*Prerequisite(s):* BIOL 204, BIOL 203.

An introduction to the biology of insects designed to give the student an overview of entomology. Included are such topics as classification, morphology, physiology, behavior, ecology and economic importance.

Three class hours, four laboratory hours. There is a fee associated with the laboratory.

### **BIOL 430 - Mechanisms of Bacterial Symbiosis**

*Credits:* (3)

*Prerequisite(s):* BIOL 306 or consent of instructor.

Symbiotic relationships encompass a spectrum from parasitism to mutualism. This class will explore the molecular basis of bacterial diseases and the basis of bacterial host mutualistic relationships.

Three class hours. This course fulfills the seminar requirement in biology. Offered in alternate years.

### **BIOL 432 - Principles of Animal Physiology**

*Credits:* (4)

*Prerequisite(s):* (CHEM 206 and BIOL 302) or (CHEM 206, BIOL 310, BIOL 345, and PSYC 313)

The function of the animal as a whole as indicated by the physiology and interrelationships of different organs and organ systems. The emphasis is on vertebrates, with comparative examples from selected invertebrates.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 433 - Developmental Biology**

*Credits:* (3)

*Prerequisite(s):* BIOL 203 and BIOL 204

An introduction to embryonic and post-embryonic development processes in animals and plants emphasizing both molecular and organismal mechanisms governing cellular differentiation, and the

generation of form, shape, and function. Applications of developmental biology to human disease will also be covered including birth defects, stem cell biology, and regenerative medicine.  
Three class hours.

### **BIOL 437 - Immunology**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 203 and (BIOL 310 or BIOL 314 or BIOL 442)

This course gives an overview of the cells and molecules that compose the immune system and the mechanisms by which they protect the body against foreign invaders, with emphasis on current experimental approaches and systems.

Three class hours.

### **BIOL 438 - Immunology Laboratory**

*Credits: (1)*

*Prereq/Corequisite(s):* BIOL 437.

An introduction to current techniques available to study immune responses in mice. Includes tissue culture of lymphocytes, measuring antibody levels using ELISA techniques, and detection of proteins expressed during lymphocyte development using Western blot analyses.

Three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 442 - Molecular Genetics**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 203.

This course gives a comprehensive introduction to molecular genetics emphasizing genome organization, DNA replication and repair, synthesis of RNA and proteins, regulation of prokaryotic and eukaryotic gene expression, epigenetics, RNA processing, molecular genetics of cancer, DNA biotechnology and human gene therapy.

Three class hours.

### **BIOL 443 - Molecular Genetics Laboratory**

*Credits: (1)*

*Prereq/Corequisite(s):* BIOL 442.

Experiments illustrating current techniques in molecular genetics, including basic cloning, transformation of bacteria with recombinant DNA, plasmid and genomic DNA purification, gel electrophoresis, restriction digests, DNA labeling, Southern transfer, PCR and green fluorescent protein expression in transfected mammalian cells.

Three laboratory hours. There is a fee associated with the laboratory.

### **BIOL 444 - Mentored Biology Teaching**

*Credits: (1)*

*Prerequisite(s):* Student must have achieved an A- or above in the class in which they will assist, or be otherwise approved to enroll. Approval is given by both the instructor and Chair of Department.

A mentored experience in biology teaching through selected readings and short discussion sessions.

Teaching skills will be developed by assisting in approved biology classes.

May be repeated for credit with approval from both instructor and Chair of Department. Three laboratory hours.

### **BIOL 445 - GIS for Biologists**

*Credits: (3)*

*Prerequisite(s):* BIOL 204, BIOL 203, consent of instructor.

This hands-on course will integrate Geographical Information Systems into biological research. Emphasis

will be on developing spatial metrics, comparing cell or land cover patterns across spatial or temporal scales, classifying satellite or medical imagery, and modeling species distributions.

### **BIOL 451 - Genomics/Functional Genetics Lab**

*Credits: (1)*

*Prerequisite(s):* BIOL 306 or BIOL 310 or BIOL 420 or BIOL 433 or BIOL 442

This lab class is designed to provide a foundation in the principles of genomics research and its practical applications. Students will gain a working understanding of bioinformatics tools used to analyze genes and genomes, and learn how model genetic organisms can be used to examine gene function. Credit counts toward Biology major. Fulfills upper level laboratory requirement.

### **BIOL 453 - Protein Structure and Function**

*Credits: (3)*

*Prerequisite(s):* BIOL 310, BIOL 314, or CHEM 314

The functionality of a protein is an integral part of its structure. This course provides a comprehensive analysis of how to use sequence data to understand a protein's physical properties, and to predict its function and interaction. Three class hours. Students may not receive credit for more than one of the following: CHEM 415, CHEM 453 and BIOL 453.

*Cross-listed with:* CHEM 453

### **BIOL 453L - Protein Structure and Function Laboratory**

*Credits: (2)*

*Prereq/Corequisite(s):* BIOL 453 or CHEM 453

Modern biochemical techniques used by scientists to understand the functionality of proteins, including bacterial transformation, recombinant DNA purification, mammalian transfection, DNA/protein purification, immunoprecipitation, SDS-PAGE, coomassie and silver staining, western blot analysis, fast performance liquid chromatography, and 2-D gel analysis.

### **BIOL 454 - Bioinformatics and Molecular Evolution**

*Credits: (3)*

*Prerequisite(s):* MATH 112 or MATH 132 , BIOL 203, or consent of instructor.

An introduction to computational molecular biology and molecular evolution including nucleotide and amino acid sequence comparison, DNA fragment assembly, phylogenetic tree construction and inference, RNA and protein secondary structure prediction and substitution models of sequence evolution.

*Cross-listed with:* APSC 454

### **BIOL 455 - How Students Learn**

*Credits: (1)*

*Prerequisite(s):* Two years of college science and/or mathematics and consent of Instructor.

A practical review of research on the structure and function of brain areas involved in learning (2/3 of the class) followed by practical methods to use this knowledge in teaching at the high school level (1/3 of the class). Not applicable to major or minor, with the exception that students pursuing a career in education may petition to count this toward a Biology major or minor.

### **BIOL 456 - Vertebrate Biology**

*Credits: (3)*

*Prerequisite(s):* BIOL 302

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

Three class hours.

**BIOL 456L - Vertebrate Biology Lab**

*Credits: (1)*

*Prereq/Corequisite(s):* BIOL 456

An overview of vertebrate groups and select techniques and approaches used by researchers, with special emphasis on fishes, amphibians and reptiles. Students will be introduced to facilities available on campus for designing and 3D-printing models and will develop a research project. Three laboratory hours.

There is a fee associated with the laboratory.

**BIOL 457 - Marine Invertebrate Biology**

*Credits: (4)*

*Prerequisite(s):* BIOL 302

Biology of the major invertebrate groups with an emphasis on marine and estuarine species. Strongly recommended for students interested in marine biology.

Three class hours, three laboratory hours. There is a fee associated with the laboratory.

**BIOL 458 - Conservation Biology Laboratory**

*Credits: (1)*

*Prereq/Corequisite(s):* BIOL 318.

This course has two goals. First, students will learn current field techniques to sample local flora and fauna and how to analyze survey and long-term monitoring data sets. Second, students will learn current quantitative approaches in conservation to model connectivity, population viability, and reserve design.

Three laboratory hours. There is a fee associated with the laboratory.

**BIOL 459 - Critiquing Biomedical Assumptions**

*Credits: (1)*

*Prerequisite(s):* Any one of the following majors: Biology, Chemistry, Kinesiology, Mathematics Neuroscience, Physics.

A study of cases in which uncritical acceptance of flawed assumptions prevented advances in areas of biology, chemistry, mathematics, and physics broadly related to medicine. Includes reading of primary literature, student presentation, and discussion. Appropriate for juniors and seniors; likely to be of greatest relevance to majors in the natural, physical, or computational sciences interested in biomedical research or clinical practice. One class hour.

**BIOL 460 - Advanced Seminar in Biology**

*Credits: (3)*

*Prereq/Corequisite(s):* Vary by topic. *College Curriculum:* COLL 400

Special topics of interest will be discussed within the context of small, advanced seminar courses.

Advanced seminars emphasize critical reading of the primary literature and discussions of experimental design. Students will be expected to give one or more oral presentations and complete one or more major writing assignments. Fulfills the major writing requirement in biology. Appropriate for juniors and seniors. With instructor permission, courses with this number may be repeated for credits when the topic varies, however only one counts towards the minimum 37 credits required for the major. Will satisfy COLL 400, in most cases.

Note: See Current Listing and Description of seminar topics on the Biology website at [www.wm.edu/biology](http://www.wm.edu/biology) Three class hours.

**BIOL 461 - Marine Ecology and Conservation**

*Credits: (3)*

*Prerequisite(s):* BIOL 204 and BIOL 302

*College Curriculum:* COLL 400

This field course will provide students with a first-hand introduction to the ecology and conservation

biology of intertidal and subtidal ecosystems in the San Juan Archipelago of Washington State. Students are required to present a field lesson and conduct original research. Course meets three times before and after field trip. Field trip is held over spring break (3-credit hours).

**BIOL 480 - Directed Readings in Biology**

*Credits: (1-3)*

*Prerequisite(s):* BIOL 204, BIOL 203.

A directed readings course to investigate the biological basis of an advanced special topic in biology, with intensive reading of review of articles, texts, and primary literature on the topic.

**BIOL 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* Senior standing, an overall major grade point average of 3.0 and consent of departmental committee on honors and undergraduate research.

Independent laboratory or field research for biology majors under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. Six hours may be applied toward the minimum 37 required for the biology major.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**BIOL 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* Senior standing, an overall major grade point average of 3.0 and consent of departmental committee on honors and undergraduate research.

*College Curriculum:* COLL 400

Independent laboratory or field research for biology majors under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. Six hours may be applied toward the minimum 37 required for the biology major.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## Raymond A. Mason School of Business Administration

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### Mission Statement

The mission of the Mason School of Business of the College of William & Mary is to serve the Commonwealth, the nation, and the global community both by offering high-quality educational programs at the undergraduate, graduate, and professional levels and by creating and communicating new knowledge. We fulfill this mission through:

Building a faculty whose research, teaching, and service influence students, business leaders, policy makers, and other scholars;

Engaging students in innovative educational experiences to nurture creativity, to mentor high ideals, and to accelerate ambitions of leadership that they will imagine the business opportunities of the day and seize them.

The College of William & Mary initiated studies in business administration in 1919. The School of Business was formed in 1968 to administer both the undergraduate and graduate degree programs in business administration. The Mason School of Business was named in November 2005 in honor of alumnus Raymond A. Mason.

The undergraduate degree program normally leads to a Bachelor of Business Administration (BBA). Students who double major in a Business and an Arts and Sciences discipline may choose either as their primary major. Students will receive the degree that corresponds to their primary major (BBA for Business, BA or BS for Arts and Sciences).

Graduate programs lead to a Master of Business Administration (MBA), Master of Accounting (MAcc), or Master of Science in Business Analytics (MSBA). Detailed information about these programs is provided online at <http://mason.wm.edu>. All programs are accredited by the Association to Advance Collegiate Schools of Business International (AACSB International).

### Undergraduate Business Program

The Undergraduate Business Program offers an individualized approach to business education. Each student is challenged to design an Individual Program of Study (IPS) that uniquely addresses their particular goals and interests including post-graduate plans.

Business majors are offered in four areas: Accounting; Business Analytics; Finance; Marketing. To promote breadth of study students may complement their major field of study by electing to pursue a concentration in a second business area. Concentrations are offered in the following ten areas:

Accounting; Business Analytics; Consulting; Entrepreneurship; Finance; Innovation and Design; Management and Organizational Leadership; Marketing; Supply Chain Analytics; Sustainability.

The first semester in the Undergraduate Business Program students complete the Integrated Foundation Semester (known informally as “the Block”). Students work in the same teams across classes, and take a cluster of courses including: business analytics, finance, marketing, computer applications, and business perspectives. Teams gain experience in making presentations in several courses in the Block. Ethical issues are addressed in various contexts. In addition, for a week positioned near the end of the semester, student teams participate in a simulation where students integrate the knowledge they have acquired and make a final presentation to business executives. By the end of the semester all students have gained exposure to the majors (Accounting; Business Analytics; Finance; Marketing) offered within the Undergraduate Business Program.

Many students in the Undergraduate Business Program combine their studies in business with a major or a minor in a department outside of the Mason School of Business. We also strongly encourage students to include an internship experience in their Individual Program of Study.

The Mason School of Business believes every student should have an international experience. We have designed our curricula so all majors are able to earn their degree with an “International Emphasis.” Our curricula permit flexibility allowing students to study abroad in the spring of their junior year; however, this goal may conflict with other goals such as completing a double major or an internship. Students interested in studying abroad should contact the Undergraduate Business Program and the Global Education Office in the Reves Center for International Studies for more information.

Students are encouraged to begin planning their Individual Program of Study in the Business School as soon as they determine that they have an interest in business.

### **Admission to the Majors Program**

The Mason School of Business offers majors in the following four areas: Accounting; Business Analytics; Finance; Marketing. All students who wish to major in Business (whether as a primary or secondary major) must apply for admission to the Mason School of Business.

Our competitive admissions process is designed to identify students who will thrive academically and professionally, and who will contribute to our learning community through their unique background of talents and experiences. Details on our admission process can be found on our program website: <http://mason.wm.edu>.

To be considered for admission, all prospective business majors must meet the following qualifications prior to the semester of entry into the Business School: junior standing (54 academic credit hours) and completion of the following prerequisite courses: Principles of Microeconomics, Principles of Macroeconomics, Introductory Calculus, Business Statistics (must include regression analysis), and Principles of Accounting. Students enrolled at the College of William & Mary should consult the Undergraduate Business Program website (<http://mason.wm.edu>) to determine which William & Mary courses will satisfy these requirements. Also, Majors are required to have at least a 2.5 GPA at the time of application and at the time of program matriculation; however, the admission process is competitive, and meeting the minimum GPA does not guarantee acceptance into the business program.

Transfer students have a separate admissions process and timeline, and should refer to our website for more information (for the purposes of our admissions process, we define transfer students as any student who has completed less than 12 credit hours in residence at William and Mary).

The Undergraduate Business curricula are designed so that most students will begin the core program in the fall semester of their junior year. Thus, students normally apply for admission to the Mason School of Business during the spring semester of their sophomore year for admission in the following fall semester. The Mason School of Business also accepts applications in the fall semester for admission in the following spring semester.

The deadlines for enrolled William & Mary students to apply to the Majors Program are February 1 for fall admission and September 15 for spring admission. Applications received by the deadline will be given preference over all late applications. Late applicants and transfer students should contact the Undergraduate Business Program in the Mason School of Business for additional information. Appeals from students who are denied admission should be directed to the Committee on Admissions, Academic Status and Degrees of the Mason School of Business by contacting the Undergraduate Business Program office.

Students admitted to the Mason School of Business Majors and Minors Programs have priority when enrolling in oversubscribed courses. Students who are not admitted to the Major or Minor Programs are not eligible to declare a major or minor in the Mason School of Business regardless of whether they satisfy the course requirements stated in this catalog.

### **Committee on Admissions, Academic Status and Degrees**

Upon admission to the Mason School of Business, all candidates for the BBA degree come under the jurisdiction of the School's administration including its Committee on Admissions, Academic Status and Degrees in all matters appropriately pertaining thereto.

### **Admission to the Minors Program**

The Minors Program provides William & Mary students who are not in the Majors Program with an opportunity to gain in depth exposure to a business discipline. The Mason School of Business offers minors in the following areas: Accounting; Business Analytics; Finance; Global Business; Management and Organizational Leadership; Marketing; Supply Chain Analytics. Please see the catalog section on Requirements for the Minors Program for specific details related to course requirements. Students are accepted into a particular Minors Program (e.g. Finance, Marketing) and cannot change the area of emphasis without approval from the Undergraduate Program. If applicable, students in the Minors Program may count up to six hours toward both their major and their Business minor.

Our competitive admissions process is designed to identify students who will thrive academically and professionally, and who will contribute to our learning community through their unique background of talents and experiences. Details on our admissions process can be found on our program website: <http://mason.wm.edu>.

Applicants to the Minors Program must have a minimum overall GPA of 2.50 at the time of application and at the time of program matriculation, have attained junior standing and have satisfied all course prerequisites for the minor prior to the semester of entry in the Business School. Minor disciplines with course prerequisites are as follows:

- Business Analytics - Business Statistics
- Finance - Principles of Accounting and Business Statistics
- Marketing - Principles of Microeconomics and Principles of Macroeconomics
- Supply Chain Analytics - Business Statistics.

The Mason School of Business accepts applications to the Minors Program in the fall and spring semesters. The deadlines for applying to the Minors Program (accounting, business analytics, finance, management and organizational leadership, marketing, and supply chain analytics) February 1 for fall admission and September 15 for spring admission. The deadline for applying to the summer Global Business Minor Program is February 1. Prospective applicants should consult the Undergraduate Business Program in the Mason School of Business for additional information. Applications received by the deadline will be given preference over all late applications. Appeals from students who are denied admission should be directed to the Committee on Admissions, Academic Status and Degrees of the Mason School of Business by contacting the Undergraduate Business Program office.

Students admitted to the Majors Program and the Minors Program have priority when enrolling for oversubscribed courses. Students who are not admitted to the Minors Program are not eligible to declare a minor in the Mason School of Business regardless of whether they satisfy the course requirements stated in this catalog.

### **Concentrations for Business Majors**

The Mason School of Business is committed to an education that is integrated and multidisciplinary. These are important strengths that distinguish our programs. All majors complete an integrated core program that emphasizes exposure to the underlying business disciplines. In addition, many students will find it desirable to pursue a multidisciplinary curriculum that will include advanced study in a business discipline other than their major field. The concentration option is designed for students who wish to complete six to nine credit hours of advanced coursework in a business discipline other than their major field. Concentrations are available in the following ten areas: Accounting; Business Analytics; Consulting; Entrepreneurship; Finance; Innovation and Design Thinking; Management and Organizational Leadership; Marketing; Supply Chain Analytics; Sustainability.

### **International Emphasis for Business Majors**

The Undergraduate Business Program seeks to recognize the achievement of students in the Majors Program who have incorporated in their Individual Program of Study significant international experience. Students fulfilling the requirements set forth below will be described as completing an Individual Program of Study with an International Emphasis. This designation provides recognition for students who seek an international perspective.

The requirements for an International Emphasis include: (1) a course in international business; (2) an elective with an international emphasis that is related to your major or concentration, with a provision for exceptions as noted below; (3) a language and/or culture requirement; and (4) a study abroad experience. These requirements are discussed in detail below:

1. You must complete BUAD 410 - International Business Management, BUAD 412 - Global Business Analysis, BUAD 413 - Global Business Immersion, or the equivalent.
2. If you are majoring or concentrating in a discipline that offers an international course, you must successfully complete one course that has an international emphasis. In the event that for a particular Individual Program of Study no course with an international emphasis is offered, a student who has a minor may satisfy this requirement by successfully completing an international course in the discipline of the minor. For all other cases, you must seek approval for a course with an international emphasis that is appropriate for your Individual Program of Study.
3. You must successfully complete an approved elective that focuses on foreign language or culture. A course offered by the Department of Modern Languages at the College that focuses on commercial applications of a foreign language satisfies this requirement. This requirement is also satisfied by completing six semester hours of credit of language study beyond the 202 level.

Other courses must be submitted for approval to the Undergraduate Business Program. No course will be approved unless the focus on language or the focus on culture is fundamental to the design of the course.

4. You must successfully complete a minimum of twelve semester hours of credit in a study abroad program(s). Only credits earned in a study abroad program(s) that are transferred back to William & Mary and appear on the official College transcript can be applied to satisfy this requirement. The credits can be earned over one semester or over time in separate study abroad experiences.

## **Student Honors**

Beta Gamma Sigma is the national honorary society which recognizes excellence in academic achievement in schools of business administration. Beta Gamma Sigma was founded in 1907 to encourage and reward scholarship and accomplishment in the field of business studies, to promote advancement of education in the science of business, and to foster principles of honesty and integrity in business practice.

## **Academic Standing**

Students are required to maintain a 2.0 overall grade point average and a 2.0 grade point average in business courses. A student who fails to maintain these standards will be on academic probation within the Mason School of Business. Students on academic probation must attain a 2.0 overall grade point average and a 2.0 business grade point average by the end of the next regular semester. If at the end of the probationary period the student has not met the minimum grade point requirements, the student's standing will be subject to review by the Committee on Admissions, Academic Status and Degrees of the Mason School of Business for possible dismissal.

Unless specified as pass/fail in the course description, business courses cannot be taken on a pass/fail basis.

## **Second Major**

BBA degree candidates may declare two majors but only one major may be in the business disciplines. A maximum of six credits may be counted towards both majors.

## **Residency Requirement**

Students admitted to the Undergraduate Business Program must complete four semesters as full-time admitted business students. A student may petition the Committee on Admissions, Academic Status and Degrees of the Mason School of Business to waive this residency requirement.

## **Major Requirements**

All students applying for admission to the Majors Program are required to declare one of the following four majors: Accounting; Business Analytics; Finance; Marketing.

## **Requirements for the Minors Program**

The Mason School of Business offers minors in the following areas: Accounting; Business Analytics; Finance; Global Business; Management and Organizational Leadership; Marketing; Supply Chain Analytics. The Minors Program provides students who are not in the Majors Program with an opportunity to gain an in-depth exposure to a business discipline. Business majors are not eligible to declare a minor in the Mason School of Business. Students may count up to two courses toward both their major and a minor.

## **Elective Courses for Non-Business Students**

Students who are not pursuing a formal program in the Mason School of Business may enroll on a space available basis in business classes if the student has satisfied course prerequisites and with permission from the Undergraduate Business Program office. Details can be found on our website: <http://mason.wm.edu>.

## Academic Areas and Course Descriptions

### Programs

- [Accounting \(BBA in Business Administration\)](#)
- [Accounting, Minor](#)
- [Business Analytics with Data Science \(BBA in Business Administration\)](#)
- [Business Analytics with Supply Chain \(BBA in Business Administration\)](#)
- [Business Analytics, Minor](#)
- [Finance \(BBA in Business Administration\)](#)
- [Finance, Minor](#)
- [Global Business, Minor](#)
- [Innovation and Entrepreneurship, Minor](#)
- [Management and Organizational Leadership, Minor](#)
- [Marketing \(BBA in Business Administration\)](#)
- [Marketing, Minor](#)
- [Supply Chain Analytics, Minor](#)

### Accounting (BBA in Business Administration)

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

### Concentrations available within Accounting:

- [Accounting, Business Analytics Concentration, BBA](#)
- [Accounting, Consulting Concentration, BBA](#)
- [Accounting, Finance Concentration, BBA](#)
- [Accounting, Innovation and Entrepreneurship Concentration, BBA](#)
- [Accounting, Management and Organizational Leadership Concentration, BBA](#)
- [Accounting, Marketing Concentration, BBA](#)
- [Accounting, Supply Chain Analytics Concentration, BBA](#)
- [Accounting, Sustainability Concentration, BBA](#)

### Degree Requirements for the Majors Program:

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects;

satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Additional Core Requirements:**

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

**Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

**Accounting, Business Analytics Concentration, BBA**

**Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects;

satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Accounting Major**

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

**Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*

- BUAD 406 - Financial Reporting and Taxation of Business Entities Credits: (3)
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning Credits: (3)

### **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Business Analytics Concentration**

Students wishing to complete a concentration in Business Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Accounting, Consulting Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

## **Accounting Major**

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## **Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

## **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## **Consulting Concentration**

Students wishing to complete a concentration in Consulting must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 431 - Management Consulting *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*

## Accounting, Finance Concentration, BBA

### Degree Requirements for the Majors Program:

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### Business Core:

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### Major Computing Requirement:

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### Accounting Major

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

### **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Concentration in Finance**

Students wishing to major in Accounting with a concentration in Finance must satisfy the requirements for the Accounting major and complete an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include BUAD 327 or BUAD 329 or both::

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*
- BUAD 417 - International Finance *Credits: (3)*
- BUAD 419 - Valuation *Credits: (3)*
- BUAD 420 - Financial History *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

## **Accounting, Innovation and Entrepreneurship Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Accounting Major**

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

**Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

### **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Innovation and Entrepreneurship Concentration**

Students wishing to complete a concentration in Innovation and Entrepreneurship must satisfy the requirements for the major, complete BUAD 340 Introduction to Innovation and Entrepreneurship, and complete an additional six credit hours as specified below.

- BUAD 443 - Entrepreneurial Ventures *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 457 - Creative Problem Solving *Credits: (3)*

### **Accounting, Management and Organizational Leadership Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

## **Accounting Major**

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

### **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*
- 

### **Concentration in Management and Organizational Leadership**

Students wishing to major in Accounting with a concentration in Management and Organizational Leadership must satisfy the requirements for the Accounting major and complete an additional six credit hours to be chosen from the following courses:

- BUAD 430 - Diversity in the Workplace *Credits: (3)*
- BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work *Credits: (3)*
- BUAD 435 - Teams: Design, Selection, and Development *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 438 - Leadership *Credits: (3)*
- BUAD 442 - The Psychology of Decision Making *Credits: (3)*

## **Accounting, Marketing Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Accounting Major**

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

### **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Marketing Concentration**

Students wishing to complete a concentration in Marketing must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 452 - Marketing Research *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Accounting, Supply Chain Analytics Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Accounting Major**

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

**Electives**

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

### **Accounting Major (Graduate Study in Accounting Anticipated)**

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### **Supply Chain Analytics Concentration**

Students wishing to complete a concentration in Supply Chain Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

## **Accounting, Sustainability Concentration, BB**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

## Accounting Major

Accounting majors designing an Individual Program of Study that anticipates graduate study in accounting may wish to emphasize interdisciplinary study at the undergraduate level and specialized accounting study at the graduate level. An Individual Program of Study for accounting majors not intending to pursue significant graduate study in accounting may emphasize specialization in accounting at the undergraduate level and include accounting courses as an alternative to a concentration in business. In many states, including Virginia, the requirements governing the Certified Public Accountant (CPA) designation are different for determining eligibility to sit for the CPA Exam as opposed to qualifying for a license. These requirements are determined by state laws and are subject to revision; to obtain the most current information consult the appropriate state agency.

Accounting Major with a specialization in accounting (graduate study in accounting not anticipated)

The major in Accounting for students not intending to pursue significant graduate study in accounting requires the following courses, totaling 15 credit hours, in addition to the Core Program.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

### Electives

(not required) can be chosen from the following:

- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*
- BUAD 408 - Tax Compliance, Tax Research, and Tax Planning *Credits: (3)*

### Accounting Major (Graduate Study in Accounting Anticipated)

The major in Accounting for students intending to pursue significant graduate study in accounting at the graduate level requires the following courses, totaling 15 credit hours, in addition to the Core Program. Students may declare a concentration in the following areas: Entrepreneurship; Finance; Management and Organizational Leadership; Marketing; Process Management and Consulting.

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*
- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## Sustainability Concentration

Students wishing to complete a concentration in Sustainability must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- ENSP 101 - Introduction to Environment and Sustainability *Credits: (3)*

## Accounting, Minor

**Required Credit Hours: 18**

### **Core Requirements:**

The following two courses must be part of the 18 credit hour requirement:

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*

### **Additional Requirements:**

At least 4 courses from the following list:

- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 304 - Not-for-Profit Accounting, Control and Analysis *Credits: (3)*
- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*
- BUAD 406 - Financial Reporting and Taxation of Business Entities *Credits: (3)*

## **Business Analytics with Data Science (BBA in Business Administration)**

### **Concentrations available within Business Analytics with Data Science:**

- [Business Analytics with Data Science, Accounting Concentration, BBA](#)
- [Business Analytics with Data Science, Consulting Concentration, BBA](#)
- [Business Analytics with Data Science, Finance Concentration, BBA](#)
- [Business Analytics with Data Science, Innovation and Entrepreneurship Concentration, BBA](#)
- [Business Analytics with Data Science, Management and Organizational Leadership Concentration, BBA](#)
- [Business Analytics with Data Science, Marketing Concentration, BBA](#)
- [Business Analytics with Data Science, Supply Chain Analytics Concentration, BBA](#)
- [Business Analytics with Data Science, Sustainability Concentration, BBA](#)

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*

- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

## **Business Analytics with Data Science, Accounting Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*

- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Accounting Concentration**

Students wishing to complete a concentration in Accounting must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These credits must include BUAD 301.

#### **Required Course (3 Credits):**

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*

#### **Additional Requirement (choose 3 credits):**

- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 304 - Not-for-Profit Accounting, Control and Analysis *Credits: (3)*
- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## **Business Analytics with Data Science, Consulting Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

#### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*

- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Consulting Concentration**

Students wishing to complete a concentration in Consulting must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 431 - Management Consulting *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*

## **Business Analytics with Data Science, Finance Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Finance Concentration**

Students wishing to complete a concentration in Finance must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include BUAD 327 or BUAD 329 or both:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*
- BUAD 417 - International Finance *Credits: (3)*
- BUAD 419 - Valuation *Credits: (3)*
- BUAD 420 - Financial History *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Business Analytics with Data Science, Innovation and Entrepreneurship Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*

- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Innovation and Entrepreneurship Concentration**

Students wishing to complete a concentration in Innovation and Entrepreneurship must satisfy the requirements for the major, complete BUAD 340 Introduction to Innovation and Entrepreneurship, and complete an additional six credit hours as specified below.

- BUAD 443 - Entrepreneurial Ventures *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 457 - Creative Problem Solving *Credits: (3)*

### **Business Analytics with Data Science, Management and Organizational Leadership Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows::

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

**Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

**Management and Organizational Leadership Concentration**

Students wishing to complete a concentration in Management and Organizational Leadership must satisfy the requirements for the major and complete an additional six credit hours to be chosen from the following courses:

- BUAD 430 - Diversity in the Workplace *Credits: (3)*
- BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work *Credits: (3)*
- BUAD 435 - Teams: Design, Selection, and Development *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 438 - Leadership *Credits: (3)*
- BUAD 442 - The Psychology of Decision Making *Credits: (3)*

## **Business Analytics with Data Science, Marketing Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

#### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Marketing Concentration**

Students wishing to complete a concentration in Marketing must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 452 - Marketing Research *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Business Analytics with Data Science, Supply Chain Analytics Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*

- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Supply Chain Analytics Concentration**

Students wishing to complete a concentration in Supply Chain Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Business Analytics with Data Science, Sustainability Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*

- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Data Science Major**

The major in Business Analytics with Data Science requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Data Science Topics Only)

### **Sustainability Concentration**

Students wishing to complete a concentration in Sustainability must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- ENSP 101 - Introduction to Environment and Sustainability *Credits: (3)*

### **Business Analytics with Supply Chain (BBA in Business Administration)**

**Concentrations available within Business Analytics with Supply Chain:**

- [Business Analytics with Supply Chain, Accounting Concentration, BBA](#)
- [Business Analytics with Supply Chain, Business Analytics Concentration, BBA](#)
- [Business Analytics with Supply Chain, Consulting Concentration, BBA](#)
- [Business Analytics with Supply Chain, Finance Concentration, BBA](#)
- [Business Analytics with Supply Chain, Innovation and Entrepreneurship Concentration, BBA](#)
- [Business Analytics with Supply Chain, Management & Organizational Leadership Concentration, BBA](#)
- [Business Analytics with Supply Chain, Marketing Concentration, BBA](#)
- [Business Analytics with Supply Chain, Sustainability Concentration, BBA](#)

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

#### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*

- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

## **Business Analytics with Supply Chain, Accounting Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- In addition, three credits must be chosen from the following:
- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)
- 

### **Accounting Concentration**

Students wishing to complete a concentration in Accounting must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These credits must include BUAD 301.

#### **Required Course (3 Credits):**

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*

#### **Additional Requirement (choose 3 credits):**

- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 304 - Not-for-Profit Accounting, Control and Analysis *Credits: (3)*
- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## **Business Analytics with Supply Chain, Business Analytics Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*

- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 – Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

### **Business Analytics Concentration**

Students wishing to complete a concentration in Business Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Business Analytics with Supply Chain, Consulting Concentration, BBA**

## **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

## **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

## Consulting Concentration

Students wishing to complete a concentration in Consulting must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 431 - Management Consulting *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*

## Business Analytics with Supply Chain, Finance Concentration, BBA

### Degree Requirements for the Majors Program:

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### Business Core:

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### Major Computing Requirement:

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### Business Analytics with Supply Chain Major

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

#### Additional Requirements

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

### **Finance Concentration**

Students wishing to complete a concentration in Finance must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include BUAD 327 or BUAD 329 or both:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*
- BUAD 417 - International Finance *Credits: (3)*
- BUAD 419 - Valuation *Credits: (3)*
- BUAD 420 - Financial History *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Business Analytics with Supply Chain, Innovation and Entrepreneurship Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*

- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

### **Innovation and Entrepreneurship Concentration**

Students wishing to complete a concentration in Innovation and Entrepreneurship must satisfy the requirements for the major, complete BUAD 340 Introduction to Innovation and Entrepreneurship, and complete an additional six credit hours as specified below.

- BUAD 443 - Entrepreneurial Ventures *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 457 - Creative Problem Solving *Credits: (3)*

### **Business Analytics with Supply Chain, Management & Organizational Leadership Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects;

satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

**Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

**Management and Organizational Leadership Concentration**

Students wishing to complete a concentration in Management and Organizational Leadership must satisfy the requirements for the major and complete an additional six credit hours to be chosen from the following courses:

- BUAD 430 - Diversity in the Workplace *Credits: (3)*
- BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work *Credits: (3)*
- BUAD 435 - Teams: Design, Selection, and Development *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 438 - Leadership *Credits: (3)*
- BUAD 442 - The Psychology of Decision Making *Credits: (3)*

## **Business Analytics with Supply Chain, Marketing Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

#### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 - Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

### **Marketing Concentration**

Students wishing to complete a concentration in Marketing must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 452 - Marketing Research *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Business Analytics with Supply Chain, Sustainability Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Business Analytics with Supply Chain Major**

The major in Business Analytics with Supply Chain requires 12 credit hours in addition to the Core Program. The following nine credit hours must be part of the 12 credit hour requirement:

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Additional Requirements**

In addition, three credits must be chosen from the following:

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 -Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 470 – Sports Analytics *Credits: (3)*
- BUAD 474 - Negotiation *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

### **Sustainability Concentration**

Students wishing to complete a concentration in Sustainability must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- ENSP 101 - Introduction to Environment and Sustainability *Credits: (3)*

## **Business Analytics, Minor**

### **Required Credit Hours: 16**

#### **Core Requirements:**

- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*

**Additional Requirements (choose 3 credits):**

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

**Finance (BBA in Business Administration)**

**Concentrations available within Finance:**

- [Finance, Accounting Concentration, BBA](#)
- [Finance, Business Analytics Concentration, BBA](#)
- [Finance, Consulting Concentration, BBA](#)
- [Finance, Innovation and Entrepreneurship Concentration, BBA](#)
- [Finance, Management and Organizational Leadership Concentration, BBA](#)
- [Finance, Marketing Concentration, BBA](#)
- [Finance, Supply Chain Analytics Concentration, BBA](#)
- [Finance, Sustainability Concentration, BBA](#)

**Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

## **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

## **Finance, Accounting Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*

- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Accounting Concentration**

Students wishing to complete a concentration in Accounting must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These credits must include BUAD 301.

### **Required Course (3 Credits):**

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*

### **Additional Requirement (choose 3 credits):**

- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 304 - Not-for-Profit Accounting, Control and Analysis *Credits: (3)*
- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## Finance, Business Analytics Concentration, BBA

### Degree Requirements for the Majors Program:

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### Business Core:

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### Major Computing Requirement:

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### Finance Major

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

#### Additional Requirements

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

#### Experiential Elective

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*

- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Business Analytics Concentration**

Students wishing to complete a concentration in Business Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

### **Finance, Consulting Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Consulting Concentration**

Students wishing to complete a concentration in Consulting must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 431 - Management Consulting *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*

## **Finance, Innovation and Entrepreneurship Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Innovation and Entrepreneurship Concentration**

Students wishing to complete a concentration in Innovation and Entrepreneurship must satisfy the requirements for the major, complete BUAD 340 Introduction to Innovation and Entrepreneurship, and complete an additional six credit hours as specified below.

- BUAD 443 - Entrepreneurial Ventures *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 457 - Creative Problem Solving *Credits: (3)*

### **Finance, Management and Organizational Leadership Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Concentration in Management and Organizational Leadership**

Students wishing to major in Finance with a concentration in Management and Organizational Leadership must satisfy the requirements for the Finance major and complete an additional six credit hours to be chosen from the following courses:

- BUAD 430 - Diversity in the Workplace *Credits: (3)*
- BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work *Credits: (3)*

- BUAD 435 - Teams: Design, Selection, and Development Credits: (3)
- BUAD 437 - Change Management and Organizational Transformation Credits: (3)
- BUAD 438 - Leadership Credits: (3)
- BUAD 442 - The Psychology of Decision Making Credits: (3)

## **Finance, Marketing Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

#### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*

- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Marketing Concentration**

Students wishing to complete a concentration in Marketing must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Marketing to be chosen from the following:

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 452 - Marketing Research *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Finance, Supply Chain Analytics Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

## **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

## **Supply Chain Analytics Concentration**

Students wishing to complete a concentration in Supply Chain Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

## **Finance, Sustainability Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*

- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Finance Major**

The major in Finance requires 13 credit hours in addition to the Core Program. The following six credit hours must be part of the 13 credit hour requirement:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

### **Additional Requirements**

In addition, choose two courses from the following:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

### **Experiential Elective**

Choose one course from the following:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

### **Sustainability Concentration**

Students wishing to complete a concentration in Sustainability must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- ENSP 101 - Introduction to Environment and Sustainability *Credits: (3)*

## Finance, Minor

### Required Credit Hours: 19

#### Core Requirements:

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*

#### Additional Requirements:

Choose two courses from the following electives:

- BUAD 420 - Financial History *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*
- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

#### Experiential Special Topics

Special Topics Requirement:

- BUAD 417 - International Finance *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 426 - Fundamentals of Hedge Fund Management *Credits: (1)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Experiential Finance Special Topics Only)

## Global Business, Minor

### Required Credit Hours: 18

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 310 - Marketing in an International Environment *Credits: (1-3)*
- BUAD 320 - Finance in an International Environment *Credits: (1-3)*
- BUAD 411 - Management in an International Environment *Credits: (1-3)*
- BUAD 413 - Global Business Immersion *Credits: (1-3)*
- BUAD 493 - Special Topics *Credits: (1-3)*

## Innovation and Entrepreneurship, Minor

### Required Credit Hours: 18

#### Core Requirements: 9 Credits

- BUAD 340 - Introduction to Innovation and Entrepreneurship *Credits: (3)*
- BUAD 443 - Entrepreneurial Ventures *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*

**Additional Requirements: 6 Credits**

- APSC 251 - Introduction to Engineering Design *Credits: (3)*
- ART 211 - Drawing and Color *Credits: (3)*
- ART 212 - Three-dimensional Design: Form and Space *Credits: (3)*
- BUAD 457 - Creative Problem Solving *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* (Innovation & Entrepreneurship topics only)

**Capstone Requirement: 3 Credits**

- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)* or
- CSCI 420 - Special Topics in Computer Science *Credits: 1-3 credits, depending on material.*

**Management and Organizational Leadership, Minor**

**Required Credit Hours: 18**

**Core Requirement:**

- BUAD 317 - Organizational Behavior and Management *Credits: (3)*

**Additional Requirements:**

(choose 3 courses)

- BUAD 430 - Diversity in the Workplace *Credits: (3)*
- BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work *Credits: (3)*
- BUAD 435 - Teams: Design, Selection, and Development *Credits: (3)*
- BUAD 436 - Business and Society *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 438 - Leadership *Credits: (3)*
- BUAD 442 - The Psychology of Decision Making *Credits: (3)*

**Electives:**

In addition, six elective credits chosen from: BUAD 150 (Freshman Seminar), BUAD 203 (Principles of Accounting), and business courses numbered 300 and above.

**Marketing (BBA in Business Administration)**

**Concentrations available within Marketing:**

- [Marketing, Accounting Concentration, BBA](#)
- [Marketing, Business Analytics Concentration, BBA](#)
- [Marketing, Consulting Concentration, BBA](#)
- [Marketing, Finance Concentration, BBA](#)
- [Marketing, Innovation and Entrepreneurship Concentration, BBA](#)
- [Marketing, Management and Organizational Leadership Concentration, BBA](#)
- [Marketing, Supply Chain Analytics Concentration, BBA](#)
- [Marketing, Sustainability Concentration, BBA](#)

**Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

**Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

**Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

**Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

**Marketing, Accounting Concentration, BBA**

## **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on camp.

## **Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

## **Accounting Concentration**

Students wishing to complete a concentration in Accounting must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Accounting to be chosen from the following. These credits must include BUAD 301.

**Required Course (3 Credits):**

- BUAD 301 - Financial Reporting and Analysis *Credits: (3)*

**Additional Requirement (choose 3 credits):**

- BUAD 302 - Advanced Financial Reporting and Analysis *Credits: (3)*
- BUAD 303 - Strategic Cost Management *Credits: (3)*
- BUAD 304 - Not-for-Profit Accounting, Control and Analysis *Credits: (3)*
- BUAD 401 - International Accounting *Credits: (3)*
- BUAD 404 - Auditing and Internal Controls *Credits: (3)*
- BUAD 405 - Federal Taxation *Credits: (3)*

## Marketing, Business Analytics Concentration, BBA

### Degree Requirements for the Majors Program:

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

**Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

**Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### Marketing Major

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Business Analytics Concentration**

Students wishing to complete a concentration in Business Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*

## **Marketing, Consulting Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

#### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

#### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Consulting Concentration**

Students wishing to complete a concentration in Consulting must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 431 - Management Consulting *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*

### **Marketing, Finance Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*

- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Finance Concentration**

Students wishing to complete a concentration in Finance must satisfy the requirements for the major and complete an additional six credit hours in advanced-level Finance to be chosen from the following. These six credit hours must include BUAD 327 or BUAD 329 or both:

- BUAD 327 - Investments *Credits: (3)*
- BUAD 329 - Corporate Valuation and Credit Analysis *Credits: (3)*
- BUAD 417 - International Finance *Credits: (3)*
- BUAD 419 - Valuation *Credits: (3)*
- BUAD 420 - Financial History *Credits: (3)*
- BUAD 421 - Student Managed Investment Fund *Credits: (3)*
- BUAD 422 - Applied Financial Concepts *Credits: (3)*
- BUAD 423 - Corporate Financial Strategy *Credits: (3)*
- BUAD 424 - Derivatives and Risk Management *Credits: (3)*

- BUAD 427 - Advanced Investments *Credits: (3)*
- BUAD 428 - Behavioral Economics and Finance *Credits: (3)*

## Marketing, Innovation and Entrepreneurship Concentration, BBA

### Degree Requirements for the Majors Program:

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### Business Core:

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### Major Computing Requirement:

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### Marketing Major

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

#### Additional Requirements

Nine credits must be chosen from the following:

BUAD 446 - Consumer Behavior *Credits: (3)*

- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

#### Marketing Electives

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*

- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Innovation and Entrepreneurship Concentration**

Students wishing to complete a concentration in Innovation and Entrepreneurship must satisfy the requirements for the major, complete BUAD 340 Introduction to Innovation and Entrepreneurship, and complete an additional six credit hours as specified below.

- BUAD 443 - Entrepreneurial Ventures *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 457 - Creative Problem Solving *Credits: (3)*

### **Marketing, Management and Organizational Leadership Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

#### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

#### **Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Concentration in Management and Organizational Leadership**

Students wishing to major in Marketing with a concentration in Management and Organizational Leadership must satisfy the requirements for the Marketing major and complete an additional six credit hours to be chosen from the following courses:

- BUAD 430 - Diversity in the Workplace *Credits: (3)*
- BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work *Credits: (3)*
- BUAD 435 - Teams: Design, Selection, and Development *Credits: (3)*
- BUAD 437 - Change Management and Organizational Transformation *Credits: (3)*
- BUAD 438 - Leadership *Credits: (3)*
- BUAD 442 - The Psychology of Decision Making *Credits: (3) \*\**

\*\*Students may not count BUAD 442 towards both the Marketing major and Management and Organizational Leadership concentration.

### **Marketing, Supply Chain Analytics Concentration, BBA**

#### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

#### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*

- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Supply Chain Analytics Concentration**

Students wishing to complete a concentration in Supply Chain Analytics must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

### **Marketing, Sustainability Concentration, BBA**

### **Degree Requirements for the Majors Program:**

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the Mason School of Business; and earned at least 120 semester hours of academic credits.

The Undergraduate Business Core Program common to all majors is as follows:

### **Business Core:**

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 300 - Business Perspectives and Applications *Credits: (1)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 317 - Organizational Behavior and Management *Credits: (3)*
- BUAD 323 - Financial Management *Credits: (3)*
- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 343 - Legal Environment of Business *Credits: (2)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 414 - Global Strategic Management *Credits: (3)*

### **Major Computing Requirement:**

All students are required to complete BUAD 330 and use computer-based approaches within the curricula of the Mason School of Business. Students are required to submit papers and write-ups using current software applications. Students also are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is required that students acquire a laptop computer and appropriate software. Computer labs are also available on campus.

### **Marketing Major**

The major in Marketing requires 12 credit hours in addition to the Core Program. The following three credit hours must be part of the 12 credit hour requirement:

- BUAD 452 - Marketing Research *Credits: (3)*

### **Additional Requirements**

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

### **Marketing Electives**

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

### **Sustainability Concentration**

Students wishing to complete a concentration in Sustainability must satisfy the requirements for the major, and complete an additional six credit hours as specified below.

- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- ENSP 101 - Introduction to Environment and Sustainability *Credits: (3)*

### **Marketing, Minor**

**Required Credit Hours: 18**

## Core Requirements

- BUAD 203 - Principles of Accounting *Credits: (3)*
- BUAD 311 - Principles of Marketing *Credits: (3)*
- BUAD 452 - Marketing Research *Credits: (3)*

## Additional Requirements

Nine credits must be chosen from the following:

- BUAD 446 - Consumer Behavior *Credits: (3)*
- BUAD 448 - Marketing Strategy *Credits: (3)*
- BUAD 451 - Customer Insights for Innovation *Credits: (3)*
- Marketing Elective (3) - See list below

## Marketing Electives

- BUAD 442 - The Psychology of Decision Making *Credits: (3)*
- BUAD 447 - Customer Experience Management *Credits: (3)*
- BUAD 450 - Global Marketing *Credits: (3)*
- BUAD 453 - Sustainability Inspired Innovation and Design *Credits: (3)*
- BUAD 456 - Advertising and Digital Marketing *Credits: (3)*

## Supply Chain Analytics, Minor

### Required Credit Hours: 16

#### Core Requirements:

- BUAD 330 - Computer Skills for Business *Credits: (1)*
- BUAD 350 - Introduction to Business Analytics *Credits: (3)*
- BUAD 351 - Operations Management *Credits: (1.5)*
- BUAD 352 - Decision-making through Visualization and Simulation *Credits: (1.5)*
- BUAD 461 - Lean Six Sigma Toolkit *Credits: (3)*
- BUAD 463 - Supply Chain Analytics *Credits: (3)*
- BUAD 465 - Supply Chain Management *Credits: (3)*

#### Additional Requirements (choose 3 credits)

- BUAD 460 - Big Data Analytics with Machine Learning *Credits: (3)*
- BUAD 462 - Healthcare Informatics *Credits: (3)*
- BUAD 466 - Developing Business Intelligence *Credits: (3)*
- BUAD 467 - Predictive Analytics *Credits: (3)*
- BUAD 468 - Prescriptive Analytics *Credits: (3)*
- BUAD 469 - Advanced Modeling Techniques *Credits: (3)*
- BUAD 482 - Project Management *Credits: (3)*
- BUAD 492 - Special Topics *Credits: (0-3)* - (Business Analytics & Supply Chain Topics Only)

## Course Descriptions

Mason School of Business Administration

### **BUAD 203 - Principles of Accounting**

*Credits: (3)*

A study of the use and preparation of financial information and the accounting system as an interpretative tool to communicate information about a variety of economic events to both internal and external users. Topics covered include the preparation and interpretation of financial statements for external users as well as managerial uses of accounting data, cost analysis, budgeting and performance evaluation. (Required for admission to Business Majors Program.)

### **BUAD 231 - Statistics**

*Credits: (3)*

Basic concepts of statistical analysis within a business environment. Attention is given to solution methods via use of the computer.

### **BUAD 290 - Financial Services Industry**

*Credits: (3)*

*Prerequisite(s):* BUAD 203

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course provides students with an overview of financial institutions and markets by examining several major sectors of the financial services industry: banking, insurance and asset management. We will also study the events, causes and consequences of the recent financial crisis, and examine current events of importance to the industry. This course features a significant emphasis on financial history, public policy, international comparisons and related issues of regulation, governance and ethics.

### **BUAD 300 - Business Perspectives and Applications**

*Credits: (1)*

*Prerequisite(s):* Admission to Business Majors Program

This course complements the core courses in the BBA Program by integrating business disciplines, ethical considerations, and business communications. The course includes business simulations, team interaction, and presentation skills.

### **BUAD 301 - Financial Reporting and Analysis**

*Credits: (3)*

*Prerequisite(s):* BUAD 203 or the equivalent

This course focuses on the financial reporting environment: evaluating the quality of the reported information, analyzing reporting choices, and assessing the role of financial information in resource allocation decisions. Topics traditionally included in intermediate accounting are covered by analyzing key business transactions on the financial statements and measures of performance evaluations such as profitability, competitiveness, and leverage. This course is designed to be taken as either a one-semester course or as part of a two-semester sequence with BUAD 302.

### **BUAD 302 - Advanced Financial Reporting and Analysis**

*Credits: (3)*

*Prerequisite(s):* BUAD 301 or consent of the instructor

This course focuses on an advanced study of topics in financial reporting that are traditionally considered in intermediate accounting. Reporting issues related to topics such as pensions, stock options, and deferred taxes are considered with reference to original source materials and accounting research.

### **BUAD 303 - Strategic Cost Management**

*Credits: (3)*

*Prerequisite(s):* BUAD 203 or the equivalent

Applications of cost analysis to inventory valuation and income determination and planning and control of routine operations and non-routine decisions. This course emphasizes the relevance of cost concepts to modern decision tools. Substantial use of problems and cases.

### **BUAD 304 - Not-for-Profit Accounting, Control and Analysis**

*Credits: (3)*

*Prerequisite(s):* BUAD 203

This course focuses on accounting and financial management concepts unique to the nonprofit sector. Topics include: the preparation and use of not-for-profit financial statements, tax reporting, audit requirements, and managerial planning and control. Students will learn both how to create reports and how to analyze information from the perspective of nonprofit managers, board members, regulators, donors, and creditors.

### **BUAD 310 - Marketing in an International Environment**

*Credits: (1-3)*

This course covers the fundamental principles and practices of marketing in today's global economy. Students consider the international similarities and differences in marketing functions related to the economic, cultural, political, and technological factors of the environment. Topics will reflect the breadth of marketing activities - from insight generation, through innovation of products and service, and integrated communications - in a designated global region.

Note: This course may not be used for fulfillment of BUAD 311 (Principles of Marketing) nor may it satisfy as a prerequisite for upper level marketing courses. Students may not receive credit for both BUAD 310 and BUAD 311.

### **BUAD 311 - Principles of Marketing**

*Credits: (3)*

*Prerequisite(s):* ECON 101 and ECON 102, or consent of the instructor.

A study of the role of marketing in business and the economy. Emphasis is on the examination of functions, institutions and policies.

### **BUAD 317 - Organizational Behavior and Management**

*Credits: (3)*

This course develops the ability to recognize and manage human and behavioral factors in work settings. Topics include: individual differences, group dynamics, motivation, and an introduction to organizational structure and leadership.

### **BUAD 320 - Finance in an International Environment**

*Credits: (1-3)*

*Prerequisite(s):* BUAD 203 or instructor permission.

This course introduces non-business students to corporate financial concepts and decision making in an international context. Students will gain an appreciation of the role of financial markets and institutions in our economy, as well as understand the responsibilities, concerns, and methods of analysis employed by corporate financial managers. Students will learn about the sources of funding for corporations and how managers increase the value of the firm by allocating financial resources. In this course, we will pay particular attention to how global differences in institutions, laws and regulations, and culture impact these financial decisions. Analysis of governance quality, taxation, capital market development, and political risk will focus on a designated global region.

Note: This course may not be used for fulfillment of BUAD 323 nor may it satisfy as a prerequisite for upper level finance courses. Students may not receive credit for both BUAD 320 and BUAD 323.

**BUAD 323 - Financial Management**

*Credits:* (3)

*Prerequisite(s):* BUAD 203 and BUAD 231 or equivalents

An examination of the finance function in the firm. Topics include the theory and practice of valuation, current and long term financing, working capital management, capital budgeting and multinational finance.

**BUAD 324 - Money and Debt Markets**

*Credits:* (3)

*Prerequisite(s):* BUAD 323

An examination of the operation and importance of global money and debt markets including market characteristics, regulation, international differences, international interest and exchange rate behavior, bond analysis and valuation, and risk management with interest rate and currency options and futures.

**BUAD 325 - Equity Markets and Portfolio Management**

*Credits:* (3)

*Prerequisite(s):* BUAD 323

An examination of the operation and importance of global equity markets including market characteristics, regulation, international differences, investor behavior, portfolio theory and capital asset pricing, asset allocation, security analysis, mutual funds, performance measurement, and equity options and futures.

**BUAD 327 - Investments**

*Credits:* (3)

*Prerequisite(s):* BUAD 323

An introduction to portfolio management, fixed income, and derivative instruments.

**BUAD 329 - Corporate Valuation and Credit Analysis**

*Credits:* (3)

*Prerequisite(s):* BUAD 323

This course focuses on corporate valuation and credit analysis. Students will learn common methodologies for valuing corporate entities used by professionals working in investments, private equity, venture capital and investment banking. The course will familiarize students with various data sources and software used in the financial industry.

**BUAD 330 - Computer Skills for Business**

*Credits:* (1)

*Corequisite(s):* BUAD 350

This course is designed to complement functional courses in the Business Core Program by providing instruction in the use of application software. Typically the course will cover presentation software, spreadsheets, and database application.

*Graded:* pass/fail.

**BUAD 340 - Introduction to Innovation and Entrepreneurship**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course exposes students to fundamental innovation and entrepreneurship concepts and will also provide an entry point into the Innovation & Entrepreneurship minor. Students will learn about the mindsets and tools associated with innovation and entrepreneurship

and will be prepared to hit the ground running in subsequent, project-based Innovation & Entrepreneurship courses.

### **BUAD 342 - Commercial Law and Business Organizations**

*Credits: (3)*

A study of the law of business organizations, their activities and management. Substantive areas of law covered include: partnerships, corporations; securities, mergers and acquisitions; commercial paper and secured transactions; real and personal property; bailments, antitrust law and creditors' rights.

### **BUAD 343 - Legal Environment of Business**

*Credits: (2)*

An introduction to the law and the legal process. Substantive areas of law covered include: contracts, sales of goods and product liability; business torts and environmental law; bankruptcy and international law.

### **BUAD 350 - Introduction to Business Analytics**

*Credits: (3)*

*Prerequisite(s):* BUAD 231 or the equivalent. *Corequisite(s):* BUAD 330

The objective of this course is to provide students with an introduction to the concepts of business analytics, operations management and information systems. During this course, students will develop skills in analyzing business situations, developing visualization and decision models designed to effectively analyze and communicate, and to identify expected risks and benefits associated with decisions based on the models developed.

Note: Statistics equivalent defined as BUAD 231, ECON 307, KINE 394, MATH 351, PSYC 301, or SOCL 353.

### **BUAD 351 - Operations Management**

*Credits: (1.5)*

*Prerequisite(s):* BUAD 330, BUAD 350

This course focuses on operations knowledge essential to successful management. Topics include demand forecasting, process analysis, minimizing the effects of uncertainty in supply and demand, operational decision-making and other operations topics of current interest.

### **BUAD 352 - Decision-making through Visualization and Simulation**

*Credits: (1.5)*

*Prerequisite(s):* BUAD 330, BUAD 350

The objective of this course is to provide students with advanced skills in the most common business analytics tools of the modern workplace - namely Excel and its companion programming language called Visual Basic for Applications (VBA). During this course, students will develop visualization and decision models designed to effectively communicate the meaning of complex data sets, and to identify the expected risks and returns associated with decisions about uncertain future events through the application of probability concepts and Monte Carlo simulation methods.

### **BUAD 380 - Principles of Accounting - MAcc Prep**

*Credits: (3)*

An intensive and accelerated study of the use and preparation of financial information and the accounting system as an interpretative tool to communicate information about a variety of economic events to both internal and external users. Topics covered include the preparation and interpretation of financial statements for external users as well as managerial uses of accounting data, cost analysis, budgeting and performance evaluation. This course is open only to students accepted into the Master of Accounting Program.

**BUAD 381 - Intermediate Financial Accounting I - MAcc Prep**

*Credits: (3)*

An intensive and accelerated study of the financial reporting environment: evaluating the quality of the reported information, analyzing reporting choices, and assessing the role of financial information in resource allocation decisions. Topics traditionally included in intermediate accounting are covered by analyzing key business transactions on the financial statements and measures of performance evaluations such as profitability, competitiveness, and leverage. This course is open only to students accepted into the Master of Accounting Program.

**BUAD 382 - Intermediate Financial Accounting II - MAcc Prep**

*Credits: (3)*

An advanced and accelerated study of topics in financial reporting that are traditionally considered in intermediate accounting. Reporting issues related to topics such as pensions, stock options, and deferred taxes are considered with reference to original source materials and accounting research. This course is open only to students accepted into the Master of Accounting Program.

**BUAD 383 - Intermediate Cost Accounting - MAcc Prep**

*Credits: (3)*

An intensive and accelerated study of cost and managerial accounting topics that provides students with a thorough understanding of the tools necessary to understand and analyze internal data on costs and profitability, with an appreciation of the broader context in which accounting information is produced and utilized. The course studies cost behavior, cost accounting methods, cost allocations, cost and profitability analysis, and budgeting. This course is open only to students accepted into the Master of Accounting Program.

**BUAD 384 - Audit & Internal Controls - MAcc Prep**

*Credits: (3)*

An intensive and accelerated study of auditing and internal controls: Application of technology, modeling, statistics and other auditing procedures within the framework of generally accepted auditing standards. Reporting, ethics, international practices and case applications are emphasized. This course is open only to students accepted into the Master of Accounting Program.

**BUAD 385 - Federal Taxation - MAcc Prep**

*Credits: (3)*

An intensive and accelerated study of the U.S. federal income tax system. Emphasis is placed on awareness of federal income tax concepts and laws, identification of tax issues, tax planning techniques, and communication of creative solutions to tax problems. This course is open only to students accepted into the Master of Accounting Program.

**BUAD 401 - International Accounting**

*Credits: (3)*

*Prerequisite(s):* BUAD 203 and BUAD 301

This course focuses on accounting related to international issues. Topics include: International Financial Reporting Standards (IFRS), accounting for derivatives and transactions denominated in foreign currencies, international audit issues, and international tax issues. Students will learn both the accounting for international transactions as well as how to analyze and interpret financial information prepared using different accounting systems.

**BUAD 404 - Auditing and Internal Controls**

*Credits: (3)*

*Prerequisite(s):* BUAD 301 or consent of the instructor

Application of technology, modeling, statistics and other auditing procedures within the framework of generally accepted auditing standards. Reporting, ethics, international practices and case applications are emphasized.

### **BUAD 405 - Federal Taxation**

*Credits: (3)*

*Prerequisite(s):* BUAD 203

An analysis of the federal income tax laws. Development of conceptual awareness of federal income tax structure and tax planning, and gaining ability to determine solutions to problems confronting the individual and business taxpayer.

### **BUAD 406 - Financial Reporting and Taxation of Business Entities**

*Credits: (3)*

*Prerequisite(s):* BUAD 203 and BUAD 301 and BUAD 405

This course integrates complex tax and financial reporting issues in the context of transactions of business entities. Tax topics include an advanced study of corporate taxation and partnership taxation. Financial reporting topics include intercorporate investments, business combinations, and consolidated financial statements.

### **BUAD 408 - Tax Compliance, Tax Research, and Tax Planning**

*Credits: (3)*

*Prerequisite(s):* Senior Accounting major or minor; BUAD 405 or to be enrolled concurrently

This course provides for the development of the ability of the students to perform sophisticated tax research and analysis as the foundation for tax compliance and for minimizing the tax liability through tax planning for the following tax entities: individual, sole proprietorship, general partnership, limited partnership, LLC, S corporation, C corporation, and exempt entities.

### **BUAD 410 - International Business Management**

*Credits: (3)*

*Prerequisite(s):* BUAD 203, BUAD 311, and BUAD 350; or consent of instructor

A study of the fundamental principles and basic concepts applicable to managing in the international business environment. This course covers the nature of international markets, global trade, investment and financial exchange, and the operations of international business functions, with a strong emphasis on the strategy and structure of international business.

### **BUAD 411 - Management in an International Environment**

*Credits: (1-3)*

This course focuses on key management topics in the global context at the organizational and international levels. Students will become familiar with relevant models and frameworks regarding strategy, innovation, leadership, teams, culture, group and individual dynamics, ethics, etc. They will apply their learning to the global context and be able to contrast the challenges of leading and managing an organization in their home country, versus in the global or individual national environments.

Note: This course may not be used for fulfillment of BUAD 317 nor may it satisfy as a prerequisite for upper level management, strategy or organizational behavior courses.

### **BUAD 412 - Global Business Analysis**

*Credits: (1.5 or 3)*

*Prerequisite(s):* Consent of instructor.

This course focuses on the analysis of the business environment, culture, and peoples of a global region.

Students will be exposed to a wide variety of intelligence gathering methods to aid them in analyzing information related to the designated region. International business trends, developments, national economic and cultural differences will be examined.

This course may be repeated one time.

### **BUAD 413 - Global Business Immersion**

*Credits: (1-3)*

*Prerequisite(s):* BUAD 412 or consent of instructor.

*College Curriculum:* COLL 300

This course encompasses an on-site immersion experience in a designated global region. During the on-site portion of the course particular emphasis will be placed on maximizing the immersion experience with a variety of activities such as: visiting businesses and governmental agencies, meetings and seminars with academic organizations, fieldwork to study the local culture, study tours to important cultural sites, and other opportunities for experiential learning.

This course may be repeated one time.

### **BUAD 414 - Global Strategic Management**

*Credits: (3)*

*Prerequisite(s):* BUAD 311 , BUAD 323, BUAD 350 and Senior Standing.

*College Curriculum:* COLL 400

This course will expose students to global issues that influence the competitive behavior and performance of firms. Students will build skills for conducting strategic analysis in a variety of industry and competitive situations in the global economy. By the end of the course, students will be able to apply a general manager's strategic perspective to the resolution of major business problems, with the goal of improving organizational performance.

### **BUAD 417 - International Finance**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102, or the equivalents

A study of the foreign exchange markets, the relation between Interest rates and exchange rates, and the current international monetary system. Specific course topics include borrowing and lending opportunities in international financial markets, international trade finance, the management of risks associated with exchange rate fluctuations, the analysis of currency crises, and the assessment of sovereign risk.

### **BUAD 418 - Real Estate Finance**

*Credits: (3)*

*Prerequisite(s):* BUAD 323

The value of real estate is roughly the same as that of the stock market, yet business decision-makers often overlook its importance. For example, real estate requires a fundamental choice for every firm and individual: the decision to rent vs. own commercial/residential real estate. The real estate market collapse in 2008, which led to a global financial crisis, has changed the way we think about commercial and residential real estate. It is of great import to manage the financial risk of real estate as its very nature is to have tremendous financial leverage. This class will cover a wide range of real estate topics from understanding the home buying process to programming complex mortgages.

### **BUAD 419 - Valuation**

*Credits: (3)*

*Prerequisite(s):* BUAD 323

A study of enterprise valuation both from an academic and industry perspective. Topics include an analysis and application of multiple valuation approaches and an exploration of differences in valuation approaches for public, private, and distressed firms. The goal is to develop insight into how financial

managers can create value for their shareholders, understand other value drivers, and learn how to incorporate them in the enterprise valuation process.

### **BUAD 420 - Financial History**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* A study of the evolution of financing arrangements, financial risk, current institutions, government policies, and the forces driving booms, busts, and financial panics. The course begins with an eclectic survey of the financial record, highlighting relevant financial theory as well as history. The final part of the course highlights the role of history in helping to shape current debate on the appropriate policy responses to macro-financial problems.

**B**

### **UAD 421 - Student Managed Investment Fund**

*Credits: (3)*

*Prerequisite(s):* BUAD 323 and instructor permission.

The purpose of this course is to provide portfolio management and security analysis experience through the management of the Mason School Student Managed Investment Fund (SMIF). Students select companies from an S&P stock universe, do research on their business model and competitive environment, make forecasts of future financial performance and perform valuation analyses, write an investment report and present orally a recommendation to their colleagues and faculty for inclusion in a real endowment portfolio of common stocks.

This course may be repeated one time.

### **BUAD 422 - Applied Financial Concepts**

*Credits: (3)*

*Prerequisite(s):* BUAD 323 and BUAD 329

The goal of this course is to expose the student to practices and developments within several specialized areas of the financial services sector through the case method of instruction. Key objectives are to develop the student's problem solving ability and oral and written communication skills through the quantitative and qualitative analysis of actual business situations. Active student participation in case discussion and analysis is required. This course is offered through the Distinguish program, and requires an application.

### **BUAD 423 - Corporate Financial Strategy**

*Credits: (3)*

*Prerequisite(s):* BUAD 323

Advanced topics in the theory and practice of financial decision-making. Cases and readings are used to examine the tools and techniques of financial strategy formulation and implementation under various environmental settings.

### **BUAD 424 - Derivatives and Risk Management**

*Credits: (3)*

*Prerequisite(s):* BUAD 323 and BUAD 327

An examination of the markets of derivative securities, valuation, trading strategies, and their applications in managing risk. The emphases are on financial engineering and the quantitative methods in the valuation of derivative securities

### **BUAD 426 - Fundamentals of Hedge Fund Management**

*Credits: (1)*

*Prerequisite(s):* BUAD 323 and consent of the instructor.

This course is designed to give students a broad overview of the hedge fund industry and what is needed

to launch a hedge fund and hedge fund manager by providing an overview of hedge fund structures, primary internal and external parties, and key regulatory, legal, and ethical considerations. This course is offered through the Distinguish program, and requires an application.

*Graded:* Pass/Fail.

### **BUAD 427 - Advanced Investments**

*Credits:* (3)

*Prerequisite(s):* BUAD 323 and BUAD 327

An examination of the advanced topics of equity and fixed-income investments.

### **BUAD 428 - Behavioral Economics and Finance**

*Credits:* (3)

*Prerequisite(s):* ECON 101 and BUAD 231 or Statistics equivalent.

A review of prominent psychological biases and heuristics affecting individual decision-making.

Applications to economics, finance, public policy, and social science.

### **BUAD 430 - Diversity in the Workplace**

*Credits:* (3)

This course is designed to enhance students' understanding of current issues related to diversity, equity, and inclusion in the workplace and to help them develop their distinctive voice as they cultivate an inclusion-focused professional future. The course utilizes current research, best practices, and lived experiences to demonstrate the inherent benefits of having a diverse workforce and how a diverse collection of skills and experiences equips companies to be globally competitive. Students learn to identify and leverage their unique strengths to help successfully drive diversity and inclusion initiatives in the modern world of work.

### **BUAD 431 - Management Consulting**

*Credits:* (3)

*Prerequisite(s):* Junior standing.

This course examines the management consulting process and prepares students for a role as either an internal or external consultant. The course is designed to provide a framework for understanding the art and science of providing management counsel to client organizations in the public and private sectors.

The course follows the process of a typical consulting engagement in identifying key project requirements, feasibility and design alternatives.

### **BUAD 433 - Identity, Power, and Profit: Perspectives on DEI Work**

*Credits:* (3)

This course is specially designed to maximize William and Mary's DC-based alumni and partner networks to enhance students' understanding of current issues related to identity, power, privilege. This experiential course is offered in partnership with the William and Mary Washington Center and will provide students with a deeper understanding of micro and macro organizational issues on diversity, equity, and inclusion work. Through site visits, cultural immersions, and conversations with DEI experts across a variety of industries, students will emerge with a more nuanced understanding of the role of strategic leadership, planning, communication, and assessment of organizational DEI initiatives.

### **BUAD 435 - Teams: Design, Selection, and Development**

*Credits:* (3)

*Prerequisite(s):* BUAD 317 or equivalent

This course is designed to develop the knowledge and skills to enable students to improve the performance of most teams. Working in teams has become the norm in most organizations, yet most people have many misconceptions about what makes groups effective. Groups can be exhilarating or

maddening. This course will cover work in a variety of teams including: project teams, self-directed teams, research teams, consulting teams, and multinational teams. Topics include: team design, principles of selection, team performance management and rewards, managing transnational teams, and team facilitation.

### **BUAD 436 - Business and Society**

*Credits: (3)*

*Prerequisite(s):* Junior standing

This course explores the complex relationship between business and the wider social context in which it operates and the challenges leaders face in balancing their economic, ethical, legal, and citizenship responsibilities to their various stakeholders. In this era of 'globalization' corporations may be as large as nations in terms of economic and social impact. Topics Include: corporate social responsibility, and citizenship, ecological and natural resource concerns, business-government relations, technological change, public relations, and corporate governance.

### **BUAD 437 - Change Management and Organizational Transformation**

*Credits: (3)*

*Prereq/Corequisite(s):* BUAD 317 or consent of the instructor

The course will focus on effective process design, change management, and transforming the organization through changes in process, people, and technology. Topics will include stakeholder analysis, goal/strategy alignment, generating buy-in, effectively informing processes, performance measurement and incentives.

### **BUAD 438 - Leadership**

*Credits: (3)*

*Prerequisite(s):* BUAD 317. Senior standing

This field-based course is designed to develop the ability to work with and through others in order to make effective contributions as a member of an organization. The course emphasizes developing a leadership orientation, understanding critical leadership issues and developing appropriate leadership skills.

### **BUAD 441 - Financing Entrepreneurial Ventures**

*Credits: (3)*

*Prerequisite(s):* BUAD 311 or BUAD 323 or BUAD 340

This course provides real-world, on-the-ground learning about how entrepreneurial ventures are financed, with a particular focus on Venture Capital & Private Equity sources of funding. Topic areas include understanding what sources of capital are available to entrepreneurial ventures, deciding how much to raise and from what sources to raise, selecting potential investors and board members, preparing ventures for profitable exits, and learning how to "craft a deal" by creating term sheets, investment pitches, and incentive plans. This course is designed for individuals with an interest in entrepreneurship, private equity/venture capital, corporate finance, and law.

### **BUAD 442 - The Psychology of Decision Making**

*Credits: (3)*

*Prerequisite(s):* BUAD 231 or the equivalent and senior standing

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered.

*Cross-listed with:* PSYC 442

### **BUAD 443 - Entrepreneurial Ventures**

*Credits: (3)*

*Prerequisite(s):* BUAD 311, BUAD 323, BUAD 350; or BUAD 340 or consent of the instructor  
Entrepreneurial Ventures focuses on the issues, decisions, and problems faced by entrepreneurial owners and innovators who wish to create and manage new or smaller enterprises, family businesses, technology based enterprises or franchises. Students will develop the knowledge and skill sets relevant for the creation, operation and ultimate success of the venture based on enterprise.

### **BUAD 444 - Entrepreneurship Consulting**

*Credits: (3)*

*Prerequisite(s):* BUAD 340 or BUAD 311, BUAD 323, and BUAD 350

Students will work closely with regional ventures as consultants under the guidance of the Miller Entrepreneurship Center. This opportunity will involve students in many phases of problem-solving and organizational development in launching entrepreneurial ventures. Students will work in teams to address challenges requiring independent analysis and interdisciplinary thinking, while also developing analytical thinking, interpersonal, and communication skills. The course will involve fieldwork and independent research on projects.

### **BUAD 446 - Consumer Behavior**

*Credits: (3)*

*Prerequisite(s):* BUAD 311

The consumer-firm relationship is analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from the fields of cultural anthropology, sociology and psychology are applied to problems encountered in marketing to various consumer groups.

### **BUAD 447 - Customer Experience Management**

*Credits: (3)*

*Prerequisite(s):* BUAD 311

To be competitive in today's marketplace, service organizations must provide a quality experience for their customers. Customer experience management (CEM) is the process of strategically managing a customer's entire experience with a company. Specifically, this course identifies the key dimensions on which customer perceptions of service excellence are based, and describes strategies for offering superior customer service. Students will gain a better understanding of how customers evaluate service firms; they will also have a "tool kit" of ideas, measures and techniques to help improve service excellence.

### **BUAD 448 - Marketing Strategy**

*Credits: (3)*

*Prerequisite(s):* BUAD 311 or consent of the instructor

Managerial techniques in planning and executing marketing programs. Emphasis on decision making related to marketing segmentation, product innovation and positioning, pricing and promotion. Extensive use of cases, readings and a management simulation.

### **BUAD 450 - Global Marketing**

*Credits: (3)*

*Prerequisite(s):* BUAD 311

This course includes theories of and justifications for free trade, a study of environments across international markets (including the economic environments, the cultural environments, the political/regulatory environments, and the physical/geographic environments) and the practice of marketing including global marketing management for large, small and medium sized firms. Topics include globalization, global strategies, international service marketing and marketing in the developing world.

### **BUAD 451 - Customer Insights for Innovation**

*Credits: (3)*

*Prerequisite(s):* BUAD 311 or BUAD 340 or consent of the instructor.

Many business opportunities and decisions depend on an understanding of customers' values, needs, aspirations and behaviors. These unique insights inform the development of products, services, and brands that are valued by customers and differentiated from competition. This course will be an immersive and experiential introduction to customer insights research, including fieldwork using a variety of qualitative research methods. In addition, these methods will be applied within the context of generating concepts for new products and services that address the insights identified.

### **BUAD 452 - Marketing Research**

*Credits: (3)*

*Prerequisite(s):* BUAD 311 and BUAD 231 or a statistic equivalent; or consent of instructor

Introduction to fundamentals of marketing research. Use of research information in marketing decision making. Topics include research design, interrogative techniques, data collection methods, scaling, sampling and alternative methods of data analysis. Students design and execute their own research projects.

### **BUAD 453 - Sustainability Inspired Innovation and Design**

*Credits: (3)*

*Prerequisite(s):* BUAD 311 or BUAD 340

Many companies are embracing sustainability as the inspiration and impetus for the next wave of product and service innovation. In this course, we will explore the reasons behind this growing interest in sustainability, what sustainability means to consumers, and the opportunities it presents to companies that want to "do well while doing good". This course will also emphasize the process and outcome of product and service innovation, from creative idea generation to concept evaluation. Specifically, students will gain significant hands-on experience with the tools and techniques of "Design Thinking" in a studio setting, with a focus on developing innovative ideas that promote the principles of sustainability.

### **BUAD 456 - Advertising and Digital Marketing**

*Credits: (3)*

*Prerequisite(s):* BUAD 311

A study of how to use advertising and marketing communications, with special emphasis on digital media, to build and sustain relationships with consumers. Development of an integrated marketing communication campaign will emphasize the presentation of products to consumers through relevant media to include digital channels. Target market identification, situation analysis, promotional strategy and tactics, and evaluation within budgetary constraints will be stressed.

### **BUAD 457 - Creative Problem Solving**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

A study of the processes of creativity and innovation in complex problem-solving, informed by both business and inter-disciplinary approaches. Throughout the course, students engage in a mix of experiential, experimental, and reflective exercises designed to promote integrative and creative problem-solving, with an emphasis on the techniques, frameworks and mindsets that drive innovation in organizations.

*Cross-listed with:* THEA 272

### **BUAD 460 - Big Data Analytics with Machine Learning**

*Credits: (3)*

*Prerequisite(s):* BUAD 231 or the equivalent and BUAD 467, or consent of the instructor.

This course is designed to equip students with the kinds of analytical skills used in the era of Big Data to reveal the hidden patterns in, and relationships among, data elements being created by internal transaction systems, social media and the Internet of Things. Students will use the open source programming language R for the development of Data Mining (and other statistically-based) analytical solutions.

Note: Statistics equivalents defined as BUAD 231, ECON 307, KINE 394, MATH 106, MATH 31, PSYC 301, or SOCL 353.

### **BUAD 461 - Lean Six Sigma Toolkit**

*Credits: (3)*

*Prereq/Corequisite(s):* BUAD 350; or consent of the instructor

This course focuses on developing lean processes within a variety of operating environments. Tools and strategies leading to improved process management are included. The course also focuses on Six Sigma approaches to process quality and includes emphasis on tools and procedures for implementing Six Sigma strategies within organizations.

Note: This course combines the existing BUAD 459 and BUAD 461 courses into a single course. Students who took BUAD 459 under a previous catalog may not take the new 3 credit BUAD 461 version.

### **BUAD 462 - Healthcare Informatics**

*Credits: (3)*

Successful management of health delivery requires a scientific, information-driven approach. This course explores the use of information and information-based technologies to address challenges in rising costs, quality of health outcomes, and timely access to those who need healthcare. Through hands-on analysis of industry data students will diagnose issues, identify alternatives and develop a plan to deliver value-based healthcare. Topics include a comparative analysis of healthcare in other nations, digitization of health processes, health informatics exchange, accountable care organizations, and business model innovations in health sector. Students will learn about regulatory reforms in US health sector and various career opportunities in health sector.

### **BUAD 463 - Supply Chain Analytics**

*Credits: (3)*

*Prerequisite(s):* BUAD 350

Mathematical optimization techniques and applied solutions for problems in logistics, distribution, facility location, transportation, and supply chain networks.

### **BUAD 465 - Supply Chain Management**

*Credits: (3)*

*Prerequisite(s):* BUAD 350

Over the last five years, technology, specifically the WEB, has revolutionized the way firms do business with each other. The usual stumbling blocks of poor information availability: incompatible organizational structures and information systems, and the high cost of collaboration are being "blown to bits" by tailored supply chain initiatives and web-centric software. This course will explore these initiatives and tools that firms are using to manage supply chains and B2B integration.

### **BUAD 466 - Developing Business Intelligence**

*Credits: (3)*

*Prerequisite(s):* BUAD 350; or consent of the instructor

The course focuses on the collection, representation and analysis of evidence in support of decision

making and process improvement. The course will examine hard and soft measures, criteria for evaluation, and performance measurement.

### **BUAD 467 - Predictive Analytics**

*Credits: (3)*

*Prerequisite(s):* BUAD 231 or the equivalent, and BUAD 330.

This course focuses on solving business problems with data using predictive techniques, particularly in situations where the problem statement is ambiguous. The course covers five integral elements of analysis including: 1) general problem framing, 2) framing analytics problems, 3) managing, evaluating and cleaning data, 4) methodology selection and 5) model building/reporting. This approach enables students to experience a predictive business analytics problem from start to finish with a particular emphasis on providing, receiving and implementing feedback for improvement.

Note: Statistics equivalent defined as BUAD 231, ECON 307, KINE 394, MATH 106, MATH 351, PSYC 301, or SOCL 353.

### **BUAD 468 - Prescriptive Analytics**

*Credits: (3)*

*Prerequisite(s):* BUAD 352

This course focuses on solving business problems using prescriptive techniques. The course covers optimization models, including linear programming, and simulation models, including Monte Carlo simulation. This course will focus on how prescriptive modeling techniques can be used to make decisions for different business applications.

### **BUAD 469 - Advanced Modeling Techniques**

*Credits: (3)*

*Prerequisite(s):* BUAD 231 or the equivalent, and BUAD 352, or consent of the instructor.

This course is designed to provide students with the skills necessary to develop advanced decision models using a variety of programming and database tools. These models apply concepts from probability theory and statistical inference across a broad range of business disciplines. Particular emphasis is placed on the development of Monte Carlo simulation models.

Note: Statistics equivalent defined as BUAD 231, ECON 307, KINE 394, MATH 106, MATH 351, PSYC 301, or SOCL 353.

### **BUAD 470 - Sports Analytics**

*Credits: (3)*

A number of industries have been created and transformed by analytics. This course focuses on analytical techniques and their application to the sports industry. Course topics include player evaluation, team ratings, scheduling, and coaching strategies. The assignments will use a variety of techniques and tools, such as data cleaning, probability, statistics, optimization, and spreadsheet modeling. A basic knowledge of spreadsheets, probability, statistics, and sports (specifically, baseball, basketball, and football) is assumed.

### **BUAD 474 - Negotiation**

*Credits: (3)*

This course introduces students to the art and science of negotiation through the study of well-documented historical negotiations, personal experience with live negotiation exercises, and the study of game theory. Students will focus on understanding the games that underlie most negotiations and developing the analytical tools and techniques required in negotiation.

### **BUAD 482 - Project Management**

*Credits: (3)*

This course will focus on the concepts and tools related to the management of projects within organizations. Students will examine all phases of project management including selection, planning, scheduling, control, and termination. Topics include writing project plans, developing work breakdown structures, project scheduling, resource management, earned value analysis, and project risk management.

**BUAD 490 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* Submit approval form to the Undergraduate Business Program in the Mason School of Business.

A course designed to accommodate independent study.

This course may be repeated for credit.

**BUAD 492 - Special Topics**

*Credits: (0-3)*

*Prerequisite(s):* Consent of the instructor.

A course designed for special topics and for special opportunities to utilize the expertise of a faculty member.

This course may be repeated for credit.

**BUAD 493 - Special Topics**

*Credits: (1-3)*

This course addresses emerging issues or specialized content related to a selected global region. Topics may include economics, innovation, entrepreneurship, information technology, operations, or strategy.

This course may be repeated one time in a different location

## Chemistry

### The Chemistry Program

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

Most majors engage in research projects for credit in association with a department faculty member. Normally this research is begun during the second semester of the junior year and continued through the senior year. However, there are opportunities for many students to work on projects prior to their junior year and/or over the summer through paid summer research fellowships administered through the department.

In addition to the chemistry minor, there is also a biochemistry minor which can be found [here](#).

### College (COLL) Courses and Advanced Placement Options

#### College (COLL) Courses

CHEM 100, CHEM 150, and CHEM 201 have been designed for non-science majors. CHEM 100 fulfills COLL 100 requirements, CHEM 150 fulfills COLL 150 requirements. CHEM 201 and CHEM 205 fulfill COLL 200 requirements in the NQR knowledge domain.

Students majoring in a science and/or intending a career in health sciences should take CHEM 103 as their introductory chemistry course. Usually, the CHEM 103L laboratory course is taken along with CHEM 103.

#### Advanced Placement

Entering students who have been awarded credit for CHEM 103 based on AP score of 4/5 or IB score of 5/6/7, as well as other well-prepared students who are planning to major in chemistry, are encouraged to take CHEM 205 to satisfy their General Chemistry requirements.

Students entering with AP score of 5 or IB score of 6/7: The student is awarded 5 credits of General Chemistry (CHEM 103, CHEM 103L, and CHEM 254) and 3 chemistry elective credits (CHEM 2XX). Should this student choose not to take either CHEM 208 or CHEM 205, the CHEM 2XX elective credits will count as 3 credits for the Chemistry major or the minor. Should this student take CHEM 205, the chemistry elective credits (CHEM 2XX) will not count toward a Chemistry major or minor, but will still count toward general graduation requirements. For programs other than Chemistry, the CHEM 2XX credits will count as CHEM 208.

Students entering with AP score of 4 or IB score of 5: The student is awarded 4 credits of General Chemistry (CHEM 103 and CHEM 103L). To pursue a Chemistry major, this student must take either CHEM 205 or CHEM 208, and either CHEM 254 or CHEM 256 laboratory.

Well-prepared students without AP or IB credit who intend to major in Chemistry may elect to take CHEM 205 with instructor permission. These students must also take CHEM 103L laboratory, and either CHEM 254 or CHEM 256 laboratory.

## Programs and Course Descriptions

### Programs

- [Chemistry \(BS in Chemistry\)](#)
- [Chemistry, Minor](#)

### Chemistry, BS

#### Required Credit Hours: 36 - 39

(including 30 - 33 core credit hours)

#### Major Computing Requirement:

Satisfied by successfully completing required word processing, data and graphical analysis, molecular drawing and modeling, and literature database searching assignments made throughout the core curriculum of the Chemistry major.

#### Major Writing Requirement:

Consists of writing a paper (of at least 2000 words) during the senior year. The paper is written in CHEM 490W or CHEM 496 for seniors enrolled for research credit, or can be written as part of any 400-level Chemistry course with a "W" designation in which the student is concurrently enrolled.

#### Core Requirements:

30 - 33 semester credits of core chemistry courses.

- General Chemistry: CHEM (103 and 208) or 205, 103L, and 254 or 256
- Organic Chemistry: CHEM 206, 206L, 207 or 209, and 253
- Biochemistry: CHEM 314
- Inorganic Chemistry: CHEM 312
- Physical and Analytical Chemistry: CHEM 301, 302, 302L, 309 and 309L

These courses are taken in the following sequence:

#### Year 1

##### Fall

- CHEM 103 - General Chemistry I Credits: (3) or
- CHEM 205 - Advanced Freshman Chemistry Credits: (3)
  
- CHEM 103L - General Chemistry Laboratory I Credits: (1)

##### Spring

- CHEM 206 - Organic Chemistry I Credits: (3)
- CHEM 206L - Organic Chemistry Laboratory I Credits: (1)

#### Year 2

##### Fall

- CHEM 209 - Organic Chemistry II Credits: (3) or

- CHEM 207 - Organic Chemistry II for Life Sciences Credits: (3)
- CHEM 253 - Organic Chemistry Laboratory II Credits: (1)

### **Spring**

- CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry Credits: (3)  
(not to be taken if the student has taken CHEM 205)
- CHEM 254 - General Chemistry Laboratory II Credits: (1) or
- CHEM 256 - Inorganic and Quantitative Laboratory Methods Credits: (1)
- CHEM 314 - Biochemistry Credits: (3)

### **Year 3**

#### **Fall**

- CHEM 301 - Physical Chemistry Credits: (3)
- CHEM 309 - Instrumental Analysis Credits: (4)
- CHEM 309L - Instrumental Analysis Laboratory Credits: (0)

#### **Spring**

- CHEM 302 - Physical Chemistry Credits: (3)
- CHEM 302L - Physical Chemistry Laboratory Credits: (1)
- CHEM 312 - Inorganic Chemistry Credits: (3)

### **Additional Requirements**

CHEM 205 is recommended for entering students who have earned AP or IB credit for CHEM 103 and CHEM 103L. CHEM 205 replaces CHEM 103 and CHEM 208. Other well-prepared students lacking AP or IB credit can take CHEM 205 in place of CHEM 103 and CHEM 208 with instructor permission. These students must take the CHEM 103L laboratory.

In the second year, CHEM 209 and CHEM 256 are recommended for students intending to major in chemistry. CHEM 207 and CHEM 254 are recommended for all other science majors, but they also may be used to satisfy the requirements for a major in chemistry in place of CHEM 209 and CHEM 256, respectively.

### **Remaining Credit Hours: 6**

- CHEM 401 - Advanced Physical Chemistry Credits: (3)
- CHEM 402 - Advanced Inorganic Chemistry Credits: (3)
- CHEM 403 - Advanced Organic Chemistry Credits: (3)
- CHEM 404 - Advanced Analytical Chemistry Credits: (3)
- CHEM 408 - Computational Chemistry Credits: (3)
- CHEM 411 - Polymer Science I Credits: (3)
- CHEM 415 - Advanced Biochemistry Credits: (3)
- CHEM 416 - Scientific and Social Aspects of Drug Development Credits: (3)
- CHEM 417 - Neurochemistry Credits: (3)
- CHEM 419 - Bioinorganic Chemistry Credits: (3)
- CHEM 456 - Mass Spectrometry Credits: (3)
- CHEM 457 - Organic Synthesis Credits: (3)
- CHEM 458 - Organic Spectroscopy Credits: (3)

### **Additional Information:**

CHEM 100, CHEM 150, CHEM 190, CHEM 201, CHEM 217, CHEM 290, CHEM 341, CHEM 360, CHEM361, CHEM 390, CHEM 490, CHEM 460 or CHEM 495 - 496 may not be included in the minimum 36-39 credit hours for the major. No more than six semester credits in CHEM 490 or CHEM 495/496 may be applied toward a degree. Credits obtained for CHEM 190/CHEM 290/CHEM 390 cannot be used towards the 120 hour graduation credit minimum. Students may not obtain credit for both CHEM 205 and CHEM 208. In a typical program, majors will have completed CHEM 103, CHEM 206, CHEM 209 or CHEM 207, and CHEM 208, plus MATH 111, MATH 112, and MATH 212 or MATH 213, and PHYS 101 / PHYS 101L - PHYS 102 / PHYS 102L before enrolling in CHEM 301 in their junior year. (MATH 212 or MATH 213 is strongly recommended and can be taken concurrently with CHEM 301 if necessary). Credits from required pre-requisite courses in Mathematics and Physics are not applicable toward the minimum requirements for a major in Chemistry. The laboratory courses CHEM 103L, CHEM 206L, CHEM 253, CHEM 254 or CHEM 256, CHEM 309L and CHEM 302L should be taken concurrently with the appropriate lecture courses. CSCI 141 and MATH 211 are valuable courses and recommended in the general education of a chemist.

### **American Chemical Society Approval and Certified Degrees**

The department curriculum is approved by the American Chemical Society (ACS). An ACS approved degree in chemistry from William & Mary is awarded if a student's academic program meets additional course criteria within the minimum 36 - 39 credit hours of course work previously described plus a minimum of 3 credits of independent research through CHEM 490 or 6 credits in CHEM 495/CHEM 496 . The department currently offers three concentrations leading to ACS certified degrees: chemistry, biochemistry, and chemical physics. The specific course requirements for each ACS concentration are summarized below.

#### **ACS Certifications**

##### **Chemistry:**

- The 36-39 credit major requirement described above.

##### **Biochemistry:**

- CHEM 415 - Advanced Biochemistry Credits: (3)
- CHEM 420 - Biochemistry Laboratory Credits: (1)
- One additional 400 CHEM level course from the list of Chemistry courses that count towards the 36 - 39 credit major requirement.

##### **One upper level biology course selected from:**

- BIOL 306 - Microbiology Credits: (4)
- BIOL 310 - Molecular Cell Biology Credits: (3)
- BIOL 437 - Immunology Credits: (3)
- BIOL 442 - Molecular Genetics Credits: (3)

##### **Chemical Physics:**

- CHEM 401 - Advanced Physical Chemistry Credits: (3)
- One additional 400 level CHEM course from the list of Chemistry courses that count towards the 36-39 credit major requirement.
  
- PHYS 201 - Modern Physics Credits: (4)
- PHYS 208 - Classical Mechanics of Particles and Waves I Credits: (4)

**One additional course selected from:**

- MATH 302 - Ordinary Differential Equations Credits: (3)
- MATH 413 - Introduction to Numerical Analysis I Credits: (3)
- PHYS 303 - Classical Mechanics of Particles and Waves II Credits: (3)
- PHYS 313 - Quantum Mechanics I Credits: (3)
- PHYS 314 - Quantum Mechanics II Credits: (3)
- PHYS 401 - Electricity and Magnetism I Credits: (3)
- PHYS 402 - Electricity and Magnetism II Credits: (3)
- PHYS 251 - Experimental Atomic Physics Credits: (2)
- PHYS 252 - Electronics Credits: (2)

### **Research in Chemistry-Summer Fellowship Program**

A summer program for chemistry majors affords the opportunity to learn research skills and to apply these skills to a current research problem. Each student in the summer program is guided by a faculty mentor. This program provides valuable preparation for either CHEM 495 - 496 Honors in Chemistry, or CHEM 490, Senior Research. Admission to the fellowship program is competitive. Stipends and the opportunity to apply for complimentary campus housing are provided. Opportunities for summer research are also possible for rising sophomores and juniors.

### **College (COLL) Courses and Advanced Placement Options**

#### **College (COLL) Courses**

CHEM 100, CHEM 150, and CHEM 201 have been designed for non-science majors. CHEM 100 fulfills COLL 100 requirements, CHEM 150 fulfills COLL 150 requirements, and CHEM 201, CHEM 205 and CHEM 314 paired with 314C fulfill COLL 200 requirements in the NQR knowledge domain. CHEM 417 and CHEM 490 when taken for a total of 3 credits, which can be taken in a single semester or spread out over two semesters, and paired with CHEM 490W will meet COLL 400 requirements.

Students majoring in a science and/or intending a career in health sciences should take CHEM 103 or CHEM 205 (see Advanced Placement section below) as their introductory chemistry course. Usually, the CHEM 103L laboratory course is taken along with CHEM 103.

#### **Advanced Placement**

Entering students who have been awarded credit for CHEM 103 based on AP score of 4/5 or IB score of 5/6/7, as well as other well-prepared students who are planning to major in chemistry, are encouraged to take CHEM 205 to satisfy their General Chemistry requirements.

Students entering with AP score of 5 or IB score of 6/7: The student is awarded 5 credits of General Chemistry (CHEM 103, CHEM 103L, and CHEM 254) and 3 chemistry elective credits (CHEM 2xx). Should this student elect not to take either CHEM 208 or CHEM 205, the CHEM 2xx elective credits will count as 3 credits for the Chemistry major or the minor. Should this student take CHEM 205, the chemistry elective credits (CHEM 2xx) will not count toward a Chemistry major or minor, but will still count toward general graduation requirements. For programs other than Chemistry, the CHEM 2xx credits will count as CHEM 208.

Students entering with AP score of 4 or IB score of 5: The student is awarded 4 credits of General Chemistry (CHEM 103 and CHEM 103L). To pursue a Chemistry major, this student must take either CHEM 205 or CHEM 208, and either CHEM 254 or CHEM 256 laboratory.

## Chemistry, Minor

**Required Credit Hours: 19 - 22**

### Core Requirements:

#### General Chemistry:

- CHEM 103 - General Chemistry I Credits: (3)
- CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry Credits: (3) or
- CHEM 205 - Advanced Freshman Chemistry Credits: (3)
- CHEM 103L - General Chemistry Laboratory I Credits: (1)
- CHEM 254 - General Chemistry Laboratory II Credits: (1) or
- CHEM 256 - Inorganic and Quantitative Laboratory Methods Credits: (1)

#### Organic Chemistry:

- CHEM 206 - Organic Chemistry I Credits: (3)
- CHEM 206L - Organic Chemistry Laboratory I Credits: (1)
- CHEM 207 - Organic Chemistry II for Life Sciences Credits: (3) or
- CHEM 209 - Organic Chemistry II Credits: (3)
- CHEM 253 - Organic Chemistry Laboratory II Credits: (1)

#### Advanced Course Requirements:

Select one course from each group:

- CHEM 301 - Physical Chemistry Credits: (3)
- CHEM 309 - Instrumental Analysis Credits: (4) / CHEM 309L
- CHEM 312 - Inorganic Chemistry Credits: (3)
- CHEM 341 - Physical and Analytical Chemistry for Life Sciences Credits: (3)
- CHEM 416 - Scientific and Social Aspects of Drug Development Credits: (3)
- CHEM 314 - Biochemistry Credits: (3)
- CHEM 403 - Advanced Organic Chemistry Credits: (3)
- CHEM 411 - Polymer Science I Credits: (3)
- CHEM 457 - Organic Synthesis Credits: (3)

## Course Descriptions

### Chemistry

#### CHEM 100 - Big Ideas in Chemistry

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Chemistry, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-

year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **CHEM 103 - General Chemistry I**

*Credits:* (3)

*Domain (Anchored):* NQR

For science majors and pre-health science students. A study of the nature of atoms and molecules, the periodic table, chemical bonding and reactions, thermochemistry, states of matter, solutions, and equilibrium.

### **CHEM 103L - General Chemistry Laboratory I**

*Credits:* (1)

*Corequisite(s):* CHEM 103 or CHEM 205. For science majors only.

Laboratory techniques in chemistry.

Four laboratory hours. There is a fee associated with this laboratory.

### **CHEM 150 - First Year Seminar**

*Credits:* (4)

*College Curriculum:* COLL 150

An exploration of a specific topic in Chemistry. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **CHEM 190 - Introductory Research**

*Credits:* (1)

*Prereq/Corequisite(s):* CHEM 195

Introduction to chemical research with an assigned faculty mentor. May be taken only with the consent of the department. Credit obtained cannot be used towards an ACS approved degree or the 120 hour graduation credit minimum.

### **CHEM 195 - Research Practices in Chemistry**

*Credits:* (0)

Laboratory safety and environmental health in the practice of chemistry research. Includes instruction in the responsible and ethical conduct of research. Chemistry 195 is a pre-/co-requisite for all chemistry research courses, and thus must be taken concurrently with the student's first research course.

*Graded:* (Pass/Fail)

### **CHEM 201 - Color, Light, and Chemistry**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV, CSI Intended for non-science majors, Color, Light, & Chemistry will use the theme of color and light to weave a narrative through basic concepts in chemistry. Students will develop their understanding not only of the foundations of chemistry (e.g., organic and inorganic structure, acid-base chemistry, light, spectroscopy) through the color and light theme, but also how scientific approaches can be used to create tangible products (e.g., dyed textiles, paint analysis). This course will place the chemistry of color and light in the broader context of art, philosophy, literature, culture, dye industry, artifact analysis, and world trade. Students will put course concepts into practice through hands-on experiments, demonstrations, and a project portfolio.

### **CHEM 205 - Advanced General Chemistry**

*Credits:* (3)

*Prerequisite(s):* CHEM 103/Chemistry AP score of 4 or 5, or International Baccalaureate scores of 5, 6, or 7 in Chemistry or have instructor consent.

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI A systematic study of the properties and reactions of chemical elements and their compounds, including acid/base chemistry, thermodynamics, electrochemistry, bonding, and an introduction to kinetics. This course will explore how the quest for natural resources and synthetic chemicals has shaped modern society. Enrollment is restricted to freshmen who receive William and Mary credit for Chemistry 103 with a score of 4 or 5 on the Advanced Placement Examination or International Baccalaureate scores of 5, 6, or 7 in Chemistry or have instructor consent.

Note: Students may not obtain credit for both CHEM 205 and CHEM 208.

### **CHEM 206 - Organic Chemistry I**

*Credits:* (3)

*Prerequisite(s):* CHEM 103 or CHEM 205.

A mechanistic approach to the study of the chemistry of carbon compounds. Particular emphasis is placed on the relationship between structure and reactivity in organic reactions.

### **CHEM 206L - Organic Chemistry Laboratory I**

*Credits:* (1)

*Prereq/Corequisite(s):* CHEM 206.

Laboratory techniques in organic chemistry.

Four laboratory hours. There is a fee associated with this laboratory.

### **CHEM 207 - Organic Chemistry II for Life Sciences**

*Credits:* (3)

*Prerequisite(s):* CHEM 206.

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Particular emphasis is placed on the role of metals in living systems and the biosynthesis of organic molecules. Recommended for students expecting to major in the life sciences.

### **CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry**

*Credits:* (3)

*Prerequisite(s):* CHEM 103

A continuation of the study of the principles of chemistry begun in Chemistry 103. Topics include aqueous equilibria, thermodynamics, electrochemistry, advanced bonding theories, nuclear chemistry, chemical kinetics, and coordination chemistry.

Note: Students may not obtain credit for both CHEM 205 and CHEM 208.

### **CHEM 209 - Organic Chemistry II**

*Credits:* (3)

*Prerequisite(s):* CHEM 206.

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

### **CHEM 217 - History of Modern Medicinal Chemistry and Drug Development**

*Credits:* (3)

*Prerequisite(s):* CHEM 206

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This class constitutes a survey of the history of medicinal chemistry and drug development. The course will begin by briefly looking at ancient medicine of the antiquity and middle-ages before highlighting the modern-era discovery of groundbreaking drugs and medicinal practices and culminate with an outlook on both industrial and academic research structure. The processes governing modern day pharmaceutical drug development and the different phases of clinical research will also be discussed in this context. This course is recommended for pre-medical students or students pursuing careers in the health sector. (Course may be taught abroad.)

### **CHEM 253 - Organic Chemistry Laboratory II**

*Credits: (1)*

*Prerequisite(s):* CHEM 206L.

*Prereq/Corequisite(s):* CHEM 209 or CHEM 207.

Laboratory techniques in organic chemistry.

Four laboratory hours. There is a fee associated with this laboratory.

### **CHEM 254 - General Chemistry Laboratory II**

*Credits: (1)*

*Prerequisite(s):* CHEM 103L.

*Prereq/Corequisite(s):* CHEM 205 or CHEM 208.

Laboratory techniques in chemistry.

Four laboratory hours. There is a fee associated with this laboratory.

### **CHEM 256 - Inorganic and Quantitative Laboratory Methods**

*Credits: (1)*

*Prerequisite(s):* CHEM 103L

*Prereq/Corequisite(s):* CHEM 205 or CHEM 208.

A second semester general laboratory course designed for chemistry majors. Emphasis on quantitative analysis, inorganic synthesis, and graphing and data analysis.

There is a fee associated with this laboratory.

### **CHEM 290 - Sophomore Research**

*Credits: (1)*

*Prereq/Corequisite(s):* CHEM 195

Introduction to chemical research with an assigned faculty member for sophomore students. May be taken only with the consent of the department. Credit obtained cannot be used towards an ACS approved degree and the 120 hour graduation credit minimum.

Repeatable for credit.

### **CHEM 301 - Physical Chemistry: Quantum Mechanics & Spectroscopy**

*Credits: (3)*

*Prerequisite(s):* CHEM 205 or CHEM 208, and PHYS 101 /PHYS 101L, PHYS 102 /PHYS 102L and MATH 111 and MATH 112

An introduction to quantum mechanics and spectroscopy for physical chemistry; topics include quantization of energy, quantum mechanical models, atomic and molecular spectroscopy, and applications to chemistry.

Note: Note: MATH 212 or 213 is strongly recommended as an additional co-/pre-requisite.

### **CHEM 302 - Physical Chemistry: Thermodynamics & Kinetics**

*Credits: (3)*

*Prerequisite(s):* CHEM 205 or CHEM 208, and PHYS 101/PHYS 101L and PHYS 102/PHYS 102L, and MATH 111 MATH 112

An introduction to thermodynamics and chemical kinetics for physical chemistry; topics include the states of matter, thermodynamics and its chemical applications, chemical kinetics, and introductory statistical mechanics.

Note: Note: MATH 212 or 213 is strongly recommended as an additional co-/pre-requisite.

### **CHEM 302L - Physical Chemistry Laboratory**

*Credits: (1)*

*Prerequisite(s):* CHEM 301

*Prereq/Corequisite(s):* CHEM 302

A series of experiments designed to accompany CHEM 301 - CHEM 302.

### **CHEM 309 - Instrumental Analysis**

*Credits: (4)*

*Prerequisite(s):* CHEM 205 or CHEM 208, and CHEM 254 or CHEM 256. *Corequisite(s):* CHEM 309L

Principles and applications of analytical methodology and instrumentation to chemical analysis; topics covered include electrochemistry, spectroscopy, mass spectrometry, and chromatography.

Three class hours.

### **CHEM 309L - Instrumental Analysis Laboratory**

*Credits: (0)*

*Prerequisite(s):* (CHEM 205 or CHEM 208) and (CHEM 254 or CHEM 256)

*Prereq/Corequisite(s):* CHEM 309

A series of experiments designed to accompany Chemistry 309.

### **CHEM 312 - Inorganic Chemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 205 or CHEM 208.

A survey of inorganic chemistry. Topics include: coordination chemistry, organometallics, solid state chemistry, band theory, and the applications of symmetry to structure, bonding and spectroscopy.

### **CHEM 314 - Biochemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 207 or CHEM 209.

*Prereq/Corequisite(s):* CHEM 205 or CHEM 208.

The molecular basis of living processes; the chemistry of important constituents of living matter, biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms. Section 01 primarily for life science majors; 02 for physical science majors.

*Cross-listed with:* BIOL 314

### **CHEM 314C - Biochemistry at the Bar**

*Credits: (1)*

*Prereq/Corequisite(s):* CHEM 314.

With the recent sequencing of the human genome, increasing prevalence of various diseases and disorders including cancer, Alzheimer's, etc., and advancing sophistication of numerous biotechnologies, new social and ethical responsibilities fall upon the scientist. This 1-credit supplement AND Biochemistry 314 course fulfills the COLL 200 requirement, and aims to "reach-out" beyond the science and put the responsibilities of the biochemist on trial. Through the integration science with the fields of philosophy, law, and government, this course aims to produce a "global scientist." Drawing from multiple sources including film, current events, and guest lectures students will be afforded a holistic perspective on science in society and the implications of biochemical research. This class must be taken concurrently with CHEM 314: Biochemistry; however it will result in an independent grade.

**CHEM 341 - Physical and Analytical Chemistry for Life Sciences**

*Credits: (3)*

*Prerequisite(s):* CHEM 205 or CHEM 208, and MATH 112 or MATH 132.

Principles in physical chemistry developed for and applied to examples from the biological sciences.

Topics include thermodynamics, kinetics, spectroscopy, and instrumentation relevant to biophysical and bioanalytical chemistry. Course may not be used for a major in chemistry.

**CHEM 360 - General Topics in Chemistry**

*Credits: (1-3)*

General topics in Chemistry. Chemistry 360 courses will not count toward a concentration in Chemistry or any other concentration, unless specifically designated.

**CHEM 361 - Global Topics in Chemistry**

*Credits: (1-3)*

General topics in chemistry that is held off-campus, abroad. Chem 361 courses will not count toward a concentration in Chemistry or any other concentration, unless specifically designated.

May be repeated of topic varies.

**CHEM 390 - Junior Research**

*Credits: (1)*

*Prereq/Corequisite(s):* CHEM 195

Introduction to chemical research with an assigned faculty member for junior students. May be taken only with the consent of the department. Requires attendance at weekly departmental seminars. Credit obtained cannot be used towards an ACS approved degree and the 120 hour graduation credit minimum.

Repeatable for credit.

**CHEM 401 - Advanced Physical Chemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 301 and CHEM 302

Advanced topics in quantum chemistry, spectroscopy, atmospheric chemistry, modern experimental physical chemistry, and other selected topics.

**CHEM 402 - Advanced Inorganic Chemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 312

*Prereq/Corequisite(s):* CHEM 302.

Advanced topics in inorganic chemistry, including solid state materials, crystallography, organometallics, spectroscopy, bioinorganic chemistry, and other selected topics.

**CHEM 403 - Advanced Organic Chemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 209 or CHEM 207.

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

**CHEM 404 - Advanced Analytical Chemistry**

*Credits: (3)*

*Prerequisite(s):* CHEM 309.

Advanced topics in analytical chemistry.

**CHEM 408 - Computational Chemistry**

*Credits:* (3)

*Prerequisite(s):* CHEM 302.

Principles and applications of computational methods currently used for the determination of molecular structure and energetics. Topics include: ab initio molecular orbital theory, density functional theory, semi-empirical calculations, and molecular force field methods.

Two class hours. Three laboratory hours.

### **CHEM 411 - Polymer Science I**

*Credits:* (3)

*Prerequisite(s):* CHEM 209 or CHEM 207 and CHEM 301.

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

### **CHEM 415 - Advanced Biochemistry**

*Credits:* (3)

*Prerequisite(s):* BIOL 314 or CHEM 314.

A continuation of the study of biological processes on a molecular level begun in Chemistry 314.

Biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

Students may not receive credit for more than one of the following: CHEM 415, CHEM 453 and BIOL 453.

### **CHEM 416 - Scientific and Social Aspects of Drug Development**

*Credits:* (3)

*Prerequisite(s):* BIOL 314 or CHEM 314

*College Curriculum:* COLL 400

An exploration of different drug classes including their medicinal properties, synthesis, and mechanism of action. Drug development will be viewed through a historical lens to investigate the impacts of drugs on society. One additional aspect of this course will be the practice of science communication. In this context students will communicate topics in drug development to both scientific and diverse non-scientific audiences. This course constitutes a senior capstone experience and satisfies the COLL 400 requirement.

### **CHEM 417 - Neurochemistry**

*Credits:* (3)

*Prerequisite(s):* (CHEM 314 or BIOL 314) and (BIOL 345 or PSYC 313)

*College Curriculum:* COLL 400

A study of the biochemistry and pharmacology of the nervous system. Topics include excitatory and inhibitory neurotransmitters, structure and function of receptors, reuptake transporters, and second messengers. The biochemical basis of neuro-active drugs, toxins, and diseases will be covered.

Recommended for chemistry, biology, and neuroscience majors, and premedical students.

### **CHEM 419 - Bioinorganic Chemistry**

*Credits:* (3)

*Prerequisite(s):* BIOL 314 or CHEM 314

An intensive examination of current research approaches in the field of bioinorganic chemistry. Students will gain experience in reading and critically analyzing articles from the primary literature.

### **CHEM 420 - Biochemistry Laboratory**

*Credits:* (1)

*Prerequisite(s):* CHEM 309 and CHEM 415 or CHEM 419.

Laboratory techniques of modern biochemistry and molecular biology.

### **CHEM 453 - Protein Structure and Function**

*Credits: (3)*

*Prerequisite(s):* BIOL 310 or BIOL 314 or CHEM 314

The functionality of a protein is an integral part of its structure. This course provides a comprehensive analysis of how to use sequence data to understand a protein's physical properties, and to predict its function and interaction. Students may not receive credit for more than one of the following: CHEM 415, CHEM 453 and BIOL 453.

*Cross-listed with:* BIOL 453

### **CHEM 456 - Mass Spectrometry**

*Credits: (3)*

*Prerequisite(s):* CHEM 309

Principles and applications of modern mass spectrometric methods in chemistry. Topics include: instrumentation, spectral interpretation, gas-phase ion chemistry and spectroscopy, proteomics and metabolomics, forensic applications, and stable isotope chemistry.

### **CHEM 457 - Organic Synthesis**

*Credits: (3)*

*Prerequisite(s):* CHEM 209 or CHEM 207.

An advanced treatment of organic synthetic methods which includes examples of natural product synthesis.

### **CHEM 458 - Organic Spectroscopy**

*Credits: (3)*

*Prerequisite(s):* CHEM 209 or CHEM 207 and CHEM 309

Theory and application of spectroscopic methods to the analysis of organic compounds. Topics include absorption, fluorescence, infrared, and proton and carbon nuclear magnetic resonance spectroscopies with an emphasis on structural elucidation and other practical applications.

### **CHEM 460 - Special Topics in Chemistry**

*Credits: (1-3)*

*Prereq/Corequisite(s):* Varies by topic.

Treatment of a selected chemistry topic that is not routinely covered in the regular course offerings.

### **CHEM 490 - Senior Research**

*Credits: (credits to be arranged)*

*Prerequisite(s):* May be taken only with the consent of the department.

*Prereq/Corequisite(s):* CHEM 195 *College Curriculum:* COLL 400

A course for the advanced student affording an opportunity for individual work on a problem under the supervision of a faculty member. May be taken only with the consent of the department. Attendance at the departmental seminar is required. When taken for a total of 3 credits and paired with CHEM 490W will meet College 400 requirement.

### **CHEM 495 - Honors**

*Credits: (3)*

*College Curriculum:* COLL 400 for 496 only

Requirements include a program of research with readings from the original literature, presentation of an Honors essay, and the satisfactory completion of a comprehensive oral examination in the subject area of the research. Attendance at the departmental seminar is required; otherwise, hours are to be arranged.

Note: Refer to the section of the catalog on College provisions governing the Admission to Honors.

### **CHEM 496 - Honors**

*Credits:* (3)

*Prerequisite(s):* CHEM 495

*College Curriculum:* COLL 400 for 496 only

Requirements include a program of research with readings from the original literature, presentation of an Honors essay, and the satisfactory completion of a comprehensive oral examination in the subject area of the research. Attendance at the departmental seminar is required; otherwise, hours are to be arranged.

Note: Refer to the section of the catalog on College provisions governing the Admission to Honors.

## **Classical Studies**

### **Program**

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

1. To contribute broadly to the humanistic education of the undergraduate student through courses involving the reading of Greek and Latin literature in the original languages and through courses conducted in English in the area of Classical Civilization;
2. To offer those students who wish it a specialized training in the Greek, Hebrew, and Latin languages or in Classical Civilization for vocational or professional purposes.

In recent years, a large number of graduates have become teachers at the secondary level or have continued their study of the Classics in graduate school. Many others have used their undergraduate training as a basic educational background for various business occupations and professions.

The department is affiliated with the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center in Rome; many students take advantage of the benefits of their programs.

### **Latin**

Departmental placement in Latin is achieved through the submission of the results of a standardized examination, either a certified external examination, such as the SAT II Achievement Test in Latin or an AP Latin examination, or the department's own internal examination. For further information, see the catalog section on "[Requirements for Degrees: Course Specific Requirements: Foreign Language Proficiency.](#)"

## **Programs and Course Descriptions**

### **Programs**

- [Classical Studies \(BA in Classical Studies\)](#)
- [Classical Studies, Minor](#)
- [Classical Studies, Post-Baccalaureate Certificate](#)

### **Classical Studies (BA in Classical Studies)**

Students will select one of the following options:

- [Classical Studies, Classical Archaeology Concentration, BA](#)

- [Classical Studies, Classical Civilization Concentration, BA](#)
- [Classical Studies, Greek Concentration, BA](#)
- [Classical Studies, Latin Concentration, BA](#)

## **Classical Studies, Classical Archaeology Concentration, BA**

### **Required Credit Hours: 36**

#### **Major Computing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

#### **Major Writing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

#### **COLL 400**

Any of the options listed below under the Classical Studies Capstone will fulfill the COLL 400 requirement.

#### **Degree Plan**

A major in **Classical Archaeology** consists of 36 credit hours divided as follows:

##### **15 Hours of Core Courses to Include:**

- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- Three courses of at least three hours each in one ancient language, either Greek or Latin

##### **3 Hours in Field Methods, Theory, or Museum Studies:**

- ANTH 301 - Methods in Archaeology Credits: (3)
- ARTH 333 - Theories & Methods of Art History Credits: (3)
- Any course of 3 credits or more numbered CLCV 430 to 439
- CLCV 491 - Independent Study Credits: (1-3) (when on a topic in Field Methods, Theory, or Museum Studies)
- CLCV 492 - Museum Internship in Classical Art Credits: (3)
- CLCV 497 - Field Methods in Classical Archaeology Credits: (3-6)

##### **3 Hours in Ancient History:**

- CLCV 227 - History of Ancient Greece Credits: (3) or
- CLCV 228 - History of Ancient Rome Credits: (3)

##### **12 Hours from the Following Elective Courses:**

- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 343 - Classical Myth in Ancient Art Credits: (3)
- CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)

- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 355 - The Roman Family Credits: (3)
- CLCV 420 - Greek Vase Painting Credits: (3)
- CLCV 425 - Ancient Architecture Credits: (3)
- CLCV 431 - The Archaeology of Ritual Credits: (3)
- CLCV 432 - The Archaeology of Daily Life Credits: (3)
- CLCV 489 - The Ancient City Credits: (4)
- CLCV 497 - Field Methods in Classical Archaeology Credits: (3-6)

When on archaeological topics only:

- CLCV 150 - First Year Seminar Credits: (4)
  - CLCV 480 - Research in Classical Studies Credits: (1)
  - CLCV 490 - Advanced Topics in Classical Civilization Credits: (1-4)
  - CLCV 491 - Independent Study Credits: (1-3)
  - CLCV 492 - Museum Internship in Classical Art Credits: (3)
  - CLCV 493 - Undergraduate Research Symposium in Classical Studies Credits: (1)
  - CLCV 494 - Research Abroad in Classical Studies Credits: (1-3)
  - CLCV 495 - Honors Credits: (3)
  - CLCV 496 - Honors Credits: (3)
- 
- ARTH 353 - Early Christian and Byzantine Art and Architecture Credits: (3)
- 
- ANTH 315 - Environmental Archaeology Credits: (3)
  - ANTH 451 - Archaeological Conservation (II) Credits: (3)
  - ANTH 453 - Introduction to Zooarchaeology Credits: (4)
  - ANTH 484 - Collecting and Exhibiting Culture Credits: (3)

### **3 Hours in Classical Studies Capstone**

The Capstone requirement may be fulfilled by either of the following:

- CLCV 400 - Classical Studies Seminar Credits: (3)
- CLCV 401 - Classical Studies Colloquium Credits: (1)

CLCV 401 in conjunction with a course of 3 or more credits specifically approved for this purpose, taken either prior to or concurrently with CLCV 401. Typically, the list of approved courses will consist of most 300- and 400-level courses offered in CLCV, GREK, HEBR, or LATN, including honors in Classical Studies (CLCV, GREK, or LATN 496), as well as other courses of 3 credits or more specifically approved for this purpose by the chair of Classical Studies. Also eligible, with the approval of the chair, are interdisciplinary honors courses and interdisciplinary COLL 400 courses with significant Classical Studies content. Courses applied to the capstone requirement in this manner may not be counted toward fulfilling other requirements for the major.

### **Additional Information:**

Up to two of the courses offered in other departments may count toward the major. CLCV 497 may be counted only once, as either fulfilling the field methods requirement or counting as an elective.

## **Classical Studies, Classical Civilization Concentration, BA**

## **Required Credit Hours: 36**

### **Major Computing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

### **Major Writing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

### **Core Requirements:**

Select one course from:

- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3)

Select one course from:

- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3)

### **Area Requirements**

Choose one course from the approved list below in each of the following areas. A course listed in two categories may satisfy the requirement in either of the categories, but not in both. Also, a course used to satisfy the core requirements or the Capstone Requirement may not also be counted as satisfying an area requirement.

#### **History and Society:**

- CLCV 227 - History of Ancient Greece Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3)
- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 315 - Women in Antiquity Credits: (3)
- CLCV 320 - Pagans and Christians in the Roman World Credits: (3)
- CLCV 323 - The Late Roman Empire Credits: (3)
- CLCV 325 - Alexander the Great Credits: (3)
- CLCV 327 - Human and Environment in Greco-Roman Antiquity: shaping and being shaped by the Natural World Credits: (3)
- CLCV 329 - The Invention of History Writing in Antiquity Credits: (3)
- CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
- CLCV 333 - Sexuality and Gender in Antiquity Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 355 - The Roman Family Credits: (3)
- CLCV 356 - Comparative Slavery: From Antiquity to the Modern World Credits: (3)

- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 412 - Food and Drink in the Ancient World Credits: (3)
- CLCV 489 - The Ancient City Credits: (4)
- CLCV 480, 490, 491, and 494 when offered for 3 credits or more on a topic in history and/or society (with Chair's approval).
- Also see below under "Additional Area Requirements Courses" for other courses that may satisfy the requirement.

**Literature and Culture:**

- CLCV 315 - Women in Antiquity Credits: (3)
- CLCV 316 - The Voyage of the Hero in Greek and Roman Literature - The Classic Epic Credits: (3)
- CLCV 317 - Sacred Violence in Greek and Roman Tragedy Credits: (3)
- CLCV 318 - Ancient Laughter: Comedy in Greece and Rome Credits: (3)
- CLCV 319 - The Birth of the Novel in Antiquity Credits: (3)
- CLCV 329 - The Invention of History Writing in Antiquity Credits: (3)
- CLCV 480, 490, 491, and 494 when offered for 3 credits or more on a literary and/or cultural topic (with Chair's approval).
- Any class of 3 credits or more at or above the 300 level in GREK, LATN or HBRW (though a class used for this requirement may not be applied to the requirements in GREK or LATN for the Greek and Latin concentrations).
- Also see below under "Additional Area Requirements Courses" for other courses that may satisfy the requirement.
- CLCV 333 - Sexuality and Gender in Antiquity Credits: (3)

**Archaeology and Art:**

- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 343 - Classical Myth in Ancient Art Credits: (3)
- CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 355 - The Roman Family Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 420 - Greek Vase Painting Credits: (3)
- CLCV 425 - Ancient Architecture Credits: (3)
- CLCV 431 - The Archaeology of Ritual Credits: (3)
- CLCV 432 - The Archaeology of Daily Life Credits: (3)
- CLCV 489 - The Ancient City Credits: (4)
- CLCV 492 - Museum Internship in Classical Art Credits: (3) (when offered for 3 or more credits)
- 480, 490, 491, and 494 when offered for 3 or more credits on a topic in archaeology and/or art (with Chair's approval).

- Also see below under “Additional Area Requirements Courses” for other courses that may satisfy the requirement.

### **Additional Area Requirement Courses:**

The following interdisciplinary courses may count toward any or all of the area requirements (literature, history, archaeology) in a particular semester, depending on the aspects of the topic that the professor teaching the course that semester emphasizes. Students may view the attributes of the course to see which requirements it could count toward in a particular semester. An individual course may be counted toward only one of the subject requirements that it potentially fulfills.

- CLCV 315 - Women in Antiquity Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 412 - Food and Drink in the Ancient World Credits: (3)

## **Degree Plan**

A major in **Classical Civilization** consists of 36 hours divided as follows:

### **15 Hours of Core Courses**

### **18 Hours From Courses Listed Under the Headings Classical Civilization, Greek, Latin and Hebrew**

With approval of the Chair, courses on appropriate topics listed as COLL 100 or COLL 150 may count toward the 18 additional hours. Two courses may be counted from:

- HBRW 101 - Elementary Biblical Hebrew Credits: (4)
  - HBRW 102 - Elementary Biblical Hebrew Credits: (4)
  - HBRW 201 - Reading the Bible in Hebrew I Credits: (3)
  - HBRW 202 - Reading the Bible in Hebrew II Credits: (3)
- (for the full list of Latin, Greek, Hebrew and Classical Civilization course options visit the [Classic Studies overview page](#).)

### **Additional Hours**

Up to 2 of the following courses offered in other departments may also count towards this 18 hour total:

- ANTH 225 - Archaeological Field Methods Credits: (6)
- ANTH 301 - Methods in Archaeology Credits: (3)
- ARTH 353 - Early Christian and Byzantine Art and Architecture Credits: (3)
- ENGL 311 - Epic and Romance Credits: (3)
- HIST 357 - Medieval Europe Credits: (3)
- LING 220 - Study of Language Credits: (4)
- LING 404 - Historical Linguistics Credits: (3)
- PHIL 231 - Greek Philosophy Credits: (3)
- RELG 203 - History and Religion of Ancient Israel Credits: (3)
- RELG 204 - Christian Origins Credits: (3)
- RELG 315 - Judaism before the Rabbis Credits: (3)

## **COLL 400**

Any of the options listed below under the Classical Studies Capstone section will fulfill the COLL 400 requirement.

### **3 Hours in Classical Studies Capstone**

The Capstone requirement may be fulfilled by either of the following:

- CLCV 400 - Classical Studies Seminar Credits: (3)
- CLCV 401 - Classical Studies Colloquium Credits: (1)  
CLCV 401 in conjunction with a course of 3 or more credits specifically approved for this purpose, taken either prior to or concurrently with CLCV 401. Typically, the list of approved courses will consist of most 300- and 400-level courses offered in CLCV, GREK, HEBR, or LATN, including honors in Classical Studies (CLCV, GREK, or LATN 496), as well as other courses of 3 credits or more specifically approved for this purpose by the chair of Classical Studies. Also eligible, with the approval of the chair, are interdisciplinary honors courses and interdisciplinary COLL 400 courses with significant Classical Studies content. Courses applied to the capstone requirement in this manner may not be counted toward fulfilling other requirements for the major.

## **Classical Studies, Greek Concentration, BA**

A major in Greek consists of 15 credits in core requirements and 24 hours taken in Greek, Latin or Hebrew, with a minimum of 17 credits in Greek and 6 in Latin.

### **Required Credit Hours: 39**

#### **Major Computing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

#### **Major Writing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

## **COLL 400**

Any of the options listed below under the Classical Studies Capstone section will fulfill the COLL 400 requirement.

### **Core Requirements (6 credits):**

Select one course from:

- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3)

Select one course from:

- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3)

### **Area Requirements (6 credits):**

Choose one course from the approved list below in each of the following areas. A course listed in two categories may satisfy the requirement in either of the categories, but not in both. Also, a course used to

satisfy the core requirements or the capstone requirement may not also be counted as satisfying an area requirement.

### **History and Society:**

- CLCV 227 - History of Ancient Greece Credits: (3)
  - CLCV 228 - History of Ancient Rome Credits: (3)
  - CLCV 314 - Urbanism in the Ancient World Credits: (3)
  - CLCV 315 - Women in Antiquity Credits: (3)
  - CLCV 320 - Pagans and Christians in the Roman World Credits: (3)
  - CLCV 323 - The Late Roman Empire Credits: (3)
  - CLCV 325 - Alexander the Great Credits: (3)
  - CLCV 327 - Human and Environment in Greco-Roman Antiquity: shaping and being shaped by the Natural World Credits: (3)
  - CLCV 329 - The Invention of History Writing in Antiquity Credits: (3)
  - CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
  - CLCV 333 - Sexuality and Gender in Antiquity Credits: (3)
  - CLCV 340 - Roman Britain Credits: (3)
  - CLCV 341 - Roman Greece Credits: (3)
  - CLCV 342 - Pompeii and Herculaneum Credits: (3)
  - CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)
  - CLCV 350 - Greek Religion Credits: (3)
  - CLCV 351 - Roman Religion Credits: (3)
  - CLCV 352 - Classical Athens Credits: (3)
  - CLCV 355 - The Roman Family Credits: (3)
  - CLCV 356 - Comparative Slavery: From Antiquity to the Modern World Credits: (3)
  - CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
  - CLCV 412 - Food and Drink in the Ancient World Credits: (3)
  - CLCV 489 - The Ancient City Credits: (4)
- CLCV 480 490, 491, and 494 when offered for 3 credits or more on a topic in history and/or society (with Chair's approval).
- Also see below under "Additional Area Requirements Courses" for other courses that may satisfy the requirement..

### **Archaeology and Art:**

- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 343 - Classical Myth in Ancient Art Credits: (3)
- CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 355 - The Roman Family Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 420 - Greek Vase Painting Credits: (3)
- CLCV 425 - Ancient Architecture Credits: (3)

- CLCV 431 - The Archaeology of Ritual Credits: (3)
- CLCV 432 - The Archaeology of Daily Life Credits: (3)
- CLCV 489 - The Ancient City Credits: (4)
- CLCV 492 - Museum Internship in Classical Art Credits: (3) (when offered for 3 or more credits)  
480, 490, 491, and 494 when offered for 3 or more credits on a topic in archaeology and/or art (with Chair's approval).  
Also see below under "Additional Area Requirements Courses" for other courses that may satisfy the requirement.

#### **Additional Area Requirement Courses:**

- CLCV 315 - Women in Antiquity Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 412 - Food and Drink in the Ancient World Credits: (3)

#### **Classical Studies Capstone (3 credits)**

The Capstone requirement may be fulfilled by either of the following:

- CLCV 400 - Classical Studies Seminar Credits: (3)
- CLCV 401 - Classical Studies Colloquium Credits: (1)  
CLCV 401 in conjunction with a course of 3 or more credits specifically approved for this purpose, taken either prior to or concurrently with CLCV 401. Typically, the list of approved courses will consist of most 300- and 400-level courses offered in CLCV, GREK, HEBR, or LATN, including honors in Classical Studies (CLCV, GREK, or LATN 496), as well as other courses of 3 credits or more specifically approved for this purpose by the chair of Classical Studies. Also eligible, with the approval of the chair, are interdisciplinary honors courses and interdisciplinary COLL 400 courses with significant Classical Studies content. Courses applied to the capstone requirement in this manner may not be counted toward fulfilling other requirements for the major.

#### **Classical Studies, Latin Concentration, BA**

A major in Latin consists of 15 credits in core requirements and 24 hours taken in Greek, Latin or Hebrew, with a minimum of 17 credits in Latin and 6 in Greek.

#### **Required Credit Hours: 39**

#### **Major Computing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

#### **Major Writing Requirement:**

Fulfilled during the completion of projects for the Classical Studies Capstone.

#### **COLL 400**

Any of the options listed below under the Classical Studies Capstone section will fulfill the COLL 400 requirement.

### **Core Requirements (6 credits):**

Select one course from:

- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3)

Select one course from:

- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3)

### **Area Requirements (6 credits):**

Choose one course from the approved list below in each of the following areas. A course listed in two categories may satisfy the requirement in either of the categories, but not in both. Also, a course used to satisfy the core requirements or the capstone requirement may not also be counted as satisfying an area requirement.

#### **History and Society:**

- CLCV 227 - History of Ancient Greece Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3)
- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 315 - Women in Antiquity Credits: (3)
- CLCV 320 - Pagans and Christians in the Roman World Credits: (3)
- CLCV 323 - The Late Roman Empire Credits: (3)
- CLCV 325 - Alexander the Great Credits: (3)
- CLCV 327 - Human and Environment in Greco-Roman Antiquity: shaping and being shaped by the Natural World Credits: (3)
- CLCV 329 - The Invention of History Writing in Antiquity Credits: (3)
- CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
- CLCV 333 - Sexuality and Gender in Antiquity Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 355 - The Roman Family Credits: (3)
- CLCV 356 - Comparative Slavery: From Antiquity to the Modern World Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 412 - Food and Drink in the Ancient World Credits: (3)
- CLCV 489 - The Ancient City Credits: (4)
- CLCV 480, 490, 491, and 494 when offered for 3 credits or more on a topic in history and/or society (with Chair's approval).

Also see below under “Additional Area Requirements Courses” for other courses that may satisfy the requirement.

### **Archaeology and Art:**

- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 343 - Classical Myth in Ancient Art Credits: (3)
- CLCV 349 - Etruscan Archaeology: Italy before the Romans Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 355 - The Roman Family Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 420 - Greek Vase Painting Credits: (3)
- CLCV 425 - Ancient Architecture Credits: (3)
- CLCV 431 - The Archaeology of Ritual Credits: (3)
- CLCV 432 - The Archaeology of Daily Life Credits: (3)
- CLCV 489 - The Ancient City Credits: (4)
- CLCV 492 - Museum Internship in Classical Art Credits: (3) (when offered for 3 or more credits)  
480, 490, 491, and 494 when offered for 3 or more credits on a topic in archaeology and/or art (with Chair’s approval).  
Also see below under “Additional Area Requirements Courses” for other courses that may satisfy the requirement..

### **Additional Area Requirement Courses:**

The following interdisciplinary courses may count toward any or all of the area requirements (literature, history, archaeology) in a particular semester, depending on the aspects of the topic that the professor teaching the course that semester emphasizes. Students may view the attributes of the course to see which requirements it could count toward in a particular semester. An individual course may be counted toward only one of the subject requirements that it potentially fulfills.

- CLCV 315 - Women in Antiquity Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 412 - Food and Drink in the Ancient World Credits: (3)

### **Classical Studies Capstone (3 credits)**

The Capstone requirement may be fulfilled by either of the following:

- CLCV 400 - Classical Studies Seminar Credits: (3)
- CLCV 401 - Classical Studies Colloquium Credits: (1)  
CLCV 401 in conjunction with a course of 3 or more credits specifically approved for this purpose, taken either prior to or concurrently with CLCV 401. Typically, the list of approved courses will consist of most 300- and 400-level courses offered in CLCV, GREK, HEBR, or

LATN, including honors in Classical Studies (CLCV, GREK, or LATN 496), as well as other courses of 3 credits or more specifically approved for this purpose by the chair of Classical Studies. Also eligible, with the approval of the chair, are interdisciplinary honors courses and interdisciplinary COLL 400 courses with significant Classical Studies content. Courses applied to the capstone requirement in this manner may not be counted toward fulfilling other requirements for the major.

## **Classical Studies, Minor**

### **Required Credit Hours: 18**

#### **Core Requirements:**

Select one course from:

- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3)

Select one course from:

- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3)

#### **Additional Requirements:**

- Six credits at the 300-level or above as listed under the headings Classical Civilization, Greek or Latin.
- Six credits in Classical Civilization, Greek or Latin.

## **Classical Studies, Post-Baccalaureate Certificate**

The Post-Baccalaureate Program offers a flexible course of study for students who have an undergraduate degree and who wish to pursue an intensive program in the Classical languages in preparation for graduate studies, teaching, or personal enrichment. Students in the program take specific courses in Latin, Greek, and classical civilization appropriate to their level of preparation. For more information, please see the Classical Studies web page.

#### **Full Time Enrollment:**

Full Time students must register for a minimum of 6 and a maximum of 11 credits. To register for an underload, students must petition the Department of Classical Studies.

#### **Satisfactory Progress and Continuance Policy:**

All courses each semester must be completed with at least a 3.0 grade point average, and with no individual course grade lower than B-. To be eligible to receive the certificate, all students must achieve a cumulative grade point average of 3.0 on a 4.0 scale in all courses undertaken for credit at William & Mary after admission to the program. No credit toward the certificate will be allowed for a course in which a student receives a grade below C (grade point = 2.0). If a student does not meet these standards, that student will be issued an academic warning in writing. If the student's performance does not improve to meet the above standards during the subsequent semester, that student will be suspended from the

program. Academic warnings and suspensions will be determined and handled by the Department of Classical Studies.

In the case of post-baccalaureate students attending the Program more than one year, the faculty reviews annually how well they have progressed toward completion of their Certificate. The department provides written guidance to help students judge their own progress.

### **Withdrawals:**

Post-baccalaureate students are subject to the William & Mary's Academic Regulations as described in the Undergraduate Course Catalog with the following modifications:

A student who wishes to withdraw from a course after the conclusion of the add/drop period must request course withdrawal from the Program Director, provided they continue to meet the Program's minimum course requirements (6 credits and one course in Greek or Latin). Exceptions must be requested in writing and must be approved by the Program Director. If a student wishes to withdraw from the Program, they must request it in writing and obtain approval from the Department of Classical Studies.

### **Requirements for the Certificate**

The Post-Baccalaureate Program is designed to be as flexible as possible in order to allow students to take course that will suit their interests and needs. All entering post-baccalaureate students work with the post-baccalaureate advisor in the Department to design an appropriate course of study. Upon completion of the program, students will be awarded a post-baccalaureate certificate in Classical Studies. In order to earn the certificate each student must:

- earn at least 13 credits in the program.
- complete at least two semesters in the program.
- enroll in at least one course each semester in Latin or Greek.
- earn at least six credits at the advanced 300-level or above in either Latin or Greek.
- earn at least six credits at the intermediate 200-level or above in the other language (whichever is not met for the previous requirement).
- complete a one-credit proseminar that provides an introduction to research methods and resources in Classical Studies.

In addition to courses in Latin, Greek and the proseminar, post-baccalaureate students may also enroll in other classes offered by the Department in Hebrew and Classical Civilization. Please note that the Post-Baccalaureate Program is not a graduate program, nor does the successful completion of the program guarantee admission to any graduate program.

## **Course Descriptions**

### **Classical Civilization**

#### **CLCV 100 - Critical Questions in Classical Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Classical Studies for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **CLCV 150 - First Year Seminar**

*Credits:* (4)

*College Curriculum:* COLL 150

An exploration of a specific topic in Classical Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **CLCV 205 - Greek and Roman Mythology**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI The origins and development of classical mythology and heroic legend as religious belief, its relation to other mythologies, and its adaptation as literary and artistic symbol from Homer through the 21st century A.D.

### **CLCV 207 - Greek Civilization**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

A survey of ancient Greek culture from the Bronze Age to the time of Alexander the Great, examining the evolution of Greek society, art, literature and material culture in the historical context of political and economic developments.

### **CLCV 208 - Roman Civilization**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

A survey of Roman culture from the founding of Rome to the early medieval period, examining the evolution of Roman society, art, literature and material culture in the historical context of political and economic developments. (This course is anchored in the ALV and CSI domains.)

### **CLCV 209 - Deciphering Ancient Egypt**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course will explore the cultural history of ancient Egypt by reaching beyond kinglists and royal chronicles to gain insight into societal dynamics of class, gender, sexuality, and ethnicity from the rich visual repertoire of Egypt's hieroglyphic writing system and art. Students will read Egyptian literary texts in translation but also develop the ability to read short statements and captions written in Egyptian hieroglyphs. Particular attention will be given to the Old and Middle Kingdoms, when the foundations of Egyptian art and literature were first established.

*Cross-listed with:* ANTH 343 and HIST 278 and RELG 278

### **CLCV 210 - Deciphering Ancient Egypt, Part 2**

*Credits:* (3)

*Prerequisite(s):* CLCV 209 or ANTH 343 or HIST 278 or RELG 278

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This spring-semester course continues the survey of ancient Egyptian cultural history that we began during the fall semester in COLL 200 "Deciphering Ancient Egypt" (Part

1); completion of that course is therefore a prerequisite for enrollment in this one. Whereas the fall-semester course focused upon the foundational aspects of Egyptian cultural history during the Old and Middle Kingdoms, this spring-semester course will instead challenge the popular view of Egyptian culture as static by highlighting the innovations of the New Kingdom through the Late Period, when Egypt underwent rapid theological, demographic, and economic transformations that resulted in an increasingly cosmopolitan society and a crisis of collective identity. Students will continue to develop their basic understanding of Egypt's hieroglyphic writing system in order to access the many layers of meaning conveyed in the art and literature of this era. So radical were the changes to the human condition during the first millennium BCE that a leading Egyptologist has even referred to Egypt's New Kingdom as the "threshold to the modern world!"

*Cross-listed with:* ANTH 344 and HIST 279 and RELG 279

### **CLCV 215 - Ancient Egyptian Inscriptions: Royal, Biographical, and Religious Texts**

*Credits:* (3)

*Prerequisite(s):* (ANTH 343 or CLCV 209 or HIST 278 or RELG 278) and (ANTH 344 or CLCV 210 or HIST 279 or RELG 279)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This online seminar course is offered only in the Summer term and is designed for students who would like to continue reading ancient Egyptian inscriptions together after completing the two prerequisite lecture courses: CLCV 209 (ANTH 343/HIST 278/RELG 278) and CLCV 210 (ANTH 344/HIST 279/RELG 279). This summer seminar course, CLCV 215: Ancient Egyptian Inscriptions, is not a prerequisite for the fall-semester seminar, HIST 479: Middle Egyptian Texts. CLCV 215 is only offered online during the summer and focuses primarily on societal and individual values expressed in Egyptian royal inscriptions, biographies, and religious texts, whereas ANTH 346 is offered only during the fall semester and focuses more on the expression of such values in Egyptian fiction and poetry. In most other respects, however, the courses are similar in format and constitute electives at the advanced level of the Egyptian course sequence.

*Cross-listed with:* ANTH 345/HIST 478/RELG 280

### **CLCV 216 - Middle Egyptian Texts: Fiction and Poetry**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

This seminar course is offered only in the fall semester and is designed for students who would like to continue reading ancient Egyptian inscriptions together after completing the two prerequisite lecture courses: ANTH 343/CLCV 209/HIST 278/RELG 278) and ANTH 344/CLCV 210/HIST 278/RELG 279. The summer seminar course, HIST 478: Ancient Egyptian Inscriptions, is not a prerequisite for this fall-semester seminar, HIST 479: Middle Egyptian Texts. HIST 478 is only offered online during the summer and focuses primarily on societal and individual values expressed in Egyptian royal inscriptions, biographies, and religious texts, whereas HIST 479 is offered only during the fall semester and focuses more on the expression of such values in Egyptian fiction and poetry. In most other respects, however, the courses are similar in format and constitute electives at the advanced level of the Egyptian course sequence.

*Cross-listed with:* ANTH 346 HIST 479 RELG 281

### **CLCV 217 - Greek Archaeology and Art**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An archaeological consideration of the Minoan, Mycenaean, Archaic and

Classical periods of Greek civilization. Architecture, sculpture, painting, and the minor arts are included. (This course is anchored in the ALV domain, and also considers aspects of the CSI domain.)

*Cross-listed with:* ARTH 217

### **CLCV 218 - Roman Archaeology and Art**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI The architecture, painting and sculpture of Hellenistic Greece and of Rome until the 4th century A.D. from the archaeological viewpoint.

*Cross-listed with:* ARTH 218

### **CLCV 221 - Judaism before the Rabbis**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course examines the religion of Judaism as it existed in Palestine and the Mediterranean world during the Hellenistic and early Roman periods (ca 331 BCE ñ 73 CD).

*Cross-listed with:* RELG 315

### **CLCV 227 - History of Ancient Greece**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV The history of Greece from the Bronze Age (3d millennium BCE) to the rise of Macedonia (fourth century BCE), focusing primarily on the two most influential and well known periods in Greek history, the Archaic Period (ca. 700-480 BC) and the Classical Period (480-323 BCE).

*Cross-listed with:* HIST 260

### **CLCV 228 - History of Ancient Rome**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV History of the ancient Romans from their earliest origins through the third century CE. Principal emphasis will be on the political, social, and cultural aspects of Roman history.

*Cross-listed with:* HIST 261

### **CLCV 231 - Greek Philosophy**

*Credits:* (3)

*Prerequisite(s):* Two courses in philosophy or consent of the instructor.

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle.

*Cross-listed with:* PHIL 231

### **CLCV 251 - The Medieval Book**

*Credits:* (3)

The Medieval Book is a comprehensive survey of manuscript books from the European Middle Ages. The course starts with Umberto Eco's "The Name of the Rose" as a gateway to medieval book culture and the communities that used books most intimately. Topics will include scribal and shop practices for making books (codicology), paleography, and the reading of ancient manuscript hands, illuminations and miniatures in medieval books, and the analysis of original manuscripts and facsimiles.

### **CLCV 290 - Introductory Topics in Classical Civilization**

*Credits: (1-4)*

A study of some particular aspect of Greco-Roman civilization designed for first- and second-year students. No prior knowledge of the subject is expected.

This course may be repeated for credit if the topic is different.

### **CLCV 303 - Poets and Prophets**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* Ancient Israel and Ancient Greece are two of the most influential ancient "places" for our understanding of the modern world. However, and even though they flourished at roughly the same time and not so very far away from each other, they are rarely studied together. This course examines what the study of both can help us see about each that might otherwise be harder to see. Our discussions will proceed more or less chronologically from the thirteenth century B.C.E. to the conquests of Alexander in the fourth century, dealing throughout with crucial issues in the study of history, memory, ethnic identity, and especially myth.

*Cross-listed with: RELG 303*

### **CLCV 314 - Urbanism in the Ancient World**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course examines the development of cities in the ancient Mediterranean and Near East from the first Neolithic towns to sprawling Roman municipalities, c.3000 BCE to 400CE. Ancient literary sources offer "first hand" accounts of those who lived in the communities. Archaeological evidence illustrates the way that people organized, used, and experienced space.

### **CLCV 315 - Women in Antiquity**

*Credits: (3)*

A study, through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual and lesbian women.

*Cross-listed with: GSWS 315*

### **CLCV 316 - The Voyage of the Hero in Greek and Roman Literature - The Classic Epic**

*Credits: (3)*

From the rage of Achilles to the cunning of Odysseus to the dutifulness of Aeneas, this course follows the evolution of the paradigm of heroism as reflected in the epic poetry of ancient Greece and Rome. All readings in English.

### **CLCV 317 - Sacred Violence in Greek and Roman Tragedy**

*Credits: (3)*

Murder, incest, suicide, rape: these were typical themes in the dramatic works of the ancient Greeks and Romans. The surviving tragedies will be read in translation, focusing the role of theatrical violence in its social, historical and religious contexts.

### **CLCV 318 - Ancient Laughter: Comedy in Greece and Rome**

*Credits: (3)*

*Domain (Anchored): ALV*

From the uninhibited ribaldry of Aristophanes to the well mannered situation comedies of Menander and Terence, this course will trace the development of comedy in antiquity as a means of examining the role of humor in ancient and modern society. All readings in translation.

*Cross-listed with:* THEA 461

### **CLCV 319 - The Birth of the Novel in Antiquity**

*Credits:* (3)

A study, in translation, of the Greek and Roman novel, its emergence as a separate genre and its influence on later literature. Works to be studied include Longus' *Daphnis and Chloe*, Heliodorus' *Ethiopian Tale* and Petronius' *Satyricon*.

### **CLCV 320 - Pagans and Christians in the Roman World**

*Credits:* (3)

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course considers the encounter between Roman religious and political institutions and the rise of Christianity, from the first through the fourth centuries A.D. Primary emphasis on Roman response to Christianity, from persecution to conversion, through Roman and Christian sources.

*Cross-listed with:* RELG 320

### **CLCV 323 - The Late Roman Empire**

*Credits:* (3)

An examination, through primary and secondary sources, of the Roman Empire in the fourth and fifth centuries, with an emphasis on the social, economic, military, political, and religious features of this period.

### **CLCV 325 - Alexander the Great**

*Credits:* (3)

This course examines the spectacular life and career of Alexander of Macedon through ancient and modern sources in order to assess his profound influence upon the Hellenistic age and subsequent eras.

### **CLCV 327 - Human and Environment in Greco-Roman Antiquity: shaping and being shaped by the Natural World**

*Credits:* (3)

The Greek thinker Protagoras had famously remarked that "Man is the Measure of all things"-thus, the Greeks had, on some intellectual level, banished the "natural" world from their self-conception. Nonetheless, every human society must interact with the physical surroundings, each other, and other organisms, both animal and plant. In this course we shall investigate the ecology of the ancient Greco-Roman Mediterranean world. We shall explore the interaction of humans with the physical environment and their dependence upon it, including questions of climate, how human activity impacted the natural world, species loss, ancient initiatives to address these changes.

### **CLCV 329 - The Invention of History Writing in Antiquity**

*Credits:* (3)

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

A study, in translation, of the emergence of history writing in Greece, Rome and the Near East, examining the emergence and development of the genre, and the influence of ancient paradigms on later historical writing. Texts include Herodotus, Livy, and the Old Testament.

### **CLCV 330 - After Alexander: Art, Power, and Politics in the Hellenistic World**

*Credits: (3)*

This course examines the material culture and history of the ancient Mediterranean after the reign of Alexander the Great (336 - 323 BCE). We look at the kingdoms and cities that arose in his former territories, including Alexandria, Antioch, and Pergamon. Topics include: libraries; processions; princely tombs; conflict and war; interest in the "other"; Egyptian ritual and religion.

### **CLCV 333 - Sexuality and Gender in Antiquity**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An exploration of sexuality and gender in ancient societies, chiefly Greek and Roman, but others may be considered as well. Using literary and archaeological evidence we will examine how gender identities were constructed, how sexuality was practiced and expressed, and how gender and sexuality played a role in social and political hierarchies. We will also examine how modern attitudes on these topics have influenced and sometimes distorted our understanding of ancient ones.

### **CLCV 340 - Roman Britain**

*Credits: (3)*

The history and archaeology of Roman Britain. The story of the founding of the Roman province in Britain and its subsequent development. Examination of various aspects of Roman-British culture, including town life, fortifications, religion, art, villas, leisure and amusements.

*Cross-listed with: HIST 360*

### **CLCV 341 - Roman Greece**

*Credits: (3)*

An archaeological, literary and cultural study of ancient Greece during the period in which Greece was part of the Roman Empire. How did Greece change under Roman rule, and how did Greek culture affect the rest of the empire?

*Cross-listed with: HIST 361*

### **CLCV 342 - Pompeii and Herculaneum**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A study of Roman civilization in microcosm through the examination of the towns destroyed by the eruption of Vesuvius in A.D. 79. The archaeological evidence from these towns is combined with literary and epigraphical evidence to provide a vivid recreation of Roman society, politics, daily life, art, and religion. (This course is anchored in the ALV and CSI domains.)

### **CLCV 343 - Classical Myth in Ancient Art**

*Credits: (3)*

An examination of Greek and Roman myth as preserved in ancient art. Emphasis will be placed on iconographical development; the social, cultural, and political reasons for iconographical change; and myth or versions of myth not preserved in literary sources.

*Cross-listed with: ARTH 340*

### **CLCV 349 - Etruscan Archaeology: Italy before the Romans**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course examines the evidence for the peoples of pre-Roman and early Roman Italy (900-100 BCE). The course provides a survey of Etruscan material culture, including architectural remains from sanctuary, funerary, and domestic contexts, and treats the artistic media of sculpture, painting, ceramics and metalwork. Topics include: Etruscan language, funerary customs, warfare, religious and votive practices, trade and contact within the Mediterranean, and the role of women and the lower classes.

*Cross-listed with:* ANTH 334

### **CLCV 350 - Greek Religion**

*Credits:* (3)

This course examines Greek religion utilizing an interdisciplinary approach incorporating archaeological, artistic, literary, and epigraphical evidence. The course covers the prehistory of Greek religion, its major concepts, and important divinities and cults.

### **CLCV 351 - Roman Religion**

*Credits:* (3)

This course examines ancient Roman religion in its social, historical, and political context from the foundation of Rome to the rise of Christianity utilizing archaeological, literary, and epigraphical evidence.

### **CLCV 352 - Classical Athens**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

An introduction to the 5th-century B.C. city of Athens. Different aspects of public and private life and the buildings, monuments and artifacts associated with them will be studied using both primary and secondary sources.

### **CLCV 355 - The Roman Family**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course treats the social structure of Roman families and the spaces in which they resided. The material includes literary sources, inscriptions, and archaeological remains from sites like Pompeii and Ostia. Class topics include: nutrition, weddings, funerals, and education.

*Cross-listed with:* GSWS 350

### **CLCV 356 - Comparative Slavery: From Antiquity to the Modern World**

*Credits:* (3)

*Domain (Anchored):* CSI

Various forms of involuntary servitude, often lumped together under the term "slavery," are so prevalent in history as to constitute a pernicious human institution. Yet they are rarely studied in a comparative fashion to understand how these various forms, which occur in nearly every society, time period, and geographic region, differ from one another, borrow or build on one another, and survive multi-pronged attempts at eradication. For example, in the United States slavery has become synonymous with the Atlantic Slave Trade, which itself collapses various kinds of involuntary servitudes into chattel slavery. To rectify these problems, this course approaches the institution of "slavery" through a comparative lens. Beginning with Greco-Roman slavery, we will then move forward in time and across the globe to examine involuntary servitude in the Middle East (Mamluks, Jannisaries, Arabic Slavery), in

Medieval Europe (feudalism), in the early modern Americas (the Atlantic Slave trade), and finally into the modern era (textile manufacturing in South Asia and human trafficking). The study of slavery from antiquity to the modern era enables us to examine the many and different facets of how this human institution manifests itself in a multitude of societies throughout time.

Note: (When appropriate for College 300, course will carry a C300 attribute, listed at the schedule level.)

### **CLCV 357 - The Use and Abuse of Classics: Ethnicity in Antiquity and Race in the Modern US**

*Credits: (3)*

*College Curriculum: COLL 350*

This course begins in the ancient Mediterranean world where some of the earliest inquiries about human difference took place. Prompted by colonial encounters, the Greeks began to examine human origins, genealogies, and environmental theories about why humans differed from one another in physical appearance and cultural expression. Through ethnographic and scientific inquiry, Greeks and Romans analyzed, marginalized, and categorized "others" while creating a privileged identity for themselves based on ideas of liberty, citizenship, and inclusion. Recovered during the Renaissance, these ancient intellectuals informed not only the explorers of the Age of Discovery but also the philosophers of the Enlightenment. Indeed, it was the confluence of interactions between Western Europeans and indigenous populations and the reemergence of ancient ideas of "otherness" that formed the basis of Enlightenment thought on such dichotomous subjects as liberty and racism, human rights and slavery, and secularism and religiosity. The course will conclude by examining the legacies of both the Greco-Roman tradition and the Enlightenment on the creators of the modern U.S., including Jefferson, Madison, Adams, Franklin, and Hamilton, among others, and the ramifications of these influences on contemporary U.S. society.

### **CLCV 390 - Topics in Classical Civilization**

*Credits: (1-4)*

A study of some particular aspect of Greco-Roman culture.

This course may be repeated for credit if the topic is different.

### **CLCV 400 - Classical Studies Seminar**

*Credits: (3)*

*Prerequisite(s):* Senior standing or permission of instructor and department chair.

*College Curriculum: COLL 400*

A seminar for advanced students who wish to fulfill the COLL 400 requirement in Classical Studies. Topics will vary each semester, but the seminar will involve a research project that will exercise the knowledge and skills that the students have acquired over the course of their undergraduate career. Students will present the results of their research at the Classical Studies Colloquium or in another public forum.

### **CLCV 401 - Classical Studies Colloquium**

*Credits: (1)*

*Prerequisite(s):* Classical Studies majors of senior standing, or by permission of instructor; for College 400 credit: an appropriate 300 or 400 level course in CLCV, GREK, LATN or HBRW must be taken as a pre-requisite or co-requisite. *Corequisite(s):* For College 400 credit: an appropriate 300 or 400 level course in CLCV, GREK, LATN or HBRW must be taken as a pre-requisite or co-requisite.

In this course students will plan, manage, and participate in an end-of-semester Classical Studies Colloquium open to the general public. They will share research they have done or are doing in upper-level courses in Classical Studies or as part of their honors project, and will collaborate to prepare that research for presentation. When taken in conjunction with an appropriate 300- or 400-level course in CLCV, GREK, LATN or HBRW of at least 3 credits, this course will satisfy the College 400 requirement.

**CLCV 409 - Magic and the Supernatural in the Ancient World**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Topics covered include the definition of magic in classical antiquity, practitioners of magic, magical words and objects, supernatural creatures, methods of supernatural contact, the relationship between magic and mystery cults, and the tension between the state and magic users.

**CLCV 412 - Food and Drink in the Ancient World**

*Credits: (3)*

Topics include the availability and production of food, styles and patterns of consumption, and public and private occasions where food and drink were important; also, the relationship of food and drink to gender, status, death, morality, and sex.

**CLCV 420 - Greek Vase Painting**

*Credits: (3)*

A study of the development of Attic red-figure and black-figure pottery. Special emphasis will be placed on the major artists who painted these vases and the iconography of their mythological scenes.

*Cross-listed with: ARTH 341*

**CLCV 425 - Ancient Architecture**

*Credits: (3)*

This course, taught in seminar format, examines the major developments of ancient Greek and Roman architecture in Europe, Africa, and the Middle East from the Bronze Age to the 4th century A.D.

*Cross-listed with: ARTH 317*

**CLCV 431 - The Archaeology of Ritual**

*Credits: (3)*

*Prerequisite(s):* CLCV 205 or CLCV 207 or CLCV 208 or CLCV 217 or CLCV 218 or CLCV 227 or CLCV 228, or instructor permission.

This course investigates the links between rituals and the archaeological record in Greek and/or Roman society. Topics include the performance of ritual, the spaces of religious action within cities and within broader landscapes, and the roles of practitioners and audiences. Material discussed may include architectural remains (e.g., tombs, temples), portable objects (e.g., altars, sacrificial implements), and representations of rituals in visual media or ancient texts. The course emphasizes secondary literature offering methodological paradigms for understanding ritual action.

**CLCV 432 - The Archaeology of Daily Life**

*Credits: (3)*

*Prerequisite(s):* CLCV 217 or CLCV 218, or instructor permission.

This course investigates the evidence provided by the archaeological record for daily life in Greek and/or Roman society. Topics include domestic architecture and decoration, spectacle and performance, identity and gender, education and childhood, death and funerary ritual, and slavery and social class. The course emphasizes secondary literature offering methodological paradigms for understanding material culture.

**CLCV 480 - Research in Classical Studies**

*Credits: (1)*

Students meet on a weekly basis with a faculty advisor and complete an independent research project

connected with the advisor's own research. Open only to concentrators upon the consent of an advisor. This course may be repeated once for credit.

### **CLCV 489 - The Ancient City**

*Credits: (4)*

A study of the historical, cultural and material development of the ancient city in Italy or Greece. This summer study abroad course includes extensive site visits and selected readings. Course may be repeated for credit when the site differs.

### **CLCV 490 - Advanced Topics in Classical Civilization**

*Credits: (1-4)*

A study in depth of some particular aspect of Greco-Roman culture. This course is intended for the student who already has some background in Classical Civilization. The course may be repeated if the topic is basically different.

### **CLCV 491 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

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

### **CLCV 492 - Museum Internship in Classical Art**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor.

This course allows students to gain practical experience in museum work under the supervision of a faculty advisor. The internship requires the production of a major research paper and a journal that records learning experiences while at the museum.

### **CLCV 493 - Undergraduate Research Symposium in Classical Studies**

*Credits: (1)*

*Prerequisite(s):* Consent of instructor.

Students present their research to the university community through a departmental research symposium. Participants will prepare a presentation based on research that they have previously pursued in a Classical Studies course or independent study. Course may be repeated for credit when topics differ.

### **CLCV 494 - Research Abroad in Classical Studies**

*Credits: (1-3)*

An independent study, chosen in consultation with a faculty advisor, of an artifact or site studied in conjunction with CLCV 489. Course may be repeated for credit when topics differ.

### **CLCV 495 - Honors**

*Credits: (3)*

The Department of Classical Studies offers Honors study in Classical Civilization as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) supervised reading of a special bibliography in the field of the student's major interest; (b) satisfactory completion by April 15 of a scholarly essay; and (c) satisfactory completion of an oral examination of the subject and subject field of the essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **CLCV 496 - Honors**

*Credits: (3)*

The Department of Classical Studies offers Honors study in Classical Civilization as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) supervised reading of a special bibliography in the field of the student's major interest; (b) satisfactory completion by April 15 of a scholarly essay; and (c) satisfactory completion of an oral examination of the subject and subject field of the essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **CLCV 497 - Field Methods in Classical Archaeology**

*Credits: (3-6)*

An introduction to field and laboratory methods in classical archaeology through participation in a field project approved by the department. Such topics as excavation techniques, data collection and recording, archaeological survey and mapping, artifact processing and analysis may be covered.

### **CLCV 498 - Post-Baccalaureate Proseminar in Classical Studies**

*Credits: (1-3)*

This class will introduce post-baccalaureate students to research methods and resources in Classical Studies in preparation for pursuing graduate studies and other professional goals in the field.

### **CLCV 499 - Postbaccalaureate Supervised Teaching**

*Credits: (1-3)*

This course gives postbaccalaureate students experience in supervised instructional activities in Classical Studies courses. Activities may include leading tutorials or discussion sessions, holding office hours, and limited lecturing. Students must be enrolled in the Classical Studies Postbaccalaureate program.

Course may be repeated for credit.

## **Greek**

### **GREK 101 - Elementary Ancient Greek I**

*Credits: (4)*

*Prerequisite(s):* for GREK 102: GREK 101 or consent of instructor.

*Domain (Anchored):* ALV

The elements of the Greek language with translation of stories and poems from selected readers. Parallel study of aspects of Greek civilization and of the legacy left by Greek culture and thought to the modern world.

### **GREK 102 - Elementary Ancient Greek II**

*Credits: (4)*

*Prerequisite(s):* for GREK 102: GREK 101 or consent of instructor.

*Domain (Anchored):* ALV

The elements of the Greek language with translation of stories and poems from selected readers. Parallel study of aspects of Greek civilization and of the legacy left by Greek culture and thought to the modern world.

### **GREK 201 - Intermediate Ancient Greek I**

*Credits: (3)*

*Prerequisite(s):* GREK 102 or consent of instructor.

*Domain (Anchored):* ALV

A course designed to introduce the student to the basic syntactical and stylistic elements of 5th-4th cent. B.C. Attic prose through an intensive examination of selected works of Plato, Lysias and Thucydides, and other prose writers.

### **GREK 202 - Intermediate Ancient Greek II**

*Credits: (3)*

*Prerequisite(s):* GREK 201 or consent of instructor.

*Domain (Anchored):* ALV

A course designed to introduce the student to the basic syntactical and stylistic elements of ancient Greek prose and poetry through a close reading of selected works of Plato, Lysias, Xenophon, Homer, Euripides and others.

### **GREK 203 - New Testament Greek**

*Credits: (3)*

*Prerequisite(s):* GREK 201 or consent of instructor.

Readings in the New Testament with emphasis on the language, vocabulary, and idiom of koine Greek. This course is not recommended for students who intend to continue to advanced courses in Classical Greek. Course readings in the original Greek.

### **GREK 321 - Philosophy**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings from Plato, Aristotle, and others in the original Greek.

### **GREK 322 - New Testament**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings in the original Greek from the New Testament and related literature.

### **GREK 323 - Greek Epic Poetry**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings in the original Greek from Homer and other epic poets.

### **GREK 324 - Greek Oratory**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings in the original Greek from Lysias, Demosthenes and other Greek orators and rhetoricians.

### **GREK 325 - Greek Historians**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

*Domain (Anchored):* ALV

Readings in the original Greek from Herodotus, Thucydides, Xenophon and/or other ancient historiographers.

### **GREK 326 - Greek Lyric Poetry**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings in the original Greek of lyric poetry and related genres, including elegy and iambus. Authors read may include Archilochus, Sappho, Pindar and Callimachus.

### **GREK 327 - Greek Tragedy**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

*Domain (Anchored):* ALV

Readings in the original Greek chosen from the plays of the great Athenian tragedians Aeschylus, Sophocles and Euripides.

### **GREK 328 - Greek Comedy**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings in the original Greek chosen from the works of the Athenian comic playwrights Aristophanes and Menander.

### **GREK 329 - The Greek Novel**

*Credits: (3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Readings in the original Greek chosen from the works of Longus, Achilles Tatius, Heliodorus, Lucian, and others.

### **GREK 421 - Writing in Greek - Greek Prose Composition**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

Experience in writing ancient Greek, at first in elementary sentences, then in extended composition in the styles of various Greek prose authors. This course can be offered on a tutorial basis when it is requested by one or several students.

### **GREK 490 - Topics in Greek**

*Credits: (1-3)*

*Prerequisite(s):* GREK 202 or consent of instructor.

Treatment of a selected topic in Greek language or literature (in the original Greek) that is not covered in regular course offerings.

Course may be repeated if topic varies.

### **GREK 491 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

A program of reading, writing, and discussion on a particular author or topic in Greek literature in the original language. Students accepted for this course will arrange their program of study with an appropriate faculty advisor.

This course may be repeated for credit with a different topic.

### **GREK 495 - Honors**

*Credits: (3)*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek

or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion, by April 15, of a scholarly essay; and (d) satisfactory completion of an oral examination on the subject and subject field of the essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **GREK 496 - Honors**

*Credits: (3)*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion, by April 15, of a scholarly essay; and (d) satisfactory completion of an oral examination on the subject and subject field of the essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **Hebrew**

### **HBRW 101 - Elementary Biblical Hebrew**

*Credits: (4)*

*Prerequisite(s):* For HBRW 102: HBRW 101 or consent of instructor.

The elements of the Hebrew language with translation of simple narrative passages from the Hebrew Bible.

### **HBRW 102 - Elementary Biblical Hebrew**

*Credits: (4)*

*Prerequisite(s):* For HBRW 102: HBRW 101 or consent of instructor.

The elements of the Hebrew language with translation of simple narrative passages from the Hebrew Bible.

### **HBRW 201 - Reading the Bible in Hebrew I**

*Credits: (3)*

*Prerequisite(s):* HBRW 102 or consent of instructor.

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible. This course introduces the student to methods of modern biblical interpretation.

*Cross-listed with:* RELG 205

### **HBRW 202 - Reading the Bible in Hebrew II**

*Credits: (3)*

*Prerequisite(s):* HBRW 201 or RELG 205 or consent of instructor.

Further readings and analyses of selected biblical passages.

*Cross-listed with:* RELG 301

### **HBRW 490 - Topics in Biblical Hebrew**

*Credits: (3)*

*Prerequisite(s):* HBRW 202 or consent of instructor.

In-depth reading of one or two books of the Hebrew Bible in Hebrew; text-critical questions and research tools, current research on content and composition. Readings will vary; will include both prose and

poetry.

Course may be repeated if readings differ.

### **HBRW 491 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

A program of reading, writing, and discussion on a particular author or topic of Classical Hebrew literature in the original language. Students accepted for this course will arrange their program of study with an appropriate faculty advisor.

This course may be repeated for credit with a different topic.

## **Latin**

### **LATN 101 - Elementary Latin I**

*Credits: (4)*

*Prerequisite(s):* For LATN 102: LATN 101 or departmental placement.

*Domain (Anchored):* ALV

This course is designed to equip the student with a mastery of the structure of the Latin language and with knowledge of basic vocabulary. There are translations from appropriate Latin texts and parallel study of pertinent aspects of Roman life and history.

### **LATN 102 - Elementary Latin II**

*Credits: (4)*

*Prerequisite(s):* For LATN 102: LATN 101 or departmental placement.

*Domain (Anchored):* ALV

A continuation of Latin 101. Translations from appropriate Latin texts and parallel study of pertinent aspects of Roman life and history.

### **LATN 103 - Combined Beginning Latin**

*Credits: (5)*

This intensive course combines LATN 101 and 102 in a single semester. It is recommended for students who had Latin previously and wish to review the basics rapidly before going on in the language, or for those who are particularly good at foreign languages in general and desire a more challenging learning experience. Students who pass this course may enroll directly in LATN 201 or 203 in a subsequent semester.

### **LATN 201 - Intermediate Latin I**

*Credits: (3)*

*Prerequisite(s):* LATN 102 or LATN 103 or departmental placement.

*Domain (Anchored):* ALV

After a review of grammar students will begin reading substantial excerpts from original Latin texts, with a focus on solidifying their grasp of fundamentals and developing reading skills.

### **LATN 202 - Intermediate Latin II**

*Credits: (3)*

*Prerequisite(s):* LATN 201 or departmental placement.

*Domain (Anchored):* ALV

Readings from original Latin texts, with a focus on continuing development of language skills along with an appreciation of literary styles and cultural contexts.

### **LATN 203 - Combined Intermediate Latin**

*Credits: (5)*

*Prerequisite(s):* LATN 102 or LATN 103

This course combines LATN 201 and 202 in a single semester for students who desire more accelerated advancement in the language. Students who pass this course may enroll directly in any class for which LATN 202 is a prerequisite.

### **LATN 301 - Reading Literature in Latin**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or instructor permission

*Domain (Anchored):* ALV

Readings from original Latin texts. Designed for students who place into the post-intermediate level from high school, and for others who need additional reinforcement in Latin reading skills before proceeding to more advanced courses in the language. May not be taken for credit when the student has already earned credit in Latin at the 300 level or above.

### **LATN 321 - Latin Lyric and Elegiac Poetry**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of Catullus, Horace, Propertius, Ovid, and others.

### **LATN 322 - Cicero**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

*Domain (Anchored):* ALV

Readings in the original Latin chosen from the orations, letters and/or essays of Cicero.

### **LATN 323 - Roman Drama**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of Plautus, Terence, and Seneca.

### **LATN 324 - Roman Satire**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of Horace, Juvenal, Persius, and others.

### **LATN 325 - Roman Historians**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of Livy, Tacitus, and others.

### **LATN 326 - Vergil**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the Aeneid and other Vergilian works.

### **LATN 327 - The Roman Novel**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of Petronius, Apuleius, and others.

### **LATN 328 - Roman Philosophy**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of Cicero, Lucretius, Seneca, and others.

### **LATN 329 - Medieval Latin**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Readings in the original Latin chosen from the works of medieval authors in prose and poetry.

### **LATN 330 - Imperial Latin Literature: The Rhetoric of Cruelty**

*Credits: (3)*

*Prerequisite(s):* LATN 202

*Domain (Anchored):* ALV

In no other period did the tensions and ambiguities inherent in Roman society manifest themselves more acutely than in the first and early second century C.E., Rome's 'Silver Age.' It was frequently a violent and cruel period in which absolute power could be exercised with a malignancy rarely plied since. Yet this age also produced a literature often marked by profound humanity and by an inventiveness comparable to that of the 'Golden Age' a century before. The goal of this course is to gain some insight into the paradoxes of this period. Reading selections in Latin and sometimes English from authors like, Seneca, Petronius, Lucan, Statius, Pliny the Younger and Tacitus, we will examine the social and political conditions of writing in this period, and we will consider the degree to which these authors were aware of, and indeed played with, the hierarchies created by literary canons and reflected in epithets like 'golden' and 'silver.'

### **LATN 331 - Ovid**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or equivalent.

*Domain (Anchored):* ALV

Readings in Latin from the influential and versatile poet of the Augustan Age, Publius Ovidius Naso (Ovid). Works may include the *Metamorphoses*, the *Fasti*, the *Ars Amatoria*, the *Amores*, and others.

### **LATN 332 - Latin Epistolography**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or equivalent.

*Domain (Anchored):* ALV

Readings in the original Latin of letters written in antiquity, some of them actual correspondence between individuals, others literary exercises. The authors studied may include Cicero, Seneca, Pliny, Augustine, and others. In addition to matters of style, genre, and language, the historical, cultural, and political contexts of the letters will be examined.

### **LATN 421 - Writing Latin - Latin Prose Composition**

*Credits: (3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Reading of such Latin prose authors as Caesar, Cicero and Nepos followed by the writing of connected Latin passages in imitation of their style. This course can be offered on a tutorial basis whenever it is requested by one or several students, if staff is available.

### **LATN 490 - Topics in Latin**

*Credits: (1-3)*

*Prerequisite(s):* LATN 202 or departmental placement.

Treatment of a selected topic in Latin language or literature (in the original Latin) that is not covered in regular course offerings.

Course may be repeated if topics vary.

### **LATN 491 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

A program of reading, writing, and discussion on a particular author or topic in Latin literature in the original language. Students accepted for this course will arrange their program of study with an appropriate faculty advisor.

This course may be repeated for credit with a different topic.

### **LATN 495 - Honors**

*Credits: (3)*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion by April 15 of a scholarly essay; and (d) satisfactory completion of an oral examination of the subject and subject field of the essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **LATN 496 - Honors**

*Credits: (3)*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion by April 15 of a scholarly essay; and (d) satisfactory completion of an oral examination of the subject and subject field of the essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **Computational and Applied Mathematics and Statistics**

### **The CAMS Program**

The CAMS (Computational and Applied Mathematics and Statistics) program is by nature interdisciplinary. In CAMS, applications are the primary driver of the research agenda for scholarly activity. The CAMS program supports a collaborative, multi-disciplinary, and integrative approach to teaching and research in applied and computational mathematics, operations research, mathematical biology and statistics. Course work and research experiences in CAMS provide a strong base in both the knowledge and practical skills necessary to make important contributions to mathematics, industry and the sciences. There are two tracks within the CAMS program: Mathematical Biology and Applied Statistics.

Mathematical Biology aims at modeling natural, biological processes using mathematical techniques and tools. It has both practical and theoretical applications in biological research. Applying mathematics to biology has a long history, but only relatively recently has there been an explosion of interest in the field.

Some reasons for this include: the explosion of data-rich information sets, due to the genomics revolution, which are difficult to understand without the use of analytical tools; recent development of mathematical tools such as chaos theory to help understand complex, nonlinear mechanisms in biology; an increase in computing power which enables calculations and simulations to be performed that were not previously possible; and an increasing interest in computer experimentation due to the complications involved in human and animal research.

The Applied Statistics Track provides a major option for undergraduates with an interest in statistics, “big data”, and actuarial science. As humans have developed cheaper and smaller sensors, web cameras and other data collection devices, the amount of data available to be analyzed and understood has exploded. Statistics is the mathematical science that pertains to the collection, analysis, interpretation, explanation, and presentation of data. Because of its empirical roots and its focus on applications, statistics is typically considered a distinct mathematical science rather than a branch of mathematics.

## Programs and Course Descriptions

### Programs

- [Computational and Applied Mathematics & Statistics \(BS in CAMS\)](#)
- [CAMS Mathematical Biology, Minor](#)

### Computational and Applied Mathematics & Statistics (BS in CAMS)

Students will select one of the following options:

- [CAMS Applied Statistics Track, BS](#)
- [CAMS Mathematical Biology Track, BS](#)

### CAMS Applied Statistics Track, BS

The Applied Statistics major gives students a rigorous training in the highly-interdisciplinary modern practice of statistics. The major draws upon a foundation of topics in mathematics and computer science to build a core specialization in applied and theoretical statistics and enriches this statistical knowledge with cross-disciplinary electives. Possible areas of focus within the major include: econometrics, data science, general applied statistics, and actuarial science.

### Minimum Course Pre-requisites

- MATH 111 - Calculus I Credits: (4) or MATH 131
- MATH 112 - Calculus II Credits: (4) or MATH 132
- MATH 214 - Foundations of Mathematics Credits: (3)

**Note:** other prerequisite courses may be needed depending upon elective courses selected. For example, ECON 101/ECON 102 may be required for ECON electives..

### Major Writing Requirement

The upper-division writing requirement may be satisfied in one of the following ways:

- Completion of ECON 380, MATH 352 or MATH 459 with a grade of C- or better, or
- Completion of CAMS 495 and CAMS 496, which requires the writing of an Honors thesis.

### Major Computing Requirement: 7 Credits

Students satisfy the computing requirement by taking:

- CSCI 140 - Computational Problem Solving in Data Science Credits: (4) or

- CSCI 141 - Computational Problem Solving Credits: (4) or
- DATA 141 - Programming for Data Science Credits: (4)  
and
- CSCI 241 - Data Structures Credits: (3)

### **Major Mathematics Requirement: 6 or 7 Credits**

Students satisfy the mathematics requirement by taking:

- MATH 211 - Linear Algebra Credits: (3)
- and
- MATH 212 - Introduction to Multivariable Calculus Credits: (3) or MATH 213 - Multivariable Calculus for Science and Mathematics (4)

### **Major Statistics Requirement: 9 Credits**

Students complete the statistics requirement by taking the following:

- MATH 451 - Probability Credits: (3) and
- MATH 452 - Mathematical Statistics Credits: (3)  
AND at least one of:
- CSCI 416 - Introduction to Machine Learning Credits: (3)
- CSCI 688 - Linear Regression Credits: (3)  
Permission to take CSCI 688 can be found at <https://www.wm.edu/as/undergraduate/forms/form-documents/enroll-grad-undergrad-credit.pdf>.
- ECON 408 - Time-Series Econometrics Credits: (3)
- MATH 352 - Statistical Data Analysis Credits: (3)
- MATH 455 - Statistical Learning Credits: (3)  
NOTE: CSCI 416, CSCI 688, ECON 480, MATH 352, MATH 455 may also be counted in the elective section below.

### **Electives: 24 Credits**

A total of 24 elective credits consisting of: 9-15 credits of Statistics and Math electives; and 9-15 credits of cross-disciplinary electives.

#### **Statistics and Mathematics Electives: 9 Credits (minimum)**

Statistics Courses:

- MATH 352 - Statistical Data Analysis Credits: (3)
- MATH 353 - Advanced Statistical Data Analysis Credits: (3)
- MATH 424 - Operations Research: Stochastic Models Credits: (3)
- MATH 455 - Statistical Learning Credits: (3)
- MATH 459 - Topics in Statistics Credits: (1-3)
- MATH 465 - Mathematics of Financial Economics Credits:

Mathematics Courses:

- MATH 309 - Intermediate Linear Algebra Credits: (3) or MATH 408 - Advanced Linear Algebra Credits: 3 (but not both)
- MATH 311 - Elementary Analysis Credits: (3)
- MATH 323 - Operations Research: Deterministic Models Credits: (3)

- MATH 410 - Special Topics in Mathematics Credits: (1-3) (Subject to approval of CAMS Applied Statistics Track Director)
- MATH 413 - Introduction to Numerical Analysis I Credits: (3)

### **Cross-disciplinary Electives: 9 Credits (minimum)**

Students must take 9-15 credits from among any of the courses in the following lists of cross-disciplinary electives:

#### Computer Science Courses:

- CSCI 301 - Software Development Credits: (3)
- CSCI 303 - Algorithms Credits: (3)
- CSCI 416 - Introduction to Machine Learning Credits: (3)
- CSCI 420 - Special Topics in Computer Science Credits: 1-3 credits, depending on material.
- CSCI 421 - Database Systems Credits: (3)
- CSCI 426 - Simulation Credits: (3)

or any of the following graduate courses (these courses may be taken by completing A&S Enroll in Graduate-level Course for Undergrad Credit form at

<https://www.wm.edu/as/undergraduate/forms/form-documents/enroll-grad-undergrad-credit.pdf>):

- CSCI 668 - Reliability Theory Credits: (3)
- CSCI 678 - Statistical Analysis of Simulation Models Credit: (3)
- CSCI 688 - Linear Regression Credits: (3)
- CSCI 688 - Design of Experiments Credits: (3)
- CSCI 688 - Topics in Computational Operations Research Credits: (3)

#### Economics Courses:

- ECON 308 - Econometrics Credits: (3)
- ECON 380 - Experimental Economics Credits: (3)
- ECON 400 - Topics in Economics Credits: (3-4) (subject to approval of CAMS Applied Statistics Track Director)
- ECON 407 - Cross Section Econometrics Credits: (3)
- ECON 408 - Time-Series Econometrics Credits: (3)
- ECON 414 - Bayesian Econometrics Credits: (3)

**Note:** Credit for CAMS 495-496 Honors, with faculty advisor approved by the Applied Statistics Track Director, may substitute for any two elective courses, as long as the two courses are not in the same category. In addition, with advisor approval, students may replace one elective course with one or more independent study or research credits, which must total at least 3 credits.

## **CAMS Mathematical Biology Track, BS**

The CAMS Mathematical Biology major trains students in the modeling and analysis of biological processes using tools from mathematics, statistics, data science, and computer science. These techniques have both practical and theoretical applications in biological research. Applications range across all scales of biology, including simulations of cellular processes, designs for synthetic biology, analyses of genomic data, and models of ecosystems.

No course can be counted in more than one category.

## **Required Credits: 27 minimum**

### **Minimum Course Prerequisites**

- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3)
  - BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3)
- Note:** other prerequisite courses may be needed depending upon elective courses selected..

### **Major Writing Requirement**

The upper-division writing requirement may be satisfied in one of the following ways:

- Completion of BIOL 325 or MATH 345 with a grade of C- or better, or
- Completion of CAMS 495 and CAMS 496, which requires the writing of an Honors thesis.

### **Major Computing Requirement**

Proficiency in a high-level programming language and fundamental concepts in data structures is required. This is normally done by taking and passing CSCI 140 or 141 or DATA 141, and CSCI 241.

- CSCI 140 - Computational Problem Solving in Data Science Credits: (4) or
  - CSCI 141 - Computational Problem Solving Credits: (4) or
  - DATA 141 - Programming for Data Science Credits: (4)
- and
- CSCI 241 - Data Structures Credits: (3)

### **Major Mathematics Requirement**

Proficiency in single variable calculus, linear algebra and multivariable calculus is required. This is normally done by taking and passing these courses..

- MATH 131 - Calculus I for Life Sciences Credits: (4) or MATH 111 - Calculus I (4)
- MATH 132 - Calculus II for Life Sciences Credits: (4) or MATH 112 - Calculus II (4)
- MATH 211 - Linear Algebra Credits: (3)
- MATH 212 - Introduction to Multivariable Calculus Credits: (3) or MATH 213 - Multivariable Calculus for Science and Mathematics (4)

### **Mathematical Modeling Requirement (2 courses)**

At most one course from:

- BIOL 325 - Introduction to Quantitative Biology (3) and MATH 345 - Introduction to Mathematical Biology (3)

and at most one course from:

- APSC 351/ BIOL 351 - Cellular Biophysics and Modeling (3) and MATH 356/ BIOL 356 - Random Walks in Biology (3)

### **Statistics and Data Analysis Electives (2 courses)**

- BIOL 327 - Introduction to Biostatistics Credits: (3-4)
  - MATH 351 - Probability and Statistics for Scientists Credits: (3)
  - MATH 352 - Statistical Data Analysis Credits: (3)
  - MATH 451 - Probability Credits: (3)
  - MATH 452 - Mathematical Statistics Credits: (3)
- Note: MATH 351 cannot be taken for credit if credit for MATH 451 has already been given.

### **Computational Elective (1 course)**

- BIOL 404 - Applied Programming for Biology Credits: (3)
- CSCI 303 - Algorithms Credits: (3)
- CSCI 426 - Simulation Credits: (3)
- CSCI 520 Computing in Operations Research (3)
- DATA 442 - Neural Networks & Deep Learning Credits: (3)
- PHYS 256 - Practical Computing for Scientists Credits: (3)

### **Biology Electives (2 courses, of at least 3 credits each)**

Any two BIOL 300-level or above courses, of at least 3 credits each. Examples include:

- BIOL 310 - Molecular Cell Biology Credits: (3)
- BIOL 312 - Evolution of Organisms Credits: (3)
- BIOL 314 - Biochemistry Credits: (3)
- BIOL 325 - Introduction to Quantitative Biology Credits: (3)
- BIOL 351 - Cellular Biophysics and Modeling Credits: (3)
- BIOL 356 - Random Walks in Biology Credits: (3) / MATH 356 - Random Walks in Biology Credits: (3)
- BIOL 401 - Evolutionary Genetics Credits: (3)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 442 - Molecular Genetics Credits: (3)
- BIOL 445 - GIS for Biologists Credits: (3)

### **Applications and Models Electives (2 courses)**

- APSC 327 - Introduction to Laser Biomedicine Credits: (3)
- APSC 371 - Matroids: The Value of Abstraction Credits: (3)
- APSC 450 - Computational Neuroscience Credits: (3)
- BIOL 351 - Cellular Biophysics and Modeling Credits: (3)
- BIOL 356 - Random Walks in Biology Credits: (3) / MATH 356 - Random Walks in Biology Credits: (3)
- BIOL 377 - Bioengineering and Synthetic Biology Credits: (3)
- CHEM 341 - Physical and Analytical Chemistry for Life Sciences Credits: (3)
- CHEM 314 - Biochemistry Credits: (3) / BIOL 314 - Biochemistry (3)
- CSCI 215 - Introduction to Bioinformatics Credits: (3)
- CSCI 416 - Introduction to Machine Learning Credits: (3)
- DATA 301 - Applied Machine Learning Credits: (3)
- DATA 431 - Spatial Data Discovery Credits: (3)
- MATH 302 - Ordinary Differential Equations Credits: (3)
- MATH 410/APSC 490 -Topics in Mathematics (3)
- MATH 413 - Introduction to Numerical Analysis I Credits: (3)
- MATH 414 - Introduction to Numerical Analysis II Credits: (3)
- MATH 441 - Nonlinear Dynamics Credits: (3)
- MATH 442 - Partial Differential Equations Credits: (3)
- PHYS 403 - Statistical Mechanics and Thermodynamics Credits: (3)

#### **Note:**

With advisor approval, students may replace one elective requirement with one or more independent study or research credits, which must total 3 credits. Alternatively, credit for CAMS 495-496 Honors,

with a faculty advisor approved by one of the Mathematical Biology Track directors, may substitute for any two elective courses, as long as the two courses are not in the same category.

## **Computational and Applied Mathematics & Statistics - Mathematical Biology, Minor**

The CAMS Mathematical Biology minor helps students develop skills for the modeling and analysis of biological processes. Students use their training in mathematics, statistics, and computer science to study problems in biology. Applications range across all scales of biology, from cells to ecosystems.

The minor declaration form can be found at:

[https://www.wm.edu/offices/registrar/documents/degree/declaration\\_of\\_academic\\_minor.pdf](https://www.wm.edu/offices/registrar/documents/degree/declaration_of_academic_minor.pdf).

### **Required Credit Hours: 18**

#### **Core Requirements (12 or more credits):**

The minor requires 6 or more additional credits in pre-requisites:

MATH 111 or MATH 131, MATH 112 or MATH 132, and possibly BIOL 203 and BIOL 204.

#### **Mathematical Modeling (2 Courses)**

At most, one course from:

- BIOL 325 - Introduction to Quantitative Biology Credits: (3) or
- MATH 345 - Introduction to Mathematical Biology Credits: (3) with the remaining 1-2 courses chosen from:
- APSC 351 - Cellular Biophysics and Modeling Credits: (3) or
- BIOL 351 - Cellular Biophysics and Modeling Credits: (3)
  
- BIOL 356 - Random Walks in Biology Credits: (3) / MATH 356 - Random Walks in Biology Credits: (3)

#### **Programming (1 course)**

- CSCI 141 - Computational Problem Solving Credits: (4)
- PHYS 256 - Practical Computing for Scientists Credits: (3)

#### **Statistics and Data Analysis (1 course)**

- BIOL 327 - Introduction to Biostatistics Credits: (3-4)
- MATH 106 - Elementary Probability and Statistics Credits: (3)
- MATH 351 - Probability and Statistics for Scientists Credits: (3)
- MATH 352 - Statistical Data Analysis Credits: (3)
- PSYC 301 - Elementary Statistics Credits: (4)

#### **Electives (6 or more credits):**

Students must select two additional courses from the following three categories below:

##### **1). One of the remaining Mathematical Modeling courses above**

Note that only one of BIOL 325 and MATH 345 can count towards the minor.

**2). At most one BIOL 300 level or above course. Examples include:**

- BIOL 310 - Molecular Cell Biology Credits: (3)
- BIOL 312 - Evolution of Organisms Credits: (3)
- BIOL 401 - Evolutionary Genetics Credits: (3)
- BIOL 314 - Biochemistry Credits: (3) or CHEM 314 - Biochemistry (3)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 442 - Molecular Genetics Credits: (3)
- BIOL 445 - GIS for Biologists Credits: (3)

**3). At most one course from the following list:**

- BIOL 314 - Biochemistry Credits: (3)
  - BIOL 404 - Applied Programming for Biology Credits: (3)
  - CHEM 314 - Biochemistry Credits: (3)
  - APSC 327 - Introduction to Laser Biomedicine Credits: (3)
  - APSC 371 - Matroids: The Value of Abstraction Credits: (3)
  - APSC 450 - Computational Neuroscience Credits: (3)
  - BIOL 377 - Bioengineering and Synthetic Biology Credits: (3)
  - BIOL 404 - Applied Programming for Biology Credits: (3)
  - CHEM 341 - Physical and Analytical Chemistry for Life Sciences Credits: (3)
  - CSCI 215 - Introduction to Bioinformatics Credits: (3)
  - CSCI 241 - Data Structures Credits: (3)
  - CSCI 303 - Algorithms Credits: (3)
  - CSCI 416 - Introduction to Machine Learning Credits: (3)
  - CSCI 426 - Simulation Credits: (3)
  - DATA 301 - Applied Machine Learning Credits: (3)
  - DATA 431 - Spatial Data Discovery Credits: (3)
  - DATA 442 - Neural Networks & Deep Learning Credits: (3)
  - MATH 302 - Ordinary Differential Equations Credits: (3)
  - MATH 352 - Statistical Data Analysis Credits: (3)
  - MATH 413 - Introduction to Numerical Analysis I Credits: (3)
  - MATH 414 - Introduction to Numerical Analysis II Credits: (3)
  - MATH 441 - Nonlinear Dynamics Credits: (3)
  - MATH 442 - Partial Differential Equations Credits: (3)
  - MATH 451 - Probability Credits: (3)
  - MATH 452 - Mathematical Statistics Credits: (3)
  - PHYS 403 - Statistical Mechanics and Thermodynamics Credits: (3)
- Note:** With advisor approval, students may replace one elective requirement with one or more independent study or research credits, which must total 3 credits. study or research credits, which must total 3 credits.

## Course Descriptions

### Computational and Applied Math & Statistics

#### **CAMS 400 - Senior Seminar in Computational and Applied Mathematics and Statistics**

*Credits: (3)*

*Prerequisite(s):* BIOL 325 or MATH 345 or MATH 451

*College Curriculum:* COLL 400

This course gives a guide through the research process in the mathematical and statistical sciences. Each student will choose an appropriate, semester-long research topic. Students will then give several project presentations, give feedback on others' presentations, and will turn in a final paper. CAMS 400 should be taken during the senior year and satisfies the COLL 400 requirement. Mathematical maturity is needed and is typically indicated by having completed at least one core course in either the Mathematical Biology or the Applied Statistics track in the CAMS major.

**CAMS 401 - Senior Seminar in Dynamical Systems**

*Credits:* (3)

*Prerequisite(s):* MATH 302 or MATH 345

*College Curriculum:* COLL 400

Dynamical systems theory is widely applicable to biology, engineering, finance, data science, and more. This course offers a guide through the research process in dynamical systems. Special topics in dynamical systems that will be discussed may include chaos, synchronization, spatial pattern formation, stochastic dynamics, and time delay. Students will choose a research topic for the semester. Students will also give several presentations, give feedback on others' presentations, and will turn in a final paper. CAMS 401 should be taken during the senior year and satisfies the COLL 400 requirement.

**CAMS 495 - Honors**

*Credits:* (3)

Students admitted to Honors study in CAMS will ordinarily be enrolled in this course during the Fall semester of their senior year. The course comprises: (a) supervised research in the student's special area of interest; (b) an Honors thesis based on a review of the literature and their research; (c) satisfactory performance in an oral examination on the subject matter of the Honors thesis.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**CAMS 496 - Honors**

*Credits:* (3)

*Prerequisite(s):* CAMS 495

*College Curriculum:* COLL 400

Students admitted to Honors study in CAMS will ordinarily be enrolled in this course during the Spring semester of their senior year. The course comprises: (a) supervised research in the student's special area of interest; (b) an Honors thesis based on a review of the literature and their research; (c) satisfactory performance in an oral examination on the subject matter of the Honors thesis.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## Computer Science

### The Computer Science Program

Computer science studies the development of algorithms and data structures for representing and processing information using computers. Additionally, computer science examines the logical organization of computers themselves. Questions which arise include the following. Given the enormous difficulty of writing large programs, what kinds of computer languages can be easily specified, easily understood, and yet mechanically translated? What concepts govern information processing? What are the most advantageous ways of distributing computing loads over a collection of distributed processors? How are graphical images best stored and processed? Are some functions inherently harder to compute than

others? Do functions exist which cannot be computed? How is knowledge best represented in a computer?

The department's programs prepare students for graduate study in computer science and for employment as computer science professionals.

## Graduate Program

The department offers the degrees of Master of Science in Computer Science and Doctor of Philosophy in Computer Science. For degree requirements and a full description of graduate courses in computer science, visit the department's website at <http://www.cs.wm.edu>.

## Special Five-Year M.S. Program

The department offers a special program designed to enable particularly well-prepared B.S. or B.A. students to obtain an M.S. in Computer Science 12 or 15 months after receiving their bachelors degrees. Students taking computer science as either their major or as a minor in their undergraduate years may be eligible for this program. Upon request, an eligible candidate will receive an advisor in computer science by the end of the junior year. Candidates will register for two graduate-level courses during the senior year and four such courses each semester during the following academic session. Candidates will complete the requirement for an independent research project in either the summer following the senior year or the summer after the course work is completed. Students qualifying for this program may apply to the department for possible financial assistance.

## Programs and Course Descriptions

### Programs

- [Computer Science \(BS in Computer Science\)](#)
- [Computer Science, Minor](#)

## Computer Science (BS in Computer Science)

### Required Credit Hours: 37

(if given 4 credits for CSCI 140 or CSCI 141) otherwise 36.

### Major Writing Requirement:

Completion of CSCI 423W (in conjunction with CSCI 423), or by fulfilling the requirements of CSCI 495-CSCI 496 Honors Project in Computer Science.

### Core Requirements:

- CSCI 140 - Computational Problem Solving in Data Science Credits: (4) or
- CSCI 141 - Computational Problem Solving Credits: (4)
- CSCI 241 - Data Structures Credits: (3)
- CSCI 243 - Discrete Structures of Computer Science Credits: (3)
- CSCI 301 - Software Development Credits: (3)
- CSCI 303 - Algorithms Credits: (3)
- CSCI 304 - Computer Organization Credits: (3)
- CSCI 312 - Principles of Programming Languages Credits: (3)
- CSCI 423 - Finite Automata and Theory of Computation Credits: (3)

Proficiency in:

- MATH 111 - Calculus I Credits: (4) or MATH 131 - Calculus I for Life Sciences Credits: (4)
- MATH 112 - Calculus II Credits: (4) or MATH 132 - Calculus II for Life Sciences Credits: (4)
- MATH 211 - Linear Algebra Credits: (3)

Option:

- MATH 214 may be substituted for CSCI 243.

**Additional Credits: 12**

Any 12 credits chosen from 300-400 level computer science courses excluding CSCI 320, CSCI 430 and CSCI 498. MATH 413 and MATH 414 may be counted toward partial fulfillment of this requirement.

**Additional Information:**

Students who intend to major in computer science are encouraged to have completed CSCI 140 or CSCI 141, CSCI 241, either CSCI 243 or MATH 214, and a required 300 level computer science course by the end of their sophomore year. Proficiency in MATH 111 (or MATH 131 ), MATH 112 (or MATH 132 ) and MATH 211 should also be completed by that time. At least half of the required minimum number of courses for the CS major must be taken at W&M and for all classes at the 300 and 400 level taken elsewhere, a total of at most two courses can count towards the CS major.

## Computer Science, Minor

**Required Credit Hours: 19**

If given 4 credits for CSCI 140 or CSCI 141; otherwise 18.

**Core Requirements:**

- CSCI 141 - Computational Problem Solving Credits: (4)
- CSCI 241 - Data Structures Credits: (3)
- CSCI 243 - Discrete Structures of Computer Science Credits: (3)
- Any nine elective credits chosen from 300-400 level Computer Science courses excluding CSCI 320, CSCI 430 and CSCI 498.

**Additional Information:**

- CSCI 140 may be substituted for CSCI 141
- MATH 214 may be substituted for CSCI 243.
- MATH 413 and MATH 414 may be counted toward partial fulfillment of the requirement for nine elective credits.

## Course Descriptions

### Computer Science

**CSCI 100 - Critical Questions in Computer Science**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Computer Science for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **CSCI 120 - Elementary Topics**

*Credits: 1-3 credits, depending on material.*

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in detailed course schedule.

### **CSCI 121 - Elementary Topics with Laboratory**

*Credits: 1-3 credits, depending on material.*

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in appropriate registration bulletins.

Scheduled weekly two-hour laboratory sessions account for one of the credit hours assigned to this course.

### **CSCI 131 - Concepts in Computer Science**

*Credits: (3)*

*Corequisite(s):* CSCI 131L.

An overview of computer science, presenting an introduction to key issues and concepts: elementary computer organization and arithmetic, algorithms, program translation, operating systems, elementary data structures, file systems and database structures. Required laboratory sessions introduce students to application software for data management, text processing and network use. Not open to students who have received credit for any 300-400 level computer science course. Two lecture hours, two laboratory hours. Some majors require their students to satisfy the Major Computing Requirement by taking a computer science course designated for that purpose. CSCI 131 is designated for that purpose.

### **CSCI 135 - Web Design**

*Credits: (3)*

*Prerequisite(s):* CSCI 131 or CSCI 141

Web site design, including development cycle and best practices. Process of design. Markup languages: HTML, CSS templates. Testing and validation. Visual design. Tools: ftp/stfp, text editors, debuggers, validators, graphics tools. Not open to students who have credit for CSCI 300-400-level course.

### **CSCI 140 - Computational Problem Solving in Data Science**

*Credits: (4)*

*Corequisite(s):* CSCI 140L

*Domain (Anchored):* NQR

An introduction to computational problem solving in the context of data science and commonly used data analysis software. Students can receive credit for only one of CSCI 140/DATA 140 and CSCI 141.

*Cross-listed with:* DATA 141

### **CSCI 141 - Computational Problem Solving**

*Credits: (4)*

*Corequisite(s):* CSCI 141L.

*Domain (Anchored):* NQR

An introduction to computational problem solving, including basic programming and algorithms. Programming assignments will emphasize the solution of problems taken from the natural sciences, the social sciences, and business. Students can receive credit for only one of CSCI 140/DATA 140 and CSCI 141.

### **CSCI 146 - Reasoning Under Uncertainty**

*Credits:* (3)

*Prerequisite(s):* CSCI 140 or CSCI 141 or DATA 141

*College Curriculum:* MATH

This course will focus research design in the context of data, providing an overview of different modeling approaches, their differences, and the context(s) in which each might be most appropriate to apply. Special attention will be given to cases in which complete information is not available. Each modeling framework's disciplinary history will be considered, and the overlaps and distinctions between them discussed. Students will be expected to acquire a strong capability to identify the most appropriate modeling strategies given a problem and problem context, as well as learn the limitations or advantages of a given approach.

*Cross-listed with:* DATA 201

### **CSCI 215 - Introduction to Bioinformatics**

*Credits:* (3)

*Prerequisite(s):* BIOL 203 and (CSCI 140 or CSCI 141 or DATA 141)

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This course provides an introduction to sequence bioinformatics and a survey of common applications. The focus is on computational methods for the analysis of high-throughput sequencing data, drawing examples from genetics, genomics, and ecology. Using the Linux command line, the Python programming language, and publicly available bioinformatic tools, students will explore, analyze, and visualize data. We will use this analysis and visualization ultimately to draw meaningful biological conclusions.

### **CSCI 220 - Intermediate Topics**

*Credits:* (1-3)

A treatment of intermediate topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in detailed course schedule.

### **CSCI 232 - Competitive Programming**

*Credits:* (1)

*Prereq/Corequisite(s):* CSCI 140 or CSCI 141

A weekly seminar focusing on techniques and strategies for competitive programming. Students compete in teams to solve computer programming challenges as quickly and correctly as possible. Winning teams present solutions for discussion in code review sessions. Exercises vary in difficulty and a variety of programming languages are available, making this course useful to students of all levels. Cannot be applied to the requirements for a major or a minor in computer science.

This course may be repeated.

### **CSCI 241 - Data Structures**

*Credits:* (3)

*Prerequisite(s):* CSCI 141.

Continuation of fundamental concepts of computer science: data abstraction, data structures, and data representation. Lists, stacks, queues, trees, balanced trees, priority queues, hashing, and applications. The implementation of abstract data structures using classes gives this course a significant programming component.

### **CSCI 243 - Discrete Structures of Computer Science**

*Credits:* (3)

*Prereq/Corequisite(s):* CSCI 140 or CSCI 141 or DATA 141

Theoretical foundations of computer science, including sets, functions, boolean algebra, first order predicate calculus, trees, graphs and discrete probability.

### **CSCI 301 - Software Development**

*Credits: (3)*

*Prerequisite(s):* CSCI 241.

An introduction to principled software development, emphasizing design at the module level as well as tools and techniques. Topics include object-oriented class design and implementation, abstraction techniques, debugging techniques, defensive programming, development and analysis tools, and testing. Emphasizes the role of the individual programmer in large software development projects.

### **CSCI 303 - Algorithms**

*Credits: (3)*

*Prerequisite(s):* CSCI 241, either CSCI 243 or MATH 214.

A systematic study of algorithms and their complexity, including searching, sorting, selecting, and algorithms for graphs. A survey of algorithm design methods, including greedy algorithms, divide-and-conquer, dynamic programming, and backtracking. An introduction to NP-complete problems.

### **CSCI 304 - Computer Organization**

*Credits: (3)*

*Prereq/Corequisite(s):* CSCI 241

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language and microprogramming.

### **CSCI 312 - Principles of Programming Languages**

*Credits: (3)*

*Prerequisite(s):* CSCI 241, either CSCI 243 or MATH 214.

A study of programming language principles and paradigms. Formal syntax, including grammars, and semantics. Paradigms, including: imperative, object oriented, functional, logic, event-driven, and concurrent. Run-time implementation issues, including: memory management, parameter passing, and event handling.

### **CSCI 320 - Directed Study**

*Credits: (1-3)*

*Prerequisite(s):* One of CSCI 301, 303, 304, 312.

A directed study course to investigate aspects of computer science. Course can be based on readings from the literature, on a project, or on a research topic. Cannot be applied to the requirements for a major or a minor in computer science. Permission of instructor required.

*Graded:* P/F option decided by instructor.

### **CSCI 415 - Systems Programming**

*Credits: (3)*

*Prerequisite(s):* CSCI 304.

The design and implementation of programs which provide robust and efficient services to users of a computer. Macro processors; scripting languages; graphical interfaces; network programming. Unix and X are emphasized.

### **CSCI 416 - Introduction to Machine Learning**

*Credits: (3)*

*Prerequisite(s):* CSCI 303 and MATH 211

An introduction to the theory and practice of machine learning, focusing primarily on deterministic

methods for classification and prediction. Topics include decision trees, artificial neural networks, support vector machines, kernel methods, ensemble methods, clustering methods, dimension reduction, performance evaluation, data preprocessing, and hyperparameter tuning.

### **CSCI 417 - Computer Animation**

*Credits: (3)*

*Prerequisite(s):* Instructor permission.

Introduction to principles and practice of 3D computer animation within the context of digital production. Primary topics include modeling, keyframe animation, procedural animation, shading, rigging, and effects. Course projects will be time-intensive and completed using production-level software, complemented by Python scripting.

### **CSCI 420 - Special Topics in Computer Science**

*Credits: 1-3 credits, depending on material.*

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. A complete course description and a list of prerequisites will appear in appropriate registration bulletins.

### **CSCI 421 - Database Systems**

*Credits: (3)*

*Prerequisite(s):* CSCI 303

Design, organization and implementation of database management systems: file organization and processing, hierarchical, network, and relational models of database structure, data definition and data manipulation languages, security and integrity of databases, and the study of existing database implementations.

### **CSCI 423 - Finite Automata and Theory of Computation**

*Credits: (3)*

*Prerequisite(s):* CSCI 303.

Theory of sequential machines, finite automata, Turing machines, recursive functions, computability of functions.

### **CSCI 424 - Computer Architecture**

*Credits: (3)*

*Prerequisite(s):* CSCI 304 and either CSCI 301 or CSCI 303

An introduction to the principles of computer design. Students will apply their knowledge of digital logic design to understand the high-level interactions between different computer system hardware components. The course will cover various computer architecture aspects related to memory hierarchy and design, CPU design, pipelining, and multiprocessor architecture.

### **CSCI 425 - Entrepreneurship in Computer Science**

*Credits: (3)*

*Prerequisite(s):* CSCI 301 or CSCI 303 or CSCI 304 or CSCI 312

*College Curriculum:* College 400

Develop an innovative solution addressing a demonstrated real need by drawing on the knowledge gained from studies in CS 100-400 level classes and the College Curriculum. General approaches in entrepreneurship towards launching a tech startup company including design thinking, customer development, and agile management are combined with agile software development to develop a minimum viable software product.

### **CSCI 426 - Simulation**

*Credits: (3)*

*Prerequisite(s):* CSCI 301 CSCI 303, MATH 112.

Introduction to simulation. Discrete and continuous stochastic models, random number generation, elementary statistics, simulation of queueing and inventory systems, discrete event simulation, point and interval parameter estimation.

### **CSCI 427 - Computer Graphics**

*Credits: (3)*

*Prerequisite(s):* CSCI 301,CSCI 303, MATH 211.

Introduction to computer graphics and its applications. Topics include coordinate systems, the relationship between continuous objects and discrete displays, fill and flood algorithms, two-dimensional geometric transformations, clipping, zooming, panning and windowing. Topics from three-dimensional graphics include representations for objects, geometric and projection transformations, geometric modeling and hidden line/surface removal algorithms.

### **CSCI 430 - Computer Languages**

*Credits: 1-3 credits, depending on language.*

*Prerequisite(s):* CSCI 241.

Topics include syntax, semantics and pragmatics of one computer language as well as the influence of the languages intended areas of applications on its design. The language studied will vary and students may repeat the course for different languages. This course does not count toward satisfying the major requirements or the major GPA.

*Graded:* Pass/Fail only

### **CSCI 432 - Web Programming**

*Credits: (3)*

*Prerequisite(s):* CSCI 421

Overview of the Internet. Markup languages: HTML, CSS, XML. Server side programming languages: Perl/Python, PHP, Java. Other topics include: N tier programming, security, database access, XML processing.

### **CSCI 434 - Network Systems and Design**

*Credits: (3)*

*Prerequisite(s):* CSCI 415 or (CSCI 301 and CSCI 303 and CSCI 304)

The Internet; principles and design of network applications, including web servers and multimedia; transport, network and data link layers; network security; network performance evaluation and capacity planning.

### **CSCI 435 - Software Engineering**

*Credits: (3)*

*Prerequisite(s):* CSCI 301, CSCI 312.

*College Curriculum:* COLL 400

The software life cycle. Software design methodologies. Testing and maintenance. Programming teams.

### **CSCI 437 - Introduction to Game Design and Game Development**

*Credits: (3)*

*Prerequisite(s):* CSCI 301 and CSCI 303

*College Curriculum:* COLL 400

A comprehensive introduction to the design and development of computer games. Emphasis is placed on the formal process of game design, covering aspects such as the creation of the game proposal and design documents, designing game mechanics, balancing game play, and interest curves. This course also covers

a broad range of technical topics in game development, ranging from programming techniques geared towards games, the basics of computer graphics algorithms for games, decision making and tactical AI, path finding, collision detection, visibility, and game physics.

### **CSCI 437X - Team Management for Game Design and Game Development**

*Credits: (1)*

*Corequisite(s):* CSCI 437

This course is to be taken in together with CSCI-437 Introduction to Game Design and Game Development. The goal of this course is learn, via practice, how to lead a small team of dedicated developers through the process of designing and developing a computer game as part of the co-requisite course CSCI-437. While enrollment in CSCI-437 covers the technical details of game design and game development, the focus of this course is on the actual team management.

### **CSCI 442 - Compiler Construction**

*Credits: (3)*

*Prerequisite(s):* CSCI 301, CSCI 304, CSCI 312.

The emphasis in this course is on the construction of translators for programming languages. Topics include lexical analysis, block structure, grammars, parsing, program representation and run-time organization.

### **CSCI 444 - Principles of Operating Systems**

*Credits: (3)*

*Prerequisite(s):* CSCI 301 and CSCI 303 and CSCI 304

The conceptual view of an operating system as a collection of concurrent processes; semaphores, monitors and rendezvous. Real and virtual memory organization and management, processor allocation and management, and external device management.

### **CSCI 445 - Mobile Application Security**

*Credits: (3)*

*Prerequisite(s):* CSCI 301

This course is a senior-level introduction to mobile application security. Students successfully completing this class will be able to understand and apply the various security best-practices in designing mobile applications, and will also develop a background in the research and practices in performing security analysis of mobile applications. The course will introduce the fundamental concepts in security and privacy (e.g., confidentiality, threat models, crypto basics, SSL/TLS, access control) and demonstrate how these concepts apply to secure mobile application development. Students will also learn the various techniques used in analyzing mobile applications for security vulnerabilities or malware, including static and dynamic program analysis. The Android platform, and Android's application model will generally be the prime examples used throughout the class, although iOS application analysis techniques may also be added as the course progresses. Student will have homework (programming and/or questions-based assignments), a semester-long application development/analysis project, and a final exam.

### **CSCI 454 - Computer and Network Security**

*Credits: (3)*

*Prerequisite(s):* CSCI 303 and CSCI 304.

An introduction to the principles and practices of cryptography, network security, and secure software. Cryptography topics includes: basic methods, key distribution, and protocols for authenticated and confidential communications. The practice of network security includes: Kerberos, PGP, public key infrastructures, SSL/TLS. IP security, intrusion detection, password management, firewalls, viruses and worms, and Denial of Service (DoS) attacks.

### **CSCI 464 - Applied Cybersecurity**

*Credits: (3)*

*Prerequisite(s):* CSCI 301 and CSCI 304

This is a systems-level security course involving hands-on labs, lecture, student presentations and a term project. Students will learn about secure systems design, vulnerabilities and how to defend against attacks to network, hardware and software components. The course will cover a broad scope of security issues and defenses from IoT to the cloud. Topics to be covered include: hardware and software vulnerabilities, cloud security, virtualization security, attacks and attackers, hardening approaches, secure development methodology and security testing. Lab exercises will teach students how vulnerabilities work and how to document and mitigate them.

### **CSCI 495 - Honors**

*Credits: (3)*

Students admitted to Honors study in computer science will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **CSCI 496 - Honors**

*Credits: (3)*

*College Curriculum:* COLL 400

Students admitted to Honors study in computer science will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **CSCI 498 - Internship**

*Credits: (3)*

Students wishing to receive academic credit for an internship program must request and obtain departmental approval prior to participation in the program.

*Graded:* Pass/Fail only

## **Creative Writing**

The minor in Creative Writing allows students to develop their skills in writing fiction, poetry, and/or creative nonfiction, through an offering of workshops that focus on form, narrative design, and the harnessing of imagination. By practicing the various crafts of imaginative writing, students gain insights into literature, providing a useful adjunct to majors such as English, Theater, and Modern Languages and Literature. The program is enhanced by courses taught by distinguished visiting writers and by the ongoing Patrick Hayes Writers Series, which brings emerging and established writers to campus to give readings, visit classes, and meet with students. It provides an opportunity for those students with strong creative instincts to develop and hone their writing skills, and to receive instructor as well as peer evaluations of their work.

### **Program:**

- Creative Writing, Minor

## Creative Writing, Minor

Before declaring a minor in Creative Writing, a student must have successfully completed at least two 300-level (or higher) creative writing courses. The required literature courses can be taken outside the English department at the discretion of the Director of Creative Writing. English majors who choose to do a Creative Writing minor can only count two creative writing courses toward the major. The declaration of minor form can be signed by either the Chair of the English department or the Director of Creative Writing.

### Required Credit Hours: 20

#### Core Requirements:

Two 300 or 400 level literature courses are required; other credits toward the minor may be earned in the following courses:

- CRWR 212 - Introduction to Creative Writing Credits: (3)
- CRWR 368 - Creative Writing: Fiction Credits: (3)
- CRWR 369 - Creative Writing: Poetry Credits: (3)
- CRWR 372 - Creative Writing: Nonfiction Credits: (3)
- CRWR 465 - Advanced Workshop: Special Topics Credits: (1-3)
- CRWR 466 - Advanced Workshop in Creative Nonfiction Credits: (3)
- CRWR 468 - Advanced Workshop in Fiction Writing Credits: (3)
- CRWR 469 - Advanced Workshop in Poetry Writing Credits: (3)
- CRWR 471 - Advanced Workshop in Screenwriting Credits: (3)
- CRWR 476 - Visiting Writer Master Class Credits: (1-3)
- CRWR 482 - Independent Study in Creative Writing Credits: (1-3)
- THEA 317 - Fundamentals of Playwriting Credits: (3)

## Course Descriptions

### Creative Writing

#### CRWR 212 - Introduction to Creative Writing

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

Emphasizes the basics of writing fiction and poetry. No previous writing experience is required. Open to academic freshmen and academic sophomores with priority given to academic freshmen.

#### CRWR 368 - Creative Writing: Fiction

*Credits: (3)*

An opportunity for students to develop their abilities in imaginative writing of fiction under supervision. Faculty approval required: send instructor writing sample and request prior to registration. Sections limited to 15 students each.

#### CRWR 369 - Creative Writing: Poetry

*Credits: (3)*

An opportunity for students to develop their abilities in imaginative writing of poetry under supervision.

Faculty approval required: send instructor writing sample and request prior to registration. Sections limited to 15 students each.

### **CRWR 372 - Creative Writing: Nonfiction**

*Credits: (3)*

An opportunity for students to develop their abilities in writing creative nonfiction and/or long-form journalism.

Designed for students interested in feature writing for print and new media. Faculty approval required: send instructor writing sample and request prior to registration. Sections limited to 15 students each.

### **CRWR 465 - Advanced Workshop: Special Topics**

*Credits: (1-3)*

*Prerequisite(s):* CRWR 368 or CRWR 369 or CRWR 372

Exploration of alternative and hybrid modes, genres, subjects, and themes in creative writing, such as children's literature, speculative fiction, writing for new media, parody, translation, travel writing, or life-writing. Prerequisite: at least one 300-level workshop in the genre covered by the topics course. Faculty approval required.

If there is no duplication of topic, may be repeated for credit.

### **CRWR 466 - Advanced Workshop in Creative Nonfiction**

*Credits: (3)*

*Prerequisite(s):* CRWR 372

An advanced workshop in writing creative nonfiction-including but not limited to the narrative essay, the personal essay, and memoir-for students of demonstrated promise and achievement. Faculty approval required: send instructor writing sample and request prior to registration.

May be repeated once for credit (if taken with a different professor).

May be repeated once for credit.

### **CRWR 468 - Advanced Workshop in Fiction Writing**

*Credits: (3)*

*Prerequisite(s):* CRWR 368

An advanced workshop in writing narrative fiction, with emphasis on short fiction or the novella, for students of demonstrated promise and achievement. Faculty approval required: send instructor writing sample and request prior to registration.

If there is no duplication of topic, may be repeated for credit (with different professor).

### **CRWR 469 - Advanced Workshop in Poetry Writing**

*Credits: (3)*

*Prerequisite(s):* CRWR 369

An advanced workshop in poetry writing for students of demonstrated promise and achievement. Faculty approval required: send instructor writing sample and request prior to registration.

May be repeated once for credit (with different professor).

### **CRWR 471 - Advanced Workshop in Screenwriting**

*Credits: (3)*

*Prerequisite(s):* CRWR 368 or CRWR 467 or CRWR 468 or permission of instructor.

An advanced workshop in writing the screenplay, with emphasis on three-act narrative structure, screenplay formatting, and viewing of contemporary and classic films. Sections limited to 15 students each.

May be repeated once for credit.

### **CRWR 476 - Visiting Writer Master Class**

*Credits: (1-3)*

*Prerequisite(s):* CRWR 368 or CRWR 369 or instructor permission

Intensive study of a special topic in creative writing with a distinguished writer-in-residence. Sections limited to 15 students each.

May be repeated once for credit (with different professor).

### **CRWR 482 - Independent Study in Creative Writing**

*Credits: (1-3)*

*Prerequisite(s):* Must be a declared Creative Writing minor.

A tutorial on a topic agreed upon by the student and approved in advance by the departmental Undergraduate Program Committee. Normally open only to declared Creative Writing minors. Normally may be taken only once.

### **CRWR 495 - Honors**

*Credits: (3)*

Honors study in Creative Writing comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay or a creative writing project upon a topic approved by the departmental Honors committee; and (c) oral examination in the field of the student's major interest. Students who have not completed ENGL 494 may be admitted only under exceptional circumstances. Creative Writing Honors students may substitute for ENGL 494 either three 300- and/or 400-level Creative Writing courses, or two 300- and/or 400-level Creative Writing courses and a Creative Writing Independent Study (the project of the Independent Study must be different from the proposed Honors project). Creative Writing Honors involves the completion of a sustained project in creative writing. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **CRWR 496 - Honors**

*Credits: (3)*

Honors study in English comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay or a creative writing project upon a topic approved by the departmental Honors committee; and (c) oral examination in the field of the student's major interest. Students who have not completed may be admitted only under exceptional circumstances. Creative Writing Honors students may substitute for ENGL 494 either three 300- and/or 400-level Creative Writing courses, or two 300- and/or 400-level Creative Writing courses and a Creative Writing Independent Study (the project of the Independent Study must be different from the proposed Honors project). Creative Writing Honors involves the completion of a sustained project in creative writing. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **Data Science**

Students trained in Data Science will study a blend of topics from many subdomains of communications, philosophy, mathematics, computer science, and information science. A data scientist has a breadth of experience across all of these fields but may not have as much knowledge as a specialist in any particular field. Furthermore, a data scientist trained at William & Mary is equipped to consider the philosophical and moral implications of algorithm development and data collection, and the societal ramifications that new approaches to data manipulation could have. This combination allows William & Mary Data Science

students to (a) efficiently conduct computational analyses within their own knowledge domain, (b) manage teams of more specialized individuals to answer far-ranging questions, and (c) communicate technical findings to a wide variety of audiences. Individuals with this knowledge profile are revolutionizing a wide set of domains and are in very high demand not just by faculty researchers at William & Mary, but also by the public and private sectors.

William & Mary offers a Bachelor of Science and a Minor in Data Science, which draw on faculty expertise from many departments. There are four key pedagogic pillars students will be expected to engage with during their time in the program: Computation, Application, Communication, and Deliberation.

- Computation - the computer science and mathematics required to responsibly use large datasets to create new knowledge. This is a focus of the introductory coursework, as well as the elective courses using more specialized data
- Application - the skills and creative thinking required to identify novel ways to apply computation to new problems. Application is present in all core courses within the Data Science program with goal to promote confidence and creativity.
- Communication - the written and oral skills to clearly transmit conclusions and implications derived from data analysis. While many students will naturally receive some communications training as a part of their time at William & Mary, the Data Science program promotes an additional depth of skill due to the challenges in communicating large sets of data. Communication is a strong theme within all Data Science core courses.
- Deliberation - the ability to consider the societal, moral, and ethical implications of Data Science. Students are required to take one course examining these topics, but many courses will integrate this type of thinking.

The B.S. in Data Science will require a minimum of 40 credits. The curriculum includes three tracks: Data Application, Algorithms, and Spatial Data Analytics. The degree program culminates in a capstone experience. Each track will further strengthen and deepen students' understanding in data science.

The focus of the core curriculum is to provide students with a solid foundation in Data Science. Students learn data science theory and applications, including critical evaluation of how data can be used to solve novel problems, deliberation (considering the ethical, moral, and societal implications of data science), and communication. Through the core curriculum students learn the basics of programming, modeling, machine learning, data visualization, database structures, and ethics in data science. Students also will take one course in linear algebra and two courses in mathematical statistics. The curriculum provides opportunities for students to use their skills and knowledge to manage and analyze large data sets efficiently and effectively and to identify and answer novel questions in a variety of settings.

Students will choose a track area to gain knowledge, skills, and abilities that are more specific to particular career aspirations. They are required to take three courses from one of the following tracks: Data Application, Algorithms, or Spatial Data Analytics. Coursework for the Data Application track focuses on teaching additional skills (e.g., data with time dependencies) and providing a more in-depth understanding of analytical and data visualization tools commonly used by data scientists employed by the private industry or government. Coursework for the Algorithms track focuses on expanding students' abilities to develop new software or algorithms for the ingestion or analysis of large sources of frequently near-real-time data. Coursework for the Spatial Data Analytics track focuses on integration of analytical and visualization tools that data scientists typically use when working with data that have spatial dependencies.

In the capstone experience, each student will work closely with a program faculty member to conduct a substantial research project that focuses on synthesis and critical analysis, problem solving in an applied and/or academic setting, creation of original material or original scholarship, and effective communication with diverse audiences.

## Programs

- [Data Science \(BS in Data Science\)](#)
- [Data Science, Minor](#)

## Data Science (BS in Data Science)

### Required Credits: 40-41

#### Core Courses: 19 Credits

- DATA 141 - Programming for Data Science Credits: (4) or CSCI 140 - Computational Problem Solving in Data Science Credits: (4) or CSCI 141 - Computational Problem Solving Credits: (4)
- DATA 201 - Introduction to Data Science Credits: (3)
- DATA 202 - Ethics in Data Science Credits: (3) or PHIL 215 - Right and Wrong in the Contemporary World Credits: (3) or PHIL 303 - Ethics Credits: (3) or PHIL 330 - Ethics and Data Science Credits: (3)
- DATA 303 - Data Visualization Credits: (3)
- DATA 301 - Applied Machine Learning Credits: (3)
- DATA 302 - Databases Credits: (3)

#### Capstone Courses: 3-4 Credits

Students must select one of following courses (also fulfills COLL 400 requirement). Capstone courses do not count toward credits needed to fulfill Track Area requirements.

- DATA 410 - Advanced Applied Machine Learning Credits: (3)
- DATA 431 - Spatial Data Discovery Credits: (3)
- DATA 440 - Special Topics in Data Science Credits: (3-4) (selected topics fulfill COLL 400)
- DATA 442 - Neural Networks & Deep Learning Credits: (3)
- DATA 444 - Agent-Based Modeling: Simulating Human Development Processes from Neighborhood to Regional Scales Credits: 3
- DATA 490 - Independent Research in Data Science Credits: (3-4)
- GOVT 403 - Legal Data in Comparative Context Credits: (4)

#### Mathematics Courses: 9 Credits

- MATH 211 - Linear Algebra Credits: (3) (prerequisites: MATH 111 and MATH 112 or MATH 131 and MATH 132)
- MATH 351 - Probability and Statistics for Scientists Credits: (3) or MATH 451 - Probability Credits: (3)
- MATH 352 - Statistical Data Analysis Credits: (3) or MATH 452 - Mathematical Statistics Credits: (3)

#### Track Areas: 9 Credits

Students are required to select a track at the time of major declaration. A track is constituted of three additional methods-oriented courses. Courses selected to fulfill Track Area requirement do not count toward credits needed to fulfill the Capstone requirement.

**Data Application:**

The purpose of this track is to prepare students for positions in which they will conduct predictive analyses using large, potentially near real-time data sets from a wide range of sensors and sources. The coursework will allow students to build data pipelines to ingest large quantities of data into computational environments quickly and efficiently, integrate these data into common frames of reference, process the data using statistical and computational modeling techniques, and update models dynamically based on real-time information. Students will be well trained for entry level jobs in government or private industry in which they formulate novel questions that can be explored with big data.

Students must select three of the following courses:

- DATA 341 - Applied Time Series Analysis Credits: (3)
- DATA 340 - Special Topics in Data Application Credits: (3)
- DATA 441 - Advanced Applied Machine Learning Credits: (3)
- DATA 431 - Spatial Data Discovery Credits: (3)
- DATA 440 - Special Topics: Data Science Application Capstone Credits: (3-4)
- DATA 442 - Neural Networks & Deep Learning Credits: (3)
- DATA 444 - Agent-Based Modeling: Simulating Human Development Processes from Neighborhood to Regional Scales Credits: (4)

**Algorithms:**

The purpose of this track is to prepare students for positions in which they support the development of new software or algorithms for the ingestion or analysis of large sources of frequently near-real-time data. It provides students with a depth of knowledge on computational efficiency, and teaches the basic theory of how computational bottlenecks might be overcome.

- CSCI 241 - Data Structures Credits: (3)
- CSCI 243 - Discrete Structures of Computer Science Credits: (3) or MATH 214 - Foundations of Mathematics Credits: (3)
- CSCI 303 - Algorithms Credits: (3)

**Spatial Data Analytics:**

The purpose of this track is to prepare students for positions that require the large-scale analysis of data with a geospatial component, including both satellite and survey information. Students will be exposed to novel modeling techniques that incorporate spatial dependencies, data warehousing and processing techniques unique to spatial data, and techniques for the visualization of spatial data sources. Coursework will train students for positions in which they use Geographic Information Systems (GIS) software packages and spatial data to formulate and answer questions.

Students must select three of the following courses:

- DATA 431 - Spatial Data Discovery Credits: (3)
- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)
- GIS 405 - Geovisualization & Cartographic Design Credits: (3)
- GIS 410 - Introduction to Remote Sensed Imagery and Analysis Credits: (3)
- GIS 420 - Advanced GIS Analysis & Programming Credits: (3)

## Data Science, Minor

The minor in Data Science is designed to be paired with a wide variety of majors across William & Mary, so there are no restrictions on the primary major pursued in conjunction with the Data Science minor. Under most circumstances, the Data Science minor should be declared no later than the second semester of the Junior year to ensure the minor can be completed. Two courses may be counted toward both your primary major and minor; some courses may be substituted with permission from the director.

### Required Credits: 13

- DATA 141 - Programming for Data Science Credits: (4)  
(or CSCI 140 - Computational Problem Solving in Data Science Credits: (4) or CSCI 141 - Computational Problem Solving Credits: (4))
- DATA 201 - Introduction to Data Science Credits: (3)
- DATA 202 - Ethics in Data Science Credits: (3)  
(or PHIL 215 - Right and Wrong in the Contemporary World Credits: (3) or PHIL 303 - Ethics Credits: (3) PHIL 330 - Ethics and Data Science Credits: (3))
- DATA 301 - Applied Machine Learning Credits: (3)

### Additional Credits: at least 5

Students must select two or more courses overlapping with the pedagogic pillars of the Data Science program (Computation, Application, Communication, Deliberation), which must have a focus on the analysis of temporal, spatial, or numerical data. Students should consider fulfilling this requirement within their home major department when feasible. Courses pre-approved for the minor include: DATA 211, DATA 311, DATA 330, DATA 340, DATA 431, DATA 440, GIS 201, GIS 405, GIS 410, GIS 420, MATH 211, MATH 351, MATH 352, CSCI 241, CSCI 243, CSCI 343, ECON 308, ECON 331, ECON 407, ECON 408 (although this is not an exhaustive list). See the most updated list on the Data Science website. Courses chosen should have a quantitative focus and must be approved by the Director, Associate Director, and Director of Undergraduate Studies. Please reach out to one of the Faculty Affiliates listed at <https://www.wm.edu/as/data-science/> to discuss your options and follow the procedure for declaring a minor outlined on the Data Science website.

### Note:

Faculty Affiliates of the Data Science Program are available to advise students - the full list of affiliates can be found at [ds.wm.edu](https://ds.wm.edu). It is highly recommended that you contact an advisor with expertise that closely matches your primary major and/or long term career goals before matriculation into the program.

## Course Descriptions

### Data Science

#### DATA 100 - Critical Questions in Data Science

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Data Science for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **DATA 141 - Programming for Data Science**

*Credits:* (4)

*Domain (Anchored):* NQR

An introduction to computational problem solving in the context of data science and commonly used data analysis software. Students can receive credit for only one of CSCI 140, DATA 141 and CSCI 141.

*Cross-listed with:* CSCI 140

### **DATA 150 - First-Year Seminar**

*Credits:* (4)

*College Curriculum:* COLL 150

An exploration of a specific topic in Data Science. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **DATA 201 - Introduction to Data Science**

*Credits:* (3)

*Prerequisite(s):* CSCI 140 or CSCI 141 or DATA 141

This course will focus research design in the context of data, providing an overview of different modeling approaches, their differences, and the context(s) in which each might be most (or least) appropriate to apply. Throughout the course, students will be introduced to a variety of supervised and unsupervised machine learning techniques including methods for regression, classification, and clustering. By the end of the course, students are not expected to be an expert on any particular technique, but should exhibit a solid high-level understanding of the goals of each method and be able to determine when a particular approach would be more or less suitable to a real-world problem.

Formerly: **DATA 146**

### **DATA 202 - Ethics in Data Science**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course provides an introduction to critical, ethical, and moral issues surrounding data and society. It blends social and historical perspectives on data with ethics, policy, and case examples-from text analytics to self-driving cars-to help students develop a workable understanding of current ethical and moral issues in data science. The course examines the ethics and morality of studying human subjects, documenting workflows, and communicating results. Students debate issues surrounding privacy, surveillance, discrimination, transparency, responsibility, and trust throughout the data lifecycle - from collection and creation to storage and analysis to the application and sharing of data.

### **DATA 301 - Applied Machine Learning**

*Credits:* (3)

*Prerequisite(s):* (CSCI 140/CSCI 141/DATA 141) and (CSCI 146/DATA 201)

This course will focus on the technical application of machine learning algorithms, their nature, and discussions regarding the potential drawbacks and advantages of different classes of algorithms. Students entering into this course should have, at a minimum, a background in python and linear algebra. No single algorithm will be covered in great depth, and the course will place a focus on the code and implementation choices necessary for each class of algorithm. Topics covered will include probability, distributions, Monte-Carlo simulations, reinforcement learning, association rules, nonlinear regression, support vector machines, kernel SVM, variable/model selection, diagnostics for regression and classification, neural networks/deep learning, natural language processing, and various associated

approaches.

Formerly: **DATA 310**

### **DATA 302 - Databases**

*Credits: (3)*

*Prerequisite(s):* CSCI 140/CSCI 141/DATA 141 and CSCI 146/DATA 201

In this course students will learn about relational database design and SQL programming using Python and SQLite. Throughout the course students will demonstrate their proficiency by creating relational databases based on both real and synthetic data, and querying and updating their data using SQL. An emphasis will be placed on leveraging data validation techniques provided by SQL databases.

Formerly: **DATA 311**

### **DATA 303 - Data Visualization**

*Credits: (3)*

*Prerequisite(s):* CSCI 140/CSCI 141/DATA 141 and DATA 201

*College Curriculum:* NQR

This course provides an overview of data visualization in theory and practice, helping students understand how to produce meaningful and interpretable figures from large sets of data. Students will develop the ability to contrast different approaches to data visualization and learn how to select methods appropriate for various datasets/results. Students will also learn the technical skills required to create their own visualizations using a variety of techniques and tools.

Formerly: **DATA 211**

### **DATA 320 - Special Topics in Algorithms**

*Credits: (3)*

*Prerequisite(s):* To be determined by topic each term.

Selected topics in data science that count toward the Algorithms track. The topic to be considered will be announced prior to the beginning of the semester. A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled. Course may count towards other Data Science tracks if approved by the instructor.

### **DATA 330 - Special Topics in Spatial Data**

*Credits: (3)*

*Prerequisite(s):* To be determined by topic each term.

Selected topics in data science that count toward the Spatial Data track. The topic to be considered will be announced prior to the beginning of the semester. A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled. Course may count towards other Data Science tracks if approved by the instructor.

### **DATA 340 - Special Topics in Data Application**

*Credits: (3)*

*Prerequisite(s):* To be determined by topic each term.

Selected topics in data science that count toward the Data Applications track. The topic to be considered will be announced prior to the beginning of the semester. A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled. Course may count towards other Data Science tracks if approved by the instructor.

A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled.

### **DATA 341 - Applied Time Series Analysis**

*Credits: (3)*

*Prerequisite(s):* CSCI 140/CSCI 141/DATA 141 and CSCI 146/DATA 201

Students will learn about and discuss relevant topics and research associated with time series analysis. The course will place a focus on the code and implementation choices necessary to perform applied time series analysis. Throughout the semester students shall replicate several time-series studies and provide replication code and analyses as part of their lab assignments. Students must apply time series skills learned throughout the course to answer their own research questions. Students shall brief progress on their projects throughout the semester as well as the final project and results during the last couple weeks of the semester.

Formerly: **DATA 330**

### **DATA 380 - Special Topics: Non Computational Courses**

*Credits: (3)*

*Prerequisite(s):* To be determined by topic each term.

Selected topics of a non-computational nature related to Data Science. The topic to be considered will be announced prior to the beginning of the semester. A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled. Course may count towards other Data Science tracks if approved by the instructor.

### **DATA 390 - Directed Research in Data Science**

*Credits: (1-3)*

This course is designed to permit students with a focus in Data Science to engage in directed research after completing core coursework in Data Science. Working closely with a program faculty member as an advisor, each student will conduct a substantial research project focusing on synthesis and critical analysis, to solve problems in an applied and/or academic setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences.

### **DATA 420 - Special Topics: Algorithms Capstone**

*Credits: (3)*

Selected topics in data science that count toward the Algorithms track. Course is designed to meet the capstone requirement. The topic to be considered will be announced prior to the beginning of the semester. Course may count towards other Data Science tracks if approved by the instructor.

A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled.

### **DATA 430 - Special Topics: Spatial Data Capstone**

*Credits: (3)*

Selected topics in data science that count toward the Spatial Data track. Course is designed to meet the capstone requirement. The topic to be considered will be announced prior to the beginning of the semester. Course may count towards other Data Science tracks if approved by the instructor.

A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled.

### **DATA 431 - Spatial Data Discovery**

*Credits: (3)*

*Prerequisite(s):* CSCI 140/CSCI 141/DATA 141 and (CSCI 146/DATA 201 and GIS 201)

*College Curriculum:* COLL 400

Most, if not all, of today's grand challenges (e.g., food, water and energy security) can be described spatially from regional to global scales and, while several individual disciplines contend to address these challenges, there is one key factor that they all have in common: the need for data. Despite our being in an age rich in data, many of the critical datasets needed for our understanding and prediction of our world

are, in fact, quite limited. In this capstone course, you will get the opportunity to utilize your Python programming skills (writing scripts and creating subroutines) to connect to various types of data (e.g., GeoJSON, ASC, HDF5, and NetCDF), synthesize these data to unlock new understanding (using methods such as spatial scaling and gap-filling), create visualizations using open-source GIS software, and present to the world your own story of spatial data discovery professionally written for the web. I will take you through my own journey of data discovery, provide you with the know-how for accessing large data repositories, demonstrate methods for data harmonizing, processing, modeling and visualizing, and challenge you to think spatially.

### **DATA 440 - Special Topics: Data Science Application Capstone**

*Credits: (1-4)*

Selected topics in Data Science. Course is designed to meet the capstone requirement and will focus on Data Application. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration. This course may be repeated for credit if topic varies.

### **DATA 441 - Advanced Applied Machine Learning**

*Credits: (3)*

*Prerequisite(s):* DATA 301 (formerly DATA 310) and MATH 211

*College Curriculum:* COLL 400

This course focuses on creating a compelling story of data discovery where students will develop skills to access, read and analyze disparate data sources from a variety of open-access international, governmental, and private organizational databases and will learn about the challenges associated with real data. To tackle these issues, students will use a variety of advanced analytical and machine learning methods including variable selection, nonparametric regression, functional data analysis and deep learning. Students will communicate their findings through the web by creating a data science paper in HTML format that engages a broad audience to understand the data being addressed, the research methods applied, and the results obtained.

Formerly: **DATA 410**

### **DATA 442 - Neural Networks & Deep Learning**

*Credits: (3)*

*Prerequisite(s):* DATA 301 (formerly DATA 310) and recommended: (CSCI 241 or ANTH 454 or BIOL 325 or BIOL 327 or ECON 308 or GOVT 302 or MATH 351 or MATH 352 or SOCL 353)

*College Curriculum:* COLL 400

This course teaches the foundations of Neural Networks and Deep Learning. Students entering into this course should have, at minimum, a background in data preprocessing, cleaning, manipulation, and dimensionality reduction within python. Through an applied learning project, you will learn how to implement a machine learning project from design to implementation in the context of neural networks. Topics we will cover include the basic building blocks of neural networks, RNNs, convolutional networks and computer vision, backpropagation basics and strategies (including inductive transfer approaches), differences between technical implementations (i.e., TensorFlow, Keras, Torch), and more.

### **DATA 443 - Digital Dictatorships**

*Credits: (4)*

*Prerequisite(s):* CSCI 146 or DATA 201

Dictatorship is one of the oldest forms of government in the world. In recent years, dictators have adapted to shifting political terrain, developing new ways of overcoming threats and maintaining domination. This is particularly the case in the digital sphere where new technologies have profoundly altered how politics operate and peoples interact in both democracies and autocracies alike. This course considers digital

dictatorship along two dimensions-as a strategy of autocratic survival (digital tools of control) and as a method of empirical inquiry ("big data" on autocratic politics).

### **DATA 444 - Agent-Based Modeling: Simulating Human Development Processes from Neighborhood to Regional Scales**

*Credits: (4)*

*Prerequisite(s):* DATA 301 (formerly DATA 310) and MATH 112/MATH 132

*College Curriculum:* COLL 400

In this course, students will use openly accessible, global, near present-time, high-resolution satellite, household survey and CDR data, with machine learning and spatial statistics methodologies to construct agent-based models of human development processes. Each student will select and describe an administrative subdivision, its demographics, and its built and natural environments in order to estimate social and economic, complex and adapting, agent-based decision, movement and land use models. Students will construct modules that project demand for infrastructure (transportation, water, and electricity) and social services (health care, education, and public safety) as well as simulate an infectious disease outbreak, a natural disaster and unabated urbanization. The programming languages python, java, and R will be used in this course.

### **DATA 480 - Special Topics: Non-Computational Capstone**

*Credits: (3)*

Selected topics of a non-computational nature related to Data Science. Course is designed to meet the capstone requirement. The topic to be considered will be announced prior to the beginning of the semester. A student should only be able to take this course a second time if it is covering a separate topic than other times the student has enrolled. Course may count towards other Data Science tracks if approved by the instructor.

### **DATA 490 - Independent Research in Data Science**

*Credits: (1-4)*

*College Curriculum:* COLL 400

This course is designed to permit students with a focus in Data Science to engage in independent research. Working closely with a program faculty member as an advisor, each student will conduct a substantial research project focusing on synthesis and critical analysis, to solve problems in an applied and/or academic setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences.

### **DATA 491 - Mentored Data Science Teaching**

*Credits: (1)*

*Prerequisite(s):* Student must have achieved an A- or above in the class in which they will assist, or be otherwise approved to enroll. Approval is given by both the instructor and Chair of Department.

A mentored experience in Data Science teaching through selected readings and short discussion sessions. Teaching skills will be developed by assisting in approved Data Science classes.

May be repeated for credit with approval from both instructor and Chair of Department. Formerly: **DATA 424**

### **DATA 495 - Honors - Data Science**

*Credits: (3)*

Students admitted to Senior Honors in Data Science will be responsible for (a) readings and discussion of selected materials; (b) satisfactory completion by April 15 (or November 15 for those on a Spring/Fall Honors schedule) of an original scholarly thesis. DATA 495 and 496 can be used to satisfy the capstone requirement for majors.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For data science requirements, see data science website.

### **DATA 496 - Honors - Data Science**

*Credits: (3)*

Students admitted to Senior Honors in Data Science will be responsible for (a) readings and discussion of selected materials; (b) satisfactory completion by April 15 (or November 15 for those on a Spring/Fall Honors schedule) of an original scholarly thesis. DATA 495 and 496 can be used to satisfy the capstone requirement for majors.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For data science requirements, see data science website.

### **DATA 498 - Internship**

*Credits: (1-4)*

This course is designed to allow students to gain first-hand knowledge through practical experience in real-world settings. Students will be supervised by and will meet regularly with department faculty members during the course of their internship. Students wishing to receive academic credit for an internship program must request and obtain faculty approval prior to participation in the program. This course is designated as pass/fail only.

## **Economics**

### **The Economics Program**

The program in economics offers courses that provide a valuable component of a liberal education as well as providing a foundation for graduate work in economics or for enrollment in professional programs such as law, business, urban and regional planning, public policy, as well as for careers after completion of the B.A. degree. For additional information on the program see Economics: A Handbook for Majors, Minors, and other Interested Students, available on the department website.

### **Programs and Course Descriptions**

#### **Programs**

- [Economics \(BA in Economics\)](#)
- [Economics, Minor](#)

#### **Economics (BA in Economics)**

**Students must complete a basic calculus course prior to declaring a major. Approved calculus courses include: MATH 108, 111, or 131.**

#### **Required Credit Hours: 30**

(beyond the 100 level)

#### **Major Computing Requirement:**

- ECON 308 - Econometrics Credits: (3)

### **Major Writing Requirement:**

The Major Writing Requirement may be satisfied by completing one of the following courses:

- ECON 341 - American Economic History Credits: (3)
- ECON 342 - Global Economic History Credits: (3)
- ECON 380 - Experimental Economics Credits: (3)
- ECON 400 - Topics in Economics Credits: (3-4)
- ECON 409 - Research Methods in Experimental Economics Credits: (3)
- ECON 411 - Advanced Macroeconomic Credits: (3)
- ECON 412 - Empirical Microeconomics Credits: (3)
- ECON 413 - Dynamic Stochastic General Equilibrium Modeling Credits: (3)
- ECON 414 - Bayesian Econometrics Credits: (3)
- ECON 416 - Capital Markets and Portfolio Choices Credits: (3)
- ECON 424 - Economics of Human Capital and Human Development Credits: (3)
- ECON 425 - Energy Economics Credits: (3)
- ECON 430 - Media Economics Credits: (3)
- ECON 446 - History of Economic Thought Credits: (3)
- ECON 448 - Development of the American Economy Credits: (3)
- ECON 449 - American Economic Mobility Over Two Centuries Credits: (3)
- ECON 451 - Labor Market Analysis Credits: (3)
- ECON 453 - Poverty in America Credits: (3)
- ECON 456 - Economics of Health Care Credits: (3)
- ECON 458 - Seminar on the Economics of Higher Education Credits: (3)
- ECON 460 - Economic Analysis of Law Credits: (3)
- ECON 463 - Entrepreneurial Choice and Industrial Policy Credits: (3)
- ECON 465 - Benefit-Cost Analysis and Evaluation Methodology Credits: (3)
- ECON 472 - Industrialization under Global Value Chains Credits: (4)
- ECON 474 - Regional Economic Integration Credits: (3)
- ECON 478 - Empirical Macroeconomics with Micro Data Credits: (3)
- ECON 484 - Economics of Growth Credits: (3)
- ECON 490 - Independent Study in Economics Credits: (3-4)
- ECON 495 - Honors Credits: (3) and
- ECON 496 - Honors Credits: (3)

### **Core Requirements:**

At least 9 semester hours must be taken in courses numbered 400 or above. All majors are required to take the following courses:

- ECON 303 - Intermediate Microeconomic Theory Credits: (3)
- ECON 304 - Intermediate Macroeconomic Theory Credits: (3)
- ECON 308 - Econometrics Credits: (3)

### **Additional Information:**

Students may use BUAD 231, MATH 106, MATH 351, or SOCL 353 in place of ECON 307 as a pre-requisite for ECON 308, but these courses do not count as credit hours toward the Economics major.

## **Economics, Minor**

### **Required Credit Hours: 18**

(beyond the 100 level)

### **Core Requirements:**

The 18 semester hours must include ECON 303, ECON 304, ECON 308, and at least 3 semester hours in courses numbered 400 or above.

Consult the Department website ([www.wm.edu/economics](http://www.wm.edu/economics)) for updated information on curricular requirements, course offerings, and other opportunities.

## **Course Descriptions**

### **Economics**

#### **ECON 101 - Principles of Microeconomics**

*Credits: (3)*

*Domain (Anchored):* CSI

The study of economic behavior at the level of individual households and firms. Topics include scarcity and choice, supply and demand, production, cost and market organization.

#### **ECON 102 - Principles of Macroeconomics**

*Credits: (3)*

*Prerequisite(s):* ECON 101

*Domain (Anchored):* CSI

The study of aggregate economic activity. Topics include national income and output, unemployment, money and inflation, and international trade.

#### **ECON 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in Economics. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **ECON 300 - Topics in Economics**

*Credits: (1-3)*

*Prerequisite(s):* ECON 101, ECON 102

These variable-credit classes focus on specific topics in economic theory or policy. The topics may differ across sections or vary from semester to semester.

#### **ECON 303 - Intermediate Microeconomic Theory**

*Credits: (3)*

*Prerequisite(s):* ECON 101

*Domain (Anchored):* CSI

The theory of price and resource allocation in a market economy.

#### **ECON 304 - Intermediate Macroeconomic Theory**

*Credits: (3)*

*Prerequisite(s):* ECON 102

*Domain (Anchored):* CSI

Theories of aggregate economic behavior.

### **ECON 307 - Principles and Methods of Statistics**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

*College Curriculum:* ACTV, MATH

A study of the principles and uses of descriptive statistics, probability distributions, sampling distributions, statistical inference, hypothesis testing and regression analysis. Cannot enroll in Econ 307 after taking or while taking Econ 308. Students may receive credit for only one of the following introductory statistics courses: BUAD 231, ECON 307, and MATH 106.

Note: See section heading "Statistics" under "Requirements for the Baccalaureate Degree."

### **ECON 308 - Econometrics**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102, ECON 307 \*.

\* Students may use BUAD 231, MATH 106, MATH 351, or SOCL 353 in place of ECON 307 as a pre-requisite for ECON 308, but these courses do not count as credit hours toward the Economics major.

A survey of the econometric methods that are commonly used in economic research with emphasis on the application of these techniques rather than their theoretical development. No calculus or linear algebra is required. Cannot enroll in Econ 307 after taking or while taking Econ 308.

### **ECON 311 - Money and Banking**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

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

### **ECON 315 - Financial Economics**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

A survey of the theory and principles of the financial system and of financial economics. Cannot enroll in ECON315 after taking or while taking BUAD323.

### **ECON 318 - The Economics of Sports**

*Credits: (3)*

*Prerequisite(s):* ECON 101.

In this class students will examine economic issues surrounding the sports industry. The course is organized into three major sections: Industrial Organization, Public Finance, and Labor Markets. We will examine the industrial structure of pro sports by briefly exploring the history of sports leagues and analyzing the impact that the monopoly-like status has on the profitability of teams, player salaries, fan welfare, and the size of subsidies that state and local governments are paying to sports franchises in the form of stadium construction. We will examine the power of franchises to extract subsidies from state and local taxpayers. We will explore the techniques that economists use in determining the economic impact of stadium construction and franchise location on a local and state economy. Questions dealing with player salaries and their impact on the sport will be examined from a number of perspective.

### **ECON 321 - Economics of the Public Sector**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

Theory and principles of public economics with emphasis on state and federal expenditure programs and taxes. Topics include education, welfare, Social Security, unemployment insurance, and the impact of taxes on labor supply, savings, and wealth.

### **ECON 322 - Environmental and Natural Resource Economics**

*Credits: (3)*

*Prerequisite(s):* ECON 101

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR The application of efficiency and equity criteria to environmental issues.

Topics include policies for environmental protection, renewable resources, exhaustible resources and unique natural environments.

### **ECON 324 - Economics of US Health Policy**

*Credits: (3)*

*Prerequisite(s):* ECON 101

Economics plays an important role in the design of public policies that address problems in the U.S. healthcare system. Economic theory and analysis can point public policymakers to the underlying causes of problems, help to design policy solutions, and evaluate the effects of implemented policies. This course provides an introduction to the use of economics to address major health policy problems. After a review of the U.S. healthcare system's general structure and historical development, the course focuses on two major topics: how is healthcare financed, and what drives growth in healthcare spending? In both areas, we will examine economic analysis of past, present, and future public policy to improve financial access to healthcare and lower the rate of growth of healthcare spending.

*Cross-listed with:* PUBP 324

### **ECON 325 - Urban Economics**

*Credits: (3)*

*Prerequisite(s):* ECON 101

Urban economics uses fundamental economic theory to model location decisions of utility maximizing households and profit maximizing firms. These models are then analyzed to gain a better understanding of why cities exist, what causes cities to grow or shrink, land-use patterns within a city, and the effect of public policy on the health of a city and its populace.

### **ECON 331 - Introduction to Mathematical Economics**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

A survey of mathematical techniques used in economics including topics in linear algebra, calculus and optimization techniques. Emphasis will be on the economic applications of these methods.

### **ECON 341 - American Economic History**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

A study of the major trends and developments in the American economy from colonial times through New Deal. Topics include trade, transportation, business, banking, labor, and policy.

### **ECON 342 - Global Economic History**

*Credits: (3)*

*Prerequisite(s):* ECON 101, ECON 102

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR An introduction to the global economic history of the world from ancient times to the mid-20th century, with emphasis on a European development, growth, world-wide economic interactions perspective.

### **ECON 344 - African Economic Development**

*Credits:* (3)

*Prerequisite(s):* ECON 101 and ECON 102

Africa was richer than Asia until the 1970s, but faltered subsequently. We seek credible explanations using economic theory and the available evidence. We will address a number of issues comparatively including the role of geography, demography, historical legacies, the global environment, and domestic economic governance to understand the diversity of economic performance within Africa itself.

### **ECON 346 - Comparative Economic Inequality in Multiracial Societies**

*Credits:* (3)

*Prerequisite(s):* ECON 101, ECON 102

A comparative study of the historical patterns of inequality of income and wealth in multiracial economies. Theory and empirical evidence on the dynamics of racial and class inequality will be examined with a focus on three case studies (Brazil, South Africa, and the U.S.)

*Cross-listed with:* AFST 310

### **ECON 362 - Regulation of Markets**

*Credits:* (3)

*Prerequisite(s):* ECON 101, ECON 102

An analysis of the principles and purposes of government regulation of markets. Topics include the regulatory process, economic and antitrust regulation, environmental regulation, health and safety regulation, and the transportation, telecommunications and public utilities sectors.

### **ECON 380 - Experimental Economics**

*Credits:* (3)

*Prerequisite(s):* ECON 101

Experimental economics is a field in which decision making is examined in a controlled laboratory environment. The resulting data are used to evaluate theories and policies that are not easily tested with naturally occurring data. This course surveys experimental research in many fields including decision and game theory, environmental economics, industrial organization, and public economics, and provides a basic framework for designing and conducting experiments.

### **ECON 382 - Comparative Economics**

*Credits:* (3)

*Prerequisite(s):* ECON 101, ECON 102

A study of the centrally planned economy as a distinctive system of resource allocation and income distribution. The emphasis is on the economics of transition from classical central planning to a market economy. Case studies of reform include Russia, Hungary, the Czech Republic, Poland and China.

### **ECON 384 - Labor Markets and Entrepreneurship**

*Credits:* (3)

*Prerequisite(s):* ECON 101 and ECON 102

*College Curriculum:* COLL 350

Significant racial inequality in labor market outcomes and entrepreneurial success persist in open societies. This course examines the nature and extent of the disparities with a focus on three multiracial

societies (Brazil, South Africa, and the U.S.). We will address issues of labor market segmentation and discrimination as well as inter-group variations in entrepreneurship with a focus on capital formation, growth, and income inequality.

*Cross-listed with:* AFST 314

### **ECON 385 - Economic Globalization since 1950**

*Credits:* (3)

*Prerequisite(s):* ECON 101 and ECON 102

An institutionalist perspective on economic globalization since 1950. This period saw two distinct phases of unprecedented economic integration, Pax Americana and the ICT-facilitated globalization of value chains. Course goals include understanding the mechanisms shaping international economic integration, losers and gainers from openness, and the case for new transnational governance and regulatory institutions.

### **ECON 398 - Internship**

*Credits:* (1)

*Prerequisite(s):* ECON 101 and ECON 102.

A pass/fail, directed readings/research course in conjunction with an internship experience.

### **ECON 400 - Topics in Economics**

*Credits:* (3-4)

*Prerequisite(s):* ECON 303 and/or ECON 304.

Seminar classes, normally 10-15 junior or senior economics majors, focusing on specific topics in economic theory or policy. Topics vary by section and semester to semester.

### **ECON 403 - Advanced Microeconomic Theory: Incentives**

*Credits:* (3)

*Prerequisite(s):* ECON 303, MATH 111 or ECON 331.

An investigation of contracts and other devices that harness self-interest. The aim is to determine the conditions under which the mechanisms generate socially optimal outcomes. Situations in which the pursuit of self-interest is self-defeating, yielding outcomes that are far from socially optimal, are also treated. Calculus is used to identify and evaluate outcomes.

### **ECON 407 - Cross Section Econometrics**

*Credits:* (3)

*Prerequisite(s):* ECON 308.

Economic data often come as a cross-section of data points, frequently collected as part of a sample survey. The nature of these data calls for the use of a specialized set of tools, which will be developed in the course. Among the models to be examined are discrete, censored and truncated dependent variable, sample selectivity and duration models. Hands-on analysis of data sets will feature prominently.

### **ECON 408 - Time-Series Econometrics**

*Credits:* (3)

*Prerequisite(s):* ECON 308, ECON 331 (or MATH 211).

This course is an introduction to the econometric analysis of time series data. Topics include ARIMA models, forecasting, analysis of nonstationary series, unit root tests, co-integration and principles of modeling.

### **ECON 409 - Research Methods in Experimental Economics**

*Credits:* (3)

*Prerequisite(s):* ECON 380

*College Curriculum:* COLL 400

In the first half of the semester students work together to design and conduct human subject experiments that address research questions motivated by prior coursework in economics. In the second half of the semester students analyze the resulting data and work independently to prepare manuscripts. Students meet regularly during the data analysis and writing phase of the course to make progress reports on their manuscripts and to discuss any challenges they face with their research. Students also exchange rough drafts of papers and provide written feedback to each other. At the end of the semester all research subjects are invited to attend a seminar in which students present the findings from their research papers.

**ECON 410 - Game Theory**

*Credits:* (3)

*Prerequisite(s):* ECON 101 and ECON 303.

Game Theory is a set of mathematical models used to study how individuals make decisions when their actions affect each other. The emphasis of the course material is a mix of formal theory and applications, including bargaining, information and auctions. While economists turn to game theory to model many situations, the field is firmly rooted in mathematics. Thus, you will struggle in this course if you are not very comfortable with college-level algebra and basic calculus. In addition to mathematical modeling, this course will make extensive use of economics experiments to identify situations where game theory predicts actual behavior and to learn more about why game theory fails to predict behavior in some settings.

**ECON 411 - Advanced Macroeconomic**

*Credits:* (3)

*Prerequisite(s):* ECON 304, MATH 111.

A critical survey of the current state of macroeconomic model building including discussions of Neoclassical and New Keynesian models, emphasizing the microeconomic foundations of the models and their implications for business cycle analysis.

**ECON 412 - Empirical Microeconomics**

*Credits:* (3)

*Prerequisite(s):* ECON 308

*College Curriculum:* COLL 400

Equips students with a set of conceptual and econometric skills to estimate the causal impact of one factor on some outcome of interest. Methods include randomized control trials, natural experiments, instrumental variables, difference-in-differences, matching, regression discontinuity, and synthetic control. Examples explore the causal effect of policies, laws, programs and "natural experiments," primarily drawn from development, public, and labor economics. Students apply these methods to their own research design and present this design and their findings at the semester's conclusion.

**ECON 413 - Dynamic Stochastic General Equilibrium Modeling**

*Credits:* (3)

*Prerequisite(s):* (CSCI 141 and ECON 303 and ECON 304 and MATH 112)

*College Curriculum:* COLL 400

This course combines calculus, statistics, economic theory, and programming to answer macroeconomic questions. Macroeconomic models range from the reduced-form to the structural. This course familiarizes students with vector autoregressions that are useful for establishing facts from data. We will then explore the application of dynamic stochastic general equilibrium (DSGE) models, which are the workhorse models of central banks and other macroeconomic policy institutions, to understand those facts.

**ECON 414 - Bayesian Econometrics**

*Credits:* (3)

*Prerequisite(s):* ECON 308

*College Curriculum:* COLL 400

This course examines the use of Bayesian estimation methods for a wide variety of settings in applied economics. After a brief primer on Bayesian statistics, we will examine the use of the Metropolis-Hastings algorithm for parameter estimation via Markov Chain Monte Carlo methods. We will explore hierarchical models (such as mixed regression), multivariate probit, and time series models and apply these to a variety of policy and scientific questions. A significant focus of the course will be the communicating the degree of scientific knowledge and uncertainty in a variety of settings including Oped's, blog posts, and scientific notebooks which will be targeted to a variety of audiences.

### **ECON 415 - Applied Financial Derivatives**

*Credits:* (3)

*Prerequisite(s):* ECON 303 and ECON 307.

The economic theory of stochastic calculus and the solutions of the resulting partial differential equations are developed in the context of equity derivatives. Corollary risk-management characteristics are considered. Context is provided as each student manages a paper portfolio of electronic derivatives.

### **ECON 416 - Capital Markets and Portfolio Choices**

*Credits:* (3)

*Prerequisite(s):* ECON 303 and ECON 304 and ECON 308

*College Curriculum:* COLL 400

This course is focused on studying financial assets and the capital markets in which they are traded. The course belongs to the larger field of financial economics. It will provide analytical tools and derive formal models in asset pricing. The set of tools is used to understand how different assets are priced in the market and the relationship between risk and return. This course is meant to train students to think in a structured, analytical rigorous way about the fundamentals of asset pricing models, starting from the notions of market efficiency and ending with risk management principles. The course emphasizes case studies, group work, and interactive class discussions. Finally, this course will help prepare students entering graduate education or starting careers in management, finance, or economic consulting.

### **ECON 420 - Economics of Information**

*Credits:* (3)

*Prerequisite(s):* ECON 303.

How markets and governments create incentives to elicit private information from individuals and firms, and how individual welfare is affected as a result. Topics include: Auctions; bank failures; internet commerce; education; mandatory retirement; voting and preference revelation; allocating dormitory rooms.

### **ECON 422 - Applied Environmental Economics**

*Credits:* (3)

*Prerequisite(s):* MATH 111, ECON 308.

This course will cover the application of welfare economics to environmental problems. Topics include differences in consumer surplus and other measures of economic welfare and techniques to measure the economic value of environmental resources. The course will be organized around contemporary environmental issues; for example, the economic value of oyster reef restoration in the Chesapeake Bay, preservation of endangered species, and impacts of global climate change on property. The course will examine these problems using real world data and will expose students to a wide variety of economic valuation techniques.

### **ECON 424 - Economics of Human Capital and Human Development**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

This research-intensive and technical course is concerned with two fields. The Economics of Human Capital studies investments in human skills and health. The Economics of Human Development combines methods of economics with results from psychology, epidemiology, genetics and biology to uncover the developmental origins of health, wealth and other essential life outcomes. Students learn how to apply advanced econometric and psychometric methods, critically discuss original research, and write an original research paper.

### **ECON 425 - Energy Economics**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

This course examines energy markets including markets for oil, refined petroleum products, natural gas, electricity and renewable energies. The course provides an empirical, time series econometric study of energy demand and supply and how energy markets interact with the rest of the economy. Students will learn methods used to study energy markets and develop independent research in energy economics.

### **ECON 430 - Media Economics**

*Credits: (3)*

*Prerequisite(s):* (ECON 303 and ECON 308)

*College Curriculum:* COLL 400

In this course, we will analyze the peculiarities of media markets and the role of media in politics and other parts of the society from an economic perspective. The course will cover basic media economic concepts as well as go into the political economy of the media.

### **ECON 435 - Topics in Mathematical Economics**

*Credits: (3)*

*Prerequisite(s):* ECON 331.

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

### **ECON 446 - History of Economic Thought**

*Credits: (3)*

*Prerequisite(s):* ECON 303, ECON 304.

The development of economic analysis with emphasis upon classical and neo-classical economics.

### **ECON 448 - Development of the American Economy**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

This course uses the American experience to better understand why some countries have prospered while other parts of the world remain poor. Students will be exposed to academic research in economics, history, political science, and health. Students will also read primary source documents. Students will learn how to apply economic theory as well as a mix of qualitative and quantitative techniques in order to conduct independent research in the field of economic history.

### **ECON 449 - American Economic Mobility Over Two Centuries**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

This course explores the evolution of economic inequality and mobility in the United States from the Civil War to modern times. We will evaluate different methods of measuring inequality and mobility and then use those measures to assess how major events and structural changes to the economy altered economic mobility for different groups. Particular attention will be given to how to econometrically identify causal relationships between these events and changes in mobility. The course will focus primarily on comparing differences in economic mobility over time across gender and across race. We will explore the impacts of such events as the Great Migration, the High School Movement, passage of the 19th Amendment, and school desegregation on inequality and mobility.

**ECON 451 - Labor Market Analysis**

*Credits:* (3)

*Prerequisite(s):* ECON 303.

A theoretical and empirical analysis of labor demand and supply behavior. Topics include labor force participation, labor mobility and wage differentials, the economics of labor unions, and analyses of minimum wage, occupational safety and health, and unemployment insurance.

**ECON 453 - Poverty in America**

*Credits:* (3)

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

America is one of the wealthiest countries in the world yet continues to struggle with high rates of poverty. Even our cherished Williamsburg has a homelessness problem. This course will consider poverty in America with particular attention to public policies that mitigate or exacerbate the problem. Students will learn about details of public policies such as cash assistance, housing assistance, food stamps, minimum wages, healthcare provision, and discrimination law. Students will quantify the scale and distribution of poverty by using government data to measure family incomes, work hours, health outcomes, and housing characteristics. We probably won't end poverty, but we'll move in the right direction by understanding it better.

**ECON 455 - Health Policy Lab**

*Credits:* (3)

*Prerequisite(s):* Permission of Instructor. For Public Policy majors, the pre-requisites are PUBP 201, ECON 303, and the second methods requirement (ECON 308, GOVT 301, GOVT 302 or SOCL 353). For Economics majors, the pre-requisites are ECON 303 and ECON 308.

*College Curriculum:* COLL 400

This is an experiential learning course in which students will work in teams to conduct research projects related to a pressing health policy issue for an actual external "client" - either a public-sector organization or a nonprofit entity. With guidance from the instructor, teams will research an issue, pose research questions, identify a problem and analyze possible solutions. Teams will present their results to the client in a formal briefing and submit a written report incorporating client feedback.

*Cross-listed with:* PUBP 455

**ECON 456 - Economics of Health Care**

*Credits:* (3)

*Prerequisite(s):* ECON 303

This course applies economic analysis to the study of health and health care. Topics include: the determinants of health status, features of the market for medical care, insurance and health care delivery, and the role of government in the health care sector.

**ECON 458 - Seminar on the Economics of Higher Education**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

This seminar explores the economics of higher education. We explore the economic and political forces that affect student demand for higher education and that shape the behavior of colleges and universities. Specific topics include the return to higher education, the drivers of college cost, how tuition is set, the workings of financial aid, and how education is financed.

### **ECON 460 - Economic Analysis of Law**

*Credits: (3)*

*Prerequisite(s):* ECON 303.

*College Curriculum:* COLL 400

Economic analysis is employed to explain the existence of prevailing legal rules in standard areas of legal study such as property, contracts, torts, family law, civil procedure and criminal procedure.

### **ECON 461 - Industrial Organization: Theory, Evidence and Cases**

*Credits: (3)*

*Prerequisite(s):* ECON 303.

An analysis of the key theories of market behavior and performance under varying conditions of competition and monopoly, the empirical studies testing these theories and the application of the Federal antitrust laws to protect market competition.

### **ECON 463 - Entrepreneurial Choice and Industrial Policy**

*Credits: (3)*

*Prerequisite(s):* ECON 303 ECON 308

*College Curriculum:* COLL 400

The goal of this course is provide you with the theoretical foundations and practical skills to evaluate Industrial policies that can profoundly affect entrepreneurial choices and competition. In particular, we look into policies that can affect entrepreneurial occupational choice, business formation, pricing strategies, legal forms, advertising, and innovation. This class builds the micro-economic theories you have learned from Econ 303, and apply these concepts using the econometric methodology from Econ 308.

### **ECON 465 - Benefit-Cost Analysis and Evaluation Methodology**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 308

*College Curriculum:* COLL 400

The goal of this course is to provide you with the theoretical foundations and practical skills that you will need to be thoughtful producers and consumers of cost-benefit analyses (or benefit-cost, depending on the author) and other forms of policy evaluation. The class builds on the microeconomic foundations that you learned in Econ 303 and focuses on applying those concepts using skills from Econ 308 to evaluate public policies, particularly through the development of cost-benefit analyses. The class will cover both theoretical topics as well as practical applications. In addition to the analytic tools that you will learn in the course, we will also work on effective communication techniques including written reports and memoranda, preparing effective graphs and figures, and presenting analysis results to an audience. At the end of the semester you should have a deeper understanding about how economic analysis can inform policy development and evaluation.

### **ECON 472 - Industrialization under Global Value Chains**

*Credits: (4)*

*Prerequisite(s):* (ECON 303 and ECON 304 and ECON 308)

*College Curriculum:* COLL 400

This capstone seminar explores the interplay between new technologies and radical changes in the patterns of global production and trade for industrial goods. Since 1990, a remarkable combination of ICT technologies, deep liberalization, and ample supply of skilled labor in emerging economies has produced a multipolar and yet tightly integrated global economic order. Manufacturing production is fusing with services but rapidly disintegrating spatially between headquarter economies and factory economies. The research seminar explores the remarkable consequences of technological change for catchup industrialization, multilateral governance, and inter-country and intra-country economic inequality.

**ECON 474 - Regional Economic Integration**

*Credits:* (3)

*Prerequisite(s):* ECON 303, ECON 304, ECON 308, and ECON 475.

*College Curriculum:* COLL 400

The theory and practice of preferential economic arrangements, and their impact on various groups and the multilateral system. Seminar covers the stages of regional integration (free trade area, customs union, economic and monetary union), regionalism versus multilateralism, and interest-group politics around bilateralism and regionalism. Students apply theory to cross-country data or to case studies in their research, including on NAFTA, the EU, agreements in Africa, Asia, Eurasia, Latin America, and the WTO.

**ECON 475 - International Trade Theory and Policy**

*Credits:* (3)

*Prerequisite(s):* ECON 303.

This course examines the gains from trade, trading patterns between countries, the effect of trade on income distribution and the effects of industrial and commercial policies. Other topics include the political economy of trade protection and the development of the world trading system.

**ECON 476 - International Finance and Open Economy Macroeconomics**

*Credits:* (3)

*Prerequisite(s):* ECON 304.

This course is a theoretical and empirical examination of international financial markets and national income determination in an open economy. Topics include exchange rate systems, the balance of payments and macroeconomic policymaking among interdependent economies.

**ECON 478 - Empirical Macroeconomics with Micro Data**

*Credits:* (3)

*Prerequisite(s):* ECON 303 and ECON 304 and ECON 308 and MATH 112

*College Curriculum:* COLL 400

This course will introduce students to modern business cycle macroeconomics with a focus on using micro-data to inform and discipline macroeconomic models. It will include a survey of business cycle models that help us understand the effects of policy. The course will cover a variety of empirical methods and data sources that can be used to test, calibrate, and develop models for macroeconomics. We will discuss identification of macroeconomic outcomes through structural, narrative, and cross-sectional approaches. Specific topics will include fiscal and monetary policy, firm investment behavior, the effects of uncertainty shocks, and financial frictions.

**ECON 481 - Microeconomics of Development**

*Credits:* (3)

*Prerequisite(s):* ECON 303

This course is one of two courses on theories of growth and diversification, and the evidence for them, in low-income countries which account for half of the Gross World Product. Development microeconomics

focuses on household, firm, and government behavior in an environment of developing markets. Topics may vary by semester but generally include poverty measurement, property rights, health, education, credit, insurance and land markets, social protection, and legal and policy-making institutions.

### **ECON 483 - Macroeconomics of Development**

*Credits: (3)*

*Prerequisite(s):* ECON 303 and ECON 304.

This course is one of two courses on theories of growth and diversification, and the evidence for them, in low-income countries which account for half of the Gross World Product. Development macroeconomics focuses on what makes economies grow as well as the concomitant changes in the structures of employment, income, output, and trade. Other topics may include poverty and inequality, industrialization, demographic transition, urbanization, global integration, macropolicy, and development strategy.

### **ECON 484 - Economics of Growth**

*Credits: (3)*

*Prerequisite(s):* ECON 303, ECON 304.

Explores models of economic growth with emphasis on developing economies. Examines proximate causes (factor accumulation and technology), correlates (industrialization, demography, inequality), fundamentals (geography, history, culture, institutions), and policy implications. Blends theory with empirical evidence on the convergence and divergence of percapita incomes.

### **ECON 485 - Globalization and Inequality**

*Credits: (3)*

*Prerequisite(s):* ECON 308 and ECON 475

*College Curriculum:* COLL 400

This course will explore the effects of international trade on inequality within and across countries. Virtually all models of trade emphasize the distributional consequences of globalization - across countries, industries, firms, and individuals. This, combined with the growing empirical importance of economics inequality, has led to an explosion of recent work on the relationship between trade and inequality. We will explore approaches to measuring the relationship between the two, the channels through which they are related, and potential interventions to mitigate globalization's negative effects. This course fulfills the COLL 400 capstone experience. As such, it will require you to "synthesize and apply critical analysis, solve problems in an applied and/or academic setting, create original material or original scholarship, and communicate effectively with diverse audiences." The assignments described below are designed with these requirements in mind.

After a handful of background lectures, the course will shift to a seminar style class where students will present the material and provide feedback to others. As such, it is important to prepare for and participate in class. This includes reading and thinking about assigned materials in order to discuss them. Active participation will lead to successful seminars and help suggest avenues for future research.

### **ECON 490 - Independent Study in Economics**

*Credits: (3-4)*

*Prerequisite(s):* ECON 303 and ECON 304.

A faculty-directed research course conducted on an individual or small group basis on various topics in economics. The student is required to submit a preliminary draft, and submit a final research report. No more than one independent study may be taken in any one semester and no more than two independent-study courses may be counted toward the major. No more than one independent study may count toward the 9-credit requirement at the 400 level for the economics major.

### **ECON 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* Major in economics.

Students submit a research proposal which, along the minimum GPA, is used to decide on admission to the Economics Honors program. Admitted seniors are enrolled in 495 in the Fall and in 496 in the Spring. Under the guidance of a thesis advisor, a student is required to: develop and test an appropriate economic model to solve a well-defined problem, defend the findings in a comprehensive oral examination before the thesis committee and other attendees, and submit a formally written research report in late April. A student who cannot progress to Econ 496 at the end of the fall semester may enroll in and obtain credits for Econ 490. Interested students are advised to consult the detailed departmental guidelines and the relevant College provisions governing Honors.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **ECON 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* Major in economics.

*College Curriculum:* COLL 400

Students wishing to pursue Honors in economics should obtain a copy of departmental guidelines from the economics department office. Those admitted to the program will enroll in these courses during their senior year. A student who completes an Honors thesis but does not achieve Honors may receive credit for ECON 490.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **School of Education**

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### **Vision & Mission of the School of Education**

#### **Our Vision**

To be a model of excellence for solving complex educational problems through innovative and participatory teaching, scholarship, and community engagement.

#### **Our Mission**

We transform students, schools, and communities through professional preparation, collaborative partnerships, and the translation of research into action.

#### **We Value:**

##### **Innovative Teaching and Learning**

Providing innovative and rigorous curricula through outstanding instruction and clinical supervision -

We will:

- Cultivate transformative leaders
- Model teaching excellence and innovation
- Demonstrate content area expertise
- Address local and global challenges in education through offering traditional and non-traditional learning experiences
- Incorporate multiple perspectives in curricular materials

### **Influential Research**

Engaging in rigorous, ongoing, and actionable research that impacts educational practice and policy-

We will:

- Publish actionable research consistently
- Showcase faculty research in School of Education communications
- Develop school, community, and university research partnerships, locally and globally
- Pursue high impact grant and contract opportunities
- Disseminate research through conferences and outreach opportunities

### **Community Engagement**

Fostering collaborative educational partnerships through research, professional development, and outreach services -

We will:

- Collaborate with community partners to identify educational needs
- Draw on research and practice to develop and implement innovative solutions
- Empower the School of Education community to design and deliver responsive professional development
- Provide an excellent facility and responsive support for our outreach efforts
- Leverage School of Education expertise for William & Mary and larger community for discussing, challenging, and influencing educational policies and programs

### **Cultural Competence and Diversity**

Preparing culturally responsive, ethical, reflective, and collaborative leaders to transform schools and communities-

We will:

- Respect ourselves and others
- Be open-minded, collaborative, and inclusive
- Promote and model cultural competencies
- Treat everyone with dignity
- Strengthen and expand our diversity

### **Positive Climate**

Supporting a safe, caring, and thriving community-

We will:

- Demonstrate caring, open, and honest communication
- Treat others with civility and respect
- Foster faculty and staff enrichment and learning
- Behave ethically

- Confront bullying, harassment, and intimidating and threatening behaviors

### **Clear and Supportive Organizational Structures**

Creating and maintaining administrative, organizational, and governance structures that support our vision, mission, and values-

We will:

- Use our vision, mission, and values to set priorities
- Challenge behavior inconsistent with our vision, mission, and values
- Monitor the implementation of the strategic plan
- Advocate vigorously for the School of Education
- Engage in continuous improvement

## **School of Education Admissions Criteria and Procedures**

Admission to baccalaureate study at William & Mary does not automatically include admission to programs in the School of Education.

Students must apply to the School of Education if they want to pursue the BAEd in Elementary Education, Elementary or Secondary Education as a second major, or the 5 year BA to MAEd education program.

### **Admission to the BAEd and Second Major Programs**

Students must apply directly to the School of Education if they wish to major in Education; this application process typically begins during the second semester of a student's sophomore year. Our admissions process is holistic as well as competitive: we seek a diverse array of students who are committed to academic excellence, extracurricular involvement, and personal achievement. Successful students exhibit:

- Academic achievement to date as exhibited by grades, course load, difficulty of course load and academic performance, and recovery from academic setbacks
- Students must have a 2.0 GPA to apply to the program; however, meeting this minimum benchmark does not guarantee admission.
- Personal attributes and life experiences that illustrate resilience in the face of challenges, ethical character, openness to diverse perspectives, creative spirit, and collaborative ability
- Strong communication skills as demonstrated by one's application essay

Applicants must supply the following::

- Online application
- WM unofficial transcript (Transfers should also supply an unofficial transcript from their previous school\*)
- Personal essays

\*Students transferring from the Virginia Community College System, Richard Bland or other institutions should consult the transfer credit guidelines available on the Undergraduate Admissions website to determine how their coursework will transfer to William & Mary.

### **Admission to the 5 Year BA to MAEd Program**

Students must apply directly to the School of Education to be considered for the 5 Year BA to MAEd program. This application process typically begins during the second semester of a student's junior year.

Our admissions process is holistic as well as competitive: we seek a diverse array of students who are committed to academic excellence, extracurricular involvement, and personal achievement. Successful students exhibit:

- Academic achievement to date as exhibited by grades, course load, difficulty of course load and academic performance, and recovery from academic setbacks
- Students must have a 3.0 GPA to apply to the program; however, meeting this minimum benchmark does not guarantee admission.
- Personal attributes and life experiences that illustrate resilience in the face of challenges, ethical character, openness to diverse perspectives, creative spirit, and collaborative ability
- Strong communication skills as demonstrated by one's application essay

Applicants must supply the following:

- Online application
- WM unofficial transcript
- Personal essays
- One letter of recommendation from a WM faculty member

Admission is rolling, so decisions for the program will go out approximately 4 weeks after you submit your application. Once all spots are filled, we will stop accepting applications.

Information regarding elevation to the master's portion of the program can be found on the [5 Year BA to MAEd Program page](#).

## General Information for Education Programs

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[Student Advisement](#)

[Field Experiences & Continuation Policy](#)

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### Program Objectives

Students who complete one of the programs are expected to develop and demonstrate a variety of knowledge, skills and attitudes considered by the faculty to be essential characteristics of an effective, liberally-educated teacher. For instance, students are expected to develop and demonstrate knowledge of the disciplines and subject matter related to school curriculum; the developmental characteristics of children; cultural and individual differences among children; principles of learning; principles of curriculum and instructional theory; principles of measurement and evaluation; principles of classroom management and discipline; the use of media and computers in education; the role of the school in society; federal, state and local policies and procedures; and support services, professional organizations and resources relevant to education. With respect to skills, students are expected to develop and demonstrate their ability to communicate effectively; to assess the characteristics and learning of students; to develop and implement an instructional plan appropriate for K-12 children; to organize and manage a classroom; and to interact effectively with students, parents and other professionals. Lastly, as they progress through the program, students are expected to develop and demonstrate respect for individual

differences; respect for principles of fairness and justice; commitment to teaching and professional growth as evidenced by responsibility and enthusiasm; a positive self-concept; willingness and ability to collaborate professionally; and willingness and ability to consider alternatives judiciously.

### **Student Advisement**

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with education faculty about potential careers in teaching. Upon admission to an education program, individual students are assigned academic advisors in the School of Education. Before registering for education courses, students should meet with their advisors to discuss academic, personal and professional goals; to review both the academic regulations of William & Mary and the specific course requirements for teacher licensure; and to plan a program of studies in education. Advisors work with the students throughout their programs.

### **Field Experience and Continuation Policy**

To be eligible to student teach, teacher candidates must successfully complete all education program courses with a grade of C- or above. Earning a D, F or I in any of the education program courses will prevent students from participating in student teaching. A student with extenuating circumstances may petition to the Associate Dean for Academic Programs for special approval to participate in field experiences. Prior to the beginning of their first field experience, it is the student's responsibility to show verification of a current tubercular examination or risk assessment. In addition, students must complete a background check as indicated by the school division in which they are placed. Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the *Handbook for Teacher Candidate Clinical Experiences*, which is available on the Office of Teacher Education website.

### **Transportation**

All field experiences take place in K-12 classroom settings. Students are placed in schools within a 60 mile radius of the School of Education, which could be up to a 45 minute drive from campus. Students are responsible for getting to practicum and student teaching placements. Taking public transportation is an option, but not always practical, and will only work if placed in the Williamsburg-James City County school division.

### **Licensure Testing**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. In order to apply for licensure, the Virginia Board of Education requires that paper copies of official score reports be submitted; therefore, these reports will need to be provided to the Office of Teacher Education along with other licensure paperwork. Registration information for all tests and additional information about applying for licensure are available on the Office of Teacher Education website.

(Note: Virginia's mandated licensure assessments are graduation requirements.)

### **LiveText**

There is an additional, one-time LiveText Fee (not included in the tuition and fees). LiveText is a web-based document creation and storage system that provides School of Education students the ability to store, maintain, and publish a professional career portfolio that can be accessed for up to five years after graduation.

### **Program Completion**

To complete a program in education, students must successfully complete all of the designated licensure assessments, endorsement courses and education courses, including student teaching. The students' university supervisor and cooperating teacher are each required to verify and evaluate the students' performance during a full-time student teaching experience with pupils in a state-accredited K-12 school. After verification by the Office of Teacher Education that the students have successfully completed all course and program requirements, that office assists students in obtaining the appropriate teaching license in Virginia.

## **Baccalaureate Degree Programs**

### **Elementary Education (BAEd in Elementary Education)**

Students will select one of the following:

- [Elementary Education, BAEd](#)
- [Elementary Education w/ ESL & Bilingual Education, BAEd](#)
- [Elementary Education w/ Special Education, BAEd](#)

## **Second Major Programs**

- [Secondary Education \(6-12\), English](#)
- [Secondary Education \(6-12\), Mathematics](#)
- [Secondary Education \(6-12\), Science](#)
- [Secondary Education \(6-12\), Social Studies](#)

## **Minors**

- [ESL/Bilingual Education Minor](#)
- [Educational Studies Minor](#)

(Global Education Track or Policy and Equity Track)

## **Five Year BA to MAEd Program**

- [5 Year BA to MAEd Program](#)

## **Elementary Education, BAEd**

Students who wish to pursue a primary major in Arts & Sciences may also pursue Elementary Education as a second major.

Students in the BAEd can only count 60 credits of ELEM and EDUC courses toward the 120 credits required to graduate. At least 60 credits must come from Arts & Sciences.

In order to be eligible for graduation, students must be in good academic standing, have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all program requirements of the School of Education; and earned at least 120 semester hours of academic credits.

## **Program Requirements for BAEd in Elementary Education**

### **Elementary Endorsement Courses**

In addition to other program requirements, candidates seeking an endorsement in elementary education PK-6 must complete six semester hours in each of the following disciplines:

- English
- Mathematics
- Science - Courses should be in the laboratory science areas of Earth science, biology, chemistry, and physics. The required six semester hours *must* come from two different science disciplines.
- History and social sciences - Courses should be in the areas of history, geography, civics or government, or economics.

Prospective majors should complete as many of these as possible before entering the education program, although they do not have to be completed at the point of admission:

## **Course Sequence for Elementary Education**

### **Freshman and Sophomore Years (12 credits)**

EDUC 200 - Orientation to Teaching in the Elementary School (3)

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

ELEM 441 Teachers, Schools, and Community (3)

Note: If EDUC 301, EDUC 310, and ELEM 441 are not taken during freshman and sophomore years, they must be taken during the junior year.

### **Junior Year - Fall (6 credits)**

ELEM 406 Science Planning, Instruction, and Assessment (3)

ELEM 407 Math Planning, Instruction, and Assessment (3)

### **Junior Year - Spring (6 credits)**

ELEM 403 Literacy Planning, Instruction, and Assessment Part A (3)

ELEM 405 Social Studies Planning, Instruction, and Assessment (3)

### **Senior Year - Fall (6 credits)**

ELEM 312 Intro to Characteristics/Instructional Supports -Exceptional Student Populations (3) +

ELEM 404 Literacy Planning, Instruction, and Assessment Part B (3)

### **Senior Year - Spring (12 credits)**

ELEM 410 Classroom Organization, Management, and Discipline (3) +

ELEM 411 Student Teaching Seminar (1)

ELEM 420 Supervised Teaching in Elementary Education (8)

## **Total Credit Hours: 42**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

## **Elementary Major Writing Requirement**

In order to satisfy the Elementary Education Major Writing Requirement, students must earn overall averages of C- or better in the EDUC 301 and EDUC 310..

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Elementary Education w/ ESL & Bilingual Education, BAEd**

Students who wish to pursue a primary major in Arts & Sciences may also pursue Elementary Education with the ESL concentration as a second major.

Students in the BAEd can only count 60 credits of ELEM and EDUC courses toward the 120 credits required to graduate. At least 60 credits must come from Arts & Sciences.

In order to be eligible for graduation, students must be in good academic standing, have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all program requirements of the School of Education; and earned at least 120 semester hours of academic credits.

### **Program Requirements for BAEd in Elementary Education w/ ESL & Bilingual Education**

#### **Elementary Endorsement Courses**

In addition to other program requirements, candidates seeking an endorsement in elementary education PK-6 must complete six semester hours in each of the following disciplines:

- English
- Mathematics
- Science - Courses should be in the laboratory science areas of Earth science, biology, chemistry, and physics. The required six semester hours must come from two different science disciplines.
- History and social sciences - Courses should be in the areas of history, geography, civics or government, or economics.

Prospective majors should complete as many of these as possible before entering the education program, although they do not have to be completed at the point of admission:

### **Course Sequence for Elementary Education w/ ESL & Bilingual Education**

#### **Freshman and Sophomore Years (12 credits)**

EDUC 200 - Orientation to Teaching in the Elementary School (3)

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

ELEM 441 Teachers, Schools, and Community (3)

Note: If EDUC 301, EDUC 310, and ELEM 441 are not taken during freshman and sophomore years, they must be taken during the junior year.

**Junior Year - Fall (9 credits)**

ELEM 406 Science Planning, Instruction, and Assessment (3)  
ELEM 407 Math Planning, Instruction, and Assessment (3)  
EDUC 373 Bilingual Education and Dual Language Programs (3)

**Junior Year - Spring (12 credits)**

ELEM 403 Literacy Planning, Instruction, and Assessment Part A (3)  
ELEM 405 Social Studies Planning, Instruction, and Assessment (3)  
EDUC 369 Methods in Teaching ESL, PreK-12 (3)  
EDUC 371 ESL Curriculum Design: Teaching ELLs in the U.S. (3)

**Senior Year - Fall (9 credits)**

ELEM 312 Intro to Characteristics/Instructional Supports -Exceptional Student Populations (3) +  
ELEM 404 Literacy Planning, Instruction, and Assessment Part B (3)  
EDUC 370 Understanding Language: Second Language Acquisition, Theory, and Practice (3)

**Senior Year - Spring (12 credits)**

ELEM 410 Classroom Organization, Management, and Discipline (3) +  
ELEM 411 Student Teaching Seminar (1)  
ELEM 420 Supervised Teaching in Elementary Education (8)

**Total Credit Hours: 54**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

**Elementary Major Writing Requirement**

In order to satisfy the Elementary Education Major Writing Requirement, students must earn overall averages of C- or better in the EDUC 301 and EDUC 310.

**Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure..

**Elementary Education w/ Special Education, BAEd**

Students who wish to pursue a primary major in Arts & Sciences may also pursue Elementary Education with the Special Education concentration as a second major.

Students in the BAEd can only count 60 credits of ELEM and EDUC courses toward the 120 credits required to graduate. At least 60 credits must come from Arts & Sciences.

In order to be eligible for graduation, students must be in good academic standing, have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all program requirements of the School of Education; and earned at least 120 semester hours of academic credits.

## **Program Requirements for BAEd in Elementary Education w/Special Education**

### **Elementary Endorsement Courses**

In addition to other program requirements, candidates seeking an endorsement in elementary education PK-6 must complete six semester hours in each of the following disciplines:

- English
- Mathematics
- Science - Courses should be in the laboratory science areas of Earth science, biology, chemistry, and physics. The required six semester hours must come from two different science disciplines.
- History and social sciences - Courses should be in the areas of history, geography, civics or government, or economics.

Prospective majors should complete as many of these as possible before entering the education program, although they do not have to be completed at the point of admission:

## **Course Sequence for Elementary Education with the Special Education Concentration**

### **Freshman and Sophomore Years (12 credits)**

EDUC 200 - Orientation to Teaching in the Elementary School (3)

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

ELEM 441 Teachers, Schools, and Community (3)

Note: If EDUC 301, EDUC 310, and ELEM 441 are not taken during freshman and sophomore years, they must be taken during the junior year.

### **Junior Year - Fall (9 credits)**

ELEM 406 Science Planning, Instruction, and Assessment (3)

ELEM 407 Math Planning, Instruction, and Assessment (3)

EDUC 464 Language Development and Reading Instruction for Exceptional Students (3)

### **Junior Year - Spring (12 credits)**

ELEM 403 Literacy Planning, Instruction, and Assessment Part A (3)

ELEM 405 Social Studies Planning, Instruction, and Assessment (3)

EDUC 333 Assessment and Instruction in Math for Students with Disabilities (3)

EDUC 463 Assessment for Instructional Design (3)

### **Senior Year - Fall (12 credits)**

ELEM 404 Literacy Planning, Instruction, and Assessment Part B (3)  
ELEM 312 Intro to Characteristics/Instructional Supports -Exceptional Student Populations (3) +  
EDUC 462 Instructional Design/Methods for Students with Disabilities in the General Curriculum (3)  
EDUC 465 Classroom Management and Positive Behavioral Supports for Students with Disabilities (3)

**Senior Year - Spring (12 credits)**

ELEM 410 Classroom Organization, Management, and Discipline (3) +  
ELEM 411 Student Teaching Seminar (1)  
ELEM 420 Supervised Teaching in Elementary Education (8)

**Total Credit Hours: 57**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

**Elementary Major Writing Requirement**

In order to satisfy the Elementary Education Major Writing Requirement, students must earn overall averages of C- or better in the EDUC 301 and EDUC 310.

**Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

**Secondary Education (6-12), English**

**Program of Study - Secondary English**

**Freshman and Sophomore Years (6 credits)**

EDUC 301 Educational Psychology (3)  
EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

If EDUC 301 and EDUC 310 are not taken during freshman and sophomore years, they must be taken during the junior year.

**Fall (15 credits)**

EDUC 305 Digital Humanities (3)  
EDUC 312 Characteristics of Exceptional Student Populations (Secondary) (3) +  
EDUC 321 Clinical Experiences in Secondary Schools (English) (3)  
EDUC 460 Content Reading and Writing (3)  
EDUC 441 Curriculum and Instructional Methods (English) (3)

### **Spring (12 credits)**

EDUC 311 Classroom Organization, Management, and Discipline (3) +  
EDUC 438 Curriculum Planning and Assessment in Secondary English (3)  
EDUC 495 Internship in Supervised Teaching (English) (6)

### **Total Credit Hours: 33**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course..*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Endorsement Courses for Secondary English**

In order to be licensed as a secondary English teacher (6-12) in Virginia, English majors shall receive a degree with a major in English or a minimum of 36 semester hours distributed in the following areas:

Literacy and reading - 12 semester hours with courses to include:

- Survey of British literature
- Survey of American literature
- World literature
- Literary theory and criticism

Language - 3 semester hours, to include the development and nature of the English language

Composition - 12 semester hours with experiences to include:

- A grammar course integrating grammar and writing
- The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose
- An advanced composition course emphasizing rhetorical practices of expository, persuasive, argumentative, and analytical writing
- Teaching research including ethical accessing, evaluating, organizing, crediting, and synthesizing information

Oral language - 3 semester hours, to include the teaching of public and presentation speaking, including nonverbal communication and the role of communication in small group and mass communication

Electives in English - 6 semester hours

## **Secondary Education (6-12), Mathematics**

## **Program of Study - Secondary Math**

### **Freshman and Sophomore Years (6 credits)**

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

*If EDUC 301 and EDUC 310 are not taken during freshman and sophomore years, they must be taken during the junior year.*

### **Fall (15 credits)**

EDUC 331 Technology for STEM Integration (3)

EDUC 312 Characteristics of Exceptional Student Populations (Secondary) (3) +

EDUC 323 Clinical Experiences in Secondary Schools (Math) (3)

EDUC 460 Content Reading and Writing (3)

EDUC 443 Curriculum and Instructional Methods (Mathematics) (3)

### **Spring (12 credits)**

EDUC 311 Classroom Organization, Management, and Discipline (3) +

EDUC 439 Curriculum Planning and Assessment in Secondary Mathematics (3)

EDUC 497 Internship in Supervised Teaching (Mathematics) (6)

### **Total Credit Hours: 33**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Endorsement Courses for Secondary Math**

Those students preparing to teach mathematics must fulfill the major requirements in the mathematics department. Within the major requirements, students need to complete 36 semester hours of coursework distributed in each of the following areas.

- Algebra, including linear algebra (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory)
- Geometry, including Euclidean and non-Euclidean geometries
- Analytic geometry
- Probability and statistics
- Discrete mathematics, including the study of mathematical properties of finite sets and systems and linear programming

- Calculus, including multivariable calculus
- Mathematical modeling
- Computer science, including two programming languages

## Secondary Education (6-12), Science

### Program of Study - Secondary Science

#### Freshman and Sophomore Years (6 credits)

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

*If EDUC 301 and EDUC 310 are not taken during freshman and sophomore years, they must be taken during the junior year.*

#### Fall (15 credits)

EDUC 331 Technology for STEM Integration (3)

EDUC 312 Characteristics of Exceptional Student Populations (Secondary) (3) +

EDUC 324 Clinical Experiences in Secondary Schools (Science) (3)

EDUC 460 Content Reading and Writing (3)

EDUC 444 Curriculum and Instructional Methods (Science) (3)

#### Spring (12 credits)

EDUC 311 Classroom Organization, Management, and Discipline (3) +

EDUC 446 Curriculum Planning and Assessment in Secondary Science (3)

EDUC 498 Internship in Supervised Teaching (Science) (6)

### Total Credit Hours: 33

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

#### Additional Graduation Requirements

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

#### Endorsement Courses for Secondary Science

Students who wish to teach (1) Biology, (2) Chemistry, (3) Earth Science (Geology), or (4) Physics must complete the teaching specialty requirements listed below.

**Biology** - The teacher candidate shall have earned a baccalaureate degree from William & Mary and completed a major in biology or 32 semester hours in biology and at least one course in each of the following areas: genetics, biochemistry/molecular biology, cell biology, botany, zoology, anatomy/physiology, ecology, and evolutionary biology and other preparation consistent with the competencies for the endorsement.

**Chemistry** - The teacher candidate shall have earned a baccalaureate degree from William & Mary and completed a major in chemistry or 32 semester hours in chemistry, including at least one course in each of the following areas: inorganic chemistry, organic chemistry, physical chemistry, biochemistry, and analytical chemistry and other preparation consistent with the competencies required for the endorsement.

**Earth Science** - The teacher candidate shall have earned a baccalaureate degree from William & Mary and completed a major in Earth science, geology, or environmental science with a minimum of 32 semester hours in Earth Sciences, including at least one course in each of the following areas: structural geology, petrology, paleontology, oceanography, meteorology, and astronomy/space science.

**Physics** - The teacher candidate shall have earned a baccalaureate degree from William & Mary and completed a major in physics or 32 semester hours in physics, including the following coursework: mechanics, electricity and magnetism, optics, and modern physics and other preparation consistent with the competencies required for the endorsement.

(Note: Students completing the requirements for an endorsement in biology, chemistry, earth science or physics may be endorsed in a second area of science by completing a minimum of 18 semester hours in the second endorsement area in addition to the specific coursework for that area as specified above.)

## **Secondary Education (6-12), Social Studies**

Leads to an endorsement in Secondary History & Social Sciences

### **Program of Study - Secondary Social Studies**

#### **Freshman and Sophomore Years (6 credits)**

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

*If EDUC 301 and EDUC 310 are not taken during freshman and sophomore years, they must be taken during the junior year.*

#### **Fall (15 credits)**

EDUC 305 Digital Humanities (3)

EDUC 312 Characteristics of Exceptional Student Populations (Secondary) (3) +

EDUC 320 Clinical Experiences in Secondary Schools (Social Studies) (3)

EDUC 460 Content Reading and Writing (3)

EDUC 440 Curriculum and Instructional Methods (Social Studies) (3)

#### **Spring (12 credits)**

EDUC 311 Classroom Organization, Management, and Discipline (3) +

EDUC 447 Curriculum Planning and Assessment in Secondary Social Studies (3)

EDUC 494 Internship in Supervised Teaching (Social Studies) (6)

## **Total Credit Hours: 33**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Endorsement Courses for Secondary Social Studies**

The following subject area coursework is required for the social studies endorsement:

1. A major in History or Government (or equivalent 33 semester hours)
  - a. 12 hours in Government - needed for a History major (coursework must include at least 3 hours of American government or politics)
  - b. 18 hours in History - needed for a Government major (coursework must include at least 6 hours of American or US History)
2. 3 hours in Economics (micro or macro)
3. 3 hours in Human Geography
4. 3 hours in Non-Western History/Culture
5. 3 hours in Sociology
6. 3 hours in Anthropology

## **ESL/Bilingual Education Minor**

### **Program of Study: ESL/Bilingual Education Minor**

EDUC 301 Educational Psychology (3)  
EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3)  
EDUC 369 Methods in Teaching ESL, PreK-12 (3)  
EDUC 370 Understanding Language: Second Language Acquisition, Theory, and Practice (3)  
EDUC 371 ESL Curriculum Design: Teaching ELLs in the U.S. (3)  
EDUC 373 Bilingual Education and Dual Language Programs (3)

## **Total Credits: 18**

### **Educational Studies Minor**

The Educational Studies Minor is an interdisciplinary program designed for undergraduate students with any major who are interested in studying domestic and/or global educational issues. Students will engage

in these issues from multiple disciplinary perspectives that will prepare them to work thoughtfully with youth or adults or to pursue policy and research opportunities in a variety of educational settings. Two distinct tracks are offered within the Educational Studies Minor: **Global Education** and **Policy and Equity**.

The Minor itself does not lead to a teaching credential. Those interested in initial licensure to teach in K-12 schools are encouraged to apply for admission to elementary, secondary, or special education programs in the School of Education..

### **Global Education Track**

This minor track helps students understand the impact of globalization and internationalization on education and non-governmental organizations while giving them basic knowledge and skills of learning theory, working with English Language Learners, and global citizenship to promote more equitable educational opportunities. This Minor is intended for students with any major who are interested in researching the education of migrant, immigrant, or refugee groups domestically or abroad; examining the role of governmental or non-governmental organizations and international aid; working with youth or adult education programs outside the United States; or administering international studies programs within secondary or post-secondary education institutions.

#### **Required Credit Hours: 18**

##### **Globalization and Education (3 credits)**

- EDUC 360 - Globalization and Education Credits: (3)

##### **One Course in Psychological Foundations (3 credits)**

- EDUC 260 - “Truthiness” in Education Credits: (3)
- EDUC 301 - Educational Psychology Credits: (3)
- PSYC 310 - Developmental Psychology Credits: (3)
- PSYC 311 - Cognitive Psychology Credits: (3)

##### **One Course in English Language Learning (3 credits)**

- EDUC 369 – Methods in Teaching ESL PreK-12 (MDLL 345)
- EDUC 370 – Understanding Language: Second language acquisition, theory and practice (MDLL 346)
- EDUC 371 – ESL Curriculum Design: Teaching ELs in the U.S. (MDLL 347)

##### **Three Elective Courses in Issues in Globalization (9 credits)**

Three elective courses on issues in globalization (9), or methods that could be used to explore the relationship between education and globalization, chosen in consultation with an advisor. A suggested list of elective courses in Africana Studies, Anthropology, Economics, Education, Government, Public Policy, History, International Relations, Sociology, and other areas will be maintained on the Educational Studies webpage. A credit bearing internship or research experience could serve as part of the elective credit total.

##### **Global Experience (course credit not required)**

Students must fulfill at least 40 hours of approved off-campus (domestic or abroad) experiential work on a global education topic (e.g., study abroad or service trip, internship, tutoring, independent field research).

- a. With approval of a program co-director, students may also arrange to receive independent study credit for academic study associated with the required experiential work.

- b. In cases where this experiential work is not done for credit, it must be approved by a program co-director, and in many cases it may be eligible for receiving COLL 300 credit.

### **Policy and Equity Track**

The Policy and Equity track of the Educational Studies Minor advances interdisciplinary perspectives necessary for understanding the wide range of challenges facing public education in American society. Courses in this track focus on an analysis of policy and the conditions of schooling at the macro and societal level, as well as an emphasis on examining the impact of educational policy and organizations on people's lives. Students in these courses will engage in developing strategies to address and counter the consequences and inequities that result from many of these policies and structures. The courses within this Minor share the common assumption that ensuring access to a quality education and opportunities to engage in a democratic (and global) society is central to the individual human condition and the overall collective "good."

### **Required Credit Hours: 18**

#### **Social Foundations of Education (3 credits)**

- EDUC 310 - Social, Philosophical, Cultural & Historical Foundations of American Education Credits: (3)

#### **One of the Following Courses (3 credits)**

- AFST 306 - Multicultural Education (3)
- EDUC 317 - Race and Education (3)
- EDUC 402 - Urban Education: Policy, Practice and Leadership (3)

#### **One Course in Psychological Foundations (3 credits)**

- EDUC 260 - "Truthiness" in Education Credits: (3)
- EDUC 301 - Educational Psychology Credits: (3)
- PSYC 310 - Developmental Psychology Credits: (3)
- PSYC 311 - Cognitive Psychology Credits: (3)

#### **Three Elective Courses (9 credits)**

Three elective courses (9 credits) on policy and equity issues, or methods used to explore equity issues, chosen in consultation with an advisor. A suggested list of elective courses in Africana Studies, Anthropology, Economics, Education, Government, Public Policy, History, Psychology, Sociology, and other areas will be maintained on the Educational Studies webpage. A credit bearing internship or research experience could serve as part of the elective credit total.

#### **Experiential Learning (course credit not required)**

Students must fulfill at least 40 hours of approved off-campus experiential work on an education topic (e.g., internship, tutoring, independent field research).

- a. With approval of a program co-director, students may also arrange to receive independent study credit for academic study associated with the required experiential work.
- b. In cases where this experiential work is not done for credit, it must be approved by a program co-director, and in many cases it may be eligible for receiving COLL 300 credit

## 5 Year BA to MAEd Program

### Programs of Study

- [5 Year Bachelor to Masters - Elementary Education](#)
- [5 Year Bachelors to Masters - ESL & Bilingual Education](#)
- [5 Year Bachelors to Masters - Secondary English Education](#)
- [5 Year Bachelors to Masters - Secondary Math Education](#)
- [5 Year Bachelors to Masters - Secondary Science Education](#)
- [5 Year Bachelors to Masters - Secondary Social Studies Education](#)
- [5 Year Bachelors to Masters - Special Education](#)

### Program of Study for 5 Year BA to MAEd Program

The intent of this program is to attract well-qualified W&M undergraduate students into teaching. The 5 year BA to MAEd program leads to licensure in elementary, secondary, ESL/Bilingual Education or special education. This option is intended for W&M undergraduates who cannot complete the currently available undergraduate programs, but who wish to pursue a master's degree in order to become licensed to teach.

W&M undergraduates must apply to the 5 Year BA to MAEd program. Admission guidelines can be found on the [Admission page](#).

### Continuation during the senior year

After admission to the 5 Year BA to MAEd program, students should meet with their School of Education advisor, maintain a 3.0 undergraduate GPA, be in good standing with the university, and take the required professional education courses as part of undergraduate studies. The following courses MUST be taken in either fall or spring of senior year, unless they were taken earlier. They cannot be taken during the summer after students graduate with the baccalaureate degree:

- EDUC 301
- EDUC 310
- Special Education students may also take EDUC 425 and EDUC F65

### Elevation to the master's portion of the program

In order to elevate to the master's level portion of the program, students must:

1. Take or be enrolled in the required professional courses no later than the senior year;
2. Earn a 3.0 GPA or higher in the professional education courses taken as an undergraduate (EDUC 301, EDUC 310);
3. Graduate with a bachelor's degree from William & Mary with a cumulative 3.0 GPA or higher

**Failure to complete any of the requirements listed above may result in removal from the 5th year program.**

### Completing the Master's portion of the program

Once elevated to the Master's portion of the program, students will enroll as a full-time student and follow the continuation and program rules of the Master of Arts in Education (M.A.Ed.) in Curriculum and Instruction. Elevated students will complete the regular sequence of courses except for those taken as part of the undergraduate program.

## 5 Year Bachelor to Masters - Elementary Education

### Senior Year (or before) (6 credits)

EDUC 301 Educational Psychology (3)

+EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3)

### Summer (6 credits)

CRIN 541 Teacher, Schools & Community (3)

CRIN E22 Introduction to Characteristics of & Instructional Supports for Exceptional Student Populations (Elementary) (3)+

### Fall (15 credits)

CRIN E03 Literacy Planning, Instruction & Assessment - A (3)

CRIN E04 Literacy Planning, Instruction & Assessment - B (3)

CRIN E05 Social Studies Planning, Instruction & Assessment (3)

CRIN E06 Science Planning, Instruction & Assessment (3)

CRIN E07 Mathematics Planning, Instruction & Assessment (3)

### Spring (15 credits)

CRIN E10 Classroom Organization, Management & Discipline (Elementary Education) (3)+

CRIN 521 ESL Curriculum Design: Teaching ELLs in the U.S. (3)

CRIN E11 Student Teaching Seminar in Elementary Education (1)

CRIN L20 Supervised Teaching in Elementary Education (8)

### Total Credit Hours: 42

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### Additional Graduation Requirements

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### Endorsement Courses for Elementary Education

In addition to other program requirements, candidates seeking an endorsement in elementary education PK-6 must complete six semester hours in each of the following disciplines:

- English
- Mathematics
- Science - Courses should be in the laboratory science areas of Earth science, biology, chemistry, and physics. The required six semester hours must come from two different science disciplines.
- History and social sciences - Courses should be in the areas of history, geography, civics or government, or economics.

## 5 Year Bachelors to Masters - ESL & Bilingual Education

### Senior Year (or before) (6 credits)

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

### Summer (6 credits)

CRIN 519 Methods in Teaching ESL, PreK-12 (3)

CRIN 522 Cross-Cultural & Cross-Linguistic Communication for Educators (3)

### Fall (15 or 16 credits)

CRIN 520 Understanding Language: Second Language Acquisition, Theory, and Practice (3)

CRIN 523 Bilingual Education and Dual Language Programs (3)

CRIN 524 ESL and Bilingual Education Practicum (3)

CRIN S50 Introduction to the Characteristics of and Instructional Supports for Exceptional Students (3)

CRIN X51 Language Development and Reading Instruction for Exceptional Students (3)

CRIN X18 Field Experience Practicum in Special Education (1-3) (*1 credit - Only for students that do not have an elementary placement*)

### Spring (14 credits)

CRIN 521 ESL Curriculum Design: Teaching ELLs in the U.S. (3)

CRIN 525 ESL Testing and Evaluation (3) +

CRIN 526 Internship in Supervised Teaching ESL/Bilingual Education (8)

### Total Credit Hours: 41 or 42

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### Additional Graduation Requirements

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

## 5 Year Bachelors to Masters - Secondary English

### Senior Year (or before) (6 credits)

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

### Summer (6 credits)

CRIN 541 Teacher, Schools & Community (3)  
CRIN 540 Teacher Inquiry for Equity & Inclusion (3)

### **Fall (18 credits)**

CRIN S01 Curriculum and Instructional Methods (English) (3)  
CRIN S05 Reading and Writing Across the Disciplines (3)  
CRIN S32 Digital Humanities (3)  
CRIN S50 Introduction to the Characteristics of and Instructional Supports for Exceptional Students (3)+  
CRIN S11 Clinical Experience in Secondary Schools (English) (3)  
CRIN S77 Literature for Adolescents (3)

### **Spring (14 credits)**

CRIN S38 Curriculum Planning and Assessment (English) (3)  
CRIN S09 Classroom Organization, Management and Discipline (Secondary Education) (3) +  
CRIN L30 Internship in Supervised Teaching (English) (8)

### **Total Credit Hours: 44**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Endorsement Courses for Secondary English**

In order to be licensed as a secondary English teacher (6-12) in Virginia, English majors shall receive a degree with a major in English.

For students who do not have a major in English, a minimum of 36 semester hours is required, and should be distributed in the following areas:

Literacy and reading - 12 semester hours with courses to include:

- Survey of British literature
- Survey of American literature
- World literature
- Literary theory and criticism

Language - 3 semester hours, to include the development and nature of the English language

Composition - 12 semester hours with experiences to include:

- A grammar course integrating grammar and writing
- The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose

- An advanced composition course emphasizing rhetorical practices of expository, persuasive, argumentative, and analytical writing
- Teaching research including ethical accessing, evaluating, organizing, crediting, and synthesizing information

Oral language - 3 semester hours, to include the teaching of public and presentation speaking, including nonverbal communication and the role of communication in small group and mass communication

Electives in English - 6 semester hours

## **5 Year Bachelors to Masters – Secondary Math Education**

### **Senior Year (or before) (6 credits)**

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

### **Summer (6 credits)**

CRIN 541 Teacher, Schools & Community (3)

CRIN 540 Teacher Inquiry for Equity & Inclusion (3)

### **Fall (15 credits)**

CRIN S03 Curriculum and Instructional Methods (Mathematics) (3)

CRIN S05 Reading and Writing Across the Disciplines (3)

CRIN S31 Technology for STEM Integration (3)

CRIN S50 Introduction to the Characteristics of and Instructional Supports for Exceptional Students (3)+

CRIN S13 Clinical Experience in Secondary Schools (Mathematics) (3)

### **Spring (14 credits)**

CRIN S39 Curriculum Planning and Assessment (Mathematics) (3)

CRIN S09 Classroom Organization, Management and Discipline (Secondary Education) (3) +

CRIN L32 Internship in Supervised Teaching (Mathematics) (8)

### **Total Credit Hours: 41**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Endorsement Courses for Mathematics**

Those students preparing to teach mathematics must fulfill the major requirements in the mathematics department. Within the major requirements, students need to complete 36 semester hours of coursework distributed in each of the following areas.

- Algebra. Experience shall include linear algebra (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory).
- Geometry. Experience shall include Euclidean and non-Euclidean geometries.
- Analytic geometry
- Probability and statistics
- Discrete mathematics. Experience shall include the study of mathematical properties of finite sets and systems and linear programming.
- Calculus. Experience shall include multivariable calculus.
- Mathematical modeling
- Computer science, including two programming languages

## **5 Year Bachelors to Masters – Secondary Science Education**

### **Senior Year (or before) (6 credits)**

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

### **Summer (6 credits)**

CRIN 541 Teacher, Schools & Community (3)

CRIN 540 Teacher Inquiry for Equity & Inclusion (3)

### **Fall (15 credits)**

CRIN S04 Curriculum and Instructional Methods (Science) (3)

CRIN S05 Reading and Writing Across the Disciplines (3)

CRIN S31 Technology for STEM Integration (3)

CRIN S50 Introduction to the Characteristics of and Instructional Supports for Exceptional Students (3)+

CRIN S14 Clinical Experience in Secondary Schools (Science) (3)

### **Spring (14 credits)**

CRIN S41 Curriculum Planning and Assessment (Science) (3)

CRIN S09 Classroom Organization, Management and Discipline (Secondary Education) (3) +

CRIN L33 Internship in Supervised Teaching (Science) (8)

### **Total Credit Hours: 41**

*+If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart



+ *If exempted from this course for any reason, the student must notify the Office of Teacher Education and complete a state mandated training module that is linked to this course.*

### **Additional Graduation Requirements**

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. Virginia's mandated licensure assessments are graduation requirements.

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. CPR training must include "hands-on" training. Evidence of certification must be presented when applying to the VDOE for licensure.

### **Endorsement Courses for History & Social Sciences**

The following subject area coursework is required for the social studies endorsement:

1. A major in History or Government (or equivalent 33 semester hours)
  - a. 12 hours in Government - needed for a History major (coursework must include at least 3 hours of American government or politics)
  - b. 18 hours in History - needed for a Government major (coursework must include at least 6 hours of American or US History)
2. 3 hours in Economics (micro or macro)
3. 3 hours in Human Geography
4. 3 hours in Non-Western History/Culture
5. 3 hours in Sociology
6. 3 hours in Anthropology

## **5 Year Bachelors to Masters - Special Education**

### **Senior Year (or before) (6 or 12 credits)**

EDUC 301 Educational Psychology (3)

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3) +

Students may also take the following as an undergrad:

EDUC F65 Research Methods in Education

EDUC 425 Trends and Legal Issues in Special Education (3)

### **Summer ( 3 credits)**

CRIN X53 Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum (3)

*If EDUC F65 and EDUC 425 not taken as an undergrad, EDUC F65 and CRIN X48 must also be taken in summer.*

### **Fall (19 credits)**

CRIN X51 Language Development and Reading Instruction for Exceptional Students (3)\*+

Select one of the following:



will engage in critical reflections and synthesis in order to bring about greater understanding and connections between educational theory and practice.

### **EDUC 217 - Critical Race Theory and Education**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Rooted in American jurisprudence scholarship, critical race theory (CRT) examines and critiques the law's role in constructing and preserving unequal social and political relationships according to race. Comprised of a set of theories that rely on the intersection of various positionalities, including, race, gender, sexuality, and class; a critique of Whiteness, liberalism, the utilization of history, counter-narrative/counter-storytelling, and a combination of structural and post-structural analysis to illustrate how professed American ideals, such as colorblindness, liberty, freedom of choice, and equality maintain a regime of White supremacy; critical race theory treats race as a socially constructed phenomenon to not only speak back against the aforementioned dominant discourses, but also existing inequitable institutionalized practices, and structural arrangements.

### **EDUC 260 - "Truthiness" in Education**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI When it comes to teaching and learning, we are all "insiders"-we have all seen and done this thing called education for many years. During this time, we have developed our own thoughts about how best to teach and learn. But the larger question we tackle in this class is this: Is what you know TRUE? How can you be sure? Because education is such a hot topic, we all have our opinions. This class provides students with the space to interrogate their long-held assumptions by rigorously examining the nature of human knowledge, and to critically trace the underlying epistemological assumptions driving discussion and policy-making in education today. This examination is critical because our assumptions regarding what we know and how we justify what we know drives the questions we ask, the methods we employ to answer those questions, the results we establish, and ultimately the policies we establish.

### **EDUC 301 - Educational Psychology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out):* ALV Educational psychology is for everyone who is interested in how insights derived from psychology can be applied to improve the teaching-learning process at all levels of instruction. We will focus on key movements within educational psychology, with special emphasis on William James, social cognitive and constructivist views of learning, cognition, and motivation. An important aim is to examine issues and controversies in educational psychology research and theory and to explore their relevance to, and implications for, educational practices. Students are asked to evaluate research findings and theoretical perspectives and to apply the major principles and concepts derived from educational psychology to pressing educational problems.

### **EDUC 305 - Digital Humanities**

*Credits: (3)*

Digital tools and resources provide opportunities to encourage deeper learning in students by providing rich, multimodal representations of course content and enabling platforms for students to share their understanding. Digital Humanities will provide opportunities for students to engage in digital humanities work as both students and instructional designers.

**EDUC 310 - Social, Philosophical, Cultural & Historical Foundations of American Education**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This reading and discussion intensive course is designed to provide students with an introduction to the social, philosophical, cultural, and historical context(s) of schooling in the United States. This course is meant to prepare prospective teachers and education researchers/policy makers with an understanding of the complexities and practicalities of public education in America. Included in this exploration of schooling in the United States are varying conceptions on the purpose of education and public schools. Particular attention is given to issues of inequality, including its causes and strategies to mitigate it. Students in this course will examine a variety of topics, such as, the cultural and political characteristics of schools, school reform, globalization, the role of schools in a democratic society, race and racism, gender, class, social justice, educational equity, diversity, and teacher pedagogy.

**EDUC 311 - Classroom Organization, Management, and Discipline**

*Credits: (3)*

A course designed to emphasize problem solving, reflection and decision-making to develop positive behavioral support plans to meet the needs of students in secondary general education classes.

**EDUC 312 - Characteristics of Exceptional Student Populations (Secondary)**

*Credits: (3)*

An introductory course designed for students with a concentration in secondary education to acquaint them with the characteristics of exceptional secondary age students (e.g., students who have disabilities, are at-risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and to identify applicable education policies and services.

**EDUC 317 - Topics in Educational Studies**

*Credits: (1-3)*

A topics course for undergraduate students interested in contemporary issues and topics in education. Topics may include current issues, in depth exploration of topics or theoretical traditions, or research methods for studying US, comparative or international educational issues.

**EDUC 318 - Theory and Reality: A Practicum in High-need Schools**

*Credits: (1)*

This course will provide field experiences in high-need schools. Pre-service teachers will learn from experienced educators about the methods they use to be successful teachers and advocates. This course will provide opportunity for pre-service teachers to build relationships with students in low-income communities.

*Graded: Pass/Fail*

**EDUC 320 - Clinical Experiences in Secondary Schools (Social Studies)**

*Credits: (3)*

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

**EDUC 321 - Clinical Experiences in Secondary Schools (English)**

*Credits: (3)*

Introduces students in the Secondary Education Teacher Certification Program to school settings where

observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

### **EDUC 323 - Clinical Experiences in Secondary Schools (Math)**

*Credits: (3)*

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

### **EDUC 324 - Clinical Experiences in Secondary Schools (Science)**

*Credits: (3)*

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

### **EDUC 331 - Technology for STEM Integration**

*Credits: (3)*

Makerspaces and the makerspace movement provide opportunities for students to link science, technology, engineering, and mathematics STEM content to problem-based, integrated learning opportunities. Technology for STEM integration will provide opportunities for students to learn about and apply these technologies to instruction.

### **EDUC 333 - Assessment and Instruction in Math for Students with Disabilities**

*Credits: (3)*

This course will engage participants in the study and implementation of evidence-based assessment and instruction in mathematics for students with disabilities in grades K-12.

### **EDUC 350 - Concepts in Collaborative Peer Health Advocacy**

*Credits: (3)*

*Prereq/Corequisite(s):* For those students wishing to collaborate with other individuals, organizations, and offices as they improve the health of this campus across all eight dimensions of wellness, the instructors intend to augment the facts behind, the behaviors around, and the commitment to promoting community wellness, all while offering multiple opportunities to apply those skill sets to current collegiate health issues through creativity, polyculturalism, and social justice.

This course also trains pre-selected students to be potential members of the student arm of the Office of Health Promotion (OHP), a division of Student Affairs here at the College. Though other peer health organizations at the College may have membership guidelines in addition to passing this class, learners who intend to work with the OHP as peer health advocates must earn a cumulative score of 80% or higher as one of several criteria to receive a final offer of membership from the staff.

### **EDUC 360 - Globalization and Education**

*Credits: (3)*

This course critically examines how globalization-- and the ensuing political, economic, and social effects-- has impacted education. Students will examine these effects both domestically and internationally, deliberate how to best prepare students as global citizens, and research solutions for addressing global challenges and inequities. There is a COLL 300 credit option for students involved in related study away programs related to education.

### **EDUC 361 - Applied Community Engagement: Leading Alternative Breaks**

*Credits: (1)*

This course equips students to lead alternative breaks with Branch Out, William & Mary's alternative break program. Through readings, discussion, lecture, and reflection, students will apply concepts and best practices of active citizenship, facilitation, and positive community impact. This course is required for and limited to Branch Out site leaders.

Course is repeatable

### **EDUC 362 - Community Engagement on Campus**

*Credits: (1)*

This class investigates the role of college students and higher education in community change. In what forms have campuses engaged with the processes of community change? What are the opportunities and limitations of campus community engagement? Students will explore this topic through case studies, data analysis, and personal reflection.

### **EDUC 363 - Community Engagement in Practice**

*Credits: (1-3)*

This course equips students to expand and deepen their community engagement and leadership with theoretical foundations and best practices in justice-oriented service work. Through readings, discussion, lecture, and reflection, students will apply concepts of active citizenship, reflection, and positive community impact to their ongoing work with community.

### **EDUC 364 - Community Well-Being and Peace Education**

*Credits: (1-6)*

This study abroad course examines the Rwandan genocide. Specifically, we will identify what contributed to the genocide occurring as well as the subsequent peace, community well-being, and ultimately social and individual healing and restoration that has emerged in the 25 years since the genocide.

### **EDUC 369 - Methods in Teaching ESL, PreK-12**

*Credits: (3)*

This course introduces the student to instructional methods and practices for teaching TESOL in PreK-12 classroom settings with a focus on academic language development, providing comprehensible input, increasing background knowledge, developing language and content objectives, vocabulary development, increasing oral language production, selecting culturally responsive materials, integrating language and content instruction, and differentiating according to ELLs' language proficiency levels.

### **EDUC 370 - Understanding Language: Second Language Acquisition, Theory, and Practice**

*Credits: (3)*

This course examines first and second language acquisition, theory, and practice. In addition, it supports pre-service teachers' understandings of the role of language within the context of specific academic disciplines. Course topics include: Language development, strategies to promote literacies across specific academic disciplines, culturally responsive pedagogy, and assessment for ELs.

### **EDUC 371 - ESL Curriculum Design: Teaching ELLs in the U.S.**

*Credits: (3)*

This course examines key processes in curriculum design for Teaching English to Speakers of Other Languages (TESOL) and how to develop and align curriculum, instruction, and assessment when applied to the PreK-12 public school setting. This course also introduces best practices for teaching content instruction to ELLs, communicating with and involving families of ELLs in schools, and identifying ELLs for special education and gifted services.

### **EDUC 373 - Bilingual Education and Dual Language Programs**

*Credits: (3)*

This course introduces students to the foundational principles and practices in the field of bilingual-bicultural education in the U.S. This course provides an overview of how to implement dual language-TWI programs in K12 classrooms. This course explores issues of curriculum development, instruction, and access to resources in bilingual classroom settings.

### **EDUC 400 - Problems in Education**

*Credits: (3)*

*Prerequisite(s):* Enrollment in School of Education program and consent of the instructor

A course designed for students who are capable of independent study under the direction of, and in consultation with, staff specialists. Students undertake study and research of educational problems of individual concern resulting from previous study or experience.

Course may be repeated if topic varies

### **EDUC 402 - Urban Education: Policy, Practice and Leadership**

*Credits: (3)*

This course is designed for future teachers and education researchers/policy makers interested in understanding the complexities and practicalities of urban education. Particular attention is given to the varying conceptions of, and purposes for, education and public schools in the US, and issues of inequality, including its causes and strategies to mitigate it.

### **EDUC 417 - Topics in Educational Policy and Equity**

*Credits: (1-3)*

A seminar course for undergraduate students that examines topics and research methods focused on educational policy and equity issues. Topics may include current issues, theoretical traditions, or research methods for studying US or international educational policy or the equity issues that exist in k-12 education.

### **EDUC 419 - Topics in Higher Education**

*Credits: (1-3)*

A course for undergraduate students that examines topics and practices within higher education and student affairs. Topics may include current issues, historical background for student leaders regarding student affairs operations, and educational leadership theory. Students will learn about skills and expertise required in student affairs and higher education professions.

May be repeated if topic varies.

### **EDUC 421 - Children's Literature**

*Credits: (3)*

This course provides a thorough look at the field of children's literature including the value of children's books, criteria for selecting and evaluating children's books, a survey of the categories of children's literature and discussion of issues involving children's literature.

### **EDUC 425 - Trends and Legal Issues in Special Education**

*Credits: (3)*

This is an introductory course which examines disabilities included in the Individuals with Disabilities Education Act (IDEA) and emphasizes relevant legislation and litigation which provides a foundation for current delivery of educational services. Course content also provides the opportunity to explore issues related to the education of other groups of exceptional students who might be at-risk for school failure

because of special needs; i.e. gifted, limited English proficiency, culturally diverse, and socially maladjusted.

**EDUC 426 - Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorder**

*Credits: (3)*

A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are add

**EDUC 438 - Curriculum Planning and Assessment in Secondary English**

*Credits: (3)*

A five-week intensive campus and field-based course designed to provide students opportunities to apply and refine skills and knowledge about teaching and learning English. Guided by College faculty and a public school mentor, students continue the work begun in the methods course, designing units of instruction for use during their internship in supervised teaching.

**EDUC 439 - Curriculum Planning and Assessment in Secondary Mathematics**

*Credits: (3)*

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics design, teaching and evaluation of their instruction practices.

**EDUC 440 - Curriculum and Instructional Methods (Social Studies)**

*Credits: (3)*

A basic course in instructional methodology and an introduction to secondary social studies teaching methods and materials.

**EDUC 441 - Curriculum and Instructional Methods (English)**

*Credits: (3)*

A basic course in instructional methodology and an introduction to secondary English teaching methods and materials.

**EDUC 443 - Curriculum and Instructional Methods (Mathematics)**

*Credits: (3)*

A basic course in instructional methodology and an introduction to secondary mathematics teaching methods and materials.

**EDUC 444 - Curriculum and Instructional Methods (Science)**

*Credits: (3)*

A basic course in instructional methodology and an introduction to secondary science teaching methods and materials.

**EDUC 446 - Curriculum Planning and Assessment in Secondary Science**

*Credits: (3)*

A field and university based course designed to provide students with an opportunity to reflectively apply their skills, knowledge about the teaching of science as both a process and a product, to instructional design, teaching, reflection and evaluation of their teaching and the revision thereof.

**EDUC 447 - Curriculum Planning and Assessment in Secondary Social Studies**

*Credits: (3)*

A field and campus based course designed to provide students with an opportunity to make thoughtful decisions, with the help of College faculty and public school mentor about planning and instruction immediately prior and during the first five weeks of student teaching.

### **EDUC 453 - Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum**

*Credits: (3)*

Characteristics of students with learning and emotional disabilities, traumatic brain injury, and other health impairments participating in the general education curriculum: Definitions, terminology, contributing factors, support needs, and techniques for identifying children and youth with these disabilities are addressed. The impact of these conditions on learning and performance as well as instructional accommodations and service delivery options are examined.

### **EDUC 456 - Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorders**

*Credits: (3)*

A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder, and intellectual disability. The impact characteristics have on students in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.

### **EDUC 460 - Content Reading and Writing**

*Credits: (3)*

This course is designed to develop in prospective teachers an understanding of the role of reading and writing in the content area disciplines. Course topics include developmental reading and writing in the content areas, instructional strategies with content area textbooks, and techniques for improving reading and writing in the content areas.

### **EDUC 462 - Instructional Design/Methods for Students with Disabilities in the General Curriculum**

*Credits: (3)*

This course develops knowledge in fundamental teaching methods, including instructional assessment, instructional design, evidence-based instructional methodology, universally designed instruction, accommodations/modifications, data-based decision-making, and developing individualized education programs, necessary for successful instruction and support of students with disabilities in the general standards-based K-12 curriculum.

### **EDUC 463 - Assessment for Instructional Design**

*Credits: (3)*

This course will provide students with information needed to administer and interpret standardized and nonstandardized assessments for a variety of purposes including eligibility, instructional design and decision-making. Consideration is given to ethical issues that guide assessment decisions of students with disabilities as well as culturally and linguistically diverse learners.

### **EDUC 464 - Language Development and Reading Instruction for Exceptional Students**

*Credits: (3)*

This course focuses on language and reading development in children and youth with exceptionalities. Topics include language acquisition and reading development in typically developing children contrasted with children identified with disabilities and English Learners. Emphasis is placed on development, assessment, and classroom techniques in teaching, reading and written language.

**EDUC 465 - Classroom Management and Positive Behavioral Supports for Students with Disabilities**

*Credits: (3)*

This course explores programs, practices, and interventions for meeting the behavioral/social needs of students with disabilities and others at risk in the general education curriculum. Classroom organization and management, functional behavioral assessment, behavioral interventions, social skills instruction, and the roles of the teacher/professional in classroom management and positive behavioral supports in schools are emphasized.

**EDUC 466 - Collaboration for Teaching and Learning**

*Credits: (3)*

This course focuses on collaborative skills and structures to provide appropriate educational opportunities within the K-12 general education curriculum to students with diverse needs, including those with learning/behavioral disabilities, autism, ADHD, and ID. Communication skills for engaging colleagues and families, team problem solving, and collaborative planning and instruction.

**EDUC 470 - Leadership Theory and Application**

*Credits: (3)*

This course aims to help students think critically about what makes for successful leaders in the public sector. Lessons and examples are drawn from history, communication studies, education, philosophy, sociology, and politics as well as from the field of social entrepreneurship. The class will explore the complex challenges that affect our communities today. This innovative curriculum combines rigorous academic work with a variety of site visits to locations and agencies throughout Washington DC. Through lectures, discussions, debates, readings and writing assignments, students will develop a deeper perspective from which to interpret, question, reflect upon, and engage with the underlying issues within engaged community leadership.

*Cross-listed with: INTR 470*

**EDUC 491 - Independent Study in Education**

*Credits: (variable credit)*

Hours and credits arranged. Independent study shall not substitute for regular required courses.

**EDUC 492 - Research in Education**

*Credits: variable 1-3*

Individually supervised empirical investigations in various areas of education research. A student must have permission from a faculty supervisor before enrolling. Course may be repeated. Contents and credit each time may vary according to an agreement reached between faculty supervision and student at the time of registration.

**EDUC 494 - Internship in Supervised Teaching (Social Studies)**

*Credits: (6)*

*Prerequisite(s):* Admitted to professional semester

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom social studies teachers.

**EDUC 495 - Internship in Supervised Teaching (English)**

*Credits: (6)*

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom English teachers.

**EDUC 497 - Internship in Supervised Teaching (Mathematics)**

*Credits: (6)*

*Prerequisite(s):* Admitted to professional semester

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom mathematics teachers.

### **EDUC 498 - Internship in Supervised Teaching (Science)**

*Credits: (6)*

*Prerequisite(s):* Admitted to professional semester

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom science teachers.

### **ELEM 312 - Intro to Characteristics/Instructional Supports -Exceptional Student Populations**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

This course introduces elementary education teachers to the characteristics of students with exceptional needs and provides an overview of the process of differentiating instruction for the individual learning needs of students in elementary classrooms who have exceptional needs.

### **ELEM 403 - Literacy Planning, Instruction, and Assessment Part A**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

This course addresses the development of reading and writing, with a specific focus on the emergent and beginning stages. The course will include attention to oral language, phonological awareness, print concepts, phonics, and early writing development. In line with these concepts, students will learn related theories, assessment, and instructional practices

### **ELEM 404 - Literacy Planning, Instruction, and Assessment Part B**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

This course addresses the continued development of reading and writing, with a specific focus on instruction and assessment for students at the transitional, intermediate and advanced stages of reading. The course will include attention to fluency, comprehension, vocabulary, and genre-based writing. In line with these concepts, students will learn related theories, assessment, and instructional practices.

### **ELEM 405 - Social Studies Planning, Instruction, and Assessment**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

An exploration of elementary social studies including constructivism, critical thinking, problem finding/solving, and inquiry. Students will acquire skills including using and identifying high quality, age-appropriate content, instructional planning methods, teaching strategies, and assessments to develop an authentic social studies unit that reflects national and local standards and activities with interdisciplinary connections.

### **ELEM 406 - Science Planning, Instruction, and Assessment**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

A course designed to build fundamental knowledge of elementary science teaching and learning including standards-based curriculum design, nature of science principles, and research-based teaching strategies. The course focuses upon developing inquiry-based experiences for a diverse population while establishing an equitable classroom environment.

### **ELEM 407 - Math Planning, Instruction, and Assessment**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

This course explores learning and teaching mathematics with understanding. It focuses on children's mathematical thinking and how to use this to design and adapt instructional tasks. This course also discusses fostering an equitable classroom environment that includes cultural, racial, social, and linguistic backgrounds in rich discussions of mathematics.

### **ELEM 410 - Classroom Organization, Management, and Discipline**

*Credits: (3)*

*Prerequisite(s):* Admission to the elementary education program.

This course is designed to help prospective elementary school teachers promote positive student behavior. Emphasis is placed on the selection of strategies and procedures to enhance classroom organization and management and reduce and/or prevent misbehavior and strategies for effective collaboration with stakeholders, including parents and families.

### **ELEM 411 - Student Teaching Seminar**

*Credits: (1)*

*Prerequisite(s):* Admission to the elementary education program.

The student teaching seminar is designed to provide students with an opportunity to reflectively refine their knowledge, decision-making and skills in coordinating instruction, classroom organization, management and discipline.

*Graded:* Pass/Fail

### **ELEM 420 - Supervised Teaching in Elementary Education**

*Credits: (8)*

*Prerequisite(s):* Admission to the elementary education program.

*College Curriculum:* COLL 400

A 15-week field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

*Graded:* Pass/Fail

### **ELEM 441 - Teachers, Schools, and Community**

*Credits: (3)*

This survey course focuses on key issues affecting teachers and schools and the communities they serve. For the teacher, students will be introduced to legal, professional, and ethical standards of practice. They will also examine national, state, and local policies impacting teachers, schools, and student learning. In particular, students will examine issues related to school culture and its relationship to providing educational opportunities for all students. Students will explore best practices for collaborating and developing effective relationships with families and other community resources.

## **English Language and Literature**

### **The Program in English**

The Department of English Language and Literature provides distinctive opportunities for the development of writing skills, increased sensitivity to language, awareness of the aesthetic and intellectual enjoyments of literature, and an understanding of the cultural values reflected in literature.

In its major and minor programs, the department serves students who are seeking to teach; students who are preparing for graduate study in English; students who desire a rich intellectual and aesthetic experience in advance of professional study in fields such as law, medicine and business; and students who choose English simply because they enjoy the disciplined study of literature and language. In order to satisfy these needs, the department has devised a comprehensive major that also affords the student unusual freedom in choice of courses. During the senior year a student who qualifies may pursue Honors in Literature or Creative Writing. English majors pursuing a teaching certification should see the School of Education catalog section.

The faculty of English Language and Literature also offers an array of courses contributing to interdisciplinary majors and minors including Africana Studies; American Studies; Asian & Pacific Islander American Studies; Creative Writing; Film and Media Studies; Gender, Sexuality, & Women's Studies; Linguistics; and Medieval & Renaissance Studies.

## **Programs and Course Descriptions**

For Creative Writing courses, please see: [Creative Writing](#)

### **Programs**

- [English Language and Literature \(BA in English\)](#)
- [English, Minor](#)

## **English Language and Literature (BA in English)**

### **Required Credit Hours: 36**

(at least 24 of which must be in courses numbered 300 and above)

#### **Declaring the Major:**

Major courses are chosen in consultation with a departmental advisor on the basis of the student's preparation, background, career expectations, and educational interests. The department encourages students to design a program of study that exposes them to a range of historical periods and critical approaches to literature. See the "undergraduate program" section of the department's website for more information and guidance.

#### **Major Computing Requirement:**

- ENGL 475 - Research Seminar in English Credits: (4)

#### **Major Writing Requirement:**

The great majority of courses offered in English are writing-intensive. Students officially satisfy the Major Writing Requirement by successfully completing ENGL 475, Research Seminar in English.

#### **Methods:**

- ENGL 250 - Interpreting Literature Credits: (3)

#### **Research Seminar:**

As a capstone experience, ENGL 475 also satisfies COLL 400 in the College Curriculum. When appropriate, ENGL 475 may also satisfy one of the other distribution requirements listed below.

- ENGL 475 - Research Seminar in English Credits: (4)

## **Distribution:**

At least four courses numbered 300 or above that, in combination, satisfy the following requirements. A single course can be used to satisfy no more than two requirements at once.

### **British Literature before 1700:**

One course (3 credits) selected from the following, or from courses with the 'BLB' attribute:

- ENGL 311 - Epic and Romance Credits: (3)
- ENGL 314 - Old English Credits: (3)
- ENGL 315 - Beowulf Credits: (3)
- ENGL 317 - Topics in Old English Literature Credits: (3)
- ENGL 322 - Medieval Literature Credits: (3)
- ENGL 323 - Early Modern British Literature Credits: (3)
- ENGL 324 - Renaissance and Restoration Credits: (3)
- ENGL 325 - English Renaissance Drama Credits: (3)
- ENGL 381 - Topics in British Literature Before 1700 Credits: (3)
- ENGL 420 - Studies in Chaucer Credits: (3)
- ENGL 421 - Studies in Shakespeare Credits: (3)
- ENGL 426 - Studies in Milton Credits: (3)

The following are also options when the topic covers British Literature before 1700.

- ENGL 412 - Topics in Literature and Other Arts Credits: (3)
- ENGL 414 - Topics in Women Writers Credits: (3)
- ENGL 416 - Topics in Gender and Sexuality Credits: (3)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3)
- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
- ENGL 465 - Topics in English Credits: (1-3)

### **British Literature between 1700 and 1900:**

One course (3 credits) selected from the following, or from courses with the 'BLT' attribute:

- ENGL 332 - Enlightenment and Sensibility Credits: (3)
- ENGL 333 - The Rise of the Novel Credits: (3)
- ENGL 341 - Romanticism and Revolution Credits: (3)
- ENGL 343 - English Novel, 1832-1900 Credits: (3)
- ENGL 382 - Topics in British Literature Between 1700 and 1900 Credits: (3)
- ENGL 419A - Jane Austen Credits: (3)

The following are also options when the topic covers British Literature between 1700 and 1900.

- ENGL 412 - Topics in Literature and Other Arts Credits: (3)
- ENGL 414 - Topics in Women Writers Credits: (3)
- ENGL 416 - Topics in Gender and Sexuality Credits: (3)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3)
- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
- ENGL 465 - Topics in English Credits: (1-3)

### **American Literature before 1920:**

One course (3 credits) selected from the following, or from courses with the 'ALB' attribute:

- ENGL 361 - Early American Literatures Credits: (3)
- ENGL 362 - Literatures of American Nationalism and the Crisis of Slavery Credits: (3)
- ENGL 363 - Literatures of Emancipation, Reconstruction, and Incorporation Credits: (3)

- ENGL 365 - Early Black American Literature Credits: (3)
- ENGL 383 - Topics in American Literature Before 1920 Credits: (3)  
The following are also options when the topic covers American Literature before 1920.
- ENGL 371 - Topics in American Literature Credits: (3)
- ENGL 412 - Topics in Literature and Other Arts Credits: (3)
- ENGL 414 - Topics in Women Writers Credits: (3)
- ENGL 416 - Topics in Gender and Sexuality Credits: (3)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3)
- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
- ENGL 465 - Topics in English Credits: (1-3)

### **Literature since 1900:**

One course (3 credits) in literature since 1900 selected from the following, or from courses with the 'LS' attribute. Courses that address American literature, literature of the British Isles and Commonwealth, world literature, or critical theory in the 20th or 21st centuries can be counted toward this requirement.

- ENGL 352 - Modern British and Irish Literature Credits: (3)
- ENGL 353 - International Modernism Credits: (3)
- ENGL 355 - Modern Fiction Credits: (3)
- ENGL 356 - Modern Poetry to 1930 Credits: (3)
- ENGL 357A - Modern Poetry, 1930-1960 Credits: (3)
- ENGL 357B - Modern Poetry after 1960 Credits: (3)
- ENGL 358 - Modern Drama Credits: (3)
- ENGL 364 - American Modernism to the 1960s Credits: (3)
- ENGL 366 - Modern African-American Literature Credits: (3)
- ENGL 370 - Global Postmodernism Credits: (3)
- ENGL 372 - Studies in Contemporary Literature Credits: (3)
- ENGL 384 - Topics in Literature Since 1900 Credits: (3)
- ENGL 417A - Literature of the Americas Credits: (3)
- ENGL 417B - The Harlem Renaissance Credits: (3)
- ENGL 419B - Hemingway: The Man and the Myth Credits: (3)
- ENGL 419C - Edith Wharton and Her Milieu Credits: (3)  
The following are also options when the topic covers Literature since 1900.
- ENGL 411 - Topics in Literary Theory Credits: (3)
- ENGL 412 - Topics in Literature and Other Arts Credits: (3)
- ENGL 414 - Topics in Women Writers Credits: (3)
- ENGL 416 - Topics in Gender and Sexuality Credits: (3)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3)
- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
- ENGL 465 - Topics in English Credits: (1-3)

### **Single Author or Film Auteur:**

One course (3 credits) studying the work of a single author or film auteur selected from the following, or from courses with the 'SA' attribute.

- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
- ENGL 419A - Jane Austen Credits: (3)
- ENGL 419B - Hemingway: The Man and the Myth Credits: (3)
- ENGL 419C - Edith Wharton and Her Milieu Credits: (3)

- ENGL 420 - Studies in Chaucer Credits: (3)
- ENGL 421 - Studies in Shakespeare Credits: (3)
- ENGL 426 - Studies in Milton Credits: (3)

### **Constructions of Race:**

One course (3 credits) focusing on constructions of race selected from the following, or from courses with the 'CR' attribute. Courses in literature and expressive culture by people of color and those that take race as a central conceptual category for critical examination can be counted toward this requirement. Courses in English-language linguistics that address language variation associated with race can also be counted toward this requirement.

- ENGL 365 - Early Black American Literature Credits: (3)
- ENGL 366 - Modern African-American Literature Credits: (3)
- ENGL 371A - Transnational Asian American Literature Credits: (3)
- ENGL 414A - African American Women Writers Credits: (3)
- ENGL 417B - The Harlem Renaissance Credits: (3)
- ENGL 423 - Topics in Post-Coloniality Credits: (3)  
The following are also options when topic covers Constructions of Race.
- ENGL 371 - Topics in American Literature Credits: (3)
- ENGL 412 - Topics in Literature and Other Arts Credits: (3)
- ENGL 414 - Topics in Women Writers Credits: (3)
- ENGL 416 - Topics in Gender and Sexuality Credits: (3)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3)
- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
- ENGL 465 - Topics in English Credits: (1-3)

### **Additional Information**

English majors can count a maximum of nine credit hours in creative writing, expository writing, and English-language linguistics toward the major. The English-language linguistics courses that can be counted are the following: ENGL 230; LING 250; ENGL/LING 303; LING 308; LING 360; and ENGL/LING 400.

Students may count one approved literature course taken in any of the Modern Languages or Classical Studies, either in another language or in translation, as an elective toward the major. Approved courses are listed on the English Department's website. Students may seek approval for courses not on this list by petitioning the English Department Chair.

## **English, Minor**

### **Required Credit Hours: 21**

#### **Methods (3 credits)**

- ENGL 250 - Interpreting Literature Credits: (3)

#### **Distribution (6 - 9 credits)**

##### **Literature before 1900 (3 credits)**

- ENGL 311 - Epic and Romance Credits: (3)

- ENGL 314 - Old English Credits: (3)
- ENGL 315 - Beowulf Credits: (3)
- ENGL 316 - Arthurian Literature Credits: (3)
- ENGL 317 - Topics in Old English Literature Credits: (3)
- ENGL 322 - Medieval Literature Credits: (3)
- ENGL 323 - Early Modern British Literature Credits: (3)
- ENGL 324 - Renaissance and Restoration Credits: (3)
- ENGL 325 - English Renaissance Drama Credits: (3)
- ENGL 332 - Enlightenment and Sensibility Credits: (3)
- ENGL 333 - The Rise of the Novel Credits: (3)
- ENGL 341 - Romanticism and Revolution Credits: (3)
- ENGL 343 - English Novel, 1832-1900 Credits: (3)
- ENGL 361 - Early American Literatures Credits: (3)
- ENGL 362 - Literatures of American Nationalism and the Crisis of Slavery Credits: (3)
- ENGL 363 - Literatures of Emancipation, Reconstruction, and Incorporation Credits: (3)
- ENGL 365 - Early Black American Literature Credits: (3)
- ENGL 381 - Topics in British Literature Before 1700 Credits: (3)
- ENGL 382 - Topics in British Literature Between 1700 and 1900 Credits: (3)
- ENGL 420 - Studies in Chaucer Credits: (3)
- ENGL 421 - Studies in Shakespeare Credits: (3)
- ENGL 426 - Studies in Milton Credits: (3)
- Relevant author courses and topics courses offered as ENGL 371, 412, 414, 416, 417, 419, 465

### **Literature since 1900 (3 credits)**

- ENGL 352 - Modern British and Irish Literature Credits: (3)
- ENGL 353 - International Modernism Credits: (3)
- ENGL 355 - Modern Fiction Credits: (3)
- ENGL 356 - Modern Poetry to 1930 Credits: (3)
- ENGL 357A - Modern Poetry, 1930-1960 Credits: (3)
- ENGL 357B - Modern Poetry after 1960 Credits: (3)
- ENGL 358 - Modern Drama Credits: (3)
- ENGL 364 - American Modernism to the 1960s Credits: (3)
- ENGL 366 - Modern African-American Literature Credits: (3)
- ENGL 370 - Global Postmodernism Credits: (3)
- ENGL 372 - Studies in Contemporary Literature Credits: (3)
- ENGL 384 - Topics in Literature Since 1900 Credits: (3)
- ENGL 416A - Literature and the Formation of Homosexuality Credits: (3)
- ENGL 417A - Literature of the Americas Credits: (3)
- ENGL 417B - The Harlem Renaissance Credits: (3)
- ENGL 419B - Hemingway: The Man and the Myth Credits: (3)
- ENGL 419C - Edith Wharton and Her Milieu Credits: (3)
- Relevant author courses and topics courses offered as ENGL 371, 380, 412, 414, 416, 417, 419, 465

### **Constructions of Race (3 credits)**

May be satisfied in conjunction with the Literature before 1900 or Literature since 1900 requirements.

- ENGL 365 - Early Black American Literature Credits: (3)
- ENGL 366 - Modern African-American Literature Credits: (3)
- ENGL 371A - Transnational Asian American Literature Credits: (3)
- ENGL 414A - African American Women Writers Credits: (3)
- ENGL 417B - The Harlem Renaissance Credits: (3)
- ENGL 423 - Topics in Post-Coloniality Credits: (3)
- Relevant author courses and topics courses offered as ENGL 371, 412, 414, 416, 417, 419, 465

### **Electives (9 - 12 credits)**

- Students may count 3 credits in creative or expository writing at the 300 or 400 level towards the minor.
- Students may count 3 elective credits at the 100 or 200 level in English.
- Students may count 3 credits in English-language linguistics. The English-language linguistics that can be counted are the following:
  - ENGL 230 - Topics in Modern English
  - LING 250 - African-American English
  - ENGL/LING 303 - History of English Language OR
  - LING 308 - Language and Culture OR
  - LING 360 - Language Attitudes
  - ENGL/LING 400 - Meaning & Understanding

### **Additional Information:**

Students may count one approved literature course taken in any of the Modern Languages or Classical Studies, either in another language or in translation, as an elective toward the minor. Approved courses are listed on the English Department's website. Students may seek approval for courses not on this list by petitioning the English Department Chair.

## **Course Descriptions**

### **Expository Writing**

#### **WRIT 101 - Writing.**

*Credits: (3)*

Practice in writing under supervision, with frequent conferences. This course may be used to satisfy the lower-division writing requirement by students who are not exempted. Each section is limited to 16 students.

#### **WRIT 101A - Writing for Non-Native Speakers**

*Credits: (3)*

For non-native speakers of English. Practice in writing under supervision, with frequent conferences. This course may be used to satisfy the lower-division writing requirement. Instructor permission required.

#### **WRIT 301 - Crafting the Essay**

*Credits: (3)*

Practice in writing essays on various topics emphasizing effective approaches to argumentation. Sections limited to 15 students each.

#### **WRIT 399 - Contemporary Theory and College Writing**

*Credits: (2)*

This course is designed to train students who have applied to work in the Writing Resources Center by analyzing the writing and speaking processes and the dynamics of one-on-one peer consultations.

### **WRIT 401 - Topics in Writing Professionally**

*Credits: (1-3)*

Instruction in skills, practices, and styles for careers in writing. Topics may include editing and publishing, technical writing, business writing, and grant writing. If there is no duplication of topic, may be repeated for credit.

## **Linguistics**

### **ENGL 303 - History of English Language**

*Credits: (3)*

A study of the history of the English language from Old English to the present. Some attention is given to contemporary developments in "World English."

*Cross-listed with: LING 303*

### **ENGL 400 - Meaning & Understanding**

*Credits: (3)*

A critical approach to the history of Western thinking about meaning, understanding, language and mind: tracing the integration of these topics into Western cultural and intellectual traditions, from Classical Greece and Rome up to modern developments in 20th-century European and American thought.

*Cross-listed with: LING 400*

## **Literature**

### **ENGL 100 - Critical Questions in English**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in English for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **ENGL 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in English. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion. Sample topics might include the Roaring Twenties in Literature and Film; Tolkien and His Circle; Material Girls; Haunted Houses; Shakespeare and Jealousy.

### **ENGL 200 - Interdisciplinary Approaches to Literature and Culture**

*Credits: (3)*

An interdisciplinary course focused on the study of literature and other texts that also views these texts within their cultural or social worlds and/or relates them to the study of the natural world. Topics will vary and may include Utopia in America; Animal Dreams; Constructions of Crime. Whatever the topic, the course considers the relationship between English and the other disciplines of the liberal arts, as well as their practices and methodologies.

If there is no duplication of topic, may be repeated for credit.

### **ENGL 201 - Literature and the Bible**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI This course introduces students to the principal biblical narratives, their historical contexts, and the ways they have been interpreted by Western authors. Readings from the King James version of the Bible will include the major books of the Old and New Testaments. Lectures will examine the literary qualities of the biblical texts and the artistic traditions associated with them.

### **ENGL 203 - British Literature I**

*Credits: (3)*

*Domain (Anchored): ALV*

A survey of British literature of the Middle Ages and Renaissance. The course covers narrative, dramatic, and lyric poetry, including works by Chaucer, Spenser, Shakespeare, and Milton.

### **ENGL 204 - British Literature II**

*Credits: (3)*

*Domain (Anchored): ALV*

A survey of British literature from 1675-1900. The course includes Augustan satire, Romantic and Victorian poetry, and the Victorian novel.

### **ENGL 205 - An Introduction to Shakespeare**

*Credits: (3)*

*Domain (Anchored): ALV*

A general introduction to Shakespeare's major poetry and plays. Students will read eight to ten plays, chosen to reflect the major periods in Shakespeare's dramatic development, and some poetry, especially the sonnets. (It is suggested that students have previously taken English 203 or another 200-level course, or have AP credit for 210.)

### **ENGL 207 - American Literature: Themes and Issues**

*Credits: (3)*

*Domain (Anchored): ALV*

An introduction to American literature through an analysis of major continuing themes, such as the meaning of freedom; literature and the environment; urban-rural dichotomies.

### **ENGL 210 - Topics in Literature**

*Credits: (3-4)*

An introduction to a topic in literature, or in literature and another discipline, designed for non-majors. If there is no duplication of topic, may be repeated for credit.

### **ENGL 211 - Literature Transformed**

*Credits: (3)*

*Domain (Anchored): ALV*

An introduction to the study of relations between works of literature and other media. Topics may include adaptation and revision; books made into films and vice versa; literature and music or the visual arts; or storytelling in newer media including graphic novels, videogames, and electronic literature.

### **ENGL 213 - Iconic Authors**

*Credits: (3)*

*Domain (Anchored): ALV*

An introduction to the major works of one or more celebrated, influential writers. Subjects may include Jane Austen, Edgar Allan Poe, Charles Dickens, Mark Twain, Ernest Hemingway, or Toni Morrison. (Courses that satisfy the Single Author requirement for the English major appear at the 400 level.)

### **ENGL 214 - One Good Book**

*Credits: (3)*

*Domain (Anchored): ALV*

A study of a single major work whose depth and complexity reward a semester-long immersion. Subjects may include Melville's *Moby-Dick*, Dickens's *David Copperfield*, George Eliot's *Middlemarch*, Joyce's *Ulysses*, T.S. Eliot's *The Waste Land*, Ellison's *Invisible Man*, Pynchon's *Gravity's Rainbow*, or Wallace's *Infinite Jest*.

### **ENGL 215 - Popular Genres**

*Credits: (3)*

*Domain (Anchored): ALV*

An introduction to popular literature and "genre fiction." Topics may include detective stories, Arthurian romance, Gothic and supernatural fiction, children's fantasy literature, Westerns, science fiction/speculative fiction, or pulp fiction.

### **ENGL 230 - Topics in Modern English**

*Credits: (1-4)*

An exploration of aspects of the English language used currently. Topics may include African American English and linguistic discrimination; "standard" and "nonstandard" English(es) in American, British, and global, colonial, and imperial contexts, and their implications for culture, society, and policy; slang, jargon, new words, and new usages; obscenity and hate speech. Courses may include community-based research. Courses do not presume any previous coursework in linguistics.

### **ENGL 231 - Introduction to African Literature**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course is an introductory survey of literature from the continent of Africa. We will read selected texts (fiction, drama, and poetry) produced by African authors in the modern age, particularly from the 20th century till date. Texts to be studied are written in English or translated into English from other languages. The course will examine how the texts have attempted to capture a wide range of themes across the continent from pre-colonial era to the present. Of particular concern will be the attitude of the selected texts to various issues (colonialism, ethnicity, race, religion, culture conflict, politics, gender, class, modernity, and neo-colonialism etc.) and how the issues tend to overlap or differ at various historical moments in the texts under investigation. Theoretical and critical writings will be read alongside literary texts.

### **ENGL 250 - Interpreting Literature**

*Credits: (3)*

In this course students develop the skills necessary for college-level literary analysis. Students will practice close reading and critical writing informed by various interpretive models. Course readings will include four to six primary literary texts selected from different historical periods, genres, traditions, and perspectives.

### **ENGL 311 - Epic and Romance**

*Credits: (3)*

This course surveys epics and romances from Ancient Greece, Classical Rome, and Medieval France, Germany, and Italy. Readings (in translation) may include Homer's Iliad and Odyssey; Virgil's Aeneid; selected Arthurian romances by Chrétien de Troyes; Wolfram von Eschenbach's Parzival; and Dante's Inferno. Readings may also include English works in the epic and romance traditions.

### **ENGL 314 - Old English**

*Credits: (3)*

An introductory study of the Old English language, including grammar, phonology, and vocabulary, through the translation and analysis of prose and poetry; collateral readings in early medieval English history and culture.

### **ENGL 315 - Beowulf**

*Credits: (3)*

*Prerequisite(s):* ENGL 314

*College Curriculum:* ALV

An intensive study of the text in Old English; reading of the poem's classical, Christian, and Norse analogues, and of selected literary criticism across the history of the poem's study.

### **ENGL 316 - Arthurian Literature**

*Credits: (3)*

*College Curriculum:* ALV

A study of selected works from the Arthurian literary tradition. Major emphasis is upon authors from the medieval period (e.g., Geoffrey of Monmouth, Chrétien de Troyes and Malory), but some attention is also given to Arthurian literature in the 19th and 20th centuries.

### **ENGL 317 - Topics in Old English Literature**

*Credits: (3)*

*Prerequisite(s):* ENGL 314

In-depth study of a topic in Old English literature in the original language; supplementary readings in historical and cultural contexts and literary intertexts as well as literary criticism. Prerequisite: completion of ENGL-314 or instructor approval.

If there is no duplication of topic, may be repeated for credit.

### **ENGL 322 - Medieval Literature**

*Credits: (3)*

A survey of selected major works and other representative examples of Old and Middle English literature, exclusive of Chaucer. The course explores the development of typical medieval attitudes and themes in a variety of literary forms and genres.

### **ENGL 322A - Middle English Practicum**

*Credits: (1)*

*Corequisite(s):* ENGL 322.

Study of selections from Middle English texts in the original language, surveying major works drawn from the chief dialects. Emphasis on phonology, grammar, and vocabulary.

### **ENGL 323 - Early Modern British Literature**

*Credits: (3)*

A survey of British literature between 1509, the accession of King Henry VIII, and 1625, the death of King James I. Includes poetry, drama, and prose. Major figures studied may include Thomas More,

Queen Elizabeth I, Walter Raleigh, Philip Sidney, Mary Sidney, Edmund Spenser, Christopher Marlowe, Francis Bacon, and William Shakespeare (especially his poetry).

### **ENGL 324 - Renaissance and Restoration**

*Credits: (3)*

A survey of British literature between 1603, the death of Queen Elizabeth I, and 1713, the end of the War of the Spanish Succession that marked Great Britain's emergence as a world power. Includes poetry, drama, satire, and philosophical writing. Major figures studied may include John Donne, Ben Jonson, Thomas Hobbes, Margaret Cavendish, John Milton, Andrew Marvell, the Earl of Rochester, Aphra Behn, John Locke, and John Dryden.

### **ENGL 325 - English Renaissance Drama**

*Credits: (3)*

This course studies the remarkable flourishing of drama in Elizabethan and Jacobean England, periods characterized by their dramatic inventiveness and innovation. We will study early modern interventions into the development of the Classical genres of tragedy and comedy as well as the development of new dramatic genres, including the history play, the revenge tragedy, the dramatic epic, the masque, and the comedy of humors. Works studied may include plays by Dekker, Kyd, Marlowe, Marston, Cary, Shakespeare, Jonson, Middleton, Webster, and Ford.

### **ENGL 332 - Enlightenment and Sensibility**

*Credits: (3)*

A survey of British literature between 1688, the Glorious Revolution, and 1789, the outbreak of the French Revolution. Includes satire, poetry, drama, narrative fiction, essays, and philosophical writing. Major figures studied may include Daniel Defoe, Jonathan Swift, Alexander Pope, Samuel Richardson, Henry Fielding, Samuel Johnson, Thomas Gray, David Hume, Adam Smith, Frances Burney, and Olaudah Equiano.

### **ENGL 333 - The Rise of the Novel**

*Credits: (3)*

This course studies the emergence of the novel as a literary form and a cultural force in the early modern, Enlightenment, and Romantic periods. The course draws upon authors from the British Isles, the Americas, and the European continent, and considers modes of prose fiction ranging from amatory to picaresque and sentimental to satirical. Major figures studied may include Miguel de Cervantes, Daniel Defoe, Henry Fielding, Laurence Sterne, Jean-Jacques Rousseau, Johann Wolfgang von Goethe, Frances Burney, Jane Austen, Walter Scott, and James Fenimore Cooper.

### **ENGL 341 - Romanticism and Revolution**

*Credits: (3)*

*Domain (Anchored): ALV*

A survey of British literature between 1776, the outbreak of the American Revolution, and 1832, the year of the first British Reform Bill. Includes poetry, narrative fiction, and nonfiction prose. Major figures studied may include William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, Mary Shelley, Lord Byron, Robert Burns, Jane Austen, and Felicia Hemans.

### **ENGL 343 - English Novel, 1832-1900**

*Credits: (3)*

Novels by Charlotte and Emily Bronte, Dickens, Trollope, Gaskell, Eliot and Hardy are studied as primary examples of the nature and development of the English novel during the Victorian period.

### **ENGL 344 - The World Novel After 1832**

*Credits: (3)*

A study of selected novels written mostly by authors who are not Anglo-American. Focus of readings will vary from year to year (e.g., history of the genre; 19th-century Europe; postcolonialism).

### **ENGL 352 - Modern British and Irish Literature**

*Credits: (3)*

This course considers how the literature of the British Isles reacted to the dramatic events of the first half of the twentieth century, including two world wars, the loss of empire (and partial independence for Ireland), struggles over extending the franchise (especially for women), the rise of mass communications. We will consider how a consciously new modernist literature responded to these developments and how older literary forms were modified for a changing world.

### **ENGL 353 - International Modernism**

*Credits: (3)*

Comparative study of modernism as a set of cosmopolitan ideas and practices across transforming cities, nations, and social formations, infused by the internationalism of momentous events such as the Russian Revolution and the two world wars. Attention to modernism's complex relations with emerging forms of popular and mass culture, and its dispersal across a variety of discourses and aesthetic media. Emphasis on the making of inventive historical connections in a still-contested field.

### **ENGL 355 - Modern Fiction**

*Credits: (3)*

Reading, analysis, and discussion of British, Irish, and American fiction writers from the end of the Victorian era through the 1950s. The class will explore the development of modernist fiction writing in the first half of the twentieth century as well as the ways that modernist form and thematic preoccupations affected other styles of writing in the twentieth century.

### **ENGL 356 - Modern Poetry to 1930**

*Credits: (3)*

Development of modern British, Irish, and American poetry from transitional poets Hopkins and Hardy through the first generation modernist poets and the Harlem Renaissance.

### **ENGL 357A - Modern Poetry, 1930-1960**

*Credits: (3)*

Development of British, Irish, and American poetry published before and after World War II. Special focus on the way aesthetic and ideological movements at the beginning of the 20th century influenced such poets as W.H. Auden, Theodore Roethke, Dylan Thomas, Elizabeth Bishop, Robert Lowell, Gwendolyn Brooks, Philip Larkin, and Allen Ginsberg.

### **ENGL 357B - Modern Poetry after 1960**

*Credits: (3)*

Development of British, Irish, and American poetry published during and after the 1960s. Special focus on the way socio-political events during the 1960s influenced the work of such poets as Sylvia Plath, James Wright, Seamus Heaney, Mary Oliver, Sharon Olds, Louise Glück, Lucille Clifton, Yusef Komunyakaa, Rita Dove, Cathy Song, and Sherman Alexie.

### **ENGL 358 - Modern Drama**

*Credits: (3)*

International survey of European and American drama from Ibsen to Beckett, Baraka, and Pinter (among others), from the advent of theatrical naturalism in the 1870s to the post-WWII experiments classed under the Absurd and new forms of political drama in the 1960s.

### **ENGL 361 - Early American Literatures**

*Credits: (3)*

This course studies the cultural productions of settler, indigenous, and enslaved Americans in response to European contact and colonization, imperial expansion, and early national independence. The course considers historical accounts and reportage, philosophical and theological polemics, legends, essays, poetry, drama, and fiction. Major figures studied may include John Smith, Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Phillis Wheatley Peters, Washington Irving, and Black Hawk.

### **ENGL 362 - Literatures of American Nationalism and the Crisis of Slavery**

*Credits: (3)*

*College Curriculum: COLL 350*

Literatures of American Nationalism and the Crisis of Slavery examines the ways in which U.S. authors from different backgrounds, genders, ethnicities, and points of view created and debated an "American" identity in the decades leading up to the Civil War. We will be putting these authors in conversation with each other as they seek, in ways conventional and radical, to narratively construct a nation they could be proud to-or in some cases, allowed to-live in. This course satisfies the Constructions of Race requirement for the English major.

### **ENGL 363 - Literatures of Emancipation, Reconstruction, and Incorporation**

*Credits: (3)*

A survey of American literature from the end of the Civil War to the First World War, tracking the many transformations and debates in American literary culture. Writers may include Charles Chesnut, Theodore Dreiser, Pauline Hopkins, Henry James, Zitkala-Sa, Mark Twain, and Edith Wharton.

### **ENGL 364 - American Modernism to the 1960s**

*Credits: (3)*

A study of modern American writing from the early teens, through and beyond the two world wars. Literary and social movements covered may include Imagism, the "Lost Generation" writers, the Harlem Renaissance, 1930s Proletarian literature, and the counter-cultures of the 1950s and 60s.

### **ENGL 365 - Early Black American Literature**

*Credits: (3)*

Survey of Black American literature and thought from the colonial period through the era of Booker T. Washington, focusing on the ways in which developing African American literature met the challenges posed successively by slavery, abolition, and emancipation.

*Cross-listed with: AFST 365*

### **ENGL 366 - Modern African-American Literature**

*Credits: (3)*

Readings in African American literature from the 1940s to 2000. Issues addressed may include the Civil Rights Movement, black feminism, pan-Africanism, and postcolonialism. Writers may include Richard Wright, Ann Petry, James Baldwin, Amiri Baraka, Audre Lorde, and Toni Morrison.

*Cross-listed with: AFST 366*

### **ENGL 370 - Global Postmodernism**

*Credits: (3)*

This course will focus on literary experiments of the latter half of the twentieth century, particularly as they respond to the moral, cultural, and philosophical impasses of "late capitalism," the Cold War, the nuclear age, and identity politics. We will consider why writers may have turned to self-reflexive, hyper-ironic, and fragmented narrative modes in response to the so-called "end of history." Representative

authors might include William Burroughs, Thomas Pynchon, Kathy Acker, Ishmael Reed, Julio Cortázar, Italo Calvino, Angela Carter, Don DeLillo, and Haruki Murakami.

**ENGL 371 - Topics in American Literature**

*Credits: (3)*

Advanced study of a specific topic in American literature.

If there is no duplication of topic, may be repeated for credit.

**ENGL 371A - Transnational Asian American Literature**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Through the study of fiction and non-fiction texts, this course will examine how the Asian American is constructed transnationally. Varies the model minority, the perpetual foreigner, or the terrorist, how is the Asian American figured in different spatiotemporal contexts? While grappling with this question, the course will also analyze the intersectional constructs of race, gender, class, and sexuality in investigating how Asian Americanness is constituted within and against the concept of the nation.

*Cross-listed with: APIA 405*

**ENGL 372 - Studies in Contemporary Literature**

*Credits: (3)*

The main focus of this course is on living authors and current literary practices. Topics may include particular genres of writing (contemporary fiction, poetry, drama) or cut across genres to address particular thematic concerns (such as posthumanist literature, Afrofuturism, or writing addressing new modes of global interconnection).

If there is no duplication of topic, this course may be repeated once for credit.

**ENGL 381 - Topics in British Literature Before 1700**

*Credits: (3)*

In-depth study of a specific topic within or across the medieval, Renaissance, and early modern periods of English and world literature.

If there is no duplication of topic, may be repeated for credit.

**ENGL 382 - Topics in British Literature Between 1700 and 1900**

*Credits: (3)*

In-depth study of a specific topic within or across the 18th-century, Romantic, and Victorian periods of British and world literature.

If there is no duplication of topic, may be repeated for credit.

**ENGL 383 - Topics in American Literature Before 1920**

*Credits: (3)*

In-depth study of a specific topic within or across the early to 19th century periods of American and world literature.

If there is no duplication of topic, may be repeated for credit.

**ENGL 384 - Topics in Literature Since 1900**

*Credits: (3)*

In-depth study of a specific topic within or across the modern and contemporary periods of American, British and world literature.

If there is no duplication of topic, may be repeated for credit.

**ENGL 411 - Topics in Literary Theory**

*Credits: (3)*

Topics in theory, exploring questions of aesthetics, the history of the study of literature, literature's function as representation, its relationship to the world and to other disciplines. Topics vary but may include contemporary literary theory, psychoanalysis, and postmodernism.

If there is no duplication of topic, may be repeated for credit.

**ENGL 411A - Theory of Literature**

*Credits: (3)*

A study of the major attempts to identify and define the nature of literature, our responses to it and its relation to life and to the other arts. The emphasis is on modern and contemporary literary theory, but with some concern for the historical tradition.

**ENGL 412 - Topics in Literature and Other Arts**

*Credits: (3)*

Exploration of the intersections among written, visual, and/ or performing arts. Topics vary from semester to semester but may include Shakespeare and Film, art and literature of the Harlem Renaissance, and race, representation, and arts in the U.S. South.

If there is no duplication of topic, may be repeated for credit.

**ENGL 414 - Topics in Women Writers**

*Credits: (3)*

Study of fiction, non-fiction, and/or poetry by selected women writers. Topics vary from semester to semester but may include British women writers, medieval women writers, contemporary women writers.

If there is no duplication of topic, may be repeated for credit.

**ENGL 414A - African American Women Writers**

*Credits: (3)*

This course examines the fiction and non-fiction of writers such Gwendolyn Brooks, Toni Morrison, Adrienne Kennedy, Alice Walker, Lorraine Hansbury, June Jordan, Maya Angelou, and Octavia Butler. Attention to black feminist/womanist and vernacular theoretical issues through selected critical readings.

*Cross-listed with: AFST 414 and GSWS 414*

**ENGL 416 - Topics in Gender and Sexuality**

*Credits: (3)*

Courses that address literary and/or theoretical treatments of gender and sexuality. Topics vary from semester to semester and may include issues such as sexual identity, queer theory, feminist criticism, masculinity studies and literature and the formation of sexual identity.

If there is no duplication of topic, may be repeated for credit.

**ENGL 416A - Literature and the Formation of Homosexuality**

*Credits: (3)*

A study of the homosexual tradition and the formation of sexual identity in 19th-20th-century British and American literature. Authors read include Oscar Wilde, E. M. Forster, Willa Cather, Thomas Mann, Christopher Isherwood, Sigmund Freud and Michel Foucault.

**ENGL 416B - Lesbian Literatures**

*Credits: (3)*

*College Curriculum: COLL 200, COLL 350*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Women have had emotional, romantic, erotic, sexual feelings for other women for centuries - probably for millennia. This course will focus mostly on literary expressions and explorations of lesbian feelings, habits, and lives; but we will also be reading some medical, legal and other kinds of cultural texts. Throughout this course, our assumption will be that sexual identities cannot be understood separately from racial and ethnic identities, and we will explore the ways in which sexuality and race intersect in literary constructions of lesbian experience.

### **ENGL 417 - Topics in Race, Ethnicity, and Nationality**

*Credits: (3)*

Study of literature focusing on changing cultural definitions of race, ethnic identity, and the shaping of (and rationale for) national literatures. Topics will vary but may include comparative and cross-cultural studies.

If there is no duplication of topic, may be repeated for credit.

### **ENGL 417A - Literature of the Americas**

*Credits: (3)*

A study of works that extend the definition of "American" literature beyond the national boundaries of the United States. Focus of readings will vary from year to year (e.g., Caribbean literature, U.S./Latin American literary relations, multiculturalism).

### **ENGL 417B - The Harlem Renaissance**

*Credits: (3)*

Exploration of the artistic movement known as the Harlem Renaissance with an emphasis on the ways race, gender/sexuality, and class informed and critiqued construction of identity. Writers include Langston Hughes, Zora Neale Hurston, Jean Toomer, and others. Some attention to visual art and music.

*Cross-listed with: AFST 417*

### **ENGL 419 - Study of a Single Author or Auteur**

*Credits: (3)*

In-depth study of a single author or auteur. Topics vary from semester to semester but may include Jane Austen, Charles Dickens, William Faulkner, Oscar Wilde, Orson Welles.

If there is no duplication of topic, may be repeated for credit.

### **ENGL 419A - Jane Austen**

*Credits: (3)*

In this course we will study the career of Jane Austen (1775-1817), one of the world's greatest novelists. Proceeding chronologically, we'll concentrate on Austen's six major novels, but we'll also read some of her letters, juvenilia and unfinished pieces of fiction. The main goal of the course is to enhance students' appreciation and understanding of Austen's development through close reading of her works. In class discussions and in both formal and informal writing assignments, students will analyze the relationships between on the one hand, the language, structure and form of the novels and on the other hand, themes such as family dynamics, courtship, education, politeness, and psychological growth. We'll also pay attention to various contexts that illuminate Austen's stylistic and thematic choices and strategies, approaching Austen's works in terms of biography, British history, and the development of the genre of the novel, as well as recent scholarly criticism. In addition, we'll extend the pleasures and intellectual rewards of studying Austen by discussing various screen adaptations of her novels.

### **ENGL 419B - Hemingway: The Man and the Myth**

*Credits: (3)*

Ernest Hemingway has come to embody a dizzying array of (contradictory) meanings for America: the "man's man," the tortured genius, the misogynist, the articulate representative of a "lost generation." In

this course we'll be exploring the myths, the man, and his writing through historical, biographical, and literary criticism. In what ways does Hemingway--his life and his art--represent the shift from Victorian to modern world views? How does his innovative and influential writing style both reflect and shape that newly emerging modern consciousness? Despite his personal flaws, Hemingway believed that, as Miranda Mellis puts it, writers write "not, finally, to reduce experience to a formula, but rather to convert confusion into curiosity, to face questions that don't have easy answers, and to create spaces in which others, be they students or readers, might do the same."

### **ENGL 419C - Edith Wharton and Her Milieu**

*Credits: (3)*

Drawing from Wharton's long career, which depicted mid-nineteenth century social life through the flapper era, this course reads Wharton's work in relation to changing cultural contexts, including: transatlanticism, cultures of consumption, models of marriage, divorce, women's rights, servant life, materialisms, the gothic, cultural memory, old age, passionate manhood, cross-generational relations, and aesthetic representations. Readings include gothic tales, well-known novels such as *The House of Mirth* and *The Age of Innocence*, novellas, literary and cultural criticism.

### **ENGL 420 - Studies in Chaucer**

*Credits: (3)*

In this course, students study selections from Geoffrey Chaucer's works (among them *The Canterbury Tales*, *Troilus and Criseyde*, *The Book of the Duchess*, and shorter lyrics) in order to appreciate his literary artistry and gain a better understanding of the Middle Ages.

### **ENGL 421 - Studies in Shakespeare**

*Credits: (3)*

An in-depth study of Shakespeare's plays, with individual topic to be set by the instructor. Topics may be organized around genre (e.g. Shakespeare's Tragedies, Comedies, Histories or Problem Plays) or theme (e.g. Shakespeare and Race, Shakespeare's Women, Shakespeare's Rome, Shakespeare's Language). If there is no duplication of topic, course may be repeated once for credit.

### **ENGL 423 - Topics in Post-Coloniality**

*Credits: (3)*

Study of colonialism and post-colonialism in literature and cultural contexts ranging from the early modern period to the contemporary moment. Topics vary but may include literary representations of nationalism, transnationalism, diaspora, displacement, identity politics, and political activism in metropole and colony.

If there is no duplication of topic, may be repeated for credit. *Cross-listed with: APIA 423*

### **ENGL 426 - Studies in Milton**

*Credits: (3)*

*Domain (Anchored): ALV*

John Milton's career spanned a highly tumultuous period of English history that includes the Civil Wars, the period of the Commonwealth, and the Restoration of the monarchy in 1660. A poet and a polemicist, Milton was actively engaged in the many social, political and theological debates that shaped this period of English history. In this course we will study Milton's major poetic and prose works, with emphasis given to the epic *Paradise Lost* and its various political, theological and literary contexts.

### **ENGL 465 - Topics in English**

*Credits: (1-3)*

Exploration of a topic in literature, language, or in the relations between English and other disciplines. If there is no duplication of topic, may be repeated for credit.

**ENGL 475 - Research Seminar in English**

*Credits: (4)*

*Prerequisite(s):* ENGL 250 or instructor permission.

*College Curriculum:* COLL 400

Study in depth of a specialized literary topic. Students write and present research papers for critical discussion.

If there is no duplication of topic, may be repeated for credit.

**ENGL 480 - Independent Study in English**

*Credits: (1-3)*

*Prerequisite(s):* Student must have at least a 3.0 in English.

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee. Normally open only to majors who have completed at least 18 credits towards the major.

Normally may be taken only once.

**ENGL 494 - Honors Proposal Writing Workshop**

*Credits: (1)*

A one-credit course that involves individuated work with the director of English Honors and that includes weekly assignments oriented to the generation of a workable thesis topic under the direction of a thesis advisor; the refining the project's parameters; familiarity with existing research on topics relating to the thesis; identification of appropriate methodologies and/or theories relevant to the project; and the creation of a project bibliography, all culminating in a thesis proposal to be reviewed by the English Honors committee. *Restricted to juniors admitted by the departmental Honors Committee.*

**ENGL 495 - Honors**

*Credits: (3)*

Honors study in English comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay or a creative writing project upon a topic approved by the departmental Honors Committee; and (c) oral examination in the field of the students major interest. Students who have not completed ENGL 494 may be admitted only under exceptional circumstances. Creative Writing Honors students may substitute for ENGL 494 either three 300- and/or 400-level Creative Writing courses, or two 300- and/or 400-level Creative Writing courses and a Creative Writing Independent Study (the project of the Independent Study must be different from the proposed Honors project). These three courses must be completed by the end of the junior year. Students not taking ENGL 494 need to take ENGL 475 by the end of the senior year. Creative Writing Honors involves the completion of a sustained project in creative writing.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

**ENGL 496 - Honors.**

*Credits: (3)*

Honors study in English comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay or a creative writing project upon a topic approved by the departmental Honors Committee; and (c) oral examination in the field of the students major interest. Students who have not completed ENGL 494 may be admitted only under exceptional circumstances. Creative Writing Honors students may substitute for ENGL 494 either three 300- and/or 400-level Creative Writing courses, or two 300- and/or 400-level Creative Writing courses and a Creative Writing Independent Study (the project of the

Independent Study must be different from the proposed Honors project). These three courses must be completed by the end of the junior year. Students not taking ENGL 494 need to take ENGL 475 by the end of the senior year. Creative Writing Honors involves the completion of a sustained project in creative writing.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **ENGL 498 - Internship**

*Credits:* (1-3)

*Prerequisite(s):* Student must have at least a 3.0 in English.

Must be approved in advance on a case-by-case basis by the departmental Undergraduate Program Committee and the Office of the Dean of Undergraduate Studies. Normally open only to majors who have completed at least 18 credits towards the major.

Note: Normally may be taken only once. *Graded:* Graded pass/ fail.

## **Environment and Sustainability**

### **The Environment and Sustainability Program**

The environmental problems that threaten the planet on which our society depends are complex, requiring us to integrate insights across the disciplines. Because of the interdisciplinary nature of these problems, students pursuing careers in the environment require significant breadth of training in the natural and social sciences and the humanities. At the same time, students must have an area of expertise, and so should develop effective skills based on depth of training in a specific area. In light of the need for an appropriate balance between breadth and depth of training, the Environmental Science and Policy (ENSP) program has been designed as a secondary major and a minor, each to be pursued in conjunction with a primary major in a complementary subject field. Every ENSP major/minor must major in another discipline.

The Environmental Science and Policy major provides breadth in basic course work as well as familiarization with the specific scientific and social considerations related to a wide range of environmental issues. Participation in the program requires an initial consultation with the Director, and a formal declaration of major no later than the second semester of the junior year. Students pursuing a primary major in Biology, Chemistry, Geology, Physics, or other natural science field will normally have their secondary major designated as Environmental Science and they will receive the Bachelor of Science (B.S.) degree. Others—often students pursuing a primary major in Economics, Global Studies, Government, International Relations, Public Policy, or Sociology—will receive a Bachelor of Arts (B.A.) with an Environmental Policy designation. There are two slightly different programs for the B.A. and B.S. majors: the Science Track and the Policy Track.

There are no formal restrictions on the primary major pursued in conjunction with the Environmental Science and Policy major. However, the primary should both supplement and complement the student's environmental training, while providing the necessary additional depth. Therefore, students are expected to develop a program with an appropriate rationale based on interconnections among subjects as well as the student's long-term career interests. Two courses may be counted toward both majors; therefore, depending on the primary major, the number of additional courses required to complete the Environmental Science and Policy major may total less than 36 hours.

For both the B.A. and B.S., limited substitution of other courses for some of these requirements may be possible with the approval of the Director. In addition to the required work, various other courses as well

as non-classroom training (such as internships, research projects with faculty, participation in study abroad programs, or off-campus study and research, such as participation in an REU program) are strongly recommended.

For advice, further information, updates, and additional descriptive material, contact the Director (Prof. Andrew Fisher, History Dept., ahfis2@wm.edu) and visit [www.wm.edu/environment](http://www.wm.edu/environment).

## Programs and Course Descriptions

### Programs

- [Environment and Sustainability, Environmental Humanities Track, Interdisciplinary Studies](#)
- [Environment and Sustainability, Environmental Policy Track, Interdisciplinary Studies](#)
- [Environment and Sustainability, Environmental Science Track, Interdisciplinary Studies](#)
- [Environmental Science and Policy, Minor](#)

## Environment and Sustainability, Environmental Humanities Track, Interdisciplinary Studies

### Required Credit Hours: 36

#### Major Computing and Writing Requirement: 3 Credits

ENSP 440 or ENSP 490 or ENSP 496 or ENSP 498 - satisfies the Major Computing and Writing Proficiency Requirements by achieving a grade of at least C-.

#### Core Requirements:

##### Introduction Environment & Sustainability: 3 Credits

- ENSP 101 - Introduction to Environment and Sustainability Credits: (3)

##### Introduction to Environmental Policy: 3 Credits

- PUBP 201 - Introduction to Public Policy Credits: (3)

##### Integrative Environmental Course: 3 or 4 Credits

- BUAD 453 - Sustainability Inspired Innovation and Design Credits: (3)
- CONS 201 - Introduction to Integrative Conservation Credits: (3)
- CONS 210 - Introduction to Conservation GIS Credits: (3)
- ENSP 230 - Introduction to Marine Science Credits: (3)
- ENSP 241 - The Science & Experience of Ecotherapy Credits: (3)
- GEOL 212 - Global Climate Change Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)
- Other course listed ENSP 200-249

##### Speaker Series on Environment & Sustainability: 1 or 2 credits

- ENSP 250- Speaker Series on Environment & Sustainability Credits: (1)

**Ethics & Justice: 3 Credits**

- ANTH 314 - Conservation Ethics Credits: (3) or CONS 401
- CONS 440-Environmental Justice Credits: (3)
- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- PHIL 308 - Topics in Environmental Ethics Credits: (3)

**History: 3 Credits**

- ANTH 250 - Introduction to Native Studies Credits: (3)
- ANTH 350-Environmental Anthropology Credits: (3)
- ANTH 350-Indigenous Voices in Conservation Credits: (3)
- HISP 370 - Environmental Cultures Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)

**Environmental Art, Literature, & Film: 3 Credits**

- ARTH 282 - Art and Ecology Credits: (3)
- ARTH 430-Art & Environmental Justice Credits: (3)
- CRWR 368-Climate Fiction Credits: (3)
- ENGL 372-Literature of the Anthropocene Credits: (3)
- ENGL 475-English Rural Novel Credits: (3)
- ENSP 310 - Topics in Environmental Arts, Literature, & Film Credits: (3)
- FMST 401-Eco Cinema Credits: (3)

**Additional Humanities Course: 3 Credits**

Any additional course listed above under Environmental Ethics & Justice, Environmental History, or Environmental Art, Literature and Film.

**Foundation in Environmental Social Science: 3 Credits**

- ANTH 315 - Environmental Archaeology Credits: (3)
- ANTH 322 - Archaeology of North America Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 351 - People, Cultures, and the Environment of Polynesia Credits: (3)
- CONS 440-Political Ecology of Conservation Credits: (3)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)
- ENSP 320 - Topics in Environmental Social Sciences Credits: (3)
- GOVT 322 - Global Environmental Governance Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 410 - Food and Society Credits: (3)
- SOCL 420 - Political Ecology of Health & Disease Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)

**Foundation in Environmental Natural Science: 3 or 4 Credits**

- BIOL 204 - Introduction to Ecology, Evolution, Organisms Credits: (3)
- BIOL 204L - Introduction to Ecology, Evolution, Organisms Lab Credits: (1)
- GEOL 101 - The Dynamic Earth: Physical Geology Credits: (3)
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3)
- GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)
- GEOL 250 - Geologic Evolution of Virginia Credits: (4)

**Environmental Natural Science Course with Field Lab Component 3 or 4 Credits**

- BIOL 416 - Ornithology Credits: (4)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 426 - Aquatic Ecology Credits: (4)
- BIOL 427 - Wetland Ecosystems Credits: (4)
- ENSP 341 - Watershed Dynamics Credits: (4) or
- GEOL 314 - Watershed Dynamics Credits: (4)
- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 324 - Paleoclimatology & Paleoceanography Credits: (4)

**Environment & Sustainability Capstone Experience: 3 credits**

- ENSP 440 - Special Topics in Environmental Science and Policy. Credits: (1-4)
- ENSP 490 - Independent Research Credits: (1-3)
- ENSP 496 - Honors Credits: (3)
- ENSP 498 - Internship Credits: (1-3)

**Environmental and Sustainability, Environmental Policy Track,  
Interdisciplinary Studies**

**Required Credit Hours: 36**

**Major Computing and Writing Requirement: 3 Credits**

ENSP 440 or ENSP 490 or ENSP 495 or ENSP 498 satisfies the Major Computing and Writing Proficiency Requirements by achieving a grade of at least C-.

**Core Requirements**

**Introduction Environment & Sustainability: 3 Credits**

- ENSP 101 - Introduction to Environment and Sustainability Credits: (3)

**Introduction to Environmental Policy: 3 Credits**

- PUBP 201 - Introduction to Public Policy Credits: (3)

**Integrative Environmental Course: 3 or 4 Credits**

- BUAD 453 - Sustainability Inspired Innovation and Design Credits: (3)
- CONS 201 - Introduction to Integrative Conservation Credits: (3)
- CONS 210 - Introduction to Conservation GIS Credits: (3)
- ENSP 230 - Introduction to Marine Science Credits: (3)
- ENSP 241 - The Science & Experience of Ecotherapy Credits: (3)
- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)
- GEOL 212 - Global Climate Change Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)
- Other course listed ENSP 200-249

**Speaker Series on Environment & Sustainability: 1 or 2 Credits**

- ENSP 250- Speaker Series on Environment & Sustainability Credits: (1)

**Environmental Social Sciences: 9 Credits**

(Students are required to take three courses on human-society relations from three different disciplines.)

- ANTH 315 - Environmental Archaeology Credits: (3)
- ANTH 322 - Archaeology of North America Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 351 - People, Cultures, and the Environment of Polynesia Credits: (3)
- CONS 440 - Political Ecology of Conservation Credits: (3)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)
- ENSP 320 - Topics in Environmental Social Sciences Credits: (3)
- GOVT 322 - Global Environmental Governance Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 410 - Food and Society Credits: (3)
- SOCL 420 - Political Ecology of Health & Disease Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)

**Environmental Ethics & Justice: 3 Credits**

- ANTH 314 - Conservation Ethics Credits: (3) or CONS 401
- CONS 440 - Environmental Justice Credits: (3)
- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- PHIL 308 - Topics in Environmental Ethics Credits: (3)

**Foundation in Environmental Humanities & Arts: 3 credits**

- ARTH 282 - Art and Ecology Credits: (3)
- ARTH 430- Art & Environmental Justice Credits: (3)
- ANTH 250 - Introduction to Native Studies Credits: (3)
- ANTH 350 - Environmental Anthropology Credits: (3)
- ANTH 350 - Indigenous Voices in Conservation Credits: (3)
- CRWR 368 - Climate Fiction Credits: (3)
- ENGL 372 - Literature of the Anthropocene Credits: (3)
- ENGL 475 - English Rural Novel Credits: (3)
- ENSP 310 - Topics in Environmental Arts, Literature, & Film Credits: (3)
- FMST 401 - Eco Cinema Credits: (3)
- HISP 370 - Environmental Cultures Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)

**Foundation in Environmental Natural Science: 3 or 4 credits**

- BIOL 204 - Introduction to Ecology, Evolution, Organisms Credits: (3)
- BIOL 204L - Introduction to Ecology, Evolution, Organisms Lab Credits: (1)
- GEOL 101 - The Dynamic Earth: Physical Geology Credits: (3)
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3)
- GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)
- GEOL 250 - Geologic Evolution of Virginia Credits: (4)

**Environmental Natural Science Course with Field Lab Component: 3 or 4 Credits**

- BIOL 416 - Ornithology Credits: (4)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 426 - Aquatic Ecology Credits: (4)
- BIOL 427 - Wetland Ecosystems Credits: (4)
- ENSP 341 - Watershed Dynamics Credits: (4) or
- GEOL 314 - Watershed Dynamics Credits: (4)
- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 324 - Paleoclimatology & Paleooceanography Credits: (4)

**Environment & Sustainability Capstone Experience: 3 Credits**

- ENSP 440 - Special Topics in Environmental Science and Policy. Credits: (1-4)
- ENSP 490 - Independent Research Credits: (1-3)
- ENSP 496 - Honors Credits: (3)
- ENSP 498 - Internship Credits: (1-3)

**Environment and Sustainability, Environmental Science Track,  
Interdisciplinary Studies**

**Required Credit Hours: 36**

**Core Requirements:**

**Major Computing and Writing Requirement: 3 Credits**

ENSP 440 or ENSP 490 or ENSP 495 or ENSP 498 satisfies the Major Computing and Writing Proficiency Requirements by achieving a grade of at least C-.

**Introduction to Environment & Sustainability: 3 Credits**

- ENSP 101 - Introduction to Environment and Sustainability Credits: (3)

**Introduction to Environmental Policy: 3 Credits**

- PUBP 201 - Introduction to Public Policy Credits: (3)

**Integrative Environmental Course: 3 or 4 Credits**

- BUAD 453 - Sustainability Inspired Innovation and Design Credits: (3)
- CONS 201 - Introduction to Integrative Conservation Credits: (3)
- CONS 210 - Introduction to Conservation GIS Credits: (3)
- ENSP 230 - Introduction to Marine Science Credits: (3)
- ENSP 241 - The Science & Experience of Ecotherapy Credits: (3)
- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)
- GEOL 212 - Global Climate Change Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)
- Other course listed ENSP 200-249

**Speaker Series on Environment & Sustainability: 1 or 2 Credits**

- ENSP 250- Speaker Series on Environment & Sustainability Credits: (1)

**Foundation in Biology: 4 Credits**

- BIOL 204 - Introduction to Ecology, Evolution, Organisms Credit: (3)
- BIOL 204L - Introduction to Ecology, Evolution, Organisms Lab Credit: (1)

**Foundation in Geology: 3 or 4 Credits**

- GEOL 101 - The Dynamic Earth: Physical Geology Credits: (3)
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3)
- GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)
- GEOL 250 - Geologic Evolution of Virginia Credits: (4)

**Foundation in Chemistry: 3 Credits**

- CHEM 206 - Organic Chemistry I Credits: (3)

**Environmental Natural Science Course with Field Lab Component 3 or 4 Credits**

- BIOL 416 - Ornithology Credits: (4)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 426 - Aquatic Ecology Credits: (4)
- BIOL 427 - Wetland Ecosystems Credits: (4)
- ENSP 341 - Watershed Dynamics Credits: (4) or
- GEOL 314 - Watershed Dynamics Credits: (4)
- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)

**Environmental Ethics & Justice: 3 Credits**

- ANTH 314 - Conservation Ethics Credits: (3) or CONS 401
- CONS 440-Environmental Justice Credits: (3)
- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- PHIL 308 - Topics in Environmental Ethics Credits: (3)

**Foundation in Environmental Social Sciences: 3 Credits**

- ANTH 315 - Environmental Archaeology Credits: (3)
- ANTH 322 - Archaeology of North America Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 351 - People, Cultures, and the Environment of Polynesia Credits: (3)
- CONS 440-Political Ecology of Conservation Credits: (3)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)
- ENSP 320 - Topics in Environmental Social Sciences Credits: (3)
- GOVT 322 - Global Environmental Governance Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 410 - Food and Society Credits: (3)
- SOCL 420 - Political Ecology of Health & Disease Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)

**Foundation in Environmental Humanities & Arts: 3 Credits**

- ARTH 282 - Art and Ecology Credits: (3)

- ARTH 430-Art & Environmental Justice Credits: (3)
- ANTH 250 - Introduction to Native Studies Credits: (3)
- ANTH 350 - Environmental Anthropology Credits: (3)
- ANTH 350 - Indigenous Voices in Conservation Credits: (3)
- CRWR 368 - Climate Fiction Credits: (3)
- ENGL 372 - Literature of the Anthropocene Credits: (3)
- ENGL 475 - English Rural Novel Credits: (3)
- ENSP 310 - Topics in Environmental Arts, Literature, & Film Credits: (3)
- FMST 401 - Eco Cinema Credits: (3)
- HISP 370 - Environmental Cultures Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)

**Environment & Sustainability Capstone Experience: 3 Credits**

- ENSP 440 - Special Topics in Environmental Science and Policy. Credits: (1-4)
- ENSP 490 - Independent Research Credits: (1-3)
- ENSP 496 - Honors Credits: (3)
- ENSP 498 - Internship Credits: (1-3)

## **Environmental Science and Policy, Minor**

**Required Credit Hours: 20**

**Core Requirements:**

- ENSP 101 - Introduction to Environmental Science and Policy Credits: (3)

**Five Credits of:**

ENSP 200-250, including one ENSP 200-249 course (or INTR 204) and at least one ENSP 250 seminar.

**Three Courses, At Least One From Each Group:**

(at least 9 credits total)

**Natural Sciences Course with Field Laboratory Component:**

- BIOL 416 - Ornithology Credits: (4)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 426 - Aquatic Ecology Credits: (4)
- BIOL 427 - Wetland Ecosystems Credits: (4)
- GEOL 314 - Watershed Dynamics Credits: (4)
- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- Or other approved course [all of the courses listed require some form of introductory biology or geology course as a prerequisite]

**Environmental Policy/Sociology:**

- ECON 322 - Environmental and Natural Resource Economics Credits: (3)  
[ECON 101 is a prerequisite for this course]

- GOVT 322 - Global Environmental Governance Credits: (3)
- GOVT 491 - Seminar: Topics in Government Credits: (4)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)
- ANTH 315 - Environmental Archaeology Credits: (3)
- ANTH 338 - Native Cultures of Latin America Credits: (3)
- HISP 370 - Environmental Cultures Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)
- HIST 490C - Capstone Seminar Credits: (4)
- Or other approved course

**Ethics:**

- ENSP 302 - Philosophic History of American Environmentalism Credits: (3)
- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- ENSP 305 - Feminist Women Activists for Developing India Credits: (3)
- KINE 393 - Health Ethics Credits: (3)

**Capstone experience: (3 credits)**

- ENSP 440 - Special Topics in Environmental Science and Policy. Credits: (1-4)
- ENSP 490 - Independent Research Credits: (1-3)
- ENSP 495 - Honors Credits: (3)
- ENSP 496 - Honors Credits: (3)
- ENSP 498 - Internship Credits: (1-3)
- ENSP 499 - Internship Credits: (1-3)
- or other approved capstone experience with permission of the Director

**Additional Courses for Major or Minor in Environmental Science and Policy**

The following is a sample listing of courses that may be credited toward the major or minor. Not all of these courses are offered every semester, and additional courses may qualify for Environmental Science and Policy credit. Please consult with the Director of Environmental Science and Policy, for information.

- GEOL 305 - Environmental Geology Credits: (3)
- GEOL 212 - Global Climate Change Credits: (3)
  
- GEOL 330 - Introduction to Marine Science Credits: (3) or
- BIOL 330 - Introduction to Marine Science Credits: (3) or
- MSCI 330 - Introduction to Marine Science Credits: (3)
  
- GOVT 381 - Human Geography Credits: (3)
- GOVT 384 - The Geography of Latin America and the Caribbean Credits: (3)

**Course Descriptions**

**Environment and Sustainability**

**ENSP 101 - Introduction to Environment and Sustainability**

*Credits: (3)*

This team-taught interdisciplinary course brings together perspectives and approaches to environmental problems from natural sciences, social sciences, and humanities. Examines key environmental concepts

by exploring case studies such as pollution and contamination disputes, ecosystem management in the Chesapeake Bay, and biodiversity.

### **ENSP 202 - Global Environmental Challenges: Climate Change**

*Credits: (3)*

*Prerequisite(s):* ENSP 101.

This course introduces students to the state of scientific knowledge about climate and climate change, including natural cycles and human-induced changes. It explores potential impacts of climate change, national policies, the Kyoto Protocol, and other global efforts to address the problem.

### **ENSP 205 - Marine and Environmental Science**

*Credits: (3)*

*Prerequisite(s):* ENSP 101.

This course introduces students to the science of marine and terrestrial environments. It ties marine science and policy to land use, watershed and coastal zone management, pollution, forests and agriculture, ocean fisheries, mineral resources, climate change, and biodiversity.

### **ENSP 230 - Introduction to Marine Science**

*Credits: (3)*

*Prerequisite(s):* BIOL 203 or BIOL 204 or CHEM 103 or CHEM 205 or GEOL 101 or GEOL 110 or GEOL 150 or PHYS 101 or PHYS 101H or PHYS 107

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

Description of physical, chemical, biological and geological processes operating in the world ocean. The interdisciplinary nature of oceanography is emphasized, providing an integrated view of factors, which control ocean history, circulation, chemistry, and biological productivity.

*Cross-listed with:* BIOL 330, GEOL 330, MSCI 330

### **ENSP 241 - The Science & Experience of Ecotherapy**

*Credits: (3)*

Ecotherapy is a set of practices aimed at intentionally developing a deep relationship with the natural world to facilitate personal, communal, and environmental health, healing, and flourishing. In this course, you will develop an intellectual understanding of ecotherapy through review and discussion of scientific research in this burgeoning field. This understanding will be solidified through experiential learning, embodied experiences, and reflection. You will engage in weekly ecotherapy exercises outdoors. Final projects will integrate scholarly research with personal experience to design transformative ecotherapy programming for a vulnerable population. Course topics include: your brain on nature, children and nature, mindfulness-based ecotherapy, eco-art therapy, animal-assisted therapy, nature prescriptions, and more.

### **ENSP 248 - Introduction to Environmental Research**

*Credits: (1-3)*

Independent environmental research for First-year and Sophomore students that is closely mentored by a faculty member. All projects must include an analysis, write-up, and interpretation of the student's work.

### **ENSP 249 - Environmental Challenges: Topics**

*Credits: (1-4)*

*Prerequisite(s):* ENSP 101.

This course is an in-depth look at an important issue of environmental science and policy. The topics to be considered will be announced prior to the beginning of the semester. The course is primarily designed for sophomores and juniors who have taken Introduction to Environmental Science and Policy. Some

topics will include a required weekly laboratory session. In past year it has been common for us to count GEOL 305 Environmental Geology as an ENSP 249 class. ENSP 249 can be repeated for credit if the topic changes.

### **ENSP 250 - Seminar Topics in Environmental Science and Policy**

*Credits: (1-3)*

Key environmental topics will be addressed by top national and international environmental experts in three lectures and informal discussion sessions with students. Small groups of students will meet with faculty to discuss readings and the lectures, and a written assignment will integrate the topic.

### **ENSP 302 - Philosophic History of American Environmentalism**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI, NQR* The course will explore the following philosophical/ethical topics: 1) the wilderness idea, 2) the interdependency of human society and nature, 3) the ethical defense of Leopold's "Land Ethic", 4) "animal liberation", 5) the limits of human moral agency with attention to our species' evolutionary history, 6) the ethics of producing, using, banning, selling and disposing of potentially hazardous chemical substances, 7) the ethics of food production and vegetarianism/veganism, and 8) the working out of an "ocean ethic".

### **ENSP 303 - Issues in Environmental Ethics**

*Credits: (3)*

*Domain (Anchored): ALV*

This course reviews core issues in environmental ethics and then takes an in-depth look at one area environmental ethics, such as the ethics of conserving biodiversity, Earth Rights, or key environmental cases which raise ethical concerns. The course may be repeated if the featured issue is different each time.

### **ENSP 305 - Feminist Women Activists for Developing India**

*Credits: (3)*

The class examines the ethical values and interpretations of political engagement, environmental protection and development of three feminist women activists, two Indian and one American, and all internationally reknown for working for the environment and human rights in India: Vandana Shiva, Arundhati Roy, and Martha Nussbaum.

*Cross-listed with: GSWS 305*

### **ENSP 310 - Topics in Environmental Arts, Literature, & Film**

*Credits: (3)*

This is a topics course in environmental arts, literature, & film, where the topic of focus changes from semester to semester. ENSP 310 is an in-depth study of the complex relationship between humans and the environment and thus counts towards the environmental arts, literature, and film requirement. Each course is also listed under its home department CRN. Registering under either CRN will satisfy the requirement. ENSP 310 is primarily designed for students who have taken ENSP 101 and can be repeated for credit when the topic changes.

### **ENSP 320 - Topics in Environmental Social Sciences**

*Credits: (3)*

This is a topics course in the environmental social sciences where the topic of focus changes from semester to semester. These courses provide an in-depth study of the complex relationship between human society and the environment and thus count towards the environmental social sciences requirement. Each course is also listed under its home department CRN. Registering under either CRN

will satisfy the requirement. ENSP 320 is primarily designed for students who have taken ENSP 101 and can be repeated for credit when the topic changes.

### **ENSP 341 - Watershed Dynamics**

*Credits: (4)*

*Prerequisite(s):* BIOL 203 or BIOL 204 or GEOL 101 or GEOL 110 or GEOL 150 or GEOL 250

This team-taught course will combine biologic and hydrologic approaches to explore the interactions between the physical, biological, and chemical processes active in watersheds. Emphasis will be placed on understanding how interactions between these processes control water quality and biologic diversity, and how anthropogenic activities modify these processes. Laboratory is required.

*Cross-listed with:* GEOL 314

### **ENSP 351 - Capitalism, Poverty and Environmental Justice**

*Credits: (4)*

*College Curriculum:* COLL 350

Karl Marx observes that, "... in the end, Capitalism will destroy both Labor and Nature." Affirmed by our experience, we may still wonder if it is true - that our presumptive means of economic life, the source of our wealth and values, our prosperity, and the one historic economic system that has raised standards of living globally, is in the end the engine that is eroding our freedom, impoverishing millions and destroying our planet, threatening our very existence. We are inclined to view the triad of capitalism, poverty and nature as "natural law" or "facts of nature" that we cannot transcend. We fail to recognize that together they constitute a world imbricated by and subject to human action where we hold the power of change. First comes understanding.

In this course we examine the systemic interrelationships of Capitalism, Poverty and Environment that produce emergent properties (templates) predicating the negative outcomes we observe as the selective degradation of peoples. From this foundation we can address questions of policy and law that amplify first order conditions and lead to systemic environmental injustice in the areas of education, health care, housing, and exposure to catastrophic environmental events.

Student case studies will explore these areas.

### **ENSP 440 - Special Topics in Environmental Science and Policy.**

*Credits: (1-4)*

This course provides students a hands-on, in-depth look at an issue of environmental science and policy. The topics to be considered will be announced prior to the beginning of the semester. The course is primarily designed for senior majors or minors.

ENSP 440 can be repeated for credit if the topic changes.

### **ENSP 460 - Seminar in Environmental Issues**

*Credits: (3)*

A topics course for seniors based on an extended review of an environmental issue by each student. In consultation with the professor, students will select a topic in advance of registration for the course, and will research the topic through all appropriate sources (literature, Internet, individuals, etc). An oral presentation and a paper are required.

### **ENSP 490 - Independent Research**

*Credits: (1-3)*

This course is designed to permit the environmental science/studies concentrator to engage in independent research in their Junior or Senior years. Working closely with a faculty member as an advisor, each student will be expected to conduct original research and prepare a substantial research paper.

This course may be repeated for credit.

### **ENSP 495 - Honors**

*Credits: (3)*

Environmental Science and Policy Honors students must meet the College's provisions on admissions to the program, see catalog section titled Honors and Special Programs. These students enroll for both semesters of their senior year, defending an Honors Proposal at the end of the first semester, and completing an Honors research project or essay and defending it in an oral exam by April 15th.

### **ENSP 496 - Honors**

*Credits: (3)*

Environmental Science and Policy Honors students must meet the College's provisions on admissions to the program, see catalog section titled Honors and Special Programs. These students enroll for both semesters of their senior year, defending an Honors Proposal at the end of the first semester, and completing an Honors research project or essay and defending it in an oral exam by April 15th.

### **ENSP 498 - Internship**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor and director.

This course is designed to allow students to gain knowledge through experience in the environmental area, through work with government agencies, nonprofits, or companies. Students will be supervised by faculty members, and students must complete an agreed-upon list of readings and write a paper tying their experience to existing theory and research. Requires written permission from the Director and a faculty advisor.

### **ENSP 499 - Internship**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor and director.

This course is designed to allow students to gain knowledge through experience in the environmental area, through work with government agencies, nonprofits, or companies. Students will be supervised by faculty members, and students must complete an agreed-upon list of readings and write a paper tying their experience to existing theory and research. Requires written permission from the Director and a faculty advisor.

## **Film and Media Studies**

### **Film and Media Studies Program**

Film and Media Studies offers an interdisciplinary academic program that provides students the opportunity to explore the history and theory of film, television, print, radio, and other media as aesthetic and cultural practices and forms. The program develops critical and analytical skills and integrates creative work, as is key to an education in the humanities.

More information is available at the Film and Media Studies Program website:  
<https://www.wm.edu/as/film-media-studies/index.php>

## **Programs and Course Descriptions**

### **Programs**

- [Film and Media Studies \(BA in Interdisciplinary Studies\)](#)
- [Film and Media Studies, Minor](#)

## **Film and Media Studies (BA in Interdisciplinary Studies)**

The major in Film and Media Studies requires the successful completion of at least 36 credit hours. Of these, no more than 11 credit hours may be in courses numbered below 300 (including the required course FMST 250).

### **Required Credit Hours: 36**

#### **Core Requirements: Distributed as follows:**

- FMST 250 - Introduction to Film and Media Studies Credits: (3)
- FMST 302 - Theories of Film & Media Credits: (3)
- FMST 330 - Topics in Global Media Credits: (3)
- (or one of the following: CHIN 280, 320, 360; FREN 310, 393; GERM 220, 424; HISP 320, 321, 383; ITAL 310; JAPN 280, 311, 330; RUSN 309, 340, 380)
- One course in Media History from the following: AMST 202, FMST 310, FMST 311, FMST 315
- One course in Media in Practice from the following: FMST 370, FMST 371, FMST 372; or at least 2 credits in another course in the creative or performing arts approved by your advisor and the director of FMST.
- FMST 401 - Seminar in Film and Media Studies Credits: (3-4)

#### **Additional 16-18 Credit Hours**

Chosen, in consultation with a FMST advisor, from other FMST courses or from courses in other departments/programs that add significantly to the student's understanding of the cultural contexts in which media are produced.

#### **Major Writing Requirement**

A student who satisfies all the requirements for the Film and Media Studies major also satisfies the Major Writing Requirement.

#### **Major Computing Requirement**

The Major Computing Requirement is satisfied by successful completion of:

- FMST 302 - Theories of Film & Media Credits: (3)

#### **Additional Information**

Students are strongly encouraged to take FMST 250 before enrolling in 300-level courses in the program.

## **Film and Media Studies, Minor**

The minor in Film and Media Studies requires the successful completion of at least 18 credit hours, 9 of which must be in courses numbered 300 or above.

### **Required Credit Hours: 18**

- FMST 250 - Introduction to Film and Media Studies Credits: (3)
- FMST 302 - Theories of Film & Media Credits: (3)
- FMST 315 - Topics in Media History Credits: (3)
- FMST 330 - Topics in Global Media Credits: (3)
- FMST 370 - Introduction to Production Credits: (3)

## **Electives**

Additional credit hours chosen in consultation with an advisor.

## **Course Descriptions**

### **Film and Media Studies**

#### **FMST 100 - Big Ideas in Film and Media Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Film and Media Studies, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **FMST 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An introduction to various topics in Film and Media Studies.

#### **FMST 220 - Introductory Topics in FMST**

*Credits: (1-3)*

Exploration of a particular topic in Film and/or Media Studies.

This course maybe repeated for credit when there is no duplication of topic.

#### **FMST 221 - Fake News: Media, Mistrust, and Misinformation**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV, NQR "Fake news is not a fight over Truth but rather a fight over Power."*

We'll examine how political, societal, and technological forces affect the spread of information, and explore our own behaviors in order to become more thoughtful consumers of media.

#### **FMST 250 - Introduction to Film and Media Studies**

*Credits: (3)*

*College Curriculum: ALV*

This research- and writing-intensive course introduces methods for critical engagement with texts across different media (e.g., film, digital media, TV, print, recorded music). Students are strongly encouraged to take 250 before enrolling in 300-level courses in the Program.

#### **FMST 302 - Theories of Film & Media**

*Credits: (3)*

Explores major theoretical issues in visual culture since the advent of photography, as well as intersections with other theoretical approaches like critical theory, psychoanalysis, feminism, queer theory, critical race theory, and post-colonialism. This course satisfies the major computing requirement.

#### **FMST 310 - World Cinema before Television**

*Credits: (3)*

An overview of world cinema(s) as technology, commodity, and cultural form from cinema's birth till the rise of television in the 1960s. The course focuses on fictional, live-action, narrative cinema but also

examines documentary, animated and experimental films through the concepts of genre, authorship, race, sexuality, gender, and spectatorship.

Formerly: **FMST 310A**

### **FMST 311 - World Cinema after TV**

*Credits: (3)*

*College Curriculum: ALV*

This course introduces important cinematic developments since television became a dominant medium in the 1950's (e.g., Nouvelle Vague, New German cinema, New Hollywood); provides exposure to the work of some of the most important modern filmmakers of the last half-century; and explores the influence of television on film and the development of "new media."

### **FMST 315 - Topics in Media History**

*Credits: (3)*

These courses examine the history of a medium/media in social, cultural, and political contexts, with particular attention to the late 19th and early 20th centuries.

This course may be repeated for credit when there is no duplication of topic.

### **FMST 330 - Topics in Global Media**

*Credits: (3)*

These courses focus on the cultural products, values, and identities that emerge and circulate through media produced in and for countries outside the U.S.

May be repeated for credit when there is no duplication of topic.

### **FMST 330A - Unfinished Business: Trauma on the Haunted Screen.**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* We will read internationally popular late 20th and early 21st Century haunting and ghost films as reflections of political and cultural traumas that have long 'haunted' both society and cinema in the United States and abroad. Cinematic ghost stories such as *The Conjuring*, *Shutter Island* and *The Orphanage* are powerful tools for raising questions about history precisely because ghosts can be thought of as place-holders for, or symbols of, memory and unfinished trauma. As Thomas Elsaesser and others have suggested, film itself is a place-holder for memory; film captures the past for us to see years later. There is an undeniable relationship between the ghosts and wraiths we see on the screen and the insubstantial qualities of film itself. Like spirits, film is brittle, flimsy and transparent. Cinematic images, too, appear made up of light and shadows; they are flickering things, like shades or ghosts. And like ghosts, 20th Century films such as *Rosemary's Baby* continue to be in dialogue with or to haunt 21st Century films such as *The Conjuring*, forcing us to re-evaluate history and its representation in film texts.

### **FMST 330B - The Holocaust in Representation: Trauma in History, Literature, and Film**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* In this seminar we will be reading a wide range of texts depicting both the destruction of European Jewry during the Holocaust as well as postwar identity crises faced by Jewish German survivors after the war. A number of critical questions will inform our reading of historical, literary and cinematic texts such as *Anne Frank's Diary of a Young Girl*, *Jurek Becker's Jacob the Liar*, *Daniel Goldhagen's Hitler's Willing Executioners*, *Steve Spielberg's Schindler's List* and *Roberto Benigni's Life is Beautiful*. For instance, is one obligated to depict the Holocaust 'realistically' or only in

historical texts? Can one avoid turning this event into a 'story'? What role does 'unrealistic' depiction play? Among the people touched by the events of the Holocaust, whose stories seem more 'authentic,' whose more 'dramatic,' whose more suited to a Hollywood movie than others and why? Furthermore, what is a 'true' portrait of the dilemmas facing German Jews after 1945? What does it mean to live in Germany and write in German as a Holocaust survivor? And finally (in this course), we will ask how some American Jews define themselves in relation to the Shoah; what do Spiegelman's *Maus* and Roth's *The Counterlife* tell us about the identity crisis faced by American Jews?

### **FMST 330C - Darwin's Dangerous Idea and Life**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV, NQR* In this course we will explore Charles Darwin's ongoing cultural and scientific legacy over 150 years after the completion of *The Origin of the Species*, (completed in 1858 and first published in 1859,) perhaps the most important book written in the history of biology. Our questions about Darwin and Darwinism are not from the perspective of biologists, though, but rather from that of cultural critics. Students will first read *Origin of the Species* itself, and then we will turn to texts which investigate Darwin's life as well as the many debates about and (mis)-readings of Evolution and Natural Selection from Darwin's time until our own. Topics include but are by no means limited to: the importance of the debates (most ongoing) about evolution, various representations of Darwin and Darwinism (including its misinterpretation by German, English and American Eugenicists) and the role they play in popular culture, and the implications of Natural Selection itself.

### **FMST 330D - Film, Anime, Video Games**

*Credits: (3)*

This course will survey the "afterlife" of Surrealism, emphasizing trends from 1966 to the present, particularly those outside the French tradition. Not only will we be moving outside the ambit of the Parisian avant-garde, we will also be moving outside of the genres usually associated with Surrealism; in other words, along with film, we'll examine "post-cinematic" forms like anime and video games.

### **FMST 350 - History of Documentary**

*Credits: (3)*

A historical survey of documentary genres, ranging from ethnographic film to war propaganda to Direct Cinema. Documentaries will be placed in their cultural contexts and analyzed according to the theoretical issues they raise.

### **FMST 351 - Special Topics in FMST**

*Credits: (1-3)*

Exploration of a particular topic in Film and/or Media Studies. This course may be repeated for credit when there is no duplication of topic.

### **FMST 370 - Introduction to Production**

*Credits: (3)*

*Prerequisite(s): FMST 250*

In this course, students will learn about the fundamental elements of narrative, experimental, or documentary film production, including pre-production, directing, editing, and cinematography.

### **FMST 371 - Topics in Media Practice**

*Credits: (1-3)*

Introduction to creative media practice that is not motion picture production (for example, screenwriting

or web design).

May be repeated for credit when there is no duplication of topic.

### **FMST 371A - Screenwriting**

*Credits: (3)*

This class will introduce students to the fundamentals of writing for the cinema. Students will also complete a detailed treatment for an original screenplay, one they can complete on their own.

### **FMST 371B - Portfolio Production**

*Credits: (3)*

This course is geared towards upper division students who wish to polish their presentation skills and create a digital portfolio. Students will learn to use creative, artistic and technical skills to produce effective artist websites to use for job and graduate school applications.

### **FMST 372 - Advanced Production**

*Credits: (3)*

*Prerequisite(s):* FMST 370

More specialized instruction in film or media production.

May be repeated for credit when there is no duplication of topic.

### **FMST 372A - Advanced Documentary Production**

*Credits: (3)*

*Prerequisite(s):* FMST 370

This video production workshop course builds on the Introduction to Production course and helps students to develop critical skills as documentary filmmakers. These skills include how to properly select a subject, do pre-production, shoot an engaging interview, and to create a complex and dynamic non-fiction film that reflects individual interests.

### **FMST 372B - Editing Theory and Practice**

*Credits: (3)*

*Prerequisite(s):* FMST 370

This post-production workshop course further develops students' video post-production skills and gives a special emphasis on the art of film editing. This course includes an analysis of the aesthetic principles and practices of editing for both picture and sound in narrative, documentary and experimental cinema.

### **FMST 372C - Video Production Workshop**

*Credits: (3)*

*Prerequisite(s):* FMST 370

This video production workshop builds on Introduction to Production and seeks to further develop student's skills of storytelling with the camera by focusing on the art of Cinematography.

### **FMST 401 - Seminar in Film and Media Studies**

*Credits: (3-4)*

*College Curriculum:* COLL 400

Study in depth of a specialized topic in Film and/or Media Studies. This course maybe repeated for credit when there is no duplication of topic. This course satisfies the COLL 400 requirement.

This course maybe repeated for credit when there is no duplication of topic.

### **FMST 480 - Independent Studies**

*Credits: (1-4)*

A program combining (as appropriate to the topic) extensive viewing, production, writing, reading and/or

discussion in a specific area of Film and Media Studies. The syllabus for this tutorial will be agreed upon by the student and instructor and approved in advance by the Coordinator. This course is open only to students who have completed at least half the requirements for the Film and Media Studies Minor and may ordinarily only be taken once.

**FMST 495 - Honors**

*Credits: (3)*

**FMST 496 - Honors**

*Credits: (3)*

**FMST 498 - Internship**

*Credits: (1-4)*

Directed readings/research in conjunction with an internship to be approved by the Advisory Committee. Open only to majors who have completed at least half their requirements; students may apply no more than 4 credits of internship to their major/minor.

## **Gender, Sexuality, & Women's Studies**

### **Gender, Sexuality, & Women's Studies Program**

Gender, Sexuality, & Women's Studies is an interdisciplinary academic program designed to acquaint students with current scholarship and theory on women, gender, and feminism. Each semester a wide variety of courses in humanities and social science departments as well as in Gender, Sexuality, & Women's Studies offers students the opportunity for cultural and cross-cultural studies of the effects of representations and assumptions about gender, race, class, ethnicity, and sexuality on our lives. Courses generally of interest to Gender, Sexuality, & Women's Studies students and eligible for major credit are listed below; in addition, a separate flyer listing each semester's eligible courses is available through the Gender, Sexuality, & Women's Studies office (757) 221-2457 and on the Gender, Sexuality, & Women's Studies web page ([www.wm.edu/as/gsws](http://www.wm.edu/as/gsws)). Students may declare an interdisciplinary major or a minor in Gender, Sexuality, & Women's Studies.

The Gender, Sexuality, & Women's Studies major prepares students who wish to gain a strong interdisciplinary perspective in advance of employment and/or graduate or professional study leading to careers in a wide variety of fields including law, education, politics, business, social action, the arts, medicine and so on. Graduates of Gender, Sexuality, & Women's Studies programs nationwide report reasons for choosing this field of study that range from lifelong interest in feminism, to discovering new intellectual challenges, to providing themselves with the confidence and freedom to "do whatever you choose to do."

The following guidelines have been reviewed and approved by the Gender, Sexuality, & Women's Studies Curriculum Committee, the Gender, Sexuality, & Women's Studies Executive Committee and the Committee for Honors and Interdisciplinary Studies.

### **Additional Courses Eligible for Major or Minor**

Following is a sample listing of courses that have been counted toward the major or minor. Not all of these courses are offered every semester, and additional courses may qualify for Gender, Sexuality, & Women's Studies credit. Check the Gender, Sexuality, & Women's Studies flyer or web page or consult a

program advisor for a list of each semesters approved courses. (Note: Courses in which topics vary should be selected according to the relevance of the topics offered that semester; sample titles are given. Students may request permission from Gender, Sexuality, & Women's Studies to count a particular course not listed in the flyer if the course's relevance to the student's program of study can be demonstrated.)

- Freshman Seminars: in topics related to Gender, Sexuality, & Women's Studies (most disciplines; check schedule)
- AMST 470 - Topics in American Studies (e.g., Multiculturalism in America; Masculinity in America)
- ANTH 370 - Evolutionary Perspectives on Gender
- AFST 205 - Introduction to Africana Studies
- Chinese 312: Special Issues in Chinese Poetic Tradition (e.g., Women in Classical Poetry)
- ENGL 465 - Topics in English (e.g., Love and the Novel: Lesbian Fictions)
- ENGL 475 - Research Seminar in English (e.g., Woolf; The Brontes; 20th Century American Women Writers)
- FREN 355 - Contemporary Women Writers and Movie Makers from the Francophone World
- German 405: 20th-Century German Women Writers
- GOVT 360 - Building the American Welfare State
- GOVT 390, GOVT 391 - Topics in Government (e.g., Varieties of Feminist Ideology)
- GOVT 406 - Seminar: Studies in Political Theory: Theorists and Movements
- Government 472: The Courts, Constitutional Politics and Social Change
- HISP 482 - Gender Issues in Hispanic Culture
- HIST 211, HIST 212 - Topics in History (e.g., Southern Women)
- HIST 490, HIST 491 - Topics in History (e.g., Black Women in the Americas; Gender and the Civil War)
- International Studies 390: Topics
- KINE 460 - Topics in Kinesiology & Health Sciences (e.g., Sport, Body and Culture)
- MUSC 365 - Topics in Music (e.g., Music and Gender)
- Psychology 373: Human Sexuality
- RELG 208 - Topics in Religious Studies (e.g., Women in the Christian Tradition)
- Religion 306: Sexuality, Women and Family in Judaism
- RELG 308 - Topics in Religious Studies (e.g., History of Adam and Eve; Women and Their Bible; Theologies of Liberation)
- RUSN 308 - Topics in Russian Literature and Culture (Taught in English) (e.g., Women in Russian Literature)
- RUSN 309 - Topics in Russian Cinema (Taught in English) (e.g., Women in Russian Film)
- SOCL 332 - Families and Health
- SOCL 313 - Globalization and International Development
- SOCL 364 - Sociology of Work
- SOCL 432 - Sociology of Sexualities
- SOCL 440 - Special Topics in Sociology (e.g., Race, Gender and Health; Gender and Sexuality in Cross Cultural Perspective)

## **Programs and Course Descriptions**

### **Programs**

- [Gender, Sexuality, & Women's Studies \(BA in Interdisciplinary Studies\)](#)

- [Gender, Sexuality, & Women's Studies, Minor](#)

## **Gender, Sexuality, & Women's Studies (BA in Interdisciplinary Studies)**

**Required Credit Hours: 32**

### **Major Writing Requirement:**

- GSWS 405 - Feminist Theory Credits: (3)

### **Core Requirements:**

An interdisciplinary major in Gender, Sexuality, & Women's Studies requires a minimum of 32 credit hours. No more than 9 credits of introductory courses, excluding GSWS 205, and 6 credits of independent study may count toward the major. All students must complete at least 32 credit hours distributed across five groups of courses, all meeting approved Gender, Sexuality, & Women's Studies criteria, as follows. These courses must be cross-listed in at least three different departments.

#### **Three 'Core' Courses (10 Credits), including:**

- GSWS 205 - Introduction to Gender, Sexuality, & Women's Studies Credits: (3)
- GSWS 405 - Feminist Theory Credits: (3)
- One of the following:
- GSWS 490 - Senior Seminar Credits: (3-4)
- GSWS 495 - Honors Credits: (3)
- GSWS 496 - Honors Credits: (3)

#### **One course in each of the following areas:**

- One course with a focus on gender and international issues (outside of the U.S., Canada, and Great Britain) (list available from major advisor and on the GSWS webpage);
- One course with a focus on LGBTQ issues (list available from major advisor and on the GSWS webpage);
- One course with a focus on gender and race/ethnicity issues (list available from major advisor and on the GSWS webpage);

#### **Electives:**

Approved electives.

#### **Note:**

Students must take courses grounded in three different departments and cross-listed with GSWS.

GSWS 391 courses fulfill the requirement for gender and international issues; GSWS 392 courses fulfill the requirement for LGBTQ issues; and GSWS 393 courses fulfill the requirement for race/ethnicity issues. Other courses that fulfill these requirements will be designated with "GIN" for gender and international issues; "LGBT" for LGBTQ issues; and "GRE" for gender and race/ethnicity issues. GSWS 490 (Senior Seminar) courses will be assigned an attribute based on their subject matter.

## **Gender, Sexuality, & Women's Studies, Minor**

## **Required Credit Hours: 18**

All students must complete at least 18 credit hours distributed across five groups of courses, all meeting approved Gender, Sexuality, and Women's Studies criteria, as follows:

- GSWS 205 - Introduction to Gender, Sexuality, & Women's Studies Credits: (3)
- One course with a focus on gender and international issues (outside of the U.S., Canada, and Great Britain) (list available from major advisor and on the GSWS webpage);
- One course with a focus on LGBTQ issues (list available from major advisor and on the GSWS webpage);
- One course with a focus on gender and race/ethnicity issues (list available from major advisor and on the GSWS webpage)
- GSWS 405 - Feminist Theory Credits: (3)
- Electives (if necessary).

## **Course Descriptions**

### **Gender, Sexuality, & Women's Studies**

#### **GSWS 100 - Critical Questions in Gender, Sexuality, and Womens' Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Gender, Sexuality, and Womens' Studies for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **GSWS 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Gender, Sexuality, and Women's Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **GSWS 205 - Introduction to Gender, Sexuality, & Women's Studies**

*Credits: (3)*

An interdisciplinary exploration of sex and gender differences; race and class-based differences and divisions among women; feminist epistemologies and practices. Topics include feminist histories, gender development, body images/representations, "women's work," activism/subversions. Seminar format and weekly forum.

#### **GSWS 221 - U.S. Women's History, 1600 to the Present**

*Credits: (3)*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/ gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1870.

*Cross-listed with: HIST 221*

#### **GSWS 222 - U.S. Women's History, 1600 to the Present**

*Credits: (3)*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/ gender

norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1870.

*Cross-listed with:* HIST 222

### **GSWS 250 - Introduction to LGBTIQ Studies**

*Credits:* (3)

This course provides an introductory examination of LGBTIQ (lesbian, gay, bisexual, transgender, intersex, and queer) studies. The class will primarily focus on the development of LGBTIQ experiences and activism in the U.S., but will also examine LGBTIQ issues in a few other regions of the world. We will explore topics such as film, literature, media; sexology and the history of sexuality; civil and human rights; marriage equality and family; queer theory and politics; and HIV/AIDS.

### **GSWS 290 - Topics in Gender, Sexuality, & Women's Studies**

*Credits:* (1-4)

A study of a topic in some aspect of feminist scholarship.

May be repeated for credit if topic varies.

### **GSWS 304 - Gender in Society**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course explores different theoretical approaches to gender and its intersections with other sources of inequality such as race, class and age. Possible topics include: gender and sexuality, masculinities, gender and the body, and inequalities in the workplace and home.

*Cross-listed with:* SOCL 304

### **GSWS 305 - Feminist Women Activist for Developing India**

*Credits:* (3)

The class examines the ethical values and interpretations of political engagement, environmental protection and development of three feminist women activists, two Indian and one American, and all internationally reknown for working for the environment and human rights in India: Vandana Shiva, Arundhati Roy, and Martha Nussbaum.

*Cross-listed with:* ENSP 305

### **GSWS 306 - Women, Gender and Culture**

*Credits:* (3)

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

*Cross-listed with:* ANTH 306

### **GSWS 312 - Comparative Sociology**

*Credits:* (3)

*Domain (Anchored):* CSI

This course explores non-Western societies, including a critical examination of the way in which non-Western cultures have been interpreted in the West. Topics include gender, class, and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities." Fulfills the Social Science requirement for the Gender, Sexuality, & Women's Studies major/minor.

*Cross-listed with:* SOCL 312

### **GSWS 313 - Gender and Postcoloniality**

*Credits: (3)*

This course focuses on gender and power relationships in discussing: the imposition of European normative values and ideologies within colonial contexts; European identities and normativity as a dynamic and ever emerging process between the metropole and colony; indigenous resistance to European enculturation; indigenous norms, values and ideologies; and the postcolonial legacies of these processes. The course provides critical analysis of European employment of enlightenment thought and emerging ideas on race to justify colonial expansion and oppression. Students will critically examine the historical and ideological claims to legitimacy and power within contemporary nations. Have colonial tools of oppression been employed by nations to maintain gender hierarchies and privilege? This course is discussion intensive.

*Cross-listed with: ANTH 313*

### **GSWS 314 - Women and Love in Chinese Culture Literature. (In Translation)**

*Credits: (3)*

This course examines the practice of love or gender relationships in pre-modern China with an emphasis on the presentation of women in literary texts. Readings vary in genres and are analyzed within their own cultural, historical and philosophical context. Taught in English.

*Cross-listed with: CHIN 316*

### **GSWS 315 - Women in Antiquity**

*Credits: (3)*

A study, through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual women and lesbians.

*Cross-listed with: CLCV 315*

### **GSWS 316 - 20th-Century Italian Women Writers**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Twentieth-century Italian women writers will be selected and read. The course will focus attention in particular on feminist issues.

*Cross-listed with: ITAL 316*

### **GSWS 317 - Women in Islam**

*Credits: (3)*

*Domain (Anchored): ALV*

A study of changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period and in the contemporary Islamic experience.

*Cross-listed with: RELG 317*

### **GSWS 321 - Women in Africa and the Diaspora**

*Credits: (3)*

This course is a multidisciplinary study of women's organizations and collective agency in a range of African, African-American and African Diasporic settings. It seeks to understand women's collective actions, often described as "wars," "riots," and "strikes," in the context of their own histories and societies.

*Cross-listed with: AFST 321*

### **GSWS 331 - Feminist Theory and Contemporary Theatre**

*Credits: (3)*

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon.

*Cross-listed with: THEA 331*

### **GSWS 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice**

*Credits: (4)*

*College Curriculum: COLL 200, COLL 300, ARTS*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Study of sexuality, gender, race, ethnicity, and nationality in plays and films dramatizing diverse marginalized and minoritized communities in the United States and selected countries such as France, Iran, Mexico, the Philippines, and Senegal. Alongside the analysis of these works, students will learn pedagogies through which the oppressed may envision, strategize, act, and mobilize towards freedom and justice. This is a multi and interdisciplinary course that employs theatre, film, digital media, curriculum planning, and analytical writing.

*Cross-listed with: AFST 332 AMES 332 APIA 332 THEA 332*

### **GSWS 341 - Gender and Digital Culture**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI This course on feminism and digital culture covers topics that include Internet identities and communities, technologies of self-reflection and surveillance, online misogyny and sex-segregation in digital labor, digital art and creative robotics, and how human-computer interaction is shaped by intersectionality in constituting agency, mediation, and difference. The themes of the course emphasize the continuing role of embodiment, materiality, labor, particular situations, and emotion in engagement with computational media and distributed networks, and the situated contexts of technology use. This William and Mary course developed as part of a larger distributed online collaborative course (DOCC) sponsored by the FemTechNet initiative, an international collective of scholars who address theories about posthumanism, cyborg culture, bioinformatics, reproductive technovisions, disability technologies, and critical sci-art. Peer-to-peer assignments emphasize active learning through collaborative writing, critical making, speculative design, and media production.

*Cross-listed with: AMST 341*

### **GSWS 350 - The Roman Family**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course treats the social structure of Roman families and the spaces in which they resided. The material includes

literary sources, inscriptions, and archaeological remains from sites like Pompeii and Ostia. Class topics include: nutrition, weddings, funerals, and education.

*Cross-listed with: CLCV 355*

### **GSWS 355 - Sport and Gender**

*Credits: (3)*

A study of women's involvement in sport, the meaning of this participation and the social ramifications of women's inclusion in and exclusion from sport.

**GSWS 375 - Feminist Research Methods**

*Credits: (4)*

An interdisciplinary course designed to acquaint students with the prevalent conceptual models and research methods used in feminist scholarship. Students will develop research projects based on the methodologies studied, and will present their findings at the end of the course. Fulfills the major computing proficiency requirement for the Gender, Sexuality, & Women's Studies major.

**GSWS 390 - Topics in Gender, Sexuality, & Women's Studies**

*Credits: (1-4)*

An in-depth study of a topic in some aspect of feminist scholarship. Check with Gender, Sexuality, & Women's Studies for topic descriptions.

**GSWS 391 - Topics in Gender and International Issues**

*Credits: (3)*

An in-depth study of a topic in gender and international issues. Check with the Gender, Sexuality, and Women's Studies Program for topic descriptions.

**GSWS 392 - Topics in LGBTQ Issues**

*Credits: (3)*

An in-depth study of a topic in LGBTQ issues. Check with the Gender, Sexuality, and Women's Studies Program for topic descriptions.

**GSWS 393 - Topics in Gender and Race/Ethnicity Issues**

*Credits: (3)*

An in-depth study of a topic in gender and race/ethnicity issues. Check with the Gender, Sexuality, and Women's Studies Program for topics descriptions.

**GSWS 394 - Women in Leadership**

*Credits: (1)*

Women have made great gains in our society over the past several decades. Nevertheless, there continues to be a need for targeted examination of the questions and conditions that shape how women engage in leadership. The goal of this course is to provide a forum for women to learn more about themselves as leaders, and to discuss personal and social issues faced by women generally as they seek to lead lives of meaning and purpose. Students meet with speakers from the College, its alumni, and the community to address these topics.

**GSWS 402 - Language and Gender**

*Credits: (3)*

*Prerequisite(s):* ANTH 308 or LING 308

In this discussion-based course, we will explore language and gender in everyday discourse and in society, using scholarly research from sociocultural linguistics and related fields.

*Cross-listed with:* LING 402

**GSWS 405 - Feminist Theory**

*Credits: (3)*

*Prerequisite(s):* GSWS 205

An in-depth examination of contemporary feminist theories in relation to various disciplines of the humanities and social sciences as they interface with complexities of difference raised by issues of gender, race, class, and sexuality.

**GSWS 414 - African American Women Writers**

*Credits: (3)*

This course examines the fiction and non-fiction of writers such as Gwendolyn Brooks, Toni Morrison, Adrienne Kennedy, Alice Walker, Lorraine Hansbury, June Jordan, Maya Angelou, and Octavia Butler. Attention to black feminist/womanist and vernacular theoretical issues through selected critical readings.

*Cross-listed with: ENGL 414A or AFST 414*

**GSWS 416 - Literature and the Formation of Sexual Identity**

*Credits: (3)*

A study of the homosexual tradition and the formation of sexual identity in 19th and 20th century British and American literature. Authors include: Oscar Wilde, E.M. Forster, Willa Cather, Thomas Mann, Christopher Isherwood, Sigmund Freud and Michel Foucault.

*Cross-listed with: ENGL 416A*

**GSWS 420 - Topics in Gender and Sexuality in Popular Culture**

*Credits: (3-4)*

Study of historical and contemporary representations of gender and sexuality in popular culture, with a focus on the production, consumption, and reception of texts. Primary texts may include new media, film, television shows, magazines, popular fiction, and/or music. Topics vary from semester to semester. If there is no duplication of topic, may be repeated for credit.

**GSWS 430 - Comparative Studies in Gender and Work**

*Credits: (3)*

*Prerequisite(s):* Recommended for juniors and seniors

*Domain (Anchored):* CSI

A multidisciplinary examination of work and gender in the global economy. Topics include: constructing gender at work; occupational segregation by gender, race, and ethnicity; national and transnational labor migration; immigrants' work in the United States; and movements towards gender equality.

*Cross-listed with: SOCL 430*

**GSWS 480 - Independent Study**

*Credits: (1-3)*

For majors who have completed most of their requirements and who have secured approval of the instructor(s) concerned.

May be repeated for a total of 6 credits

**GSWS 490 - Senior Seminar**

*Credits: (3-4)*

In-depth study of a specialized topic relevant to Gender, Sexuality, & Women's Studies. Work in this course will reflect senior-level research. Check with Gender, Sexuality, & Women's Studies or the registration bulletin for topic descriptions.

May be repeated for credit

**GSWS 492 - Women and the Law**

*Credits: (3)*

This course will focus on the status and treatment of women in and under the law. It will be organized around the themes of women and work, women and the family, and women and health. Foundations for discussion will include readings of cases, legislation, historical and social science materials and jurisprudential work.

Note: (Students must return to campus in time to attend when Law School classes start, usually one full week before undergraduate classes.) *Cross-listed with: PUBP 600 02 and LAW 492 01*

### **GSWS 495 - Honors**

*Credits: (3)*

Students admitted to Honors study in Gender, Sexuality, & Women's Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission by April 15 of an Honors essay; (c) satisfactory performance in an oral examination on the subject of the Honors essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **GSWS 496 - Honors**

*Credits: (3)*

*College Curriculum: COLL 400*

Students admitted to Honors study in Gender, Sexuality, & Women's Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission by April 15 of an Honors essay; (c) satisfactory performance in an oral examination on the subject of the Honors essay.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **GSWS 498 - Internship**

*Credits: (1-3)*

Note: May be repeated for a total of 6 credits *Graded: Graded pass/fail*

## **Geography**

Those interested in geography can prepare themselves for further study in the field by selecting suitable courses from among the following. Students are advised to start with GEOL 110 - Earth's Environmental Systems: Physical Geography and GOVT 381 - Human Geography.

In conjunction with the Charles Center students may design a major with a strong concentration of geography courses.

### **Physical Geography**

- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3)
- Geology 204-GIS in the Earth and Environmental Sciences
- GEOL 305 - Environmental Geology Credits: (3)
- GEOL 212 - Global Climate Change Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)

### **Human Geography**

- GOVT 381 - Human Geography Credits: (3)
- GOVT 482 - Seminar: Geostrategic Thought Credits: (4)
- SOCL 307 - Sociology of Education Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)

## Regional Geography

- ANTH 335 - Peoples and Cultures of Africa Credits: (3)
- ANTH 338 - Native Cultures of Latin America Credits: (3)
- ANTH 342 - Peoples and Cultures of East Asia Credits: (3)
- GOVT 384 - The Geography of Latin America and the Caribbean Credits: (3)
- GOVT 386 - The Geography of Europe Credits: (3)

## Geology

### The Geology Program

The program of the Department of Geology is designed to provide each major with a strong, broad background in geology that is sufficiently flexible to allow students freedom to follow their own interests. The major may choose one of two options, either general geology or environmental geology. Ample opportunity is available for independent student research and such research is an integral part of the curriculum regardless of the option chosen.

The geologic setting of Williamsburg enhances the program in geology and offers a wide variety of areas for field study. Situated on the Coastal Plain with its excellent exposures of sediments and fossils, the College is only 50 miles from the Fall Zone beyond which are the igneous and metamorphic rocks of the Piedmont. The Blue Ridge and Valley & Ridge areas of the Appalachian Mountains are within a three-hour drive. Thus the field study area includes all major rock types and representatives of most geologic time periods from Precambrian to Holocene.

### Programs and Course Descriptions

#### Programs

- [Geology \(BS in Geology\)](#)
- [Geology, Minor](#)

#### Geology (BS in Geology)

Students will select one of the following Geology concentrations:

- [Geology, Environmental Geology Concentration, BS](#)
- [Geology, General Geology Concentration, BS](#)

#### Geology, Environmental Geology Concentration, BS

##### Required Credit Hours: 36

(or more, depending on options)

##### Major Computing Requirement:

Fulfilled by completing the Research requirement outlined below.

### **Major Writing Requirement:**

Fulfilled by completing the Research requirement outlined below.

### **Introductory Sequence:**

One of the following options:

- GEOL 101 - The Dynamic Earth: Physical Geology Credits: (3) and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)  
or
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3) and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)  
or
- GEOL 150 - First-Year Seminar Credits: (4) and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)  
or
- GEOL 250 - Geologic Evolution of Virginia Credits: (4)

### **Core Courses:**

A minimum of 18 credits of core courses including:

#### **Both of the following courses:**

- GEOL 321 - Rock-Forming Minerals Credits: (4)
- GEOL 323 - Earth Structure & Dynamics Credits: (4)

#### **At least one course from Group A:**

- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 327 - Igneous and Metamorphic Petrology Credits: (3)

#### **At least one course from Group B:**

- GEOL 322 - The Sedimentary Record Credits: (4)
- GEOL 324 - Paleoclimatology & Paleoceanography Credits: (4)
- GEOL 325 - Paleontology Credits: (3)

#### **Group A and B Additional Credits:**

Two to four additional credits are required to meet the 18 credits of Core Courses.

- GEOL 324 - Paleoclimatology & Paleoceanography Credits: (4)
- GEOL 325 - Paleontology Credits: (3)
- GEOL 327 - Igneous and Metamorphic Petrology Credits: (3)
- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 322 - The Sedimentary Record Credits: (4)

### **Research:**

- GEOL 404 - Introduction to Geological Research Credits: (1)  
One of the following options:

- GEOL 491 - Senior Research Credits: (3) and GEOL 492 - Senior Research Credits: (1)
- GEOL 495 - Honors Credits: (3) and GEOL 496 - Honors Credits: (3)

### **Elective courses:**

Nine credits to be taken from the following options.

- GEOL 212 - Global Climate Change Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- GEOL 314 - Watershed Dynamics Credits: (4)
- GEOL 427 - Surface Processes Seminar Credits: (1-3)
- GEOL 428 - Geochemistry Seminar Credits: (1-3)
- GEOL 429 - Hydrology Seminar Credits: (1-3)
- GEOL 437 - Special Topics Seminar Credits: (1-3)
- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)

Additional courses from Group A and B can also be used for elective credits.

### **Biology Requirement:**

One of the following options:

- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3)
- BIOL 318 - Conservation Biology Credits: (3)
- BIOL 417 - Population and Community Ecology Credits: (4)
- BIOL 426 - Aquatic Ecology Credits: (4)
- BIOL 427 - Wetland Ecosystems Credits: (4)
- BIOL 461 - Marine Ecology and Conservation Credits: (3)
- ENSP 440 - Restoration Ecology Credits: (3)

### **Additional Information:**

Environmental Geology majors must take EITHER GEOL 314 or GEOL 315, but not both. Depending on the topic, GEOL 437 may be used to satisfy this requirement with permission of the chair.

Geology majors are required to choose two courses and associated laboratories from the following list of five choices:

- CHEM 103 - General Chemistry I Credits: (3) and
- CHEM 103L - General Chemistry Laboratory I Credits: (1)
- or
- CHEM 206 - Organic Chemistry I Credits: (3) and
- CHEM 206L - Organic Chemistry Laboratory I Credits: (1)
- or
- CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry Credits: (3) and
- CHEM 254 - General Chemistry Laboratory II Credits: (1)
- or
- PHYS 101 - General Physics I Credits: (3) and
- PHYS 101L - General Physics I Laboratory Credits: (1)
- or
- PHYS 102 - General Physics II Credits: (3) and
- PHYS 102L - General Physics II Laboratory Credits: (1)

These courses are required but do not count towards the minimum 36 credits in geology. Geology majors, especially those planning on pursuing advanced degrees, are strongly recommended to take one year of calculus, one year of chemistry, one year of physics, and a field camp.

## **Geology, General Geology Concentration, BS**

### **Required Credit Hours: 36**

(or more, depending on options)

### **Major Computing Requirement:**

Fulfilled by completing the Research requirement outlined below.

### **Major Writing Requirement:**

Fulfilled by completing the Research requirement outlined below.

### **Introductory Sequence:**

Select one of the following options:

- GEOL 101 - The Dynamic Earth: Physical Geology Credits: (3) and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)  
or
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3) and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)  
or
- GEOL 150 - First-Year Seminar Credits: (4) and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1)  
or
- GEOL 250 - Geologic Evolution of Virginia Credits: (4)

### **Core Courses:**

A minimum of 18 credits of core courses including:

#### **Both of the following courses:**

- GEOL 321 - Rock-Forming Minerals Credits: (4)
- GEOL 323 - Earth Structure & Dynamics Credits: (4)

#### **At least one course from Group A:**

- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 327 - Igneous and Metamorphic Petrology Credits: (3)

#### **At least one course from Group B:**

- GEOL 322 - The Sedimentary Record Credits: (4)
- GEOL 324 - Paleoclimatology & Paleoceanography Credits: (4)
- GEOL 325 - Paleontology Credits: (3)

### **Group A and B Additional Credits:**

Two to four additional credits to meet the 18 credits of core courses.

- GEOL 324 - Paleoclimatology & Paleoceanography Credits: (4)
- GEOL 325 - Paleontology Credits: (3)
- GEOL 327 - Igneous and Metamorphic Petrology Credits: (3)
- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 322 - The Sedimentary Record Credits: (4)

### **Research:**

- GEOL 404 - Introduction to Geological Research Credits: (1)  
One of the following options:
  - GEOL 491 - Senior Research Credits: (3) and GEOL 492 - Senior Research Credits: (1)
  - GEOL 495 - Honors Credits: (3) and GEOL 496 - Honors Credits: (3)

### **Elective courses:**

Nine credits to be taken from the following options:

- GEOL 203 - Age of Dinosaurs Credits: (3) or GEOL 207 - Planetary Geology Credits: (3) or GEOL 212 - Global Climate Change Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- GEOL 310 - Regional Field Geology Credits: (1-3)
- GEOL 311 - Field Methods in the Earth Sciences Credits: (3)
- GEOL 314 - Watershed Dynamics Credits: (4) (cannot be applied to major if GEOL 315 applies to major)
- GEOL 421 - Marine Geology: Environments, Processes, and Records Credits: (3)
- GEOL 424 - Sedimentology Seminar Credits: (1-3)
- GEOL 425 - Structural Geology Seminar Credits: (1-3)
- GEOL 426 - Paleobiology Seminar Credits: (1-3)
- GEOL 427 - Surface Processes Seminar Credits: (1-3)
- GEOL 428 - Geochemistry Seminar Credits: (1-3)
- GEOL 429 - Hydrology Seminar Credits: (1-3)
- GEOL 437 - Special Topics Seminar Credits: (1-3)
- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)
- MSCI 401C - Fundamentals of Marine Geology Credits: (2)
- MSCI 401R - Fundamentals of Marine Science Recitation Credits: (1) (cannot be applied to major if GEOL 421 applies to major)

Additional courses from Group A and B can also be used for elective credits. Only one of the following courses can be used to count towards the major: GEOL 203 - Age of Dinosaurs or GEOL 207 - Planetary Geology or GEOL 212 - Global Climate Change.

### **Additional Information:**

Geology majors are required to choose two courses and associated laboratories from the following list of five choices:

- CHEM 103 - General Chemistry I Credits: (3) and
- CHEM 103L - General Chemistry Laboratory I Credits: (1)

- CHEM 206 - Organic Chemistry I Credits: (3) and
- CHEM 206L - Organic Chemistry Laboratory I Credits: (1)
  
- CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry Credits: (3) and
- CHEM 254 - General Chemistry Laboratory II Credits: (1)
  
- PHYS 101 - General Physics I Credits: (3) and
- PHYS 101L - General Physics I Laboratory Credits: (1)
  
- PHYS 102 - General Physics II Credits: (3) and
- PHYS 102L - General Physics II Laboratory Credits: (1)

These courses are required but do not count towards the minimum 36 credits in Geology. Geology majors, especially those planning on pursuing advanced degrees, are strongly recommended to take one year of calculus, one year of chemistry, one year of physics, and a field camp.

## Geology, Minor

**Required Credit Hours: 21**

### Core Requirements:

#### Introductory Sequence:

One of the following options:

- GEOL 101 - The Dynamic Earth: Physical Geology Credits: (3)  
and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1) OR
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3)  
and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1) OR
- GEOL 150 - First-Year Seminar Credits: (4)  
and GEOL 160 - Investigating the Earth: Introductory Geology Laboratory Credits: (1) OR
- GEOL 250 - Geologic Evolution of Virginia Credits: (4)

#### Core Courses:

A minimum of 11 credits of core courses including:

##### Group A:

At least one course from Group A:

- GEOL 315 - Hydrology Credits: (4)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- GEOL 320 - Earth Surface Processes Credits: (4)
- GEOL 327 - Igneous and Metamorphic Petrology Credits: (3)

##### Group B:

At least one course from Group B:

- GEOL 324 - Paleoclimatology & Paleooceanography Credits: (4)
- GEOL 325 - Paleontology Credits: (3)
- GEOL 322 - The Sedimentary Record Credits: (4)

### **Group C:**

At least one course from Group C:

- GEOL 323 - Earth Structure & Dynamics Credits: (4)
- GEOL 321 - Rock-Forming Minerals Credits: (4)

### **Electives:**

Six credits to be taken from the following options:

- GEOL 203 - Age of Dinosaurs Credits: (3) or GEOL 207 - Planetary Geology Credits: (3) or GEOL 212 - Global Climate Change Credits: (3)
- GEOL 424 - Sedimentology Seminar Credits: (1-3)
- GEOL 425 - Structural Geology Seminar Credits: (1-3)
- GEOL 426 - Paleobiology Seminar Credits: (1-3)
- GEOL 427 - Surface Processes Seminar Credits: (1-3)
- GEOL 428 - Geochemistry Seminar Credits: (1-3)
- GEOL 429 - Hydrology Seminar Credits: (1-3)
- GEOL 437 - Special Topics Seminar Credits: (1-3)
- GEOL 421 - Marine Geology: Environments, Processes, and Records Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- GEOL 310 - Regional Field Geology Credits: (1-3)
- GEOL 311 - Field Methods in the Earth Sciences Credits: (3)
- GEOL 314 - Watershed Dynamics Credits: (4)
- MSCI 401C - Fundamentals of Marine Geology Credits: (2)
- MSCI 401R - Fundamentals of Marine Science Recitation Credits: (1)  
(cannot be applied to minor if GEOL 421 applies to minor)

### **Note:**

Additional core courses can be used for elective credits. Only one of the following courses can be used to count towards the minor: Age of Dinosaurs (GEOL 203), Planetary Geology (GEOL 207), and Global Climate Change (GEOL 212).

## **Course Descriptions**

### **Geology**

#### **GEOL 100 - Key Concepts in the Earth & Environmental Sciences**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Earth & Environmental Sciences, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **GEOL 101 - The Dynamic Earth: Physical Geology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out): CSI* An investigation of the major features of the earth and its materials and the

interaction of the geologic processes active on the surface and in the interior of the earth. Topics include volcanoes, rivers, glaciers, earthquakes, natural resources, and global change. The lab course, GEOL 160, is optional.

### **GEOL 110 - Earth's Environmental Systems: Physical Geography**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI Introduction to the interactions between the earth's environmental systems - the atmosphere, hydrosphere, biosphere, and solid earth. Emphasis will be placed on the relationship between the environment and the human condition. The lab course, GEOL 160, is optional.

### **GEOL 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Geology. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **GEOL 160 - Investigating the Earth: Introductory Geology Laboratory**

*Credits: (1)*

*Prereq/Corequisite(s):* GEOL 101 or GEOL 110.

*Domain (Anchored): NQR*

Investigating the Earth through exercises involving observations and interpretations of maps, minerals and rocks, groundwater and streams, coastal processes, and earthquakes. Field trips and laptop computer are required. This course may be taken concurrently or after taking GEOL 101 or GEOL 110.

Three laboratory hours. There is a fee associated with the laboratory.

### **GEOL 203 - Age of Dinosaurs**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* ALV In this course, we'll use dinosaurs and the Mesozoic world to explore concepts of geologic time, extinction, climate change, evolution, and plate tectonics. Emphasis will also be placed on how science works and major discoveries in dinosaur paleontology.

### **GEOL 207 - Planetary Geology**

*Credits: (3)*

*Domain (Anchored): NQR*

An investigation of planetary bodies in the Solar System. Topics include celestial mechanics, the formation of planets and satellites, planetary surfaces, and planetary atmospheres.

### **GEOL 212 - Global Climate Change**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI An introduction to Earth's climate system and the causes of climate variability on different geologic timescales. This course will also cover recent climate changes with lessons focussed on the influence of anthropogenic activity and predictions about future climate trends and their potential impacts on society.

### **GEOL 250 - Geologic Evolution of Virginia**

*Credits: (4)*

The geology and landscapes of Virginia are remarkably diverse. In this course, we will investigate the geological processes that shape the distinctive landscapes, watersheds, bedrock, and fossils of Virginia. The course is hands-on with specific modules that require observation, data collection, hypothesis testing, and critical thinking, both in the field and lab. The focus on Virginia's geological evolution will be used to introduce a wide-range of earth science topics and skills: these include earth materials, deep time, tectonic processes, surface processes, climate, and sea-level change. Although activities will focus on Virginia, the concepts learned can be applied anywhere on the Earth.

### **GEOL 305 - Environmental Geology**

*Credits: (3)*

*Prerequisite(s):* GEOL 101 or GEOL 110, and GEOL 160. Offered alternate years.

*Domain (Anchored):* NQR

The application of geology toward understanding the connections between human activities and the environment. Topics include climate change, flooding and water pollution, coastal processes, and natural hazard prediction.

### **GEOL 310 - Regional Field Geology**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 101 or GEOL 110, and GEOL 160, and instructor consent.

*Domain (Anchored):* NQR

Field techniques and their application in the study of the geology and geologic history of selected regions. This course may be repeated for credit. One to four-week field trip with pre-field trip lecture sessions. Fee Required.

### **GEOL 311 - Field Methods in the Earth Sciences**

*Credits: (3)*

*Prerequisite(s):* GEOL 320 or GEOL 321 or GEOL 322 or GEOL 323

*Domain (Anchored):* NQR

Field techniques and their application to solve geological and environmental problems. Topics include GPS surveying, topographic surveying, bedrock and surficial mapping, and introduction to geophysical methods. Required field trips.

### **GEOL 314 - Watershed Dynamics**

*Credits: (4)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W or BIOL 204 or BIOL 203.

This team-taught course will combine biologic and hydrologic approaches to explore the interactions between the physical, biological, and chemical processes active in watersheds. Emphasis will be placed on understanding how interactions between these processes control water quality and biologic diversity, and how anthropogenic activities modify these processes.

Laboratory is required. *Cross-listed with:* ENSP 341

### **GEOL 315 - Hydrology**

*Credits: (4)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W, and MATH 111, and GEOL 160.

Quantitative investigation of the major components of the hydrologic cycle and their interactions, including atmospheric water, surface water, and groundwater.

Field trips required.

### **GEOL 316 - Environmental Geochemistry**

*Credits: (3)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W , and CHEM 103 and GEOL 160.

This course examines the chemical interactions among water, rock, and biota. We will investigate the basic inorganic and organic chemistry of nutrients, metals, and carbon. Topics covered include weathering, oceanic and terrestrial biogeochemical cycles and heavymetal deposition.

### **GEOL 320 - Earth Surface Processes**

*Credits: (4)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W , and GEOL 160.

A quantitative investigation of processes that act to shape the Earth's surface. Explores the links between surface processes, tectonics, and climate; the mechanics and rates of landscape processes and evolution; and the movement of water on and near the surface.

### **GEOL 321 - Rock-Forming Minerals**

*Credits: (4)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W , and GEOL 160.

An introduction to the structures, compositions, characteristic features, and uses of the most common minerals. This course will emphasize the fundamental role that minerals play as the building blocks of sedimentary, igneous, and metamorphic rocks.

Field trips.

### **GEOL 322 - The Sedimentary Record**

*Credits: (4)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W , and GEOL 160.

An introduction to the origin and interpretation of sediments, fossils, and sedimentary rocks with a focus on depositional environments, paleoclimates, and the use of sediments, fossils, and sedimentary rocks in the interpretation of earth history.

Field trips.

### **GEOL 323 - Earth Structure & Dynamics**

*Credits: (4)*

*Prerequisite(s):* GEOL 101 or GEOL 110 or GEOL 150W , and GEOL 160.

An introduction to the internal structure of the earth and its dynamics. Geological and geophysical characteristics of the earth are used to understand tectonic processes. Examines major earth structures and investigates the physics of deformation.

Field trips.

### **GEOL 324 - Paleoclimatology & Paleoceanography**

*Credits: (4)*

*Prerequisite(s):* GEOL 160 and (GEOL 101 or GEOL 110 or GEOL 150) *Corequisite(s):* GEOL 324L

This course investigates evidence for changes in Earth's climate system over geologic timescales and the methods used to reconstruct past climate. Information archived in geologic records from the global oceans, terrestrial landscapes, and ice sheets will be examined to explore how past climate and oceanographic changes relate to climate forcing and feedback mechanisms, and how they help contextualize present and projected future climate trends.

### **GEOL 325 - Paleontology**

*Credits: (3)*

*Prerequisite(s):* GEOL 160 or GEOL 250 or BIOL 204

The taxonomy of fossil organisms and the role of fossils in the study of organic evolution and the time

relations of rock sequences. The laboratory stresses invertebrate morphology and quantitative measurement of local marine fossils.

Field trips. *Cross-listed with:* BIOL 317

### **GEOL 327 - Igneous and Metamorphic Petrology**

*Credits:* (3)

*Prerequisite(s):* GEOL 321.

Mineral and rock genesis in the igneous and metamorphic environments. A study of hand specimens and thin sections, structures, textures, and areal distribution.

Field trips.

### **GEOL 330 - Introduction to Marine Science**

*Credits:* (3)

*Prerequisite(s):* Select at least one course from the following list: BIOL 203 or BIOL 204 or CHEM 103 or CHEM 205 or GEOL 101 or GEOL 110 or GEOL 150 or PHYS 101 or PHYS 101H or PHYS 107

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This COLL 200 course provides an overview of physical, chemical, geological and biological processes operating in the world ocean. The interdisciplinary nature of marine science is emphasized, providing an integrated view of factors that control ocean history, circulation, chemistry, and biological productivity. Mechanisms of global change and implications for human society are interwoven throughout the course.

*Cross-listed with:* BIOL 330 and ENSP 249 and MSCI 330

### **GEOL 350 - Earth Science for Environmental Justice**

*Credits:* (3)

*Prerequisite(s):* GEOL 100 or GEOL 101 or GEOL 110 or GEOL 150 or GEOL 203 or GEOL 207 or GEOL 212 or GEOL 250 or ENSP 101

*College Curriculum:* COLL 350

Earth Science can be a powerful tool to understand and mitigate the impacts of environmental injustice. We will analyze how the workings of power and privilege in the U.S. have led to Black, Latinx, and Native American communities being disproportionately affected by environmental problems such as pollution, water scarcity, extreme heat, and sea-level rise. We will also explore how geoscientists and community leaders can work together to solve environmental challenges. For Earth Science to truly be a tool for environmental justice, we also need a diverse and inclusive geoscience community. We will discuss the importance of diversity, equity, and inclusion in science and strategies for overcoming the barriers that currently exist.

### **GEOL 403 - Introduction to Geological Research I**

*Credits:* (1)

Analysis of journal articles, discussion of research topics, and instruction in the use of library resources including electronic databases. Class work will include oral and written presentations. Enrollment is restricted to geology majors, normally in their junior year.

### **GEOL 404 - Introduction to Geological Research**

*Credits:* (1)

*Prerequisite(s):* GEOL 403

Students will develop a formal research proposal for a senior research or Honors project in consultation with their research advisor. Students will give an oral presentation to the class describing their research proposal. Class work will include discussion of research sources and questions, training in research

techniques, and preliminary data collection and interpretation. Enrollment is restricted to geology majors, normally in their junior year.

**GEOL 407 - Special Topics in Geology**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

Advanced study of topics not routinely covered by existing courses. Subjects, prerequisites and instructor will vary from year to year.

This course may be repeated for credit.

**GEOL 409 - Independent Study in Geology**

*Credits: (1-3)*

A program for geology majors who wish to pursue independent study of a problem or topic in geology.

May be repeated for credit.

**GEOL 421 - Marine Geology: Environments, Processes, and Records**

*Credits: (3)*

*Prerequisite(s):* GEOL 160 or GEOL 250

This course provides an introduction to the geologic processes which have shaped the world's oceans and their margins. It is specifically targeted to advanced undergraduates and junior graduate students with a background in geological sciences. It will focus on three key study areas (the Bay of Bengal, the US Atlantic Coast, and the Arctic Ocean), and explore the geology and morphology of each, the key processes responsible for their formation and evolution over timescales ranging from decades to hundreds of millions of years, and the records of past changes in sea level, climate, and physical oceanography contained within their sedimentary deposits.

*Cross-listed with:* MSCI 421

**GEOL 424 - Sedimentology Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 322.

Advanced seminar in topics in Sedimentology.

**GEOL 425 - Structural Geology Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 323.

Advanced seminar in topics in Structural Geology.

**GEOL 426 - Paleobiology Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 325.

Advanced seminar in topics in Paleobiology.

**GEOL 427 - Surface Processes Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 320.

Advanced seminar in topics in Surface Processes.

**GEOL 428 - Geochemistry Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 316.

Advanced seminar in topics in Geochemistry.

**GEOL 429 - Hydrology Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 314 or GEOL 315.

Advanced seminar in topics in Hydrology.

**GEOL 437 - Special Topics Seminar**

*Credits: (1-3)*

*Prerequisite(s):* GEOL 101, GEOL 110, GEOL 150W , GEOL 160.

Advanced seminar.

**GEOL 491 - Senior Research**

*Credits: (3)*

*Prerequisite(s):* GEOL 404.

Independent senior research study, culminating in a written paper and a formal presentation in the Spring semester. Project topics can include research, education, outreach, and science communication.

**GEOL 492 - Senior Research**

*Credits: (1)*

*Prerequisite(s):* GEOL 404.

Independent senior research study, culminating in a written thesis and a formal presentation.

**GEOL 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* GEOL 404.

The requirements of Honors study in geology include a program of research accompanied by readings from the original literature, the satisfactory completion of a comprehensive examination in geology, and the preparation and presentation of an Honors essay based on the student's reading and research. Note: For College provisions governing the Admission to Honors, see the Department Honors section of the catalog under Requirements for the Baccalaureate Degree.

Note: For College provisions governing the Admission to Honors, see the Department Honors section of the catalog under Requirements for the Baccalaureate Degree.

**GEOL 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* GEOL 404.

The requirements of Honors study in geology include a program of research accompanied by readings from the original literature, the satisfactory completion of a comprehensive examination in geology, and the preparation and presentation of an Honors essay based on the student's reading and research. Note: For College provisions governing the Admission to Honors, see the Department Honors section of the catalog under Requirements for the Baccalaureate Degree.

Note: For College provisions governing the Admission to Honors, see the Department Honors section of the catalog under Requirements for the Baccalaureate Degree.

## **Global Studies**

### **The Global Studies Programs**

Students who major in Global Studies (GBST) collaborate with a faculty advisor to design their interdisciplinary sequence of courses in one of the following area concentrations: Asian & Middle Eastern

Studies, Asian and Pacific Islander American Studies, European Studies, Latin American Studies, and Russian and Post-Soviet Studies. Through coursework in the arts, culture, history, languages, literature, politics, and religions of major world regions and communities, students explore the specificity of a given region, the ways in which global forces are realized in and through local contexts, and the interconnections between global communities. Majors often combine their program of study with service learning, internships, or study abroad. Familiarity with a specific region or global community provides a foundation for grappling with the emerging possibilities and the ethical responsibilities of living in a globally interconnected world.

**Language Requirement.** Degrees in Global Studies include or encourage coursework in a modern foreign language component which exceeds the College's proficiency requirement. Students meet the requirement by completing a specific level of language instruction as detailed in their concentration.

**Major Writing Requirement (MWR).** The major writing requirement may be satisfied in Global Studies by (1) completing the appropriate senior seminar of the individual program, or 2) completing a writing project designed to meet the MWR with special permission from the Program Director of the relevant concentration (ie. AMES, APIA, EURS, LAS, or RPSS). Students should consult with their area concentration advisor on how best to fulfill this requirement.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities and pursue summer and semester-long programs of study, scholarship, and service in all areas of Global Studies, or at approved institutions in the United States. Contact the Global Education Office at the Reves Center for International Studies for information on William & Mary study abroad programs and on programs offered by other institutions. With prior approval, courses taken abroad may be applied to the major or used for other requirements. Funding for independent research projects may be available from the Charles Center for Interdisciplinary Study; students should also investigate scholarship opportunities available through the Reves Center's Global Education Office for language study.

**Major Declaration.** Prospective majors in Global Studies should discuss their plans for study with an affiliated faculty in one of the five area concentrations by the end of the sophomore year. Declaration forms and instructions for majors and minors are available on the Global Studies website.

**Minors.** In Global Studies students may complete a minor in Asian & Pacific Islander American Studies, East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, Russian and Post-Soviet Studies, or South Asian Studies.

**Senior Honors** Students who wish to conduct an honors project must apply for admission to the Departmental Honors program, which is administered by the Charles Center. As part of the application, students must get the approval of an honors project by a faculty member in their area concentration (AMES, APIA, EURS, LAS, or RPSS). Application, which includes a faculty signature and a prospectus, should be made to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in Global Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center.

Students admitted into the Honors program in Global Studies will enroll in the honors courses (495-496) appropriate to their area concentration during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an

honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site. Students considering Honors projects will please consult with their concentration major's program director to clarify requirements unique to that program.

### **Asian and Middle Eastern Studies**

Asian and Middle Eastern Studies (AMES) is a multidisciplinary program that aims to enrich the understanding of a broadly conceived "Asia" in relation to other parts of the world. The AMES curriculum includes the study of history, politics, religion, literature, fine and media arts, performance, expressive and ritual culture, and the major languages of the continent. Its curriculum consists of course offerings encompassing a diverse range of topics that involve East Asia, South Asia, Southeast Asia, the Middle East, and the Asia-Pacific. Students select a track in either East Asian Studies, Middle Eastern Studies, or the new Comparative Asian and Middle Eastern Studies (which begins in fall 2021). The AMES curriculum includes four minor programs of study including minors in East Asian Studies, Middle Eastern Studies, South Asian Studies, and Comparative Asian and Middle Eastern Studies. AMES concentrators and AMES minors are encouraged to combine their academic study with service learning, study away, or study abroad.

AMES concentrators are required to complete 33 credit hours, including AMES 250 (core course) and AMES 493 (capstone course). AMES students are encouraged to look into allied programs such as Global Studies for complementary courses and intellectual exchange. Students are encouraged to pursue advanced research through AMES 495 - AMES 496 (Senior Honors). Please consult with a faculty member in AMES if you are interested in the program.

### **Asian & Pacific Islander American Studies**

The Asian & Pacific Islander American Studies (APIA) program advances interdisciplinary and global research, scholarship, and praxis immersed in the experiences and contributions of Asian Americans and Pacific Islanders and their global diasporas. The major and minor in Asian and Pacific Islander American Studies provide students with the research, interpretive, analytical and creative skills needed to examine the historical and contemporary experiences of Asians and Pacific Islanders in the United States and in a global context. The curriculum seeks to educate students with the breadth of knowledge about the cultural, political, and economic organization of Asian American and Pacific Islander communities in order to deepen and expand their understanding of diverse and multicultural perspectives within American society and the world.

Students receive sustained individualized advising and mentorship from faculty drawn from the arts, humanities, education, and social sciences, making it possible to study APIA communities in various contexts, including Asian and Pacific Islander diasporas, racialization, globalization, the American Civil Rights movement, decolonization, and Third World solidarity. APIA faculty mentor students with a view towards their general welfare, wellness, and self-determination by offering courses and experiences that develop not only the creative expressions, voices, critical pedagogies, and analyses of APIA peoples but also inculcate a commitment to social justice, equity, and activism within Asian American communities, and respect for differences, especially ethnic diversity. The 33 credits required for the APIA major culminate in a praxis capstone designed for students to integrate this knowledge base into its practical application in their chosen disciplinary methodology or career path such as medicine, law, business, government, public policy, film, theater, and education.

### **INTERNSHIPS IN ASIA**

The AMES and APIA programs collaborate with the Charles Center and the Reves Center in officiating the APIA-AMES Freeman Intern Fellowship in Asia where students can apply to intern in Asia on fully funded fellowships. As APIA-AMES Freeman Fellows, they further their research and community engagement in APIA-AMES 385, a COLL 300 course taught by Professor Francis Tanglao Aguas, the fellowship's faculty director.

## European Studies

A concentration in European Studies provides interdisciplinary exposure to Europe's history, culture, and politics, emphasizing both Europe's regional specificity and its historical and contemporary interactions with other global regions. The concentration prepares students culturally and linguistically for professions in the public and private spheres in the US and Europe. Majors must have the following prerequisite, which does not count toward the 18 required credit hours: 202 or equivalent in one European language.

ES concentrators are strongly encouraged to participate in study abroad programs in Europe. Courses taken abroad are evaluated toward the ES concentration on a case-by-case basis.

Declaring a concentration in European Studies requires meeting with an ES advisor to create a plan of study that focuses on a particular region, chronological period, and/or theme. This plan of study must be filed with the Director of European Studies on behalf of the Area Concentration Faculty Committee. Students should keep in mind that not all courses listed as eligible for the ES concentration are offered each year and should work closely with a European Studies advisor to ensure their plan of study is viable given actual course offerings. Students are also advised to check with professors in contributing departments to confirm the frequency with which specific courses are taught.

Course prerequisites are indicated in brackets after the appropriate course titles (slashes between course numbers indicate that students must take one of the listed courses).

## Latin American Studies

Latin American Studies (LAS) is a multidisciplinary program that aims to help students make connections across different scholarly approaches to "the Americas" and to make sense of interdisciplinary frameworks for understanding the people, economies, cultures and politics of one of the world's most dynamic and diverse regions. The LAS curriculum includes the study of history, political economy, sociology, literature, fine and media arts, culture, and major languages of the region. Course offerings cover a wide range of topics and geographical focuses in departments including Anthropology, Art and Art History, Economics, Government, Hispanic Studies, History, Religious Studies, and Sociology.

Requirements for the major are listed below. (Total credits for the major: 33)

**Major Declaration:** Prospective majors in LAS should discuss their plans for study with an affiliated faculty by the end of the sophomore year. Upon declaring the major students will select two fields of emphasis that will serve as "concentrations" within the multi-disciplinary major, which will enable them to pursue an in depth course of study within a focused area. Disciplinary concentration fields include: Anthropology, Art and Art History, Economics, Government, Hispanic Studies, History, Sociology. Students can also, in consultation with the LAS program director, design a thematic or global field relevant to the region, choosing courses (at least 9 credits) from any discipline or program that together allow for in-depth study of a chosen topic relevant to Latin America. Declaration forms and instructions for majors and minors are available on the Global Studies website and at the Registrar's Office.

**Immersion Experience:** The immersion experience is defined as an experience beyond the William & Mary classroom clearly linked to Latin America or Latinos residing in other parts of the world. Its

purpose is to develop students' awareness of issues impacting Latin American countries and people. The immersion experience is designed to give students an opportunity to apply their in-class learning to real-world situations and develop frameworks for engaging real-world issues affecting Latin American cultures, nations, and communities. The immersion experience may be tied to a service learning opportunity or study abroad. Students can also satisfy this requirement through an internship that focuses on Latin American or Latino issues in the United States. This is a non-credit bearing requirement. Students who fulfill this requirement by participating in a William & Mary study abroad program or through a LAS-affiliated program such as the Border Studies Program, SOMOS, MANOS or the National Security Archives programs should complete a pre-approval form (available on the LAS web-site) and enroll in LAS 400. In other cases fulfillment of the immersion requirement is subject to the approval of the student's major advisor or the LAS program director.

**Language requirement:** The concentration in Latin American Studies includes a language requirement that exceeds the College-wide proficiency requirement. The requirement can be met with three credits at the 300-level or above taught in a target language spoken in the region. Although the College is not currently able to offer languages beyond Spanish, a student could count another language (for example, Portuguese or Nahuatl) provided they can demonstrate proficiency through accredited academic courses taken domestically or abroad. In special cases this requirement can also be satisfied by an equivalent language immersion experience subject to approval by the LAS program director.

### **Russian and Post-Soviet Studies**

Russian and Post-Soviet Studies (RPSS) is an interdisciplinary program that introduces students to culture, history and politics of a vast region spanning from East-Central Europe to Siberia and Central Asia. The curriculum for the RPSS concentration and the RPSS minor includes courses in politics, history, literature, film, and media of the region, and the Russian language. Russian and Post-Soviet Studies concentrators and minors are strongly encouraged to combine their academic study at William & Mary with study abroad. The concentration prepares students culturally and linguistically for professions in the public and private spheres in the US and in Eurasia, as well as for graduate study.

Majors are required to complete 33 credit hours. All courses with the RPSS designator (see below) fulfill major and minor requirements for the concentration. Please consult with a faculty advisor about specific lines the course fulfills. The rest of the courses for the major and minor are selected from those available in the curriculum of the various departments. See the requirements for the RPSS major and RPSS minor.

## **Programs and Course Descriptions**

### **Programs**

- **Global Studies (BA in International Studies)**

Please click the links below for more information on these Global Studies concentrations and courses.

- [Asian and Middle Eastern Studies](#)
- [Asian and Pacific Islander American Studies](#)
- [European Studies](#)
- [Latin American Studies](#)
- [Russian and Post-Soviet Studies](#)

### **Course Descriptions**

**GBST 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Global Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion. Sample topics might include: globalization, migration, and nationalism.

**GBST 390 - Topics in Global Studies**

*Credits: (1-4)*

Selected topics in Global Studies are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit.

**GBST 391 - Short Course in Global Studies**

*Credits: (1)*

Selected topics in Global Studies are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit.

**GBST 480 - Independent Study in Global Studies**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor.

For majors who have completed most of their major requirements and who have secured approval from a supervising instructor. A Global Studies major can include no more than six hours of independent study. These courses may be repeated for credit, if the topic varies.

**GBST 495 - Senior Honors in Global Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

**GBST 496 - Senior Honors in Global Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

**GBST 498 - Internship**

*Credits: (credits to be arranged)*

An internship offers work experience relevant to Global Studies, including international work experience, while providing opportunities to apply and develop ideas, languages and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member and must be approved in advance.

**Asian and Middle Eastern Studies (AMES)**

Asian and Middle Eastern Studies (AMES) is a multidisciplinary program that aims to enrich the understanding of a broadly conceived “Asia” in relation to other parts of the world. The AMES curriculum includes the study of history, politics, religion, literature, fine and media arts, performance,

expressive and ritual culture, and the major languages of the region. Its curriculum consists of course offerings encompassing a diverse range of topics that involve East Asia, South Asia, Southeast Asia, the Middle East, and the Asia-Pacific. Students select a track in either East Asian Studies or Middle Eastern Studies. The AMES curriculum includes four minor programs of study including minors in East Asian Studies, Middle Eastern Studies, South Asian Studies and Comparative and Diaspora Studies of Asia and the Middle East. AMES concentrators and AMES minors are encouraged to combine their academic study with service learning, study away, or study abroad.

AMES concentrators are required to complete 38 credit hours, including AMES 250 (core course) and AMES 493 (capstone course). AMES students are encouraged to look into allied programs such as Global Studies for complementary courses and intellectual exchange. Students are encouraged to pursue advanced research through AMES 495 -AMES 496 (Senior Honors). Please consult with a faculty member in AMES if you are interested in the program.

## **Programs and Course Descriptions**

### **Programs**

#### **Asian and Middle Eastern Studies, Global Studies (BA in International Studies)**

- [Comparative Asian & Middle Eastern Studies Track, Asian & Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [East Asian Studies Track, Asian & Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [East Asian Studies, Minor](#)
- [Middle Eastern Studies Track, Asian & Middle Eastern Studies, Global Studies \(BA in International Studies\)](#)
- [Middle Eastern Studies, Minor](#)
- [South Asian Studies, Minor](#)

### **Comparative Asian & Middle Eastern Studies Track, Asian & Middle Eastern Studies, Global Studies (BA in International Studies)**

**Required Credit Hours: 33 (or more)**

#### **Foundation: 6 Credits**

- AMES 250 - Critical Issues in Asian and Middle Eastern Studies Credits: (3)
- AMES 493 - Senior Research in Asian and Middle Eastern Studies Credits: (3)

#### **Additional Coursework with AMES Core Faculty**

Students should enroll in courses taught by AMES Core Faculty teaching in a variety of disciplines and about a diverse array of societies and cultures.

#### **Area or Regional Frameworks: 9 Credits**

##### **Middle East Regional Framework: 3 Credits**

These are the kinds of courses that satisfy this requirement. Students are encouraged to work with their advisor to discover other courses that encompass an introduction to the Middle East region and or to notify the AMES Program Director if there are other courses offered or upcoming that might satisfy the requirement. Please note: many courses are cross listed and have a variety of attributes.

- First year seminars (150) - Middle East topics only
- AMES 290 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - Middle East topics only
- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - Middle East topics only
- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
- ANTH 333 - Anthropology of Islam Credits: (3)
- ARAB 309 - Survey of Arabic Literature in Translation Credits: (3)
- ARAB 310 - Topics in Modern Arabic Literature in Translation Credits: (3)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)
- HIST 171 - History of the Middle East to 1400 Credits: (3)
- HIST 172 - Modern Middle East since 1400 Credits: (3)
- MUSC 372 - Music Cultures of the Middle East Credits: (4)
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 318 - Islam in the Modern World Credits: (3)

### **East Asia Regional Framework: 3 Credits**

These are the kinds of courses that satisfy this requirement. Students are encouraged to work with their advisor to discover other courses that encompass an introduction to East Asia and or to notify the AMES Program Director if there are other courses offered or upcoming that might satisfy the requirement. Please note: many courses are cross listed and have a variety of attributes.

- First year seminars (150) - East Asia topics only
- AMES 290 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - East Asia topics only
- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - East Asia topics only
- ANTH 342 - Peoples and Cultures of East Asia Credits: (3)
- ARTH 257 - Asian Art Credits: (3)
- CHIN 220 - Chinese Popular Culture Credits: (3)
- CHIN 250 - Introduction to Chinese Cultural Studies Credits: (3)
- GOVT 336 - Governments and Politics of China and Japan Credits: (3)
- HIST 141 - Survey of East Asian Civilization to 1600 Credits: (3)
- HIST 142 - Survey of East Asian Civilization since 1600 Credits: (3)
- JAPN 280 - East Asian Cultures Through Film Credits: (3)
- RELG 214 - Introduction to Buddhism Credits: (3)
- RELG 215 - History of Religion in East Asia Credits: (3)

### **South Asia Regional Framework: 3 Credits**

South Asia Regional Framework included Southeast or Central Asia. These are the kinds of courses that satisfy this requirement. Students are encouraged to work with their advisor to discover other courses that encompass an introduction to South Asia or Southeast or Central Asia and or to notify the AMES Program Director if there are other courses offered or upcoming that might satisfy the requirement. Please note: many courses are cross listed and have a variety of attributes.

- First Year Seminars (150) - South/Southeast/Central Asia topics only
- AMES 290 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - South/Southeast/Central Asia topics only
- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - South/Southeast/Central Asia topics only
- GOVT 340 - South Asian Politics Credits: (3)

- GOVT 440 - State Building in Afghanistan Credits: (4)
- HIST 161 - History of South Asia Credits: (3)
- MUSC 368 - Music of India Credits: (4)
- RELG 213 - Introduction to Hinduism Credits: (3)
- THEA 334 - History and Performance of Classical Asian Theatres Credits: (3)

### **Disciplinary Frameworks: 9 Credits**

These are the kinds of courses that satisfy this requirement. Note that most courses in Disciplinary Frameworks are at the 300 or 400 level. Students are encouraged to work with their advisor to discover courses taught by AMES CORE FACULTY who approach the AMES region with a particularly disciplinary focus. If there are other courses offered or upcoming that might satisfy the requirement, they may be approved for use in Disciplinary Frameworks. Please note: many courses are cross listed and have a variety of attributes associated with this discipline.

### **Social Science: 3 Credits**

- AMES 330 - Palestine-Israel: A Dialogue Credits: (3)
- AMES 331 - Political Violence in the Middle East Credits: (3)
- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
- ANTH 333 - Anthropology of Islam Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4) - AMES topics only
- ANTH 373 - Anthropology of the State Credits: (3)
- ANTH 470 - Senior Seminar in Anthropology Credits: (4) - AMES topics only
- APIA 315 - Asian Pacific American History Credits: (3)
- APIA 366 - Asian American Demography and Law Credits: (3)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)
- GOVT 340 - South Asian Politics Credits: (3)
- GOVT 390 - Topics in Government Credits: (1-2) - AMES topics only
- GOVT 391 - Topics in Government Credits: (3) - AMES topics only
- GOVT 440 - State Building in Afghanistan Credits: (4) - AMES topics only
- GSWS 312 - Comparative Sociology Credits: (3)
- GSWS 313 - Gender and Postcoloniality Credits: (3)
- GSWS 391 - Topics in Gender and International Issues Credits: (3) - AMES-related topics only
- GSWS 393 - Topics in Gender and Race/Ethnicity Issues Credits: (3) - AMES-related topics only
- HIST 315 - Asian Pacific American History Credits: (3)
- HIST 331 - Modern Japanese History Credits: (3)
- HIST 332 - Modern Korean History Credits: (3)
- HIST 333 - Modern Chinese History Credits: (3)
- HIST 334 - Nation, Gender, and Race in South Asia Credits: (3)
- HIST 336 - History of the Ottoman Empire: 1300-1923 Credits: (3)
- HIST 413 - Topics in History Credits: (3) - AMES-related topics only
- HIST 414 - Topics in History Credits: (3) - AMES-related topics only
- HIST 490C - Capstone Seminar Credits: (4) - AMES-related topics only
- HIST 491C - Capstone Seminar Credits: (4) - AMES-related topics only

### **Humanities: 3 Credits**

- AMES 312 - Global Asian Cities: Learning from Dubai Credits: (3)

- AMES 320 - Islamophobia and Orientalism Credits: (3)
- AMES 330 - Palestine-Israel: A Dialogue Credits: (3)
- AMES 331 - Political Violence in the Middle East Credits: (3)
- AMES 351 - Short Course in Asian and Middle Eastern Studies Credits: (1)
- AMES 385 - AMES Student Think Tank Credits: (3)
- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4) - AMES Humanities Faculty
- AMES 460 - Practicum in AMES Credits: (1-3)
- AMES 480 - Independent Study in Asian and Middle Eastern Studies Credits: (1-3)
- AMES 493 - Senior Research in Asian and Middle Eastern Studies Credits: (3)
- AMES 495 - Senior Honors in Asian and Middle Eastern Studies Credits: (3)
- AMES 496 - Senior Honors in Asian and Middle Eastern Studies Credits: (3)
- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
- ANTH 333 - Anthropology of Islam Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4) - Middle Eastern topics only
- APIA 205 - Introduction to Asian & Pacific Islander American Studies Credits: (3)
- APIA 405 - Transnational Asian American Literature Credits: (3)
- APIA 444 - Filipino American & Diaspora Studies Credits: (4)
- ARAB 307 - Arab Civilization in Transition: Self, Culture, and Society in the Modern Period Credits: (3)
- ARAB 308 - Bridging Heritage and Modernity: Modern Forms and Classical Themes in Arabic Literary Writing Credits: (3)
- CHIN 316 - Women and Love in Chinese Literature (In Translation) Credits: (3)
- CHIN 220 - Chinese Popular Culture Credits: (3)
- CHIN 250 - Introduction to Chinese Cultural Studies Credits: (3)
- CHIN 280 - East Asian Cultures Through Film Credits: (3)
- GSWS 393 - Topics in Gender and Race/Ethnicity Issues Credits: (3) - AMES Humanities Faculty
- JAPN 211 - Samurai: History and Myth Credits: (3)
- JAPN 220 - Japan's Ghosts and Demons Credits: (3)
- JAPN 280 - East Asian Cultures Through Film Credits: (3)
- JAPN 320 - The Japanese City Credits: (3)
- JAPN 330 - Japanese Popular Culture Credits: (3)
- RELG 308 - Topics in Religious Studies Credits: (3-4) - AMES topics only
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 213 - Introduction to Hinduism Credits: (3)
- RELG 214 - Introduction to Buddhism Credits: (3)
- RELG 215 - History of Religion in East Asia Credits: (3)
- RELG 318 - Islam in the Modern World Credits: (3)
- RELG 331 - What is Love? Reflections from the Islamic Tradition Credits: (3)
- RELG 350 - Eastern Christianity Credits: (3)
- RELG 361 - Modern Hinduism Credits: (3)
- RELG 362 - Magic, Science, and Religion Credits: (3)
- RELG 364 - Yoga and Tantra Credits: (3)
- RELG 367 - Himalayan Religion Credits: (3)
- RELG 369 - Hindu Sacred Texts Credits: (3)
- RELG 380 - Buddhist Philosophy Credits: (3)
- RELG 382 - Buddhism and Science Credits: (3)

**Arts: 3 Credits**

- AMES 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice Credits: (4)
- AMES 333 - South & South East Asian Folklore Performance Credits: (3-4)
- APIA 222 - Acting Asian American: The Performance of Identity Credits: (4)
- ARTH 225 - Topics in Art History Credits: (3) - AMES topics only
- ARTH 230 - Topics in Art History Credits: (3) - AMES topics only
- ARTH 330 - Topics in Art History Credits: (1-4) - AMES topics only
- ARTH 375 - Cities in the Modern Middle East Credits: (3)
- ARTH 430 - Seminar Topics in Art History Credits: (3) - AMES topics only
- ARTH 478 - Seminar Topics in Curatorial Studies Credits: (3) - AMES topics only
- ARTH 479 - Seminar Topics in Built Environment Studies Credits: (3) - AMES topics only
- ARTH 392 - Buddhist Art & Architecture: Origin, Exchange & Innovation Credits: (3)
- MUSC 345 - Seminar in Music Research Credits: (4) - AMES topics only
- MUSC 367 - Topics in Ethnomusicology Credits: (4) - AMES topics only
- MUSC 368 - Music of India Credits: (4)
- MUSC 372 - Music Cultures of the Middle East Credits: (4)
- THEA 328 - World Theatre History, 500 B.C. to 1750 Credits: (3)
- THEA 329 - World Theatre History, 1750 to the Present Credits: (3)
- THEA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice Credits: (4)
- THEA 333 - South & South East Asian Folklore Performance Credits: (3-4)
- THEA 334 - History and Performance of Classical Asian Theatres Credits: (3)

**Note:**

AMES 1-credit Music Ensembles (Middle Eastern Music Ensemble, Music of India Ensemble and Indonesian Gamelan Ensemble) may be repeated for credit to satisfy 1 elective in this area. Certain Theater Productions may also be applied toward this area.

**Additional Information:**

Three semesters of an AMES Ensemble may count as one course requirement, and 2-3 of these courses could overlap, satisfying criteria for the Area and Regional Frameworks and the Disciplinary Frameworks.

**Individual Focus: At least 3 courses of 3-4 credits each**

This is the place in the course plan where students define, in consultation with a faculty member, an individual focus to their major, depending on their interests, their experience, their language and area interests, and their opportunities for incorporating internship, service learning, study away, and study abroad into their course plan.

**East Asian Studies Track, Asian & Middle Eastern Studies, Global Studies  
(BA in International Studies)**

**33 Credits**

**Global Studies Common Core**

### **Common Core:**

All concentrators, regardless of the track, are required to take the following:

- AMES 250 - Critical Issues in Asian and Middle Eastern Studies Credits: (3)
- AMES 493 - Senior Research in Asian and Middle Eastern Studies Credits: (3)
- a 3-credit course outside of the region of their chosen track. \*

### **Note:**

AMES 493 fulfills both the MWR and CPR for the concentration.

### **Tracks:**

The remaining 30 credits are to come from courses that are specific to each of the three tracks that form the concentration. These are described below. Consult the AMES website for a list of courses.

### **Major Writing Requirement (MWR)**

The major writing requirement is satisfied by completing AMES 493 with a grade of C- or better.

### **Major Computer Proficiency Requirement (CPR)**

The computing proficiency requirement is satisfied by completing AMES 493 with a grade of C- or better.

### **Line 1: Core Course (Required)**

- AMES 250 - Critical Issues in Asian and Middle Eastern Studies Credits: (3)

### **Lines 2 and 3: Advanced Language Courses (Choose Two)**

Students are required to take two courses beyond the 202-level in one East Asian language, or 202-level proficiency in two languages (two East Asian languages or one East Asian language and another language from the AMES region, e.g. Arabic). Although the College is not currently able to offer languages beyond Chinese and Japanese, a student may count another East Asian language (for example, Korean) provided they can demonstrate proficiency through accredited academic courses taken domestically or abroad. The courses in this category will total 6 credits.

- CHIN 300 - Chinese Studies in China II Credits: (variable credit)
- CHIN 301 - Upper-Intermediate Chinese I Credits: (4)
- CHIN 302 - Upper-Intermediate Chinese II Credits: (4)
- CHIN 303 - Topics in Chinese Language, Civilization, or Literature Credits: (1-4)
- CHIN 400 - Chinese Studies in China III Credits: (variable credit)
- CHIN 401 - Advanced Speaking I Credits: (3)
- CHIN 402 - Advanced Speaking II Credits: (3)
- CHIN 403 - Advanced Reading and Writing I Credits: (3)
- CHIN 404 - Advanced Reading and Writing II Credits: (3)
- CHIN 410 - Advanced Topics in Chinese Language, Civilization or Literature Credits: (3)
- CHIN 411 - Independent Study Credits: (1-4)
- JAPN 208 - Introductory Topics in Japanese Literature and Culture Credits: (3)
- JAPN 209 - Classical Japanese Literature in Translation Credits: (3)
- JAPN 210 - Modern and Contemporary Japanese Literature Credits: (3-4)
- JAPN 211 - Samurai: History and Myth Credits: (3)
- JAPN 220 - Japan's Ghosts and Demons Credits: (3)
- JAPN 280 - East Asian Cultures Through Film Credits: (3)
- JAPN 305 - Directed Readings in Japanese Literature Credits: (3)

- JAPN 307 - Topics in Japanese Culture Credits: (3)
- JAPN 308 - Topics in Japanese Literature and Culture Credits: (3)
- JAPN 311 - Japanese Cinema Credits: (3)
- JAPN 320 - The Japanese City Credits: (3)
- JAPN 330 - Japanese Popular Culture Credits: (3)
- JAPN 401 - Advanced Japanese I Credits: (3)
- JAPN 402 - Advanced Japanese II Credits: (3)
- JAPN 410 - Advanced Topics in Japanese Literature and Culture Credits: (3)
- JAPN 411 - Independent Study Credits: (3)

**Line 4: History & Politics (Choose One)**

- HIST 141 - Survey of East Asian Civilization to 1600 Credits: (3)
- HIST 142 - Survey of East Asian Civilization since 1600 Credits: (3)
- GOVT 336 - Governments and Politics of China and Japan Credits: (3)

**Line 5: Religion & Anthropology (Choose One)**

- ANTH 342 - Peoples and Cultures of East Asia Credits: (3)
- RELG 214 - Introduction to Buddhism Credits: (3)
- RELG 215 - History of Religion in East Asia Credits: (3)

**Line 6: Literature & the Arts (Choose One)**

- ARTH 257 - Asian Art Credits: (3)
- ARTH 258 - Chinese Art and Archaeology Credits: (3)
- ARTH 259 - Japanese Art and Archaeology Credits: (3)
- ARTH 392 - Buddhist Art & Architecture: Origin, Exchange & Innovation Credits: (3)
- CHIN 309 - Survey of Chinese Literature in English Credits: (3)
- CHIN 322 - Twentieth-Century Chinese Literature in English Credits: (3)
- JAPN 209 - Classical Japanese Literature in Translation Credits: (3)
- JAPN 210 - Modern and Contemporary Japanese Literature Credits: (3-4)
- THEA 333 - South & South East Asian Folklore Performance Credits: (3-4)
- THEA 334 - History and Performance of Classical Asian Theatres Credits: (3)

**Lines 7, 8, and 9: Electives (Choose Three)**

Nine credits are to come from courses that are specific to East Asian Studies, chosen in consultation with a member of the East Asian Studies faculty to form a coherent program of study. The credits may come from the list below, or other departmental approved courses.

- AMES 290 - Topics in Asian and Middle Eastern Studies Credits: (1-4)
- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4)
- AMES 480 - Independent Study in Asian and Middle Eastern Studies Credits: (1-3)
- ANTH 150 - First Year Seminar Credits: (4) (East Asian topics only)
- ANTH 342 - Peoples and Cultures of East Asia Credits: (3)
- ANTH 347 - Japanese Society Credits: (3)
- ANTH 348 - Japanese Values Through Literature and Film Credits: (3)
- ANTH 349 - Contemporary Issues in Japanese Society Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4)
- ANTH 460 - Independent Research Credits: (3) (East Asian topics only; consent of instructor)
- ARTH 257 - Asian Art Credits: (3)
- ARTH 330 - Topics in Art History Credits: (1-4) (East Asian topics only)

- ARTH 377 - Modern and Contemporary Chinese Art Credits: (3)
- ARTH 258 - Chinese Art and Archaeology Credits: (3)
- ARTH 259 - Japanese Art and Archaeology Credits: (3)
- CHIN 150 - First-Year Seminar Credits: (4) (East Asian topics only)
- CHIN 220 - Chinese Popular Culture Credits: (3)
- CHIN 280 - East Asian Cultures Through Film Credits: (3)
- CHIN 303 - Topics in Chinese Language, Civilization, or Literature Credits: (1-4)
- CHIN 309 - Survey of Chinese Literature in English Credits: (3)
- CHIN 316 - Women and Love in Chinese Literature (In Translation) Credits: (3)
- CHIN 322 - Twentieth-Century Chinese Literature in English Credits: (3)
- CHIN 360 - Introduction to Chinese Cinema Credits: (3)
- CHIN 386 - Art of Chinese Poetry Credits: (3)
- CHIN 410 - Advanced Topics in Chinese Language, Civilization or Literature Credits: (3)
- CHIN 411 - Independent Study Credits: (1-4)
- CHIN 428 - Advanced Seminar in Chinese Language, Culture or Literature Credits: (3)
- ECON 300 - Topics in Economics Credits: (1-3)
- ECON 382 - Comparative Economics Credits: (3)
- ECON 400 - Topics in Economics Credits: (3-4)
- GBST 390 - Topics in Global Studies Credits: (1-4) (East Asian topics only)
- GBST 480 - Independent Study in Global Studies Credits: (3) (East Asian topics only)
- GBST 498 - Internship Credits: (credits to be arranged) (East Asian topics only)
- GOVT 336 - Governments and Politics of China and Japan Credits: (3)
- GOVT 391 - Topics in Government Credits: (3) (East Asian topics only)
- GOVT 435 - Seminar: Political Economy of the Newly Industrializing Countries Credits: (4) (East Asian topics only)
- GOVT 491 - Seminar: Topics in Government Credits: (4) (East Asian topics only)
- GOVT 494 - Independent Study Credits: (1-3) (East Asian topics only) (consent of instructor and Chair of Department)
- HIST 150 - First Year Seminar Credits: (4) (East Asian topics only)
- HIST 141 - Survey of East Asian Civilization to 1600 Credits: (3)
- HIST 142 - Survey of East Asian Civilization since 1600 Credits: (3)
- HIST 192 - Global History since 1500 Credits: (3)
- HIST 211 - Topics in History Credits: (3) (East Asian topics only)
- HIST 212 - Topics in History Credits: (3) (East Asian topics only)
- HIST 265 - Postwar Japan Credits: (3)
- HIST 311 - Topics in History Credits: (1-4) (East Asian topics only)
- HIST 312 - Topics in History Credits: (1-4) (East Asian topics only)
- HIST 330 - America and China: U.S.-China Relations since 1784 Credits: (3)
- HIST 331 - Modern Japanese History Credits: (3)
- HIST 332 - Modern Korean History Credits: (3)
- HIST 333 - Modern Chinese History Credits: (3)
- HIST 467 - Independent Study Credits: (3) (East Asian topics only; consent of instructor)
- HIST 468 - Independent Study Credits: (3) (East Asian topics only; consent of instructor)
- HIST 490C - Capstone Seminar Credits: (4) (East Asian topics only)
- HIST 491C - Capstone Seminar Credits: (4) (East Asian topics only)
- JAPN 100 - Big Ideas in Japanese Studies Credits: (4)
- JAPN 150 - First year Seminar Credits: (4)
- JAPN 208 - Introductory Topics in Japanese Literature and Culture Credits: (3)

- JAPN 209 - Classical Japanese Literature in Translation Credits: (3)
- JAPN 210 - Modern and Contemporary Japanese Literature Credits: (3-4)
- JAPN 211 - Samurai: History and Myth Credits: (3)
- JAPN 220 - Japan's Ghosts and Demons Credits: (3)
- JAPN 280 - East Asian Cultures Through Film Credits: (3)
- JAPN 300 - Topics in Japanese Language Credits: (3)
- JAPN 305 - Directed Readings in Japanese Literature Credits: (3)
- JAPN 307 - Topics in Japanese Culture Credits: (3)
- JAPN 308 - Topics in Japanese Literature and Culture Credits: (3)
- JAPN 311 - Japanese Cinema Credits: (3)
- JAPN 320 - The Japanese City Credits: (3)
- JAPN 330 - Japanese Popular Culture Credits: (3)
- JAPN 410 - Advanced Topics in Japanese Literature and Culture Credits: (3)
- JAPN 411 - Independent Study Credits: (3)
- RELG 150 - First-Year Seminar Credits: 4 (East Asian topics only)
- RELG 214 - Introduction to Buddhism Credits: (3)
- RELG 215 - History of Religion in East Asia Credits: (3)
- RELG 308 - Topics in Religious Studies Credits: (3-4) (East Asian topics only)
- RELG 367 - Himalayan Religion Credits: (3)
- RELG 380 - Buddhist Philosophy Credits: (3)
- RELG 481 - Independent Study in Religion Credits: (1-3) (E Asian topics only; consent of instructor)
- RELG 482 - Independent Study in Religion Credits: (1-3) (E Asian topics only; consent of instructor)
- THEA 222 - Acting Asian American: The Performance of Identity Credits: (4)
- THEA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice Credits: (4)
- THEA 333 - South & South East Asian Folklore Performance Credits: (3-4)
- THEA 350 - Introduction to Physical Theatre Credits: (3) (East Asian Topics only)
- THEA 460 - Topics in Theatre Production and Performance Credits: (1-3) (East Asian Topics only)
- THEA 461 - Topics in Theatre History, Theory and Criticism Credits: (3) (East Asian Topics only)
- THEA 461W - Topics in Theatre History, Theory and Criticism Credits: (0) (East Asian Topics only)

### **Line 10: Course on Middle East or South Asia (Choose One)**

This course is chosen in consultation with a member of the East Asian Studies faculty to form a coherent program of study.

### **Line 11: Capstone (Required)**

- AMES 493 - Senior Research in Asian and Middle Eastern Studies Credits: (3)

### **Note:**

Students with a track in East Asian Studies who wish to minor in Chinese Language and Literature (offered by the department of Modern Languages and Literatures) will be allowed to apply up to 12 additional credit hours in Chinese Language and Literature beyond the current 48 credit hours limit in the major.

## **East Asian Studies, Minor**

### **Core Requirements:**

A minor in East Asian Studies requires 18 semester credit hours in the interdisciplinary field of East Asian Studies. Students are required to take one class from line 4 of the East Asian Studies track of the AMES concentration. No more than 50 percent of the credit hours can be taken in any one academic department and at least 9 of the 18 semester credit hours should be taken at the 300-400 level. Courses taken while participating in William and Mary's approved study abroad programs can count towards the minor. Minors are encouraged to take AMES 250. Courses for this minor can be selected from the list for East Asian Studies.

## **Middle Eastern Studies Track, Asian & Middle Eastern Studies, Global Studies (BA in International Studies)**

### **33 Credits**

### **Global Studies Common Core**

#### **Common Core:**

All concentrators, regardless of the track, are required to take the following:

- AMES 250 - Critical Issues in Asian and Middle Eastern Studies Credits: (3)
- AMES 493 - Senior Research in Asian and Middle Eastern Studies Credits: (3)
- a 3-credit course outside of the region of their chosen track. \*

**Note:** AMES 493 fulfills both the MWR and CPR for the concentration.

#### **Tracks:**

The remaining 30 credits are to come from courses that are specific to each of the three tracks that form the concentration. These are described below. Consult the AMES website for a list of courses..

#### **Major Writing Requirement (MWR)**

The major writing requirement is satisfied by completing AMES 493 with a grade of C- or better.

#### **Major Computer Proficiency Requirement (CPR)**

The computing proficiency requirement is satisfied by completing AMES 493 with a grade of C- or better.

### **Line 1: Core Course (Required)**

- AMES 250 - Critical Issues in Asian and Middle Eastern Studies Credits: (3)

### **Lines 2 and 3: Advanced Arabic Language Courses (Choose Two)**

Students are required to take two Arabic language courses above the 300-level. Alternatively, a student may take courses to the 202-level in two Middle Eastern languages, one of which is Arabic, while the other may be another Middle Eastern language (for example, Persian, Turkish, etc.) Although the College is not currently able to offer languages beyond Arabic, a student could count another Middle Eastern

language (for example, Persian, Turkish, Modern Hebrew) provided they can demonstrate proficiency through accredited academic courses taken domestically or abroad. This requirement will fulfill 6 credits.

- ARAB 290 - Topics in Arabic Dialects Credits: (3)
- ARAB 301 - Advanced Arabic I: Introduction to Arabic Literature and Society Credits: (3)
- ARAB 302 - Advanced Arabic II: Arabic Literature and Society Credits: (4)
- ARAB 303: Media Arabic (ARAB 302 or consent of instructor)
- ARAB 304 - Introduction to Arabic Dialects Credits: (3) (ARAB 201)
- ARAB 305 - Directed Readings in Arabic Credits: (3)
- ARAB 306 - Directed Readings in Arabic Credits: (3)
- ARAB 307 - Arab Civilization in Transition: Self, Culture, and Society in the Modern Period Credits: (3)
- ARAB 308 - Bridging Heritage and Modernity: Modern Forms and Classical Themes in Arabic Literary Writing Credits: (3)
- ARAB 401: Classical Arabic Literature
- ARAB 411 - Independent Study Credits: (1-3)

#### **Line 4: History & Politics (Choose One)**

- AMES 330 - Palestine-Israel: A Dialogue Credits: (3)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)
- HIST 171 - History of the Middle East to 1400 Credits: (3)
- HIST 172 - Modern Middle East since 1400 Credits: (3)

#### **Line 5: Religion & Anthropology (Choose One)**

- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
- ANTH 333 - Anthropology of Islam Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4) (Middle Eastern Topics Only)
- ANTH 470 - Senior Seminar in Anthropology Credits: (4) (Middle Eastern Topics Only)
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 308 - Topics in Religious Studies Credits: (3-4) (Islamic Content Only)
- RELG 318 - Islam in the Modern World Credits: (3)

#### **Line 6: Literature & the Arts (Choose One)**

- AMES 312 - Global Asian Cities: Learning from Dubai Credits: (3)
- AMES 320 - Islamophobia and Orientalism Credits: (3)
- ARAB 309 - Survey of Arabic Literature in Translation Credits: (3)
- ARAB 310 - Topics in Modern Arabic Literature in Translation Credits: (3)
- ARAB 311 - Special Topics in Arabic Culture Credits: (3)
- ARTH 330 - Topics in Art History Credits: (1-4) (Middle Eastern Topics Only)
- MUSC 372 - Music Cultures of the Middle East Credits: (4)
- MUSC 367 - Topics in Ethnomusicology Credits: (4) Middle Eastern Topics Only (e.g. Mediterranean Musical Mosaic)

#### **Lines 7, 8, and 9: Electives (Choose Three)**

The credits may come from the list below, or other departmental approved courses.

- AMES 290 - Topics in Asian and Middle Eastern Studies Credits: (1-4)
- AMES 312 - Global Asian Cities: Learning from Dubai Credits: (3)
- AMES 320 - Islamophobia and Orientalism Credits: (3)
- AMES 330 - Palestine-Israel: A Dialogue Credits: (3)

- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4)
- AMES 480 - Independent Study in Asian and Middle Eastern Studies Credits: (1-3)
- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
- ANTH 333 - Anthropology of Islam Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4) (Middle Eastern topics only)
- ANTH 470 - Senior Seminar in Anthropology Credits: (4) (Middle Eastern topics only)
- ARAB 290 - Topics in Arabic Dialects Credits: (3)
- ARAB 307 - Arab Civilization in Transition: Self, Culture, and Society in the Modern Period Credits: (3) (in Arabic)
- ARAB 308 - Bridging Heritage and Modernity: Modern Forms and Classical Themes in Arabic Literary Writing Credits: (3) (in Arabic)
- ARAB 309 - Survey of Arabic Literature in Translation Credits: (3)
- ARAB 310 - Topics in Modern Arabic Literature in Translation Credits: (3)
- ARAB 311 Special Topics in Arabic (can be repeated for credit)
- ARAB 401: Classical Arabic Literature
- ARAB 411 - Independent Study Credits: (1-3)
- ARTH 330 - Topics in Art History Credits: (1-4) (Middle Eastern topics only)
- GBST 390 - Topics in Global Studies Credits: (1-4) (Middle Eastern topics only)
- GBST 480 - Independent Study in Global Studies Credits: (3) (Middle Eastern topics only)
- GBST 498 - Internship Credits: (credits to be arranged)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)
- GOVT 312 - Politics of Developing Countries Credits: (3)
- GOVT 391 - Topics in Government Credits: (3) (Middle Eastern topics only)
- GOVT 491 - Seminar: Topics in Government Credits: (4) (Middle Eastern topics only)
- HIST 150 - First Year Seminar Credits: (4) (Middle Eastern topics only)
- HIST 171 - History of the Middle East to 1400 Credits: (3)
- HIST 172 - Modern Middle East since 1400 Credits: (3)
- HIST 211 - Topics in History Credits: (3) (Middle Eastern topics only)
- HIST 212 - Topics in History Credits: (3) (Middle Eastern topics only)
- HIST 311 - Topics in History Credits: (1-4) (Middle Eastern topics only)
- HIST 312 - Topics in History Credits: (1-4) (Middle Eastern topics only)
- HIST 490C - Capstone Seminar Credits: (4) (Middle Eastern topics only)
- HIST 491C - Capstone Seminar Credits: (4) (Middle Eastern topics only)
- INTL 390: Topics in International Studies (Middle Eastern topics only)
- INTL 480: Independent Study in International Studies (Middle Eastern topics only)
- MUSC 367 - Topics in Ethnomusicology Credits: (4) (Middle Eastern Topics Only)
- MUSC 372 - Music Cultures of the Middle East Credits: (4)
- RELG 211 - Introduction to the History of Jewish Thought Credits: (3)
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 308 - Topics in Religious Studies Credits: (3-4) (Islamic topics only)
- RELG 317 - Women in Islam: Tradition and Change Credits: (3)
- RELG 318 - Islam in the Modern World Credits: (3)

**Line 10: Course on East Asia or South Asia (Choose One)**

This course is chosen in consultation with a member of the East Asian Studies faculty to form a coherent program of study.

**Line 11: Capstone (Required)**

- AMES 493 - Senior Research in Asian and Middle Eastern Studies Credits: (3)

## **Middle Eastern Studies, Minor**

### **Core Requirements:**

A minor in Middle Eastern Studies requires 18 semester credit hours in the interdisciplinary field of Middle Eastern Studies. No more than 50 percent of the credit hours can be taken in any one academic department and at least 9 of the 18 semester credit hours should be taken at the 300-400 level. Courses taken while participating in William and Mary's approved study-abroad programs can count towards the minor. Minors are encouraged to take AMES 250. Courses for this minor can be selected from the list for Middle Eastern Studies. Students are required to take any two courses from the following:

- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
- ANTH 333 - Anthropology of Islam Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4) (Middle Eastern Topics Only)
- ANTH 470 - Senior Seminar in Anthropology Credits: (4) (Middle Eastern Topics Only)
- ARAB 309 - Survey of Arabic Literature in Translation Credits: (3)
- ARAB 310 - Topics in Modern Arabic Literature in Translation Credits: (3)
- ARAB 311 - Special Topics in Arabic Culture Credits: (3)
- ARTH 330 - Topics in Art History Credits: (1-4) (Middle Eastern Topics Only)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)
- HIST 171 - History of the Middle East to 1400 Credits: (3)
- HIST 172 - Modern Middle East since 1400 Credits: (3)
- MUSC 367 - Topics in Ethnomusicology Credits: (4) (Middle Eastern Topics Only)
- MUSC 372 - Music Cultures of the Middle East Credits: (4)
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 317 - Women in Islam: Tradition and Change Credits: (3)
- RELG 318 - Islam in the Modern World Credits: (3)

## **South Asian Studies, Minor**

### **Core Requirements:**

A minor in South Asian Studies provides an interdisciplinary exposure to South Asian history, politics, economics and culture of Afghanistan, Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan and Sri Lanka. Courses taken in South Asian Studies emphasize both that which is distinctively South Asian, as well as the linkages between the South Asia region and other regions. Proficiency in a South Asian language is not a requirement for the minor. A minor in South Asian Studies requires 18 semester credit hours in the interdisciplinary field of South Asian Studies. No more than 50 percent of the credit hours can be taken in any one academic department and at least 9 of the 18 semester credit hours should be taken at the 300-400 level. Courses taken while participating in William and Mary's Summer Program in Goa will count towards the minor, as will other approved study-abroad programs.

## **AMES Course Descriptions**

### **Asian and Middle Eastern Studies**

#### **AMES 200 - Transfer Elective Credit**

### **AMES 250 - Critical Issues in Asian and Middle Eastern Studies**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This core course employs interdisciplinary approaches to critically examine selected intellectual and cultural themes in a broadly conceived "Asia," including East Asia, South Asia, Southeast Asia, the Middle East, and the Asia-Pacific. Themes may vary from year to year but will focus on issues relevant to the Asian and Middle Eastern experience.

### **AMES 280 - Beyond Kung Fu: Asians in Film**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI "Beyond Kung Fu: Asians in Film" is a film history and appreciation seminar exposing students to films by or about Asians, Asian Americans, and those in other Asian diasporas. Points of inquiry include how factors such as orientalism, immigration, colonization, capitalism, marginalization, objectification, exotification, a/sexualization and homophobia impact the enactment of agency, resilience, empowerment, and liberation through these genres, and their relationship (or lack thereof) with mainstream structures of power and hegemony such as Hollywood. Thus students will also investigate how Hollywood and non-Asian filmmakers portray Asians and their communities and the real life complications of these choices.

May be repeated if topic varies. *Cross-listed with:* APIA 280

### **AMES 290 - Topics in Asian and Middle Eastern Studies**

*Credits:* (1-4)

Selected topics in AMES are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

### **AMES 300 - Transfer Elective Credit**

### **AMES 312 - Global Asian Cities: Learning from Dubai**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI The class is an exploration into the relationship between local culture, architecture, regional politics, and economic globalization in Asian and Middle Eastern Cities, using Dubai as a model.

### **AMES 320 - Islamophobia and Orientalism**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This class examines the rise of anti-Muslim sentiments (Islamophobia) in the United States and compares it to Orientalism, the ideology used to justify Western colonialism during the 19th and 20th centuries. We analyze the relationship between United States' foreign and domestic policies, popular culture, and the mainstreaming of Muslim-baiting rhetoric. In doing so, we will ask whether Islamophobia is new? Is it only the purview of the fringe right-wing in the United States or are Islamophobic stereotypes and precepts shared throughout the political spectrum from liberal to conservative wings of each party? Is it an issue of race linked to American culture and racial history or

does it have to do exclusively with American global power, security, and/or a misunderstanding of Islam? To answer whether Islamophobia in the United States is something new or just a refurbished paradigm of a bygone-political era, we will also keep a journal noting examples of Islamophobia, Orientalism, anti-Arab and anti-Muslim racism but also ways that it is being rejected.

*Cross-listed with:* APIA 320

### **AMES 330 - Palestine-Israel: A Dialogue**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course explores the lesser known histories and contemporary realities of the Palestine-Israel conflict. We examine alternate histories, social experiments, and cultural and political possibilities that have been largely overlooked in the mainstream search for a peaceful and equitable resolution to the Palestine-Israel conflict.

### **AMES 331 - Political Violence in the Middle East**

*Credits:* (3)

*College Curriculum:* COLL 300

This class will explore the concept of "political violence," which is often termed as "terrorism." We will delve into the historical notion of "political violence," examining its appearance in modernity. More specifically, we will examine how political violence has been used by state and non-state actors in the Middle East for various ends.

### **AMES 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice**

*Credits:* (4)

*College Curriculum:* COLL 200, COLL 300, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Study of sexuality, gender and race in plays and films dramatizing marginalized communities in the United States and selected countries like France, Iran, Martinique, Mexico, the Philippines, Senegal, and Turkey. Course work includes acting, creative projects, teaching methods, and analytical essays.

*Cross-listed with:* AFST 332 APIA 332 GSWS 332 THEA 332

### **AMES 333 - South & South East Asian Folklore Performance**

*Credits:* (3-4)

*College Curriculum:* COLL 200, ACTV, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Interdisciplinary journey into the sociocultural history, aesthetics, languages, and performance of indigenous ceremony, ritual, folklore, oral literature, song, dance, and theatre in South and Southeast Asia. Students will learn to sing, dance, act, chant, and analyze material from sacred Hindu epics such as the "Ramayana" and "Mahabharata."

*Cross-listed with:* DANC 333 or THEA 333

### **AMES 348 - What is Decolonization?**

*Credits:* (3)

*College Curriculum:* COLL 350

This course will understand the history of decolonization as well as how colonialism and its effect impact and structure the world today.

*Cross-listed with:* APIA 348 and ARAB 348

**AMES 351 - Short Course in Asian and Middle Eastern Studies**

*Credits: (1)*

Selected topics in Asian and Middle Eastern Studies are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit.

**AMES 380 - Media & Agency Mobilization**

*Credits: (3-4)*

*Domain (Anchored): ALV*

"Media and Agency Mobilization" is a writing workshop seminar for students interested in strategizing and creating media work/campaigns to mobilize agency within and for Asian American and Pacific Islander communities. While primarily geared towards journalistic writing for publication and social media, the course may also cover platforms such as photography, video making and other applied arts. Completed work may be published in APIA-W&M's media platforms such as the annual journal "Art & Hatsuye," "The Real W&M," and/or other outlets. Registration eligibility is after submission of writing sample to the instructor.

Course may be repeated if topic varies. *Cross-listed with: APIA 380*

**AMES 385 - AMES Student Think Tank**

*Credits: (3)*

*College Curriculum: COLL 300*

This course focuses on allowing the students to academically process within a classroom setting and build on the experiences, expertise, and cultural knowledge that they acquired during their internship, study abroad, and experience in Asia and the Middle East.

*Cross-listed with: APIA 385*

**AMES 390 - Topics in Asian and Middle Eastern Studies**

*Credits: (1-4)*

Selected topics in AMES are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

**AMES 460 - Practicum in AMES**

*Credits: (1-3)*

A variable (1-3) credit practicum for students to engage in AMES projects, readings, or co-requisite labs that do not entail independent research.

**AMES 480 - Independent Study in Asian and Middle Eastern Studies**

*Credits: (1-3)*

For majors and minors who have completed most of their requirements and who have secured approval from a supervising instructor.

AMES 480 may be repeated for credit, if the topic varies.

**AMES 493 - Senior Research in Asian and Middle Eastern Studies**

*Credits: (3)*

*Prerequisite(s): AMES 250 or instructor permission.*

*College Curriculum: COLL 400*

A research and discussion forum based around themes relevant to AMES area studies, in which students present and comment on their own and each other's original research papers. Students will revise papers for presentation at the AMES Senior Research Colloquium held each spring. The class will read representative scholarship from multiple regions. Instructor provides overarching theme, core readings,

background lectures on research methods, and guidelines on revising and presenting papers. Open to juniors and seniors only.

### **AMES 495 - Senior Honors in Asian and Middle Eastern Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

### **AMES 496 - Senior Honors in Asian and Middle Eastern Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

## **Asian and Pacific Islander American Studies**

### **The Program**

The Asian & Pacific Islander American Studies (APIA) program advances interdisciplinary and global research, scholarship, and praxis immersed in the experiences and contributions of Asian Americans and Pacific Islanders and their global diasporas. Through teaching, community service, research, and programming, APIA furthers the understanding of the histories, cultures, identities, and experiences of Asian Americans and Pacific Islanders by exposing the structural and ideological forces that shape the lives of APIA communities.

### **The Major and Minor**

The major and minor in Asian and Pacific Islander American Studies provide students with the research, interpretive, analytical and creative skills needed to examine the historical and contemporary experiences of Asians and Pacific Islanders in the United States and in a global context. The curriculum seeks to educate students with the breadth of knowledge about the cultural, political, and economic organization of Asian American and Pacific Islander communities in order to deepen and expand their understanding of diverse and multicultural perspectives within American society and the world.

### **Faculty Advising & Mentorship**

Students receive sustained individualized advising and mentorship from faculty drawn from the arts, humanities, education, and social sciences, making it possible to study APIA communities in various contexts, including Asian and Pacific Islander diasporas, racialization, globalization, the American Civil Rights movement, decolonization, and Third World solidarity. APIA faculty mentor students with a view towards their general welfare, wellness, and self-determination by offering courses and experiences that develop not only the creative expressions, voices, critical pedagogies, and analyses of APIA peoples but also inculcate a commitment to social justice, equity, and activism within Asian American communities, and respect for differences, especially ethnic diversity.

### **Praxis Pathway to Career & Graduate Study**

The APIA major and minor culminate in a praxis capstone designed for students to integrate this knowledge base into its practical application in their chosen disciplinary methodology or career path such as medicine, law, business, government, public policy, film, theater, and education.

### **Internships in Asia**

The program collaborates with the Charles Center and the program in Asian and Middle Eastern Studies in officiating the APIA-AMES Freeman Intern Fellowship in Asia where students can apply to intern in Asia on fully funded fellowships. As APIA-AMES Freeman Fellows, they further their research and community engagement in APIA-AMES 385, a COLL 300 course taught by Professor Francis Tanglao Aguas, the fellowship's faculty director.

## Programs

- [Asian and Pacific Islander American Studies, Global Studies \(BA in International Studies\)](#)
- [Asian and Pacific Islander American Studies, Minor](#)

## Asian and Pacific Islander American Studies, Global Studies (BA in International Studies)

### Declaration of Major

Students may declare their intention to major in Asian & Pacific Islander American Studies, Global Studies after completing any one course in the program. They are strongly encouraged to visit with APIA faculty to discuss their interest in the program.

### Required Credit Hours: 33

To complete the major, students must pass a minimum of 33 credits. Individual courses can only satisfy one requirement category in the major.

### Gateway

- APIA 205 - Introduction to Asian & Pacific Islander American Studies Credits: (3)

### Methodology

3 credits from below:

- APIA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice Credits: (4)
- or AFST 332 or AMES 332 or GSWS 332 or THEA 332
- APIA 352 - Cross-Cultural Psychology Credits: (3) or PSYC 352
- APIA 366 - Asian American Demography and Law Credits: (3) or SOCL 366
- APIA 380 - Media Arts & Agency Mobilizers Credits: (3-4)
- EDUC 417 / APIA 350 - Critical Race Theory & Education Credits: (3)

### Core

Courses not counted for Gateway, Methodology, or Senior Seminar requirements may be taken for the CORE. 15 credits from below:

- AMES 250 - Critical Issues in Asian and Middle Eastern Studies Credits: (3)
- ANTH 150 - Culture and Migration Credits: (4)
- APIA 222 - Acting Asian American: The Performance of Identity Credits: (4) or THEA 222
- APIA 280 - Beyond Kung Fu: Asians in Film Credits: (4)
- APIA 315 - Asian Pacific American History Credits: (3) or HIST 315
- APIA 320 - Islamophobia Credits: (3) or AMES 320
- APIA 337 - Immigration, Assimilation and Ethnicity Credits: (3) or SOCL 337
- APIA 342 - Peoples and Cultures of East Asia Credits: (3) or ANTH 342
- APIA 350 - Topics in Asian & Pacific Islander American Studies Credits: (3-4)
- APIA 351 - People, Cultures, and the Environment of Polynesia Credits: (3) or ANTH 351

- APIA 385 - AMES Student Think Tank Credits: (3)
- ARAB 348 - What is Decolonization? Credits: (3)

### **Senior Seminar**

3-4 credits from below:

- APIA 405 - Transnational Asian American Literature Credits: (3)
- APIA 444 - Filipino American & Diaspora Studies Credits: (4)
- APIA 445 - Korean American Diaspora Studies Credits: (3)
- APIA 450 - Senior Seminar in Asian & Pacific Islander American Studies Credits: (3-4)

### **Capstone**

3-4 credits from below:

- APIA 495 - Honors Credits: (3)
- APIA 496 - Honors Credits: (3)
- APIA 499 - Senior Capstone Project Credits: (3-4)

### **Electives**

Students must take sufficient electives to fulfill the 33 credits requirement.

- AMES and APIA courses not credited for other requirements above may fulfill electives.
- Any AFST, ARAB, CHIN, JAPN, or LAS course may fulfill electives.
- ANTH 250 - Introduction to Native Studies Credits: (3)
- ANTH 470 - Native American Sovereignty Credits: (3)
- ARTH 392 - Buddhist Art & Architecture: Origin, Exchange & Innovation Credits: (3)
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 213 - Introduction to Hinduism Credits: (3)
- RELG 214 - Introduction to Buddhism Credits: (3)
- RELG 215 - History of Religion in East Asia Credits: (3)
- RELG 221 - Religion and Ethics Credits: (3)
- RELG 325 - Understanding Muslim Ethics Credits: (3)
- RELG 367 - Himalayan Religion Credits: (3)
- RELG 380 - Buddhist Philosophy Credits: (3)
- RELG 382 - Buddhism and Science Credits: (3)

## **Asian and Pacific Islander American Studies, Minor**

Students may declare their intention to minor in Asian & Pacific Islander American Studies, Global Studies after completing any one course in the program.

### **Required Credit Hours: 18**

#### **Gateway**

- APIA 205 - Introduction to Asian & Pacific Islander American Studies Credits: (3)

#### **Core**

Nine credits from the catalog of APIA courses.

#### **Senior Seminar**

Three credits of a 400-level APIA course, except for APIA 480

**Note:**

Courses may not be used to fulfill more than one requirement in the minor.

**APIA Course Descriptions**  
**Asian & Pacific Islander American Studies**

**APIA 100 - Critical Questions in APIA**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in APIA for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

**APIA 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in APIA. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

**APIA 205 - Introduction to Asian & Pacific Islander American Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This is an interdisciplinary study of Asian Americans and Pacific Islanders, including their histories, communities, cultures, socioeconomic development, political organizations, and their relationships with ancestral homelands, other Asian and Pacific Islander diasporas, and their unique roles as Americans on the world stage.

**APIA 222 - Acting Asian American: The Performance of Identity**

*Credits: (4)*

*College Curriculum: COLL 200, ACTV, ARTS*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* Beginning actor training for students who will perform from scripts dramatizing the Asian American community. Scene study involves research and analysis of the script's socio-historical background. The scripts may cover themes such as immigration, colonialism, discriminatory laws, gender stereotypes and hyper-sexualization, the fetish and sex trade, the Japanese American internment, the farm-workers labor movement, the Vietnam War, and Terrorism. Graded course work includes monologue and scene work, analytical and reflective essays, and a public performance celebrating Asian Pacific American Heritage.

*Cross-listed with: THEA 222*

**APIA 280 - Beyond Kung Fu: Asians in Film**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* "Beyond Kung Fu: Asians in Film" is a film history and appreciation seminar exposing students to films by or about Asians, Asian Americans, and those in other Asian

diasporas. Points of inquiry include how factors such as orientalism, immigration, colonization, capitalism, marginalization, objectification, exotification, a/sexualization and homophobia impact the enactment of agency, resilience, empowerment, and liberation through these genres, and their relationship (or lack thereof) with mainstream structures of power and hegemony such as Hollywood. Thus students will also investigate how Hollywood and non-Asian filmmakers portray Asians and their communities and the real life complications of these choices.

Course may be repeated if topic varies. *Cross-listed with:* AMES 280

### **APIA 315 - Asian Pacific American History**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course offers a broad survey of Asian Pacific American history. Given the immense diversity of Asian Pacific American communities, we cannot offer an exhaustive history in one semester. Instead, we cover a number of major events in Asian Pacific American history and focus on many key concepts in Asian Pacific American Studies. Furthermore, we are interested in Asian Pacific American identity as a social construct, and spend a large amount of time focusing on race discourse. Many of the readings address the ways in which Asian Pacific American racial identity was constructed in American popular culture and law. Other key topics include immigration, exclusion, citizenship, class, and gender.

*Cross-listed with:* HIST 315

### **APIA 320 - Islamophobia**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This class examines the rise of anti-Muslim sentiments (Islamophobia) in the United States and compares it to Orientalism, the ideology used to justify Western colonialism during the 19th and 20th centuries. We analyze the relationship between United States' foreign and domestic policies, popular culture, and the mainstreaming of Muslim-baiting rhetoric. In doing so, we will ask whether Islamophobia is new? Is it only the purview of the fringe right-wing in the United States or are Islamophobic stereotypes and precepts shared throughout the political spectrum from liberal to conservative wings of each party? Is it an issue of race linked to American culture and racial history or does it have to do exclusively with American global power, security, and/or a misunderstanding of Islam? To answer whether Islamophobia in the United States is something new or just a refurbished paradigm of a bygone-political era, we will also keep a journal noting examples of Islamophobia, Orientalism, anti-Arab and anti-Muslim racism but also ways that it is being rejected.

*Cross-listed with:* AMES 320

### **APIA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice**

*Credits:* (4)

*College Curriculum:* COLL 200, COLL 300, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Study of sexuality, gender, race, ethnicity, and nationality in plays and films dramatizing diverse marginalized and minoritized communities in the United States and selected countries such as France, Iran, Mexico, the Philippines, and Senegal. Alongside the analysis of these works, students will learn pedagogies through which the oppressed may envision, strategize, act, and mobilize towards freedom and justice. This is a multi and interdisciplinary course that employs theatre, film, digital media, curriculum planning, and analytical writing.

*Cross-listed with:* AFST 332 AMES 332 GSWS 332 THEA 332

**APIA 337 - Immigration, Assimilation and Ethnicity**

*Credits: (3)*

*Domain (Anchored):* CSI

This course explores the forces that influence people to leave their own countries for the U.S.; how immigrants and their children adapt to their new surroundings; the role of historical and contemporary immigration on race/ethnic relations.

*Cross-listed with:* LAS 337 and SOCL 337

**APIA 342 - Peoples and Cultures of East Asia**

*Credits: (3)*

*Domain (Anchored):* CSI

Introduction to the Peoples and Cultures of East Asia. The course will focus on cultural and social institutions, social norms, roles and life-styles, and the context and consequences of E. Asian diaspora. After studying the relations between America and East Asia during the past several decades, students will conduct independent field research by interviewing several Asian-Americans. The course is designed to introduce archival research, ethnographic methodology, semiotics, cultural domain analysis and network analysis for systematic observation and investigation of human behavior and interaction.

*Cross-listed with:* ANTH 342

**APIA 348 - What is Decolonization?**

*Credits: (3)*

*College Curriculum:* COLL 350

This course will understand the history of decolonization as well as how colonialism and its effect impact and structure the world today.

*Cross-listed with:* AMES 348 and ARAB 348

**APIA 350 - Topics in Asian & Pacific Islander American Studies**

*Credits: (3-4)*

Relevant and critical topics explored through diverse courses taught by the affiliated and core faculty of the program of Asian & Pacific Islander American Studies.

Students may enroll for multiple sections as long as the topics are not duplicated.

**APIA 351 - People, Cultures, and the Environment of Polynesia**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR This course provides an introduction to the environments and cultures of Oceania and the Polynesian Islands, from the earliest peopling to the post-colonial era. We will consider culture histories throughout the region, starting with the earliest Pleistocene settlement of Near Oceania, voyaging and settlement of Remote Oceania, the development of Ancestral Polynesian society, and the eventual settlement of the remote Eastern Polynesian triangle. We will focus on how all Eastern Polynesian societies descended from a common ancestral culture, but how through time, with isolation and adaptation to differing island environments, each Eastern Polynesian society developed their own unique localized identity. Utilizing comparative analyses, we will compare and contrast Eastern Polynesian cultures with respect to degree of socio-political complexity, intensification of production, settlement patterns, demographic change, ritual functions of the polity, material symbols of rank, and methods of political control. Throughout the course we will consider colonial encounters and the consequences for indigenous Polynesian populations, and subsequent adaptations of these societies through time, due to colonial contexts, globalization, and climate change. Weekly lectures and readings will touch upon human induced landscape change, adaptations to marginal island environments, the effects of climate change in the region, as well as modern conservation efforts and their articulation with

indigenous land rights and traditional ecological knowledge (TEK).  
*Cross-listed with:* ANTH 351

### **APIA 352 - Cross-Cultural Psychology**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

This course is intended to introduce students to the field of crosscultural psychology. Students will learn about the contributions of cross-cultural research to the field of psychology, and how crosscultural research has expanded our understanding of the applicability of prevalent psychological theories to non-Western populations.

*Cross-listed with:* PSYC 352

### **APIA 364 - Asian American Experience: Part 1, 1849-1965**

*Credits:* (3)

*Domain (Anchored):* ALV

This course is an interdisciplinary survey of the Asian American experience. Through readings in history, literature and film, we will examine the role of United States imperialism and World War II in the shaping of Asian immigration in the making of Asian Americans. Our texts include literary works by Sui Sin-Far, Maxine Hong-Kingston, Frank Chin, Hisaye Yamamoto and others. Films include Shanghai Express (1932); Charlie Chan at the Olympics (1937); The Flower Drum Song (1961); and Ang Lee's, The Wedding Banquet (1993).

### **APIA 365 - Asian American Experience: Part 2, 1965-present**

*Credits:* (3)

*Domain (Anchored):* ALV

This course is an interdisciplinary survey of the cultural expressions of the Asian American experience in the United States from 1965 to the present. Through literature and film, this course explores the history of immigration in the contexts of the United States' intervention in Southeast Asia and the cultural and social revolution of the 1960s at home. Writers include: Richard Kim, Teresa Cha, Gish Jin and Jhumpa Lahiri. We will also view documentary and feature films.

### **APIA 366 - Asian American Demography and Law**

*Credits:* (3)

*Domain (Anchored):* CSI

This class is designed to introduce you to the field of Asian American Studies. Even though Asian Americans are the fastest growing racial group in the United States, they are often left out of discussions about race relations and racial stratification. In this course, we will study how race/ethnicity influences life in the U.S., with a focus on Asian American communities and identities. We begin with a review of the demographic history of Asians and Asian Americans in the United States in order to situate the Asian American experience within broader social and historical contexts, and to highlight the diversity of Asian American communities and families.

Key to understanding the demographic history of Asian Americans are the immigration and naturalization laws that shaped who could enter the United States, and who could become citizens. Next, we examine the contemporary experiences of Asian Americans in order to address questions of what it means to be American, how racial/ethnic groups are stratified in the U.S., and how Asian Americans establish their ethnic identities. We also examine the role of Asian Americans in challenging and maintaining social boundaries by examining current legal debates on such topics as affirmative action, military naturalization, and immigration/refugee policies.

*Cross-listed with:* SOCL 366

### **APIA 380 - Media Arts & Agency Mobilizers**

*Credits: (3-4)*

*College Curriculum: ARTS*

*Domain (Anchored): ALV*

"Media Arts & Agency Mobilization" is a community based creative arts workshop seminar for students interested in creating art and media work that seeks to mobilize agency for justice, equity, diversity, inclusion, and belonging within and for Asian American and Pacific Islander communities. While primarily geared towards creative writing, journalistic writing, photography, and graphic/layout design towards publication in APIA's journal "Art & Hatsuye," the course also welcomes students interested in utilizing the literary arts, digital/virtual arts, performing arts, spoken word, photography, video making and podcast creation. Students are immersed in the process of artistic creation and collaboration, which includes the formation of their aesthetic style, point of view, sense of innovative creativity, and purpose as artists for social justice in training.

Course may be repeated if topic varies. *Cross-listed with: AMES 380*

### **APIA 385 - AMES Student Think Tank**

*Credits: (3)*

*College Curriculum: COLL 300*

This course focuses on allowing the students to academically process within a classroom setting and build on the experiences, expertise, and cultural knowledge that they acquired during their internship, study abroad, and experience in Asia and the Middle East.

*Cross-listed with: AMES 385*

### **APIA 405 - Transnational Asian American Literature**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Through the use of fictional and other texts, this course will examine how the Asian American is constructed in literary settings that situate this subject in multiple worlds. At several turns the model minority, the perpetual foreigner, or terrorist, how does the Asian American figure in various transnational contexts as represented by fiction? This course will analyze the intersectional constructs of race, gender, class, and sexuality in investigating how Asian Americanness is constituted within and against the concept of the nation. In so doing, the focus will be on texts that engage with colonialism, (im)migration, diaspora, and globalization as markers of identity in perpetual flux. Accordingly, we will attend to how literature characterizes the subjectivity of Asian Americans within the United States as simultaneously American and Other. At the same time, we will also scrutinize how Asian Americanness functions transnationally in literary depictions of racial and national identity at the margins of, and across, notions of inclusion and exclusion. (This course is anchored in the ALV and CSI domains.)

*Cross-listed with: ENGL 371A*

### **APIA 423 - Topics in Post-Coloniality**

*Credits: (3)*

Study of colonialism and post-colonialism in literature and cultural contexts ranging from the early modern period to the contemporary moment. Topics vary but may include literary representations of nationalism, transnationalism, diaspora, displacement, identity politics, and political activism in metropole and colony.

If there is no duplication of topic, may be repeated for credit. *Cross-listed with: ENGL 423*

### **APIA 444 - Filipino American & Diaspora Studies**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Seminar on history, culture, and arts of Filipinos and their global diaspora rooted in Southeast Asian maritime mercantile polities and matriarchal cultures. Students learn how Filipinos fight for agency through humor, performing arts, film and digital space, fashion, food, basketball, beauty pageants and boxing as they navigate and negotiate European, Japanese, Chinese and American colonizations.

### **APIA 445 - Korean American Diaspora Studies**

*Credits: (3)*

*Domain (Anchored): CSI*

Interdisciplinary seminar on the imagination, creation, and evolution of Korean communities that allow Koreans to influence the diasporic spaces they inhabit such as the United States, the Americas and the world.

### **APIA 450 - Senior Seminar in Asian & Pacific Islander American Studies**

*Credits: (3-4)*

The senior seminar for topics in APIA Studies provides in-depth exploration and examination of contemporary topics, theories, issues, and events in the Asian American and Pacific Islander communities.

May be repeated if topic varies.

### **APIA 480 - Independent Study**

*Credits: (2-4)*

Student directed, designed and implemented course work towards a scholarly or creative output, after approval from solicited supervising faculty.

### **APIA 495 - Honors**

*Credits: (3)*

Students meeting the requirements to pursue Honors study design their scholarly inquiry or creative engagement of a thesis or theme previously approved and supervised by an approving faculty supervisor. Solicited faculty will only consider written proposals with project descriptions and preliminary timelines for completion. To successfully receive credit for APIA 495, students must have completed the first draft of their research output, be it a creative work or scholarly paper by the end of examination week. Faculty will decide whether the student will continue on to APIA 496 on the basis of their assessment.

### **APIA 496 - Honors**

*Credits: (3)*

Students pursuing Honors study only enroll in APIA 496 upon approval from supervising faculty of their successful completion of APIA 495. The main thrust of this course is for revision, refinement, and elaboration on the first draft. The candidate for Honors will present their body of work to the public and will be examined by their faculty committee at least two weeks before the end of the semester. In the event that faculty and/or student discern that the current progress of the work is not at full completion or if the faculty committee makes the same decision, APIA 495 and 496 will be converted into APIA 480: Independent Studies.

### **APIA 499 - Senior Capstone Project**

*Credits: (3-4)*

*College Curriculum: COLL 400*

This course provides graduating students the opportunity to create a culminating project demonstrating

their application of knowledge they have learned in Asian Pacific Islander American Studies. In addition to scholarly research papers and creative work, students may also design practical projects or feasibility studies based on their interests.

## European Studies

A concentration in European Studies provides interdisciplinary exposure to Europe's history, culture, and politics, emphasizing both Europe's regional specificity and its historical and contemporary interactions with other global regions. The concentration prepares students culturally and linguistically for professions in the public and private spheres in the US and Europe. Majors must have the following prerequisite, which does not count toward the 18 required credit hours: 202 or equivalent in one European language;

ES concentrators are strongly encouraged to participate in study abroad programs in Europe. Courses taken abroad are evaluated toward the ES concentration on a case-by-case basis.

Declaring a concentration in European Studies requires meeting with an ES advisor to create a plan of study. This plan of study must be filed with the Director of European Studies on behalf of the Area Concentration Faculty Committee. Students should keep in mind that not all courses listed as eligible for the ES concentration are offered each year and should work closely with a European Studies advisor to ensure their plan of study is viable given actual course offerings. Students are also advised to check with professors in contributing departments to confirm the frequency with which specific courses are taught. Similarly, if a student is interested in taking a course that is clearly relevant to European studies, but not yet listed in the catalog of possible courses, they may always petition the Director of European Studies.

Course prerequisites are indicated in brackets after the appropriate course titles (slashes between course numbers indicate that students must take one of the listed courses).

## The Global Studies Programs

Students who major in Global Studies (GBST) design an interdisciplinary sequence of courses together with an advisor in one of the following area concentrations: Asian and Middle Eastern Studies, European Studies, Latin American Studies, and Russian and Post-Soviet Studies. Through coursework in the culture, history, languages, literature, politics, and religions of major world regions, students explore the specificity of a given region, the ways in which global forces are realized in and through local contexts, and the interconnections between global regions. Majors often combine their program of study with service learning, internships, or study abroad. Familiarity with a specific region provides a foundation for grappling with the emerging possibilities and the ethical responsibilities of living in an interconnected world.

In general, a major in Global Studies includes courses from at least three departments. Detailed descriptions of the degree programs are provided below. Additional information about courses and requirements is available from area concentration faculty advisors.

**Language Requirement.** Degrees in Global Studies include a modern foreign language component which exceeds the College's proficiency requirement. Students meet the requirement by completing a specific level of language instruction as detailed in their concentration.

**Major Writing Requirement (MWR).** The major writing requirement may be satisfied in Global Studies by (1) completing the appropriate senior seminar of the individual program, or (2) fulfilling the major writing requirement for a department contributing courses to your selected concentration or (3)

completing a writing project designed to meet the MWR with special permission from a faculty member. Students should consult with their area concentration advisor on how best to fulfill this requirement.

**Major Computer Proficiency Requirement (CPR).** Global Studies majors may satisfy the computing proficiency requirement by (1) fulfilling the computing requirement for a department that offers a course in the student's major (2) completing a course that counts for the CPR for a student's area concentration or (3) completing CSCI 131 or higher. Concentrators in AMES fulfill the CPR by completing AMES 493 with a grade of C- or better.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities and pursue summer and semester-long programs of study, scholarship, and service in all areas of Global Studies, or at approved institutions in the United States. Contact the Global Education Office at the Reves Center for International Studies for information on William & Mary study abroad programs and on programs offered by other institutions. With prior approval, courses taken abroad may be applied to the major or used for other requirements. Funding for independent research projects may be available from the Charles Center for Interdisciplinary Study; students should also investigate scholarship opportunities available through the Reves Center's Global Education Office for language study.

**Major Declaration.** Prospective majors in Global Studies should discuss their plans for study with an affiliated faculty in an area concentration by the end of the sophomore year. Declaration forms and instructions for majors and minors are available at the Global Studies website and at the Registrar's Office.

**Minors.** In Global Studies students may complete a minor in Comparative and Diaspora Studies of Asia and the Middle East, East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, Russian and Post-Soviet Studies, or South Asian Studies.

**Senior Honors** Students who wish to conduct an honors project must apply for admission to the Departmental Honors program, which is administered by the Charles Center. As part of the application, students must get the approval of an honors project by a faculty member of their area concentration. Application, which includes a faculty signature and a prospectus, should be made to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in Global Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center.

Students admitted into the Honors program in Global Studies will enroll in the honors courses (495-496) appropriate to their concentration during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

## Program and Course Descriptions

### Programs

- [European Studies, Global Studies \(BA in International Studies\)](#)

- [European Studies, Minor](#)

## **European Studies, Global Studies (BA in International Studies)**

Departments may occasionally offer new courses that are not yet listed in the catalog, but still seem appropriate to satisfy the requirements of lines 3-11 of the major in European Studies. To receive formal approval for such a course, students should contact the Director of European Studies in advance to discuss how it might fulfill the line requirement. Major credit will only be granted to requests that have been formally approved by the program Director.

### **Line 1. Core Course in European Studies**

- EURS 201 - Introduction to European Studies Credits: (3)

### **Line 2. Senior Seminar in European Studies**

- EURS 470 - Research Seminar in European Studies Credits: (1-4)  
or any other seminar at the 400-level on a European topic

### **Lines 3 and 4. Transnational History (Choose Two)**

Choose two courses from the following list. At least one of the courses must be at, or above, the 200 level.

- ARTH 251 - Pre-Modern European Art Credits: (3)
- ARTH 252 - Early Modern European Art Credits: (3)
- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3) / HIST 260 - History of Ancient Greece (3)
- CLCV 228 - History of Ancient Rome Credits: (3) / HIST 261 - History of Ancient Rome (3)
- HIST 111 - History of Europe to 1715 Credits: (3)
- HIST 112 - History of Europe since 1715 Credits: (3)
- HIST 211/212 - Transnational European topics only
- HIST 241 - European History, 1815-1914 Credits: (3)
- HIST 242 - European History, 1914-1945 Credits: (3)
- HIST 243 - Europe since 1945 Credits: (3)
- HIST 311/312 - Transnational European topics only
- HIST 358 - The European Renaissance Credits: (3)
- HIST 359 - The Reformation in Western Europe Credits: (3)
- HIST 363 - The Age of Absolutism in Europe, 1648-1789 Credits: (3)
- HIST 364 - The Age of Absolutism in Europe, 1789-1870 Credits: (3)
- HIST 392 - Intellectual History of Modern Europe: 19th to the 21st Centuries Credits: (3)
- MUSC 213 - History of Western Music Credits: (4)

### **Line 5: Government/Politics (Choose One)**

- GOVT 311 - European Politics Credits: (3) [GOVT 203]
- GOVT 330 - The Politics of European Integration Credits: (3) [GOVT 204]
- GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
- GOVT 335 - The Politics of Eastern Europe Credits: (3)
- GOVT 386 - The Geography of Europe Credits: (3)

## **Lines 6 and 7: European Literatures and Cultures (Choose Two)**

Choose two courses at the 300 level or higher in one European literature/culture, from the lists below. These courses must be taught in a European language other than English and must be courses on the literatures/cultures of these countries, as opposed to courses on language.

All literature/culture courses carry 202 as a prerequisite. Other prerequisites are indicated in brackets.

### **Classical Greek:**

- GREK 321 - Philosophy Credits: (3)
- GREK 322 - New Testament Credits: (3)
- GREK 323 - Greek Epic Poetry Credits: (3)
- GREK 324 - Greek Oratory Credits: (3)
- GREK 325 - Greek Historians Credits: (3)
- GREK 326 - Greek Lyric Poetry Credits: (3)
- GREK 327 - Greek Tragedy Credits: (3)
- GREK 328 - Greek Comedy Credits: (3)
- GREK 329 - The Greek Novel Credits: (3)
- GREK 490 - Topics in Greek Credits: (1-3)

### **French:**

- FREN 300 - French Studies Abroad at the Advanced Level Credits: (1-4) [FREN 210 or FREN 212 and approval by dept]
- FREN 302 - Perspectives on Contemporary Society Credits: (4)
- FREN 303 - Themes and Issues in the French/ Francophone World Credits: (3)
- FREN 310 - French Cinema Credits: (3) [FREN 314 or FREN 315]
- FREN 314 - Uncertain Identities: Introduction to French Cultural Studies Credits: (3) [FREN 305]
- FREN 315 - Provocative Texts: French Literature in its Cultural Contexts Credits: (3) [FREN 305]
- FREN 316 - Topics in French and Francophone Studies Credits: (3) [FREN 314 or FREN 315]
- FREN 321 - The Spectacular Culture of Early Modern France Credits: (3) [FREN 314 or FREN 315]
- FREN 331 - Topics in Eighteenth-Century French Literature and Culture Credits: (3) [FREN 314 or FREN 315]
- FREN 332 - Topics in Early Modern Literature and Culture Credits: (3) [FREN 314 or FREN 315]
- FREN 342 - Inventing Modernity: Nineteenth-Century French Narrative Credits: (3) [FREN 314 or FREN 315]
- FREN 350 - Modern French Poetry Credits: (3) [FREN 314 or FREN 315]
- FREN 351 - Twentieth-Century French Literature I Credits: (3) [FREN 314 or FREN 315]
- FREN 352 - Post-war, Post-modern, and Post-colonial Credits: (3) [FREN 314 or FREN 315]
- FREN 361 - Culture in Context 1: Art and Ideas Credits: (3) [FREN 314 or FREN 315]
- FREN 362 - Culture in Context 2: The Republic Credits: (3) [FREN 314 or FREN 315]
- [FREN 314 or FREN 315] FREN 363 - Culture in Context 3: Social Trends Credits: (3)
- FREN 385 - Francophone African Literature I (in French) Credits: (3) [FREN 314 or FREN 315]

- FREN 390: Topics courses [FREN 314 or FREN 315]
- FREN 391 - Topics in French/Francophone Literature Credits: (3)
- FREN 392 - Topics in French Language Credits: (3)
- FREN 393 - Topics in French/Francophone Cinema Credits: (3)
- FREN 450 - Advanced Seminar in French & Francophone Studies Credits: (3) [[at least 9 hrs of 300 or 400 level French courses]

**German:**

- GRMN 320 - Modern German Literature 1750 to the Present Credits: (3) [GRMN 205 / GRMN 206]
- GRMN 333 - Rethinking Heimat (Taught in German) Credits: (3) [GRMN 205 / GRMN 206]
- GRMN 334 - The German City Credits: (3) [GRMN 205 / GRMN 206]
- GRMN 335 - Germans in Exile Credits: (3) [GRMN 205 / GRMN 206]
- GRMN 390 - Topics in German Studies. (Taught in German) Credits: (3) / GRMN 410 - Advanced Topics in German Studies (Taught in German) (topics and prerequisites vary)
- GRMN 391 - Independent Research Abroad Credits: (1-4) / GRMN 491 - Advanced Independent Research Abroad [GRMN 102]
- GRMN 408 - Senior Seminar in German Studies Credits: (3-4) [GRMN 207 / GRMN 307]
- GRMN 411 - Independent Study Credits: (variable credit) [2 other 400-level GERM courses]

**Italian:**

- ITAL 303 - Topics in Italian Culture Credits: (3) [ITAL 202] (culture/literature topics only)

**Latin:**

- LATN 321 - Latin Lyric and Elegiac Poetry Credits: (3)
- LATN 322 - Cicero Credits: (3)
- LATN 323 - Roman Drama Credits: (3)
- LATN 324 - Roman Satire Credits: (3)
- LATN 325 - Roman Historians Credits: (3)
- LATN 326 - Vergil Credits: (3)
- LATN 327 - The Roman Novel Credits: (3)
- LATN 328 - Roman Philosophy Credits: (3)
- LATN 329 - Medieval Latin Credits: (3)
- LATN 490 - Topics in Latin Credits: (1-3)

**Russian:**

- RUSN 305 - Directed Readings in Russian Literature Credits: (3) / RUSN 306 - Directed Readings in Russian Literature [RUSN 330]
- RUSN 320 - Russian Cultural History (Taught in Russian) Credits: (3) [RUSN 303]
- RUSN 330 - Survey of Russian Literature (Taught in Russian) Credits: (3) [RUSN 304]
- RUSN 393 - Special Themes in Russian Language and Culture (Taught in Russian) Credits: (1) [RUSN 202]
- RUSN 340 - Russian Media Culture (Taught in Russian) Credits: (3)
- RUSN 350 - Topics in Russian Literature (Taught in Russian) Credits: (1-4) (3-credit variant only)

- RUSN 402 - Russian Poetry Credits: (3)
- RUSN 410 - Seminar in Russian Literature and Culture Credits: (3) [RUSN 320 or RUSN 330]

**Spanish:**

- HISP 375 - Medieval and Early Modern Hispanic Literature Credits: (3) [HISP 208 / HISP 240]
- HISP 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700) Credits: (3) [HISP 208 / HISP 240]
- HISP 378 - Landscapes of Spain: Real Places, Imagined Spaces Credits: (3) [HISP 208 / HISP 240]
- HISP 323 - Modern Spanish Culture: The Politics of Identity Credits: (3) [HISP 207 / HISP 208 / HISP 240]
- HISP 235 - Issues in Spanish Culture: On-Site Research Credits: (1-3) ES majors must take the one-credit prerequisite HISP 215 and HISP 235 for at least two credits to count this course toward lines 4-7.)
- HISP 390 - Topics in Hispanic Studies Credits: (1-4) (Spain- related topics only) [HISP 151 / HISP 208 / HISP 240]
- HISP 380 - Masterworks: Issues in Canon Formation Credits: (3) [HISP 208 or HISP 240 and 1 course at 300-level]
- HISP 329 - Special Themes in Hispanic Studies Credits: (1-4) [HISP 208 or HISP 240] (Spain-related topics only)
- HISP 486 - Spanish Language Epic and Nationalism Credits: (3) [300-level HISP core course]
- HISP 487 - Imagine Another World: 1898 - 1936 Credits: (3) [300-level HISP core course]
- HISP 489 - Topics in Hispanic Studies Research Seminar Credits: (3) [300-level HISP core course] (Spain-related topics only)

**Lines 8 and 9: Cultural Studies within a Second Linguistic Tradition (Choose Two)**

Choose two courses at the 200-level or above that speak to the culture of a second linguistic tradition within Europe. This tradition must be the same for both courses, and it must differ from the one associated with Lines 6-7. Courses selected for Lines 8-9 may be in any European language, including English. Examples of eligible courses are listed below, but faculty advisors will approve other courses matching this description.

- ANTH 339 - Inside Irish Archaeology Credits: (3)
- ENGL 205 - An Introduction to Shakespeare Credits: (3)
- FMST 330 - Italian Film of the '60s and '70s - Credits: (3)
- FREN 314 - Uncertain Identities: Introduction to French Cultural Studies Credits: (3)
- GRMN 387 - Minorities in Germany Credits: (3)
- HISP 323 - Modern Spanish Culture: The Politics of Identity Credits: (3)
- HIST 368 - Race, Class, and Gender in the British Empire Credits: (3)
- ITAL 320 - Fascism in Italy (In English) Credits: (3-4)
- LATN 201 - Intermediate Latin I Credits: (3)
- MUSC 379 - Beatle Music Credits: (3)

**Lines 10-11: Electives (Choose Two)**

Choose two courses from the following list. Courses used toward lines 1-9 may not be used to fill lines 10-11. Only one advanced language or philology course may be counted toward lines 10-11; these courses are marked with an asterisk.

**Art History:**

- ARTH 251 - Pre-Modern European Art Credits: (3)
- ARTH 252 - Early Modern European Art Credits: (3)
- ARTH 330 - Topics in Art History Credits: (1-4)
- ARTH 351 - Medieval Art and Architecture Credits: (3) [ARTH 251]
- ARTH 361 - Perspectives in Italian Renaissance Art Credits: (3)
- ARTH 362 - Northern Renaissance Art, 1400-1600 Credits: (3) [ARTH 252]
- ARTH 363 - Baroque Credits: (3)
- ARTH 365 - Seventeenth-Century Dutch Painting Credits: (3)
- ARTH 366 - The Golden Age of Spain Credits: (3)
- ARTH 272 - Modern Architecture and Urbanism Credits: (3)
- ARTH 468 - History of Prints Credits: (3)

**Classical Studies:**

- CLCV 205 - Greek and Roman Mythology Credits: (3)
- CLCV206: Classical Myth in Ancient Art
- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3) / HIST 260 - History of Ancient Greece
- CLCV 228 - History of Ancient Rome Credits: (3) / HIST 261 - History of Ancient Rome
- CLCV 314 - Urbanism in the Ancient World Credits: (3)
- CLCV 315 - Women in Antiquity Credits: (3) / GSWS 315 - Women in Antiquity
- CLCV 316 - The Voyage of the Hero in Greek and Roman Literature - The Classic Epic Credits: (3)
- CLCV 317 - Sacred Violence in Greek and Roman Tragedy Credits: (3)
- CLCV 318 - Ancient Laughter: Comedy in Greece and Rome Credits: (3)
- CLCV 319 - The Birth of the Novel in Antiquity Credits: (3)
- CLCV 320 - Pagans and Christians in the Roman World Credits: (3)
- CLCV 221 - Judaism before the Rabbis Credits: (3)
- CLCV 323 - The Late Roman Empire Credits: (3)
- CLCV 325 - Alexander the Great Credits: (3)
- CLCV 329 - The Invention of History Writing in Antiquity Credits: (3)
- CLCV 340 - Roman Britain Credits: (3)
- CLCV 341 - Roman Greece Credits: (3)
- CLCV 342 - Pompeii and Herculaneum Credits: (3)
- CLCV 343 - Classical Myth in Ancient Art Credits: (3)
- CLCV 350 - Greek Religion Credits: (3)
- CLCV 351 - Roman Religion Credits: (3)
- CLCV 352 - Classical Athens Credits: (3)
- CLCV 409 - Magic and the Supernatural in the Ancient World Credits: (3)
- CLCV 412 - Food and Drink in the Ancient World Credits: (3)
- CLCV 420 - Greek Vase Painting Credits: (3)

- CLCV 425 - Ancient Architecture Credits: (3)
- CLCV 251 - The Medieval Book Credits: (3)
- GREK 321 - Philosophy Credits: (3)
- GREK 322 - New Testament Credits: (3)
- GREK 323 - Greek Epic Poetry Credits: (3)
- GREK 324 - Greek Oratory Credits: (3)
- GREK 325 - Greek Historians Credits: (3)
- GREK 326 - Greek Lyric Poetry Credits: (3)
- GREK 327 - Greek Tragedy Credits: (3)
- GREK 328 - Greek Comedy Credits: (3)
- GREK 329 - The Greek Novel Credits: (3)
- GREK 490 - Topics in Greek Credits: (1-3)
- LATN 321 - Latin Lyric and Elegiac Poetry Credits: (3)
- LATN 322 - Cicero Credits: (3)
- LATN 323 - Roman Drama Credits: (3)
- LATN 324 - Roman Satire Credits: (3)
- LATN 325 - Roman Historians Credits: (3)
- LATN 326 - Vergil Credits: (3)
- LATN 327 - The Roman Novel Credits: (3)
- LATN 328 - Roman Philosophy Credits: (3)
- LATN 329 - Medieval Latin Credits: (3)
- LATN 490 - Topics in Latin Credits: (1-3)
- LATN 421 - Writing Latin - Latin Prose Composition Credits: (3) [LATN 202 ] \*

**Economics:**

- ECON 342 - Global Economic History Credits: (3) [ECON 101 / ECON 151 and ECON 102 / ECON 152]
- ECON 382 - Comparative Economics Credits: (3) [ECON 101 / ECON 151 and ECON 102 / ECON 152]
- ECON 474 - Regional Economic Integration Credits: (3) [ECON 304 and ECON 375 / ECON 475]

**English:**

Note that 200-level courses are restricted to freshmen and sophomores.

- ENGL 203 - British Literature I Credits: (3)
- ENGL 204 - British Literature II Credits: (3)
- ENGL 205 - An Introduction to Shakespeare Credits: (3)
- ENGL 303: History of the English Language
- ENGL 311 - Epic and Romance Credits: (3)
- ENGL 314 - Old English Credits: (3)
- ENGL 315 - Beowulf Credits: (3)
- ENGL 316 - Arthurian Literature Credits: (3)
- ENGL 322 - Medieval Literature Credits: (3)
- ENGL 323 - Early Modern British Literature Credits: (3)
- ENGL 324 - Renaissance and Restoration Credits: (3)
- ENGL 325 - English Renaissance Drama Credits: (3)
- ENGL 332 - Enlightenment and Sensibility Credits: (3)
- ENGL 333 - The Rise of the Novel Credits: (3)

- ENGL 341 - Romanticism and Revolution Credits: (3)
- ENGL 343 - English Novel, 1832-1900 Credits: (3)
- ENGL 352 - Modern British and Irish Literature Credits: (3)
- ENGL 412 - Topics in Literature and Other Arts Credits: (3) (European Studies topics only)
- ENGL 416 - Topics in Gender and Sexuality Credits: (3) (European Studies topics only)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3) (European Studies topics only)
- ENGL 419 - Study of a Single Author or Auteur Credits: (3) (European Studies topics only)
- ENGL 420 - Studies in Chaucer Credits: (3)
- ENGL 421 - Studies in Shakespeare Credits: (3)
- ENGL 426 - Studies in Milton Credits: (3)
- ENGL 475 - Research Seminar in English Credits: (4) (European Studies topics only)

### **Global Studies:**

- EURS 290 - Topics in European Studies Credits: (1-4) / EURS 390 - Topics in European Studies
- EURS 480 - Independent Study in European Studies Credits: (1-3)
- GBST 390 - Topics in Global Studies Credits: (1-4) / GBST 391 - Short Course in Global Studies (European topics only)
- GBST 480 - Independent Study in Global Studies Credits: (3) (European topics only)
- GBST 495 - Senior Honors in Global Studies Credits: (3) / GBST 496 - Senior Honors in Global Studies (European topics only)

### **Government:**

- GOVT 305 - Contemporary Political Theory Credits: (3)
- GOVT 311 - European Politics Credits: (3) [GOVT 203]
- GOVT 330 - The Politics of European Integration Credits: (3) [GOVT 204]
- GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
- GOVT 335 - The Politics of Eastern Europe Credits: (3)
- GOVT 386 - The Geography of Europe Credits: (3)

### **History:**

- HIST 211 - Topics in History Credits: (3) / HIST 212 - Topics in History (European topics only)
- HIST 240 - The Crusades Credits: (3)
- HIST 241 - European History, 1815-1914 Credits: (3)
- HIST 242 - European History, 1914-1945 Credits: (3)
- HIST 243 - Europe since 1945 Credits: (3)
- HIST 311 - Topics in History (3)/ HIST 312 - Topics in History (European topics only)
- HIST 355 - Religion in 19th Century America Credits: (3)
- HIST 358 - The European Renaissance Credits: (3)
- HIST 359 - The Reformation in Western Europe Credits: (3)
- HIST 363 - The Age of Absolutism in Europe, 1648-1789 Credits: (3)
- HIST 364 - The Age of Absolutism in Europe, 1789-1870 Credits: (3)
- HIST 369 - History of Britain 1453-1783 Credits: (3)
- HIST 370 - History of Britain 1783 to the Present Credits: (3)
- HIST 373 - East Central Europe Credits: (3)
- HIST 377 - History of Russia to 1800 Credits: (3)

- HIST 378 - History of Russia since 1800 Credits: (3)
- HIST 382 - History of Spain Credits: (3)
- HIST 383 - History of Germany to 1918 Credits: (3)
- HIST 384 - History of Germany since 1918 Credits: (3)
- HIST 385 - History of France, 1648 to 1800 Credits: (3)
- HIST 386 - History of France, 1800 to the Present Credits: (3)
- HIST 387 - England Under the Tudors, 1485-1603 Credits: (3)
- HIST 388 - Britain Under the Stuarts, 1603-1714 Credits: (3)
- HIST 392 - Intellectual History of Modern Europe: 19th to the 21st Centuries Credits: (3)
- HIST 413 - Topics in History Credits: (3) / HIST 414 - Topics in History (3) (European topics only)

### **MDLL/French:**

All FREN courses at the 300-level or above, plus the following courses. Only one of the courses marked with an asterisk may be counted toward lines 9-11.

- FREN 299 - French Studies Abroad at the Upper Intermediate Level Credits: (1-4) [FREN 202]
- FREN 304 - French Phonetics and Diction Credits: (3) [FREN 206 or FREN 210 or FREN 212 or FREN 290] \*
- FREN 305 - Discovery Seminar in French & Francophone Studies Credits: (3) [FREN 151 or FREN 210 or FREN 212 or FREN 290] \*
- FREN 306 - Advanced Conversation Credits: (3) [FREN 210 or FREN 212 or FREN 290, and FREN 206] \*
- FREN 406 - Contemporary Spoken French Credits: (3) [FREN 314 or FREN 315] \*
- FREN 408 - Comparative Stylistics and Translation Credits: (3) [FREN 314 or FREN 315] \*

### **MDLL/German:**

All GERM courses at the 300-level or above, plus the following courses. Only one course marked with an asterisk may be counted toward lines 9-11.

- GRMN 207 - Introduction to German Cultural Studies (Taught in English) Credits: (3) [GRMN 205/GRMN 206]
- GRMN 220 - German Cinema. (Taught in English) Credits: (3)
- GRMN 221 - German Fairy Tales, Myths, and Legends Credits: (3)
- GRMN 287 - Topics in German Studies (Taught in English) Credits: (3-4) / GRMN 387 - Topics in German Studies. (Taught in English)
- GRMN 290 - Topics in German Studies (Taught in German) Credits: (3)
- GRMN 310 - Advanced German Grammar and Stylistics Credits: (3) \*

### **MDLL/Italian:**

All ITAL courses at the 300-level or above. Only one course marked with an asterisk may be counted toward lines 9-11.

- ITAL 303 - Topics in Italian Culture Credits: (3) \*

### **MDLL/Russian:**

All RUSN courses at the 300-level or above, plus the following courses. Only one of the courses marked with an asterisk may be counted toward lines 9-11.

- RUSN 250 - Russian Myths and Legends Credits: (3)
- RUSN 303 - Advanced Russian: Conversation, Composition, Reading I Credits: (3) [RUSN 202] \*

- RUSN 304 - Advanced Russian: Conversation, Composition, Reading II Credits: (3) [RUSN 303] \*
- RUSN 310 - Advanced Conversation (Taught in Russian) Credits: (3) [RUSN 303] \*

### **MDLL/Spanish:**

- HISP 220 - Advanced Spanish Composition and Grammar Credits: (3) [HISP 207] \*
- HISP 375 - Medieval and Early Modern Hispanic Literature Credits: (3) [HISP 208 or HISP 240]
- HISP 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700) Credits: (3) [HISP 208 / HISP 240]
- HISP 378 - Landscapes of Spain: Real Places, Imagined Spaces Credits: (3) [HISP 208 / HISP 240]
- HISP 323 - Modern Spanish Culture: The Politics of Identity Credits: (3) [HISP 207 / HISP 208 / HISP 240]
- HISP 235 - Issues in Spanish Culture: On-Site Research Credits: (1-3)  
ES majors must take the one credit prerequisite HISP 215 and HIST 386 for at least two credits to count this course toward lines 4-7.)
- HISP 390 - Topics in Hispanic Studies Credits: (1-4) (Spain-related topics only) [HISP 151 or HISP 208 or HISP 240]
- HISP 380 - Masterworks: Issues in Canon Formation Credits: (3) (Spain-related topics only) [HISP 208 or HISP 240, 1 core course at the 300 level]
- HISP 329 - Special Themes in Hispanic Studies Credits: (1-4) [HISP 208 or HISP 240] (Spain-related topics only)
- HISP 486 - Spanish Language Epic and Nationalism Credits: (3) [300-level HISP core course]
- HISP 487 - Imagine Another World: 1898 - 1936 Credits: (3) [300-level HISP core course]
- HISP 489 - Topics in Hispanic Studies Research Seminar Credits: (3) [300-level HISP course] (Spain-related topics only)
- HISP 492 - Independent Study Credits: (3) (Spain-related topics only)

### **Music:**

- MUSC 213 - History of Western Music Credits: (4)
- MUSC 367 - Topics in Ethnomusicology Credits: (4) (European topics only)
- MUSC 381 - Medieval and Renaissance Music Credits: (4)
- MUSC 383 - The Baroque and Classic Period Credits: (4)
- MUSC 385 - The Romantic Period Credits: (4)
- MUSC 387 - Music of the Twentieth Century Credits: (4)
- MUSC 345 - Seminar in Music Research Credits: (4) / MUSC 365 - Topics in Music (European topics only; prerequisites vary)

### **Philosophy:**

- PHIL 321 - Existentialism Credits: (3)
- PHIL 231 - Greek Philosophy Credits: (3)
- PHIL 232 - Medieval Philosophy Credits: (3)
- PHIL 252 - 17th- and 18th-Century European Philosophy Credits: (3)
- PHIL 253 - Kant and his Successors Credits: (3)
- PHIL 422 - Great Philosophers Credits: (3) (European Topics Only)

### **Religious Studies:**

- RELG 204 - Christian Origins Credits: (3)
- RELG 210 - Introduction to the History of Christianity Credits: (3)
- RELG 211 - Introduction to the History of Jewish Thought Credits: (3)
- RELG 308 - Topics in Religious Studies Credits: (3-4) (European topics only)
- RELG 309 - The Holocaust Credits: (3)
- RELG 310 - Topics in Judaic Studies Credits: (3) (European topics only)
- RELG 315 - Judaism before the Rabbis Credits: (3) (cross listed with CLCV 221)
- RELG 320 - Pagans and Christians in the Roman World Credits: (3) (cross listed with CLCV 320)
- RELG 330: Significant Books in Western Religion
- RELG 332 - Religion and Society in the Middle Ages Credits: (3)
- RELG 334 - The Protestant and Catholic Reformations Credits: (3)
- RELG 335 - Modern Jewish and Christian Thought Credits: (3)

## **European Studies, Minor**

A minor in European Studies provides interdisciplinary exposure to Europe's history, culture, and politics, emphasizing both Europe's regional specificity and its historical and contemporary interactions with other global regions. Proficiency in one European foreign language prepares students culturally and linguistically for professions in the public and private spheres in the US and Europe.

Note: Departments may occasionally offer new courses that are not yet listed in the catalog, but still seem appropriate to satisfy the requirements of lines 2-6 of the minor in European Studies. To receive formal approval for such a course, students should contact the Director of European Studies in advance to discuss how it might fulfill the line requirement. Minor credit will only be granted to requests that have been formally approved by the program Director.

### **Core Requirements:**

#### **Line 1. Core Course in European Studies**

- EURS 201 - Introduction to European Studies Credits: (3)

#### **Line 2. History and Art History (Choose One)**

- HIST 111 - History of Europe to 1715 Credits: (3)
- HIST 112 - History of Europe since 1715 Credits: (3)
- HIST 211/212 only when it is on a transnational European topic
- HIST 241 - European History, 1815-1914 Credits: (3)
- HIST 242 - European History, 1914-1945 Credits: (3)
- HIST 243 - Europe since 1945 Credits: (3)
- HIST 311/312 only when it is on a transnational European topic
- HIST 355 - Religion in 19th Century America Credits: (3)
- HIST 358 - The European Renaissance Credits: (3)
- HIST 359 - The Reformation in Western Europe Credits: (3)
- HIST 363 - The Age of Absolutism and Revolution in Europe, 1648-1789 Credits: (3)
- HIST 364 - The Age of Absolutism and Revolution in Europe, 1789-1870 Credits: (3)
- HIST 392 - Intellectual History of Modern Europe: 19th to the 21st Centuries Credits: (3)
- ARTH 251 - Pre-Modern European Art Credits: (3)

- ARTH 252 - Early Modern European Art Credits: (3)
- CLCV 207 - Greek Civilization Credits: (3)
- CLCV 208 - Roman Civilization Credits: (3)
- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
- CLCV 227 - History of Ancient Greece Credits: (3) or
- HIST 260 - History of Ancient Greece Credits: (3)
- CLCV 228 - History of Ancient Rome Credits: (3) or
- HIST 261 - History of Ancient Rome Credits: (3)

**Line 3: Government/Politics (Choose One)**

- GOVT 311 - European Politics Credits: (3) [GOVT 203]
- GOVT 330 - The Politics of European Integration Credits: (3) [GOVT 204]
- GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
- GOVT 335 - The Politics of Eastern Europe Credits: (3)
- GOVT 386 - The Geography of Europe Credits: (3)

**Lines 4 and 5: European Literatures and Cultures (Choose Two)**

Choose two courses at the 300 level or higher in one European literature/culture, from the lists below. These courses must be taught in a European language other than English and must be courses on the literatures/cultures of these countries, as opposed to courses on language.

All literature/culture courses carry 202 as a prerequisite. Other prerequisites are indicated in brackets.

**Classical Greek:**

- GREK 321 - Philosophy Credits: (3)
- GREK 322 - New Testament Credits: (3)
- GREK 323 - Greek Epic Poetry Credits: (3)
- GREK 324 - Greek Oratory Credits: (3)
- GREK 325 - Greek Historians Credits: (3)
- GREK 326 - Greek Lyric Poetry Credits: (3)
- GREK 327 - Greek Tragedy Credits: (3)
- GREK 328 - Greek Comedy Credits: (3)
- GREK 329 - The Greek Novel Credits: (3)
- GREK 490 - Topics in Greek Credits: (1-3)

**French:**

- FREN 300 - French Studies Abroad at the Advanced Level Credits: (1-4) [FREN 210 or FREN 212 and approval by dept]
- FREN 302 - Perspectives on Contemporary Society Credits: (4)
- FREN 303 - Themes and Issues in the French/ Francophone World Credits: (3)
- FREN 310 - French Cinema Credits: (3) [FREN 314 or FREN 315]
- FREN 314 - Uncertain Identities: Introduction to French Cultural Studies Credits: (3) [FREN 305]
- FREN 315 - Provocative Texts: French Literature in its Cultural Contexts Credits: (3) [FREN 305]
- FREN 316 - Topics in French and Francophone Studies Credits: (3) [FREN 314 or FREN 315]

- FREN 321 - The Spectacular Culture of Early Modern France Credits: (3) [FREN 314 or FREN 315]
- FREN 331 - Topics in Eighteenth-Century French Literature and Culture Credits: (3) [FREN 314 or FREN 315]
- FREN 332 - Topics in Early Modern Literature and Culture Credits: (3) [FREN 314 or FREN 315]
- FREN 342 - Inventing Modernity: Nineteenth-Century French Narrative Credits: (3) [FREN 314 or FREN 315]
- FREN 350 - Modern French Poetry Credits: (3) [FREN 314 or FREN 315]
- FREN 351 - Twentieth-Century French Literature I Credits: (3) [FREN 314 or FREN 315]
- FREN 352 - Post-war, Post-modern, and Post-colonial Credits: (3) [FREN 314 or FREN 315]
- FREN 361 - Culture in Context 1: Art and Ideas Credits: (3) [FREN 314 or FREN 315]
- FREN 362 - Culture in Context 2: The Republic Credits: (3) [FREN 314 or FREN 315]
- FREN 363 - Culture in Context 3: Social Trends Credits: (3) [FREN 314 or FREN 315]
- FREN 390 - Advanced Topics in French and Francophone Studies Credits: (3)  
(France-related topics only)
- FREN 391 - Topics in French/Francophone Literature Credits: (3)  
(France-related topics only)
- FREN 393 - Topics in French/Francophone Cinema Credits: (3)  
(France-related topics only)
- FREN 450 - Advanced Seminar in French & Francophone Studies Credits: (3) [at least 9 hrs of 300 or 400 level French courses]  
(France-related topics only)

**German:**

- GRMN 320 - Modern German Literature 1750 to the Present Credits: (3) [GRMN 205/GRMN 206]
- GRMN 333 - Rethinking Heimat (Taught in German) Credits: (3) [GRMN 205/GRMN 206]
- GRMN 334 - The German City Credits: (3) [GRMN 205/GRMN 206]
- GRMN 335 - Germans in Exile Credits: (3) [GRMN 205/GRMN 206]
  
- GRMN 390 - Topics in German Studies. (Taught in German) Credits: (3) or
- GRMN 410 - Advanced Topics in German Studies (Taught in German) Credits: (3) (topics and prerequisites vary)
  
- GRMN 391 - Independent Research Abroad Credits: (1-4) or
- GRMN 408 - Senior Seminar in German Studies Credits: (3-4) [GRMN 207/GRMN 307]
- GRMN 411 - Independent Study Credits: (variable credit) [2 other 400-level GERM courses]

**Italian:**

- ITAL 303 - Topics in Italian Culture Credits: (3) [ITAL 202] (culture/literature topics only)

**Latin:**

- LATN 321 - Latin Lyric and Elegiac Poetry Credits: (3)
- LATN 322 - Cicero Credits: (3)
- LATN 323 - Roman Drama Credits: (3)
- LATN 324 - Roman Satire Credits: (3)

- LATN 325 - Roman Historians Credits: (3)
- LATN 326 - Vergil Credits: (3)
- LATN 327 - The Roman Novel Credits: (3)
- LATN 328 - Roman Philosophy Credits: (3)
- LATN 329 - Medieval Latin Credits: (3)
- LATN 490 - Topics in Latin Credits: (1-3)

**Russian:**

- RUSN 305 - Directed Readings in Russian Literature Credits: (3) or
- RUSN 306 - Directed Readings in Russian Literature Credits: (3) [RUSN 330]
  
- RUSN 320 - Russian Cultural History (Taught in Russian) Credits: (3) [RUSN 303]
- RUSN 330 - Survey of Russian Literature (Taught in Russian) Credits: (3) [RUSN 304]
- RUSN 393 - Special Themes in Russian Language and Culture (Taught in Russian) Credits: (1) [RUSN 202]
- RUSN 340 - Russian Media Culture (Taught in Russian) Credits: (3)
- RUSN 350 - Topics in Russian Literature (Taught in Russian) Credits: (1-4) (3-credit variant only)
- RUSN 402 - Russian Poetry Credits: (3) [RUSN 303 or RUSN 304]
- RUSN 410 - Seminar in Russian Literature and Culture Credits: (3) [RUSN 320 or RUSN 330]

**Spanish:**

- HISP 375 - Medieval and Early Modern Hispanic Literature Credits: (3) [HISP 208/HISP 240]
- HISP 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700) Credits: (3) [HISP 208/HISP 240]
- HISP 378 - Landscapes of Spain: Real Places, Imagined Spaces Credits: (3) [HISP 208/HISP 240]
- HISP 323 - Modern Spanish Culture: The Politics of Identity Credits: (3) [HISP 207/HISP 208/HISP 240]
- HISP 235 - Issues in Spanish Culture: On-Site Research Credits: (1-3) (1-3 credits. ES majors must take the one-credit prerequisite HISP 215 and HISP 235 for at least two credits to count this course toward lines 4-7.)
- HISP 390 - Topics in Hispanic Studies Credits: (1-4) (Spain- related topics only) [HISP 151/HISP 208/282]
- HISP 380 - Masterworks: Issues in Canon Formation Credits: (3) [HISP 208 or HISP 240 and 1 course at 300-level] [HISP 208 or HISP 240]
- HISP 329 - Special Themes in Hispanic Studies Credits: (1-4) (Spain-related topics only)
  
- HISP 486 - Spanish Language Epic and Nationalism Credits: (3) [300-level HISP core course]
- HISP 487 - Imagine Another World: 1898 - 1936 Credits: (3) [300-level HISP core course]
- HISP 489 - Topics in Hispanic Studies Research Seminar Credits: (3) [300-level HISP core course]
- (Spain-related topics only)
- HISP 492 - Independent Study Credits: (3) [another 400-level HISP course] (Spain-related topics only)

**Line 6: The Elective**

Choose one course from the list of electives that fulfill lines 10-11 for the major in European Studies.

**EURS Course Descriptions**

**European Studies**

**EURS 200 - Transfer Elective Credit**

**EURS 201 - Introduction to European Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An introduction to the interdisciplinary field of European Studies. Students explore how Europe has emerged and been contested as an idea, dynamic region, and shared community. Topics include 1) Imagining Europe; 2) The European Mix: Peoples, Ideas, Spaces; and 3) European Integration. This course fulfills the Major Computing Requirement.

**EURS 207 - Film Course in European Studies**

*Credits: (1)*

This course uses film to explore how Europeans have engaged a range of contemporary cultural, social, and political concerns. Topics change each semester.

May be repeated for credit.

**EURS 290 - Topics in European Studies**

*Credits: (1-4)*

Selected topics in EURS are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

**EURS 300 - Transfer Elective Credit**

**EURS 390 - Topics in European Studies**

*Credits: (1-4)*

Selected topics in EURS are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

**EURS 470 - Research Seminar in European Studies**

*Credits: (1-4)*

This course explores a European topic of contemporary significance through multidisciplinary readings that span several national contexts. Students develop independent research projects related to the topic. The course fulfills the Major Writing Requirement.

**EURS 480 - Independent Study in European Studies**

*Credits: (1-3)*

For majors and minors who have completed most of their requirements and who have secured approval

from a supervising instructor.  
EURS 480 may be repeated for credit, if the topic varies.

### **EURS 495 - Senior Honors in European Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

### **EURS 496 - Senior Honors in European Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

## **Latin American Studies**

Latin American Studies (LAS) is a multidisciplinary program that aims to help students make connections across different scholarly approaches to “the Americas” and to make sense of interdisciplinary frameworks for understanding the people, economies, cultures and politics of one of the world’s most dynamic and diverse regions. Importantly, one of the primary pedagogical goals of the LAS Program is to decenter the U.S. perspective on Latin America by considering U.S. based perspectives in conjunction with perspectives gleaned throughout the Americas. The LAS curriculum includes the study of history, political economy, sociology, literature, fine and media arts, culture, and major languages of the region. Course offerings cover a wide range of topics and geographical focuses in departments including Anthropology, Art and Art History, Economics, Government, Hispanic Studies, History, Religious Studies, and Sociology.

Requirements for the major are listed below. (Total credits for the major: 33)

**Major Declaration:** Prospective majors in LAS should discuss their plans for study with an affiliated faculty by the end of the sophomore year. Upon declaring, the major students will select two fields of emphasis that will serve as “concentrations” within the multi-disciplinary major, which will enable them to pursue an in depth course of study within a focused area. Disciplinary concentration fields include: Anthropology, Art and Art History, Economics, Government, Hispanic Studies, History, Sociology. Students can also, in consultation with the LAS program director, design a thematic or global field relevant to Latin America, choosing courses (at least 9 credits) from any discipline or program that together allow for in-depth study of a chosen topic relevant to Latin America. In the past, students have designed thematic fields in Human Rights, Global Development, and Political Thought. Declaration forms and instructions for majors and minors are available on the Global Studies website and at the Registrar’s Office.

**Immersion Experience:** The immersion experience is an experience, beyond the William & Mary classroom, that is clearly linked to Latin America or Latinos residing in the U.S. or other parts of the world. Its purpose is to develop students’ awareness of issues impacting Latin American countries and people. The immersion experience affords students an opportunity to apply their in-class learning to real-world situations and develop frameworks for engaging real-world issues affecting Latin American cultures, nations, and communities. The immersion experience is a non-credit bearing requirement and may be tied to a service learning opportunity or to a study abroad experience. Students can also satisfy this requirement through an internship that focuses on Latin American or Latino issues in the United States. Students who fulfill this requirement by participating in a William & Mary study abroad program

or through a LAS-affiliated program such as Borderlands, SOMOS, MANOS or the National Security Archives programs should complete a pre-approval form (available on the LAS web-site) and enroll in LAS 400. In other cases fulfillment of the immersion requirement is subject to the approval of the student's major advisor or the LAS program director.

**Language requirement:** The concentration in Latin American Studies includes a language requirement that exceeds the College-wide proficiency requirement. The requirement can be met with three credits at the 300-level or above taught in a target language spoken in the region. Although the College is not currently able to offer languages beyond Spanish, a student could count another language (for example, Portuguese or Nahuatl) provided they can demonstrate proficiency through accredited academic courses taken domestically or abroad. In special cases this requirement can also be satisfied by an equivalent language immersion experience subject to approval by the LAS program director.

### **The Global Studies Programs**

Students who major in Global Studies (GBST) design an interdisciplinary sequence of courses together with an advisor in one of the following area concentrations: Asian and Middle Eastern Studies, European Studies, Latin American Studies, and Russian and Post-Soviet Studies. Through coursework in the culture, history, languages, literature, politics, and religions of major world regions, students explore the specificity of a given region, the ways in which global forces are realized in and through local contexts, and the interconnections between global regions. Majors often combine their program of study with service learning, internships, or study abroad. Familiarity with a specific region provides a foundation for grappling with the emerging possibilities and the ethical responsibilities of living in an interconnected world.

In general, a major in Global Studies includes courses from at least three departments. Detailed descriptions of the degree programs are provided below. Additional information about courses and requirements is available from area concentration faculty advisors.

**Language Requirement.** Degrees in Global Studies include a modern foreign language component which exceeds the College's proficiency requirement. Students meet the requirement by completing a specific level of language instruction as detailed in their concentration.

**Major Writing Requirement (MWR).** The major writing requirement may be satisfied in Global Studies by (1) completing the appropriate senior seminar of the individual program, or (2) fulfilling the major writing requirement for a department contributing courses to your selected concentration or (3) completing a writing project designed to meet the MWR with special permission from a faculty member. Students should consult with their area concentration advisor on how best to fulfill this requirement.

**Major Computer Proficiency Requirement (CPR).** Global Studies majors may satisfy the computing proficiency requirement by (1) fulfilling the computing requirement for a department that offers a course in the student's major (2) completing a course that counts for the CPR for a student's area concentration or (3) completing CSCI 131 or higher. Concentrators in AMES fulfill the CPR by completing AMES 493 with a grade of C- or better.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities and pursue summer and semester-long programs of study, scholarship, and service in all areas of Global Studies, or at approved institutions in the United States. Contact the Global Education Office at the Reves Center for International Studies for information on William & Mary study abroad programs and on programs offered by other institutions. With prior approval, courses taken abroad may be applied to the major or used for other requirements. Funding for independent research projects may be available from the Charles Center for

Interdisciplinary Study; students should also investigate scholarship opportunities available through the Reves Center's Global Education Office for language study.

**Major Declaration.** Prospective majors in Global Studies should discuss their plans for study with an affiliated faculty in an area concentration by the end of the sophomore year. Declaration forms and instructions for majors and minors are available at the Global Studies website and at the Registrar's Office.

**Minors.** In Global Studies students may complete a minor in Comparative and Diaspora Studies of Asia and the Middle East, East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, Russian and Post-Soviet Studies, or South Asian Studies.

**Senior Honors** Students who wish to conduct an honors project must apply for admission to the Departmental Honors program, which is administered by the Charles Center. As part of the application, students must get the approval of an honors project by a faculty member of their area concentration. Application, which includes a faculty signature and a prospectus, should be made to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in Global Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center.

Students admitted into the Honors program in Global Studies will enroll in the honors courses (495-496) appropriate to their concentration during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

## Programs and Course Descriptions

### Programs

- [Latin American Studies, Global Studies \(BA in International Studies\)](#)
- [Latin American Studies, Minor](#)

### Latin American Studies, Global Studies (BA in International Studies)

#### Common Core Courses:

All majors are required to take one of the following introductory courses:

- LAS 131 - Survey of Latin American History to 1824 Credits: (3) (Cross-listed as HIST 131, 3 credits)  
or
- LAS 132 - Survey of Latin American History, 1824-present Credits: (3) (Cross-listed with LAS 132, 3 credits)

#### Additionally

All majors are required to take:

- LAS 350 - Latin American Cultures, Politics and Societies Credits: (3)

### **Major Fields (18 Credits Total)**

Students will select two fields that will guide their studies in LAS. At least one of these must be a disciplinary field, and students will take at least 9 credits in that discipline focused on Latin America.

Available LAS disciplinary fields include:

- Anthropology
- Art and Art History
- Economics
- Government
- Hispanic Studies
- History
- Sociology

For a second field, students may select another of these LAS disciplines, taking at least 9 credits in it focused on Latin America; OR design a thematic or global field relevant to the region, choosing courses (at least nine credits) from any discipline or program that together allow for in-depth study of a chosen topic relevant to Latin America. Possible thematic or global fields might include (but are not limited to):

- empire and globalization
- political economy and development
- race and ethnicity
- Latino and diaspora studies
- Indigenous peoples
- human rights and social movements
- environmental studies

The optional thematic or global field must be designed in consultation with and approved by the LAS Program.

At least 9 of the 18 credits required to meet the Major Fields requirement must be taken at the 300-level or above.

See below for course listings by discipline. Other courses in topics in Latin American and Latino Studies not listed below may count and are subject to approval by the Program Director.

### **Immersion Experience**

The immersion experience is defined as an experience beyond the William and Mary classroom clearly linked to Latin America or Latinos residing in other parts of the world. It is designed to give students an opportunity to apply their in-class learning to real-world situations, and develop frameworks for engaging the issues affecting Latin American cultures, nations, and communities. The immersion experience may be tied to a service learning opportunity or study abroad. Students can also satisfy this requirement through an internship that focuses on Latin American or Latino issues in the United States. This is a non-credit bearing requirement. Students who fulfill this requirement by participating in a William and Mary study abroad program or through an LAS-affiliated program such the Borderlands or the National Security Archives programs should complete a pre-approval form (available on the LAS web-site) and enroll in LAS 400. In other cases fulfillment of the immersion requirement is subject to the approval of the LAS program director.

## Language Requirement

The concentration in Latin American Studies includes a language requirement that exceeds the College-wide proficiency requirement. The requirement can be met with three credits of a single course above the 240-level taught in a target language spoken in the region. Although William and Mary is not currently able to offer regional languages besides Spanish, a student could count another language (for example, Portuguese or Nahuatl) if they can demonstrate proficiency through accredited academic courses taken domestically or abroad. In special cases this requirement can be satisfied by an equivalent language immersion experience subject to approval by the LAS Program Director.

## Senior seminar:

This requirement is met by taking a 400-level seminar (3 or 4 credits) from the courses listed in the Latin American curriculum. Senior seminars often will be cross-listed as LAS 450. It is suggested that the senior seminar be fulfilled with a course from one of the student's disciplinary or thematic fields, though any LAS 450 or senior seminar on Latin America from one of the LAS disciplines will fulfill the requirement. The senior seminar requirement can also be fulfilled through the pursuit of honors in Latin American Studies.

## Electives:

The elective requirement can be met by taking additional credits from course offerings in Latin American Studies, to bring total credits up to 33. The list of courses approved for LAS credit is published each semester on the LAS website.

## Course Listings:

### Anthropology

- ANTH 338 - Native Cultures of Latin America Credits: (3)
- ANTH 364 - Artists and Cultures Credits: (3)
- ANTH 350 - Special Topics in Anthropology Credits: (3-4) (Latin American topics only or equivalent course approved through study abroad in Latin America)
- ANTH 458 - Caribbean Archaeology Credits: (3)
- ANTH 460 - Independent Research Credits: (3) (Latin American topics only)

### Art History

- ARTH 330 - Topics in Art History Credits: (1-4) (Latin American topics only or equivalent course approved through study abroad in Latin America)
- ARTH 335 - Art and Architecture of Colonial Latin America Credits: (3)
- ARTH 395 - Ink Painting: History, Theory and Technique Credits: (3)
- ARTH 396 - Art of the Andes Credits: (3)
- ARTH 490: Independent Study (Latin American Topics only)

### Economics

- ECON 300 - Topics in Economics Credits: (1-3) (ECON 101/151, 102/152; Latin American topics only or equivalent course approved through study abroad in Latin America)
- ECON 346 - Comparative Economic Inequality in Multiracial Societies Credits: (3) (ECON 101/151 ECON 102/152)
- ECON 382 - Comparative Economics Credits: (3) (ECON 101/151 ECON 102/152)
- ECON 400 - Topics in Economics Credits: (3-4) (Latin American topics only. ECON 303 or 304)
- ECON 474 - Regional Economic Integration Credits: (3) (ECON 303, 304, and 475)
- ECON 475 - International Trade Theory and Policy Credits: (3) (ECON 303)

- ECON 483 - Macroeconomics of Development Credits: (3) (ECON 303 and/or ECON 304; Latin American topics only)
- ECON 484 - Economics of Growth Credits: (3) (ECON 303, ECON 304)
- ECON 490 - Independent Study in Economics Credits: (3-4) (Latin American or Latino Studies topics only)

### **Government**

- GOVT 312 - Politics of Developing Countries Credits: (3)
- GOVT 328 - International Political Economy Credits: (3)
- GOVT 338 - Latin American Politics and Government Credits: (3)
- GOVT 384 - The Geography of Latin America and the Caribbean Credits: (3)
- GOVT 391 - Topics in Government Credits: (3) (Latin American topics only or equivalent course approved through study abroad in Latin America)
- GOVT 416: Revolution and Politics
- GOVT 433 - Seminar: Theories of the International System Credits: (4)
- GOVT 491 - Seminar: Topics in Government Credits: (4) (Latin American topics only)
- GOVT 494 - Independent Study Credits: (1-3) (Latin American or Latino Studies topics only)

### **Hispanic Studies**

- HISP 240 - Introduction to Hispanic Studies Credits: (3) (discussion sessions in Spanish) (HISP 202 or equivalent required; HISP 207 or equivalent recommended)
- HISP 250 - Second Year Seminar in Hispanic Studies Credits: (3) (Latin American or Latino Studies topics only)
- HISP 320 - Topics in Hispanic Cinema Credits: (3) [HISP 280, 281 or consent of the instructor, Latin American or Latino Studies topics only]
- HISP 322 - Issues in Mexican Culture Credits: (3) [HISP 280 OR HISP 240]
- HISP 291 - Topics in Hispanic Cultural Studies Credits: (3) (Latin American or Latino Studies topics only)
- HISP 370 - Environmental Cultures Credits: (3) [HISP 280 OR HISP 240]
- HISP 340 - Life on the Hyphen Credits: (3) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700) Credits: (3) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 389 - Topics in Hispanic Studies in English Credits: (1-3) (Latin American or Latino Studies topics only) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 390 - Topics in Hispanic Studies Credits: (1-4) (Latin American or Latino Studies topics only or equivalent course approved through study abroad in Latin America) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 380 - Masterworks: Issues in Canon Formation Credits: (3) (Latin American or Latino Studies topics only) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 329 - Special Themes in Hispanic Studies Credits: (1-4) [HISP 208 or 281] (Latin American or Latino Studies topics only)
- HISP 371 - Fashioning the Nation Credits: (3) [One HISP course numbered between 290 and 360, or consent of instructor]

- HISP 299 - International Service-Learning Seminar & Internship Credits: (1-4) (programs in Latin America only) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 483 - Hispanic Cinema Credits: (3) (Latin American or Latino Studies topics only) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 485 - Pedagogy and Culture in Latin America Credits: (3) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 480 - Cultures of Dictatorship Credits: (3) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 481 - Local and Global Issues in 20th Century Poetry Credits: (3) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 482 - Gender Issues in Hispanic Culture Credits: (3)  
[One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 489 - Topics in Hispanic Studies Research Seminar Credits: (3) (Latin American or Latino Studies topics only) [One HISP course numbered between 290 and 360, or consent of instructor]
- HISP 492 - Independent Study Credits: (3) (Latin American or Latino Studies topics only) [Another 400-level HISP course or equivalent]
- HISP 498 - Internship in Hispanic Studies Credits: (1-4) (Latin American or Latino Studies topics only)

### **History**

- HIST 211 - Topics in History Credits: (3) (Latin American topics or equivalent approved through study abroad in Latin America)
- HIST 212 - Topics in History Credits: (3) (Latin American topics or equivalent approved through study abroad in Latin America)
- HIST 309 - The Caribbean Credits: (3)
- HIST 304 - History of Brazil Credits: (3)
- HIST 311 - Topics in History Credits: (1-4) (Latin American topics or equivalent approved through study abroad in Latin America)
- HIST 312 - Topics in History Credits: (1-4) (Latin American topics or equivalent approved through study abroad in Latin America)
- HIST 313 - Topics in Women's History Credits: (3) (Latin American topics or equivalent approved through study abroad in Latin America)
- HIST 467 - Independent Study Credits: (3) (Latin American topics only)
- HIST 468 - Independent Study Credits: (3) (Latin American topics only)
- HIST 490C - Capstone Seminar Credits: (4) (Latin American topics only)
- HIST 491C - Capstone Seminar Credits: (4) (Latin American topics only)

### **Sociology**

- SOCL 313 - Globalization and International Development Credits: (3)
- SOCL 337 - Immigration, Assimilation and Ethnicity Credits: (3)
- SOCL 350 - Critical Engagement in Context Credits: (4)
- SOCL 408 - Migration in a Global Context Credits: (3)
- SOCL 409 - Immigration, Citizenship, and Border Studies Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)
- SOCL 431 - Comparative Race Relations Credits: (3)
- SOCL 440 - Special Topics in Sociology Credits: (1-3) (Latin American or Latino Studies topics only or equivalent course approved through study abroad in Latin America)

- SOCL 480 - Readings in Sociology Credits: (1-3) (Latin American or Latino Studies topics only)
- SOCL 481 - Readings in Sociology Credits: (1-3) (Latin American or Latino Studies topics only)
- SOCL 490 - Independent Research Credits: (1-4) (Latin American or Latino Studies topics only)

## **Latin American Studies, Minor**

### **Core Requirements:**

A minor in Latin American Studies requires 18 semester credit hours in the interdisciplinary field of Latin American Studies.

Students are required to take HIST 131 or HIST 132 (cross-listed as LAS 131 and LAS 132). No more than 50 percent of the credit hours can be taken in any one academic department and at least 3 of the 18 semester credit hours should be taken at the 300-400 level. Courses taken while participating in William and Mary's approved study-abroad programs can count toward the minor. Students minoring in Latin American studies are encouraged to take LAS 350. Courses for the minor can be selected from the current list of courses offered in Latin American Studies.

## **LAS Course Descriptions**

### **Latin American Studies**

#### **LAS E99 - Brazilian Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

#### **LAS 100 - Critical Questions in Latin American Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Latin American Studies for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **LAS 101P - Elementary Portuguese I**

*Credits: (4)*

Portuguese 101 is a beginning course in the Portuguese language. The goal of this introductory course is to help each student develop the skills to begin speaking, reading, writing, and understanding the Portuguese language. In addition to the basics of the language - grammar, vocabulary, sentence construction, etc. - students will also be exposed to, and expected to learn, aspects of culture, geography, and diversity in Brazil and the Portuguese-speaking world more generally.

#### **LAS 102P - Elementary Portuguese II**

*Credits: (4)*

*Prerequisite(s): LAS 101P*

Portuguese 102 is an advanced beginner course in the Portuguese language. The goal of this level 2

introductory course is to help each student further develop the skills in speaking, reading, writing, and understanding the Portuguese language. In addition to the basics of the language - grammar, vocabulary, sentence construction, etc. - students will further engagement with aspects of culture, geography, and diversity in Brazil. \*The course requisite is normally Portuguese 101, however, advanced speakers of Spanish can also enroll with instructor approval.

### **LAS 131 - Survey of Latin American History to 1824**

*Credits: (3)*

*Domain (Anchored):* CSI

The development of Latin America from Pre-Columbian times to 1824 with emphasis on the interaction of European, Indian and African elements in colonial society.

*Cross-listed with:* HIST 131

### **LAS 132 - Survey of Latin American History, 1824-present**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV The development of Latin America from 1824 to the present, emphasizing the struggle for social justice, political stability and economic development.

*Cross-listed with:* HIST 132

### **LAS 200 - Transfer Elective Credit**

### **LAS 201 - Intermediate Portuguese I and Brazilian Culture**

*Credits: (4)*

Portuguese 201 is an intermediate course in the Portuguese language. The goal of this intermediate course is to help each student develop the skills to begin speaking, reading, writing, and understanding the Portuguese language. In addition to improving language skills - grammar, vocabulary, sentence construction, etc. - students will also be exposed to, and expected to learn, aspects of culture, geography, and diversity in Brazil and the Portuguese-speaking world more generally. The expectation is that students have taken Portuguese 102 or have gotten instructor approval.

### **LAS 202 - Intermediate Portuguese II and Brazilian Culture**

*Credits: (4)*

*Prerequisite(s):* LAS 201

Intermediate Level II (Brazilian) Portuguese and Brazilian Culture Portuguese 202 is an advanced intermediate course in the Portuguese language. The goal of this level 2 intermediary course is to help each student further develop the skills in speaking, reading, writing, and understanding the Portuguese language. In addition to the basics of the language - grammar, vocabulary, sentence construction, etc. - students will further engagement with aspects of culture, geography, and diversity in Brazil. \*The course requisite is normally Portuguese 201, however, advanced speakers of Spanish can also enroll with instructor approval.

### **LAS 207 - Culturas de in(ex)clusión en el mundo hispánico**

*Credits: (3)*

*Prerequisite(s):* HISP 202 or HISP 203 or equivalent

*College Curriculum:* COLL 350

*Domain (Anchored):* ALV

This upper-intermediate Spanish course presents students with opportunities to enhance listening, speaking, analytical writing skills, and improve grammatical and cultural competence. An introduction to the cultural portrayals of difference and the politics of belonging, including representations of

marginalized communities in Spanish-speaking countries. Course material from the fields of journalism; the visual arts; literature; and digital media seeks to foster cross-cultural reflection and encourage critical thinking about topics related to immigrants and displaced peoples; race; social class; gender; and people with a disability. Students explore the capacity of the arts to promote tolerance, comprehension, and empathy for communities of difference. Does not count for the Hispanic Studies minor or major.

*Cross-listed with:* HISP 207

### **LAS 208 - La imaginación cultural: arte y literatura en el mundo hispanohablante**

*Credits:* (3)

*Prerequisite(s):* HISP 206 or HISP 207

*Domain (Anchored):* ALV

An introduction to the analysis of cultural texts (literary, artistic, cinematic, journalistic) and cultural criticism from an array of Spanish-speaking countries and cultures. Students learn to read, discuss, and write about Hispanic cultural production by using cultural studies methodologies, while they improve their linguistic competencies in Spanish.

*Cross-listed with:* HISP 208

### **LAS 209 - Spanish for the Professions**

*Credits:* (3)

*Prerequisite(s):* HISP 207 or HISP 208

LAS 209 - Spanish for the Professions is a course designed to develop communication skills in Spanish for student interested in working with the Spanish speaking world in different professional areas like business, health, law enforcement, government, human resources, or real state. LAS 209 will emphasize terminology, reading, writing, and comprehension of cultural nuances in the different Hispanic countries.

*Cross-listed with:* HISP 209

### **LAS 240 - Introduction to Hispanic Studies**

*Credits:* (3)

*Prerequisite(s):* HISP 207 or HISP 208 or HISP 220 or permission of instructor.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course provides an overview of the field of Hispanic Studies through an examination of film, literature, visual arts and other forms of cultural production. Lectures in English or Spanish. Discussion sections in Spanish. Required course for all Hispanic Studies minors and majors.

*Cross-listed with:* HISP 240

### **LAS 251 - Soon Come: Caribbean Languages and Identities**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course explores the history, structure, and sociocultural aspects of language development in the Caribbean. This course explores the history, structure, and sociocultural aspects of language development in the Caribbean.

*Cross-listed with:* AFST 251

### **LAS 252 - The Latinx Novel**

*Credits:* (3)

*Prerequisite(s):* HISP 240

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course closely examines the lives of Latinxs in the United States (and

beyond!), and explores various iterations of the contemporary Latinx novel as a means to understand key social, gender, linguistic, and political issues that Latinx communities face. This course questions labels such as "Hispanic" or "Latinx," for their homogenizing and commodifying effects, and seeks to understand the varied experience of Latinx communities within a state that is ambivalent about their presence.

*Cross-listed with:* HISP 252

### **LAS 290 - Topics in Latin American Studies**

*Credits:* (1-4)

Selected topics in LAS are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

### **LAS 300 - Transfer Elective Credit**

#### **LAS 301 - Border Studies: Immersion on the US-Mexican Border**

*Credits:* (1)

*College Curriculum:* COLL 300

This one-credit course serves as the immersion component of the Border Studies program. Students participate in a faculty-led, week-long educational delegation in the US-Mexican border region. Trip preparations and pre-trip meetings take place in the Fall, while the actual immersion trip takes place in early January. Students record their reflections over the course of the trip and complete pre-trip reading and writing assignments as well as a post-mortem reflection.

#### **LAS 309 - The Caribbean**

*Credits:* (3)

*College Curriculum:* COLL 200, COLL 350

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Situated at the crossroads of Africa, Europe, Latin America, and the United States, the Caribbean has played a pivotal role in global transformations since 1492. The region's past helped shape and was shaped by many of the contradictory themes defining modern history: slavery and freedom, racism and equality, empire and independence, despotism and democracy, and migration and transnationalism. Focusing on Puerto Rico, the Dominican Republic, Jamaica, and especially Haiti and Cuba, we will explore these themes in Caribbean history from the Haitian Revolution to the present. The course is structured around class discussion. Grading will be based on papers and class participation.

*Cross-listed with:* AFST 319 / HIST 309

#### **LAS 310 - Politics of Developing Countries**

*Credits:* (3)

*Prerequisite(s):* GOVT 203

A comparative study of institutions and processes of government in several non-Western countries. The cultural and historical foundations of government, and the economic circumstances of Third World nations will be emphasized.

*Cross-listed with:* GOVT 312

#### **LAS 312 - US Interventions Latin America**

*Credits:* (3)

U.S. "interventions" in Latin America and other parts of the world have played an important role in world history since the 1890s. These interventions have taken various forms, from formal colonial takeovers to military occupations ("nation building") to covert operations to humanitarian aid. This course will explore the history of U.S. interventions in Latin America in comparative perspective by focusing on this region

while also encompassing other parts of the world, particularly the Philippines, Hawai'i, Iran, Iraq, and Afghanistan. Has the U.S. government forged its own type of empire through intervention, and, if so, with what strategic, economic, ideological, or humanitarian motives? In what ways have U.S. policies changed over time and in what ways have they appeared constant? We will assess both the stated and unstated goals of U.S. interventions since 1898, the conflicting perceptions and depictions within U.S. society of conditions leading up to them, and their short- and long-term effects. We will thus also explore the aftermath of U.S. interventions, including the dictatorships, violence, and radicalism that have variously followed in their wake.

### **LAS 313 - Globalization and International Development**

*Credits: (3)*

*Domain (Anchored):* CSI

This course examines the impact of globalization on the social, cultural and economic development of "non-Western" societies. Case studies will emphasize interconnections between global processes and local people. Possible topics: global economy, transnational migration, human rights, gender, and racial/ethnic diasporas.

*Cross-listed with:* SOCL 313

### **LAS 322 - Issues in Mexican Culture**

*Credits: (3)*

*Prerequisite(s):* HISP 240 or LAS 240

*Domain (Anchored):* ALV

This course analyzes border issues, local/global markets and national/ regional identities. It focuses on the negotiation of power in relation to these themes. Students analyze texts by authors whose works address Mexican culture from the colonial period to the present although contemporary culture is emphasized.

*Cross-listed with:* HISP 322

### **LAS 328 - International Political Economy**

*Credits: (3)*

*Prerequisite(s):* GOVT 204

An analysis of the politics and economics of a selected international policy problem or issue, e.g., international trade and protectionism; the domestic management of inflation and unemployment; the relation between economic organization and political power.

*Cross-listed with:* GOVT 328

### **LAS 332 - Race, Gender & Popular Culture in Brazil**

*Credits: (3)*

*Domain (Anchored):* CSI

*Cross-listed with:* ANTH 332

### **LAS 337 - Immigration, Assimilation and Ethnicity**

*Credits: (3)*

*Domain (Anchored):* CSI

This course explores the forces that influence people to leave their own countries for the U.S.; how immigrants and their children adapt to their new surroundings; the role of historical and contemporary immigration on race/ethnic relations.

*Cross-listed with:* APIA 337 and SOCL 337

### **LAS 350 - Latin American Cultures, Politics and Societies**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Interdisciplinary study of the cultural practices, political economies, and societal structures of Latin America with an emphasis on contemporary issues that have their roots in Latin American colonial foundations and nation-building.

### **LAS 351 - Medical Interpretation**

*Credits:* (1-4)

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or permission of instructor. Development of speaking skills in the field of medicine, and public health. Acquisition of vocabulary, cross-cultural communication, ethics of interpretation. Assessment based on recorded performance, tests & essays. Taught on campus; may require site visits off campus and may facilitate possible summer internship on the Eastern Shore of Virginia.

*Cross-listed with:* HISP 351

### **LAS 370 - Environmental Cultures**

*Credits:* (3)

*Prerequisite(s):* Prerequisite(s): HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

This course examines how authors and artists imagine their environments and intervene on its behalf. Select readings focus on spirituality and the transformation of external landscapes into psychological terrain. The representation of bureaucracy, development, and the terms of material consumption are also highlighted within select cultural and social movements in the Americas.

*Cross-listed with:* HISP 370

### **LAS 371 - Fashioning the Nation**

*Credits:* (3)

*Prerequisite(s):* Prerequisite(s): HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

Following the retreat of Spanish colonialism, material culture served to identify competing ideologies at a decisive moment of political change. This course is about the nation building process, citizenship, and social constructs as understood through the evolution of Argentine fiction and artifacts.

*Cross-listed with:* HISP 371

### **LAS 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700)**

*Prerequisite(s):* Prerequisite(s): HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

An introduction to the Spanish empire as "imagined" in the early modern period. We examine cultural artifacts (novels, theatrical representations, chronicles, etc.), the ideological foundations upon which the Spanish empire legitimizes itself, and investigate the subordinating representation of women, Muslims/moriscos, indigenous peoples, and their dissent and resistance.

*Cross-listed with:* HISP 377

### **LAS 380 - Cultural Transformation in Cuba and Puerto Ric**

*Credits:* (3)

*Prerequisite(s):* One HISP course numbered between 290 and 360, or consent of instructor

The course examines the relationship between expressive culture (literature, film, popular music) and the

formation of cultural identity in two contexts: Cuba and Puerto Rico.  
*Cross-listed with:* HISP 380

**LAS 390 - Topics in Latin American Studies**

*Credits: (1-4)*

Selected topics in LAS are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

**LAS 400 - Immersion Experience in LAS**

*Credits: (0)*

Immersion Experience: An experience beyond the William and Mary classroom clearly linked to Latin America or Latino populations. LAS 400 or approval of LAS director required of LAS majors.

**LAS 440 - Seminar Topics in Latin American Studies**

*Credits: (1-4)*

Selected seminar topics in LAS are offered occasionally.

These seminars may be repeated for credit if the topic varies.

**LAS 450 - Senior Seminar in Latin American Studies**

*Credits: (1-4)*

Senior-level, in depth study of a topic relevant to Latin American Studies.

**LAS 480 - Independent Study in Latin American Studies**

*Credits: (1-3)*

For majors and minors who have completed most of their requirements and who have secured approval from a supervising instructor.

LAS 480 may be repeated for credit, if the topic varies.

**LAS 495 - Senior Honors in Latin American Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

**LAS 496 - Senior Honors in Latin American Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalogue section.

## **Russian and Post-Soviet Studies**

Russian and Post-Soviet Studies (RPSS) is an interdisciplinary program that introduces students to culture, history and politics of a vast region spanning from East-Central Europe to Siberia and Central Asia. The curriculum for the RPSS concentration and the RPSS minor includes courses in politics, history, literature, film, and media of the region, and the Russian language. Russian and Post-Soviet Studies concentrators and minors are strongly encouraged to combine their academic study at William & Mary with study abroad. The concentration prepares students culturally and linguistically for professions in the public and private spheres in the US and in Eurasia, as well as for graduate study.

Majors are required to complete 33 credit hours. All courses with the RPSS designator (see below) fulfill major and minor requirements for the concentration. Please consult with a faculty advisor about specific lines the course fulfills. The rest of the courses for the major and minor are selected from those available in the curriculum of the various departments. See the requirements for the RPSS major and RPSS minor.

### **The Global Studies Programs**

Students who major in Global Studies (GBST) design an interdisciplinary sequence of courses together with an advisor in one of the following area concentrations: Asian and Middle Eastern Studies, European Studies, Latin American Studies, and Russian and Post-Soviet Studies. Through coursework in the culture, history, languages, literature, politics, and religions of major world regions, students explore the specificity of a given region, the ways in which global forces are realized in and through local contexts, and the interconnections between global regions. Majors often combine their program of study with service learning, internships, or study abroad. Familiarity with a specific region provides a foundation for grappling with the emerging possibilities and the ethical responsibilities of living in an interconnected world.

In general, a major in Global Studies includes courses from at least three departments. Detailed descriptions of the degree programs are provided below. Additional information about courses and requirements is available from area concentration faculty advisors.

**Language Requirement.** Degrees in Global Studies include a modern foreign language component which exceeds the College's proficiency requirement. Students meet the requirement by completing a specific level of language instruction as detailed in their concentration.

**Major Writing Requirement (MWR).** The major writing requirement may be satisfied in Global Studies by (1) completing the appropriate senior seminar of the individual program, or (2) fulfilling the major writing requirement for a department contributing courses to your selected concentration or (3) completing a writing project designed to meet the MWR with special permission from a faculty member. Students should consult with their area concentration advisor on how best to fulfill this requirement.

**Major Computer Proficiency Requirement (CPR).** Global Studies majors may satisfy the computing proficiency requirement by (1) fulfilling the computing requirement for a department that offers a course in the student's major (2) completing a course that counts for the CPR for a student's area concentration or (3) completing CSCI 131 or higher. Concentrators in AMES fulfill the CPR by completing AMES 493 with a grade of C- or better.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities and pursue summer and semester-long programs of study, scholarship, and service in all areas of Global Studies, or at approved institutions in the United States. Contact the Global Education Office at the Reves Center for International Studies for information on William & Mary study abroad programs and on programs offered by other institutions. With prior approval, courses taken abroad may be applied to the major or used for other requirements. Funding for independent research projects may be available from the Charles Center for Interdisciplinary Study; students should also investigate scholarship opportunities available through the Reves Center's Global Education Office for language study.

**Major Declaration.** Prospective majors in Global Studies should discuss their plans for study with an affiliated faculty in an area concentration by the end of the sophomore year. Declaration forms and instructions for majors and minors are available at the Global Studies website and at the Registrar's Office.

**Minors.** In Global Studies students may complete a minor in Comparative and Diaspora Studies of Asia and the Middle East, East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, Russian and Post-Soviet Studies, or South Asian Studies.

**Senior Honors** Students who wish to conduct an honors project must apply for admission to the Departmental Honors program, which is administered by the Charles Center. As part of the application, students must get the approval of an honors project by a faculty member of their area concentration. Application, which includes a faculty signature and a prospectus, should be made to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in Global Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center.

Students admitted into the Honors program in Global Studies will enroll in the honors courses (495-496) appropriate to their concentration during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

## Programs and Course Descriptions

### Programs

- [Russian & Post-Soviet Studies, Global Studies \(BA in International Studies\)](#)
- [Russian and Post-Soviet Studies, Minor](#)

### Russian & Post-Soviet Studies, Global Studies (BA in International Studies)

Russian and Post-Soviet Studies (RPSS) is an interdisciplinary program that introduces students to culture, history and politics of a vast region spanning from East-Central Europe to the Siberia and Central Asia. The curriculum for the RPSS concentration and the RPSS minor includes courses in politics, history, literature, film, and media of the region, and the Russian language.

#### Lines 1 & 2. Russian Language (Choose Two)

- RUSN 300 - Russian Study Abroad Credits: (1-4)
- RUSN 303 - Advanced Russian: Conversation, Composition, Reading I Credits: (3) (RUSN 202 or consent of instructor)
- RUSN 304 - Advanced Russian: Conversation, Composition, Reading II Credits: (3) (RUSN 303 or consent of instructor)

#### Lines 3 & 4. Literature & Culture in Russian (Choose at least two; 6 credits total)

- RPSS 290 - Topics in Russian and Post-Soviet Studies Credits: (1-4)
- RUSN 305 - Directed Readings in Russian Literature Credits: (3) (RUSN 330 or consent of instructor)

- RUSN 306 - Directed Readings in Russian Literature Credits: (3) (RUSN 330 or consent of instructor)
- RUSN 310 - Advanced Conversation (Taught in Russian) Credits: (3) (RUSN 303 or consent of instructor)
- RUSN 320 - Russian Cultural History (Taught in Russian) Credits: (3) (RUSN 303 or consent of instructor)
- RUSN 330 - Survey of Russian Literature (Taught in Russian) Credits: (3) (RUSN 304 or consent of instructor)
- RUSN 340 - Russian Media Culture (Taught in Russian) Credits: (3) (RUSN 303 or consent of instructor)
- RUSN 350 - Topics in Russian Literature (Taught in Russian) Credits: (1-4) (RUSN 202)
- RUSN 393 - Special Themes in Russian Language and Culture (Taught in Russian) Credits: (1)
- RUSN 402 - Russian Poetry Credits: (3) (RUSN 303, RUSN 304, or consent of instructor)
- RUSN 410 - Seminar in Russian Literature and Culture Credits: (3) (RUSN 320 or RUSN 330 or consent of instructor)

### **Lines 5 & 6. Literature & Culture in Translation (Choose Two)**

- RPSS 201 - Introduction to Russian and Post-Soviet Studies Credits: (3)
- RPSS 490 - Senior Research Seminar Credits: (4)
- RUSN 250 - Russian Myths and Legends Credits: (3)
- RUSN 308 - Topics in Russian Literature and Culture (Taught in English) Credits: (1-4)
- RUSN 309 - Topics in Russian Cinema (Taught in English) Credits: (3)
- RUSN 380 - Russian Cinema: 'The Most Important Art' (Taught In English) Credits: (3)
- RUSN 387 - Love, Adultery and Prostitution in 19th Century Literature (Taught in English) Credits: (3)
- RUSN 388 - Revolution, Crime, and Romance in 20th Century Russian Literature (Taught in English) Credits: (3)
- RUSN 390 - Russian Literature Since the Death of Stalin (Taught in English) Credits: (3)
- RUSN 396 - Major Works of Chekhov (Taught in English) Credits: (3)
- RUSN 397 - Major Works of Dostoevsky (Taught in English) Credits: (3)
- RUSN 398 - Major Works of Tolstoy (Taught in English) Credits: (3)
- RUSN 411 - Independent Study Credits: (1-3)

### **Lines 7 & 8. Russian and East European History (Choose Two)**

- HIST 211 - Topics in History Credits: (3) (Russian and East European topics only)
- HIST 212 - Topics in History Credits: (3) (Russian and East European topics only)
- HIST 311 - Topics in History Credits: (1-4) (Russian and East European topics only)
- HIST 312 - Topics in History Credits: (1-4) (Russian and East European topics only)
- HIST 373 - East Central Europe Credits: (3)
- HIST 377 - History of Russia to 1800 Credits: (3)
- HIST 378 - History of Russia since 1800 Credits: (3)
- HIST 379 - Russia After Stalin Credits: (3)
- RPSS 390 - Topics in Russian and Post-Soviet Studies Credits: (1-4)
- RPSS 490 - Senior Research Seminar Credits: (4) (COLL 400)

### **Lines 9 & 10. Government and Economics (Choose Two)**

- ECON 382 - Comparative Economics Credits: (3) (ECON 101 / ECON 151, ECON 102 / ECON 152)

- GBST 390 - Topics in Global Studies Credits: (1-4)
- GBST 480 - Independent Study in Global Studies Credits: (3) (Russian and East European topics only)
- GBST 495 - Senior Honors in Global Studies Credits: (3) (Russian and East European topics only)
- GBST 496 - Senior Honors in Global Studies Credits: (3) (Russian and East European topics only)
- GOVT 150 - First-Year Seminar Credits: (4) (Russian and East European topics only)
- GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
- GOVT 335 - The Politics of Eastern Europe Credits: (3)
- GOVT 391 - Topics in Government Credits: (3) (Russian and East European topics only)
- GOVT 403 - Seminar: Comparative Politics Credits: (4)
- GOVT 491 - Seminar: Topics in Government Credits: (4) (Russian and East European topics only)

### **Line 11. Electives (Choose One)**

A course from any of the above lines that is taken but not needed to fulfill that line requirement may serve as an elective.

- GOVT 150 - First-Year Seminar Credits: (4) (Russian and East European topics only)
- HIST 150 - First Year Seminar Credits: (4) (Russian and East European topics only)
- RUSN 150 - First Year Seminar Credits: (4)

## **Russian and Post-Soviet Studies, Minor**

### **Core Requirements:**

An interdisciplinary minor in Russian and Post-Soviet Studies requires 18 semester credit hours. Students are required to take courses from at least three departments.

### **Lines 1 and 2. (Choose at least 2, 6 credits total)**

- RPSS 290 - Topics in Russian and Post-Soviet Studies Credits: (1-4)
- RUSN 300 - Russian Study Abroad Credits: (1-4)
- RUSN 303 - Advanced Russian: Conversation, Composition, Reading I Credits: (3) (in Russian); RUSN 202 or consent of instructor)
- RUSN 304 - Advanced Russian: Conversation, Composition, Reading II Credits: (3) (in Russian) (RUSN 303 or consent of instructor)
- RUSN 320 - Russian Cultural History (Taught in Russian) Credits: (3) (RUSN 303 or consent of instructor)
- RUSN 340 - Russian Media Culture (Taught in Russian) Credits: (3) (RUSN 303 or consent of instructor)
- RUSN 392 - Special Themes in Russian Literature and Culture (Taught in English) Credits: (1)
- RUSN 393 - Special Themes in Russian Language and Culture (Taught in Russian) Credits: (1)

### **Line 3. (Choose One)**

- RPSS 201 - Introduction to Russian and Post-Soviet Studies Credits: (3)
- RUSN 308 - Topics in Russian Literature and Culture (Taught in English) Credits: (1-4)
- RUSN 309 - Topics in Russian Cinema (Taught in English) Credits: (3)
- RUSN 330 - Survey of Russian Literature (Taught in Russian) Credits: (3) (RUSN 304 or consent of instructor)

- RUSN 340 - Russian Media Culture (Taught in Russian) Credits: (3) (RUSN 303)
- RUSN 350 - Topics in Russian Literature (Taught in Russian) Credits: (1-4) (RUSN 202)
- RUSN 380 - Russian Cinema: 'The Most Important Art' (Taught In English) Credits: (3)
- RUSN 387 - Love, Adultery and Prostitution in 19th Century Literature (Taught in English) Credits: (3)
- RUSN 388 - Revolution, Crime, and Romance in 20th Century Russian Literature (Taught in English) Credits: (3)
- RUSN 397 - Major Works of Dostoevsky (Taught in English) Credits: (3)

**Lines 4, 5 and 6. (Choose Three Courses From at Least Two Departments)**

- HIST 212 - Topics in History Credits: (3) (Russian and East European topics only)
- HIST 377 - History of Russia to 1800 Credits: (3) (to 1861)
- HIST 378 - History of Russia since 1800 Credits: (3) (1861 to the present)
- HIST 379 - Russia After Stalin Credits: (3)
- ECON 382 - Comparative Economics Credits: (3) (ECON 101/ECON 151, ECON 102/ECON 152; Russian & East European topics only)
- GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
- GOVT 335 - The Politics of Eastern Europe Credits: (3)
- GOVT 391 - Topics in Government Credits: (3) (Russian and East European topics only)
- GOVT 491 - Seminar: Topics in Government Credits: (4) (Russian and East European topics only)
- RPSS 490 - Senior Research Seminar Credits: (4)

## **RPSS Course Descriptions**

### **Russian & Post-Soviet Studies**

#### **RPSS 200 - Transfer Elective Credit**

#### **RPSS 201 - Introduction to Russian and Post-Soviet Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course serves as a "gateway" to the Russian and Post-Soviet Studies major and provides an empirical, conceptual and methodological foundation for the more advanced courses. It introduces students to some of the key facts, debates and myths in and about the region; discusses the concept of "Russia" as it has been conceived of by various disciplines; and demonstrates the interdisciplinary approach through a case study. Topics may vary: consumption and everyday life; Russia and the West, etc.

#### **RPSS 290 - Topics in Russian and Post-Soviet Studies**

*Credits: (1-4)*

Selected topics in RPSS are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit if the topic varies.

#### **RPSS 300 - Transfer Elective Credit**

#### **RPSS 390 - Topics in Russian and Post-Soviet Studies**

*Credits: (1-4)*

Selected topics in RPSS are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit if the topic varies.

**RPSS 480 - Independent Study in Russian and Post-Soviet Studies.**

*Credits: (1-3)*

For majors and minors who have completed most of their requirements and who have secured approval from a supervising instructor. RPSS 480 may be repeated for credit, if the topic varies.

**RPSS 490 - Senior Research Seminar**

*Credits: (4)*

*College Curriculum: COLL 400*

This course is designed as a capstone experience for Russian and Post-Soviet Studies concentrators to guide them in synthesizing their course work and field experiences. It is a variable topics course which brings together critical thinking, research, and communication skills. Fulfills the Major Writing Requirement. Open to juniors and seniors only.

May be repeated for credit if topics differ.

**RPSS 495 - Senior Honors in Russian and Post-Soviet Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalog section.

**RPSS 496 - Senior Honors in Russian and Post-Soviet Studies**

*Credits: (3)*

Please see the detailed description of the honors process in the opening of the Global Studies catalog section.

## **Government**

### **The Government Program**

The Department of Government provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop awareness of the moral and ethical implications of political action as well as understanding of political institutions and processes from an empirical perspective.

The department maintains a strong commitment to the development of writing abilities and research skills. Most 300-level courses in the department require one or more papers. The 400-level seminars require a major paper based on independent student research. Some students, with the approval of the department, also elect an Honors project in Government.

### **Graduate Program**

The department is actively involved in the Thomas Jefferson Program in Public Policy. For degree requirements and a full description of graduate courses in Public Policy, write to the Thomas Jefferson Program in Public Policy for a graduate catalog, or visit <http://www.wm.edu/as/publicpolicy/index.php>.

## **Programs and Course Descriptions**

## Programs

- Government (BA in Government)

### Government (BA in Government)

**Required Credit Hours: 33**

#### Major Computing Requirement:

Students must satisfy a Major Computing Requirement in Government by successfully completing GOVT 301.

#### Major Writing Requirement:

The Major Writing Requirement is fulfilled by obtaining a grade of “C-” or better in any course numbered between GOVT 401 and GOVT 491 inclusive.

#### Core Requirements:

- GOVT 201 - Introduction to American Government and Politics Credits: (3)
- GOVT 203 - Introduction to Comparative Politics Credits: (3)
- GOVT 204 - Introduction to International Politics Credits: (3)

#### One of the Following Courses in Political Theory:

- GOVT 202 - Introduction to Political Theory Credits: (3)
- GOVT 305 - Contemporary Political Theory Credits: (3)
- GOVT 392 - Topics in Political Theory Credits: (3)

#### Additional Requirements:

- GOVT 301 - Research Methods Credits: (3)
- One upper-level Government seminar numbered between 401 and 491

#### Note:

Students planning to major in Government are strongly advised to complete GOVT 201, GOVT 203, GOVT 204 and GOVT 301 before junior year.

No more than two Geography courses may be counted toward a major in Government: GOVT 381, GOVT 382, GOVT 384 and GOVT 386.

One freshman seminar in Government may be counted toward the Government major.

It is recommended that majors complete ECON 101-ECON 102 and carry foreign language study beyond the 202-level.

No more than 6 total credits from any of the combination of the following courses may be counted toward the major in Government: GOVT 394 , GOVT 494, GOVT 498, INTR 499. Credits beyond 6 would still count toward the 120 credits needed for graduation.

Consult the Department website (<http://www.wm.edu/as/government/>) for updated information about curricular requirements, course offerings, and other opportunities.

## Course Descriptions

### Government

#### **GOVT 100 - Critical Questions in Government**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Government for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **GOVT 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Government. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **GOVT 201 - Introduction to American Government and Politics**

*Credits: (3)*

*Domain (Anchored): CSI*

An introduction to the American political system, its institutions and processes.

#### **GOVT 202 - Introduction to Political Theory**

*Credits: (3)*

An introduction to some of the key themes, ideas, and canonical texts within the field of political theory. The course is organized around a central theme, chosen by the instructor (e.g., 'Democracy and its Critics,' 'Authoritarianism,' 'Justice,' or 'Power'). Readings will be both historical and contemporary in focus, with at least one main thinker from each of the three main historical periods in the field (ancient and medieval, modern, and contemporary).

#### **GOVT 203 - Introduction to Comparative Politics**

*Credits: (3)*

*Domain (Anchored): CSI*

An introduction to the comparative analysis of political systems. Attention will focus on political processes, such as political socialization, participation, and elite recruitment, and on political institutions, such as party systems, legislatures and bureaucracies. Examples will be drawn from developing systems, as well as from the more familiar Western countries.

#### **GOVT 204 - Introduction to International Politics**

*Credits: (3)*

*Domain (Anchored): CSI*

A study of the theory and practice of international politics. The course will consider the international system of states and the bases of national power.

#### **GOVT 301 - Research Methods**

*Credits: (3)*

*Domain (Anchored): CSI*

Survey of qualitative and quantitative methods commonly used in empirical political analysis. Emphasis on building skills such as hypothesis testing, inference and causal reasoning. This course satisfies the

Major Computing Requirement in Government. It is highly recommended that students plan on taking it before junior year.

### **GOVT 302 - Quantitative Methods**

*Credits: (3)*

*Prerequisite(s):* GOVT 301 or GOVT 307 or permission of instructor.

Introduces students to basic statistical theory and advanced quantitative methods. Examples come from sub-fields across political science. Emphasizes how to apply methods and interpret results to make informed inferences. Provides opportunities to use datasets commonly used in political science research.

### **GOVT 305 - Contemporary Political Theory**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An examination of various approaches to political theory from the late 19th century to the present.

### **GOVT 306 - Political Parties**

*Credits: (3)*

An examination of the electoral, organizational and governmental activities of political parties in the American context. Emphasis will be placed on the transformation of parties and the consequences of this change for American democracy.

### **GOVT 307 - Political Polling and Survey Analysis**

*Credits: (3)*

*College Curriculum:* ACTV

Introduction to formulation, implementation and analysis of political and public policy surveys. Topics include the psychology of survey response, sampling, interviewing, focus groups, experimental design, hypothesis testing and data analysis. Students will conduct individual and group survey projects.

### **GOVT 310 - Game Theory and Politics**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR An interdisciplinary, nontechnical introduction to game theory - the science of strategic decision making - emphasizing applications to politics, international relations, business, social philosophy, and the law.

### **GOVT 311 - European Politics**

*Credits: (3)*

*Prerequisite(s):* GOVT 203

A comparative study of institutions and processes of government in several Western European parliamentary democracies.

### **GOVT 312 - Politics of Developing Countries**

*Credits: (3)*

*Prerequisite(s):* GOVT 203.

A comparative study of institutions and processes of government in several non-Western countries. The cultural and historical foundations of government, and the economic circumstances of Third World nations will be emphasized.

*Cross-listed with:* LAS 310

**GOVT 322 - Global Environmental Governance**

*Credits: (3)*

*Prerequisite(s):* GOVT 204 or ENSP 101.

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR This course explores key global environmental challenges and ways to address them in a world of diverse, changing, and often conflicting preferences and practices. Students will critically examine the international responses to issues such as climate change, ozone depletion, and biodiversity using concepts and methodologies from the fast-growing literatures on international institutions, transnational activism, multi-level governance, and science-policy linkages.

**GOVT 324 - U.S. Foreign Policy**

*Credits: (3)*

A study of American foreign policy with emphasis on the process of policy formulation. Selected foreign policy problems will be considered.

**GOVT 325 - International Organization**

*Credits: (3)*

*Prerequisite(s):* GOVT 204.

A study of the development of structures and procedures of international organization, and of methods of pacific settlement of international disputes. Special attention will be given the League of Nations and the United Nations and the successes and failures of these organizations.

**GOVT 326 - International Law**

*Credits: (3)*

*Prerequisite(s):* GOVT 204.

A study of international law governing relations among nation-states in peace and war. Considered are the nature and development of international law, and the relevance of international law to contemporary issues such as recognition, intervention, human rights, diplomatic privileges and immunities, use of force, terrorism, environmental problems and international adjudication.

**GOVT 327 - Theory and History in International Relations**

*Credits: (3)*

*Prerequisite(s):* GOVT 204.

A survey of the leading theories and main theoretical debates in the study of international relations with attention to their implications for the study of war and peace.

**GOVT 328 - International Political Economy**

*Credits: (3)*

*Prerequisite(s):* GOVT 204.

An analysis of the politics and economics of a selected international policy problem or issue, e.g., international trade and protectionism; the domestic management of inflation and unemployment; the relation between economic organization and political power.

*Cross-listed with:* LAS 328

**GOVT 329 - International Security**

*Credits: (3)*

*Prerequisite(s):* GOVT 204.

Examines traditional concerns about the use and management of force in the nuclear age, as well as new

security problems, such as the proliferation of chemical and biological weapons, environmental issues and the political economy of national security.

### **GOVT 330 - The Politics of European Integration**

*Credits: (3)*

*Prerequisite(s):* GOVT 204.

The course covers the evolution of the European Community/Union, its basic institutions, and its current policies, including those on trade, currency and security. Major current events and controversies will also be discussed.

### **GOVT 334 - Russian and Post-Soviet Politics**

*Credits: (3)*

This course examines the collapse of the Soviet Union and political change in the post-Soviet states. While the focus in the post-communist period is on Russia, the course also includes a brief discussion of the divergent trajectories taken by other post-Soviet states, including those in the Baltics and Central Asia. Major topics include democratization, the construction of new political and economic institutions, and the development of civil society.

### **GOVT 335 - The Politics of Eastern Europe**

*Credits: (3)*

This course will focus on political change in Eastern Europe. Using a comparative approach, we will analyze how different states are meeting the specific challenges of post-communist transformation: building new political, economic and social institutions.

### **GOVT 336 - Governments and Politics of China and Japan**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV A study of political institutions and political behavior in China and Japan. Emphasis will be placed on dynamic factors of socio-economic and political development in both countries.

### **GOVT 337 - Politics in Africa**

*Credits: (3)*

This course highlights changes in the state structures from pre-colonial indigenous state systems, colonial administration and economy and the rise of the modern African state.

*Cross-listed with:* AFST 344

### **GOVT 338 - Latin American Politics and Government**

*Credits: (3)*

A comparative analysis of the types of government of selected Latin American nations. Appropriate consideration will be given to current conditions and to such problems of general political development as recruitment and socialization, communication and articulation, interest aggregation and decision-making.

### **GOVT 339 - Middle Eastern Political Systems**

*Credits: (3)*

A course on the domestic politics of Middle Eastern countries, including the Arab world plus, Iran, Israel, and Turkey. Topics include colonial legacies and the impact of the Israel/Palestine conflict, nationalism and identity, political economy of states with and without oil resources, the dynamics of authoritarian rule, religion and politics, gender, media, and grassroots pressure for reform and revolution.

**GOVT 340 - South Asian Politics**

*Credits: (3)*

This course is a comparative analysis of the modern South Asian states (Afghanistan, Bangladesh, India, Pakistan, Sri Lanka). It highlights the pre-colonial and colonial legacies in the formation of these states, as well as the current challenges of political development.

**GOVT 350 - The Policy Process**

*Credits: (3)*

An introduction to the policy making process in American national government, focusing on the impact on policy of public opinion, the media, interest groups, and governing institutions. Appropriate for freshmen and sophomores.

**GOVT 351 - Bureaucracy**

*Credits: (3)*

An analysis of the institutional, human, and political factors that affect how government bureaucracies implement public policy and influence its content. Considers the connections between government bureaucracy, other institutions of government, and the private and non-profit sectors.

**GOVT 353 - The Politics of States and Localities**

*Credits: (3)*

An examination of the institutions and processes of government and politics in American states and localities. Relationships among national, state and local governments will be analyzed in the context of a federal system.

**GOVT 355 - Southern Politics**

*Credits: (3)*

An examination of the influence of historic and demographic trends on contemporary Southern politics. Special attention will be paid to the political distinctiveness of the South, political variations among the southern states, and the relationships between Southern and national politics.

**GOVT 360 - Building the American Welfare State**

*Credits: (3)*

*Prerequisite(s):* GOVT 201 or GOVT 350 or PUBP 201

*College Curriculum:* COLL 350

The politics of US social policy in historical perspective. We will examine how a number of factors--including race, class, and gender--have shaped the development of social programs. Topics vary by year but usually include retirement pensions, health care, and "welfare."

**GOVT 370 - The Legislative Process**

*Credits: (3)*

An investigation of the legislative process in the United States with emphasis on the United States Congress. Internal and external forces influencing legislative behavior will be examined.

**GOVT 371 - The Presidency**

*Credits: (3)*

An examination of the politics and policy influence of the American presidency and other executives. Emphasis will be placed upon the legal and political forces which determine and limit the use of executive power.

**GOVT 372 - American Legal Process**

*Credits: (3)*

An analysis of law and legal institutions in the United States, the course covers principles of legal reasoning, the relationship between the judiciary and other branches of government, the role of the Supreme Court, and the activity of judges, lawyers and jurors.

### **GOVT 373 - Civil Rights and Civil Liberties**

*Credits: (3)*

An examination of how legal and political processes have shaped the protections given to individual rights in the American constitutional system. The focus is on Supreme Court decision making and processes of constitutional interpretation.

### **GOVT 374 - Political Behavior**

*Credits: (3)*

*Prerequisite(s):* GOVT 301 or ECON 307 or PSYC 301 or PSYC 302 or SOCL 352 or SOCL 353

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR A survey of the major areas of research in political behavior, including public opinion, ideology, partisanship, political knowledge, participation, campaigns, the media, and polarization. Although many fruitful cross-national comparisons could be made, we will focus on the American political system.

### **GOVT 381 - Human Geography**

*Credits: (3)*

A survey of the content of human geography including population, culture realms, world views, the distribution of agriculture and industry, settlements and human environmental impact.

### **GOVT 384 - The Geography of Latin America and the Caribbean**

*Credits: (3)*

Examination of the physical environment, resources, population and economic activities in the region together with studies of selected countries.

### **GOVT 386 - The Geography of Europe**

*Credits: (3)*

Examination of the physical environment, resources, population and economic activities in the region together with studies of selected countries.

### **GOVT 388 - The Bosnia Project**

*Credits: (3)*

This course prepares volunteers for The Bosnia Project to participate in a 4-week international community engagement and research experience in Sarajevo during the summer. It critically analyzes literature explaining political and social problems in post-war Bosnia, and assesses efforts by international and non-governmental organizations to promote inter-cultural communication skills and reconciliation. Instructor permission required.

### **GOVT 389 - The Project on International Peace and Security Research Internship**

*Credits: (3)*

This course is associated with William and Mary's Project on International Peace and Security, an undergraduate international security-focused think tank. The course is restricted to PIPS research interns. To learn more about PIPS, including how to apply to the program, visit: [www.wm.edu/pips](http://www.wm.edu/pips)

*Cross-listed with:* INRL 389

**GOVT 390 - Topics in Government**

*Credits: (1-2)*

Selected topics in government. The topic to be considered will be announced prior to the beginning of the semester.

May be repeated for credit if topics under consideration are different.

**GOVT 391 - Topics in Government**

*Credits: (3)*

Selected topics in Government. The topic to be considered will be announced prior to the beginning of the semester.

May be repeated for credit if topics under consideration are different.

**GOVT 392 - Topics in Political Theory**

*Credits: (3)*

Selected topics in political theory. The topic to be considered will be announced prior to the beginning of the semester.

May be repeated for credit if the topics under consideration are different.

**GOVT 393 - Ancient Democracy**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course focuses on the historical development of ancient democracy and the principles and institutions central to its practice. The course thus uses the study of ancient politics as a way of investigating some of the key theoretical issues (both normative and conceptual) surrounding the practice of democracy in both the ancient and contemporary worlds.

**GOVT 394 - Directed Research**

*Credits: (1-3)*

Students will work individually or in teams as directed by a faculty member. They will develop important research skills that are difficult to acquire in a traditional classroom setting. Examples include coding data, creating and modifying databases, reviewing manuscripts for publication, writing grant proposals, and conducting experiments.

This class may be repeated for credit.

**GOVT 401 - Seminar: American Politics**

*Credits: (4)*

*College Curriculum:* COLL 400

The topic to be considered will be announced prior to the beginning of the semester.

May be repeated for credit if topics under consideration are different.

**GOVT 402 - Seminar: Political Theory**

*Credits: (4)*

*College Curriculum:* COLL 400

The topic to be considered will be announced prior to the beginning of the semester.

May be repeated for credit if topics under consideration are different.

**GOVT 403 - Seminar: Comparative Politics**

*Credits: (4)*

*College Curriculum:* COLL 400

The topic to be considered will be announced prior to the beginning of the semester.  
May be repeated for credit if topics under consideration are different.

**GOVT 404 - Seminar: International Politics**

*Credits: (4)*

*College Curriculum: COLL 400*

The topic to be considered will be announced prior to the beginning of the semester.  
May be repeated for credit if topics under consideration are different.

**GOVT 433 - Seminar: Theories of the International System**

*Credits: (4)*

A study of systematic approaches and their application to the traditional concerns of international relations theory and practice power, conflict, order and justice.

**GOVT 435 - Seminar: Political Economy of the Newly Industrializing Countries**

*Credits: (4)*

This seminar examines major issues of economic development in Newly Industrializing Countries (NICs). It addresses the interaction between government policies and market forces, between regime dynamics and economic change, and discusses problems in different economic sectors. Course normally focuses on East Asia but may examine other regions.

**GOVT 440 - State Building in Afghanistan**

*Credits: (4)*

*College Curriculum: College 400*

This seminar focuses on the political rebuilding of Afghanistan after the fall of the Taliban, current policy options for state-rebuilding, and the drivers of relations between Afghanistan and other countries in the region and beyond. Using Afghanistan as a case study, it also illuminates choices and decisions in state-rebuilding faced by post-conflict countries. Students write a draft and a finalized 25-page original research paper and interact with Afghanistan experts through video conferencing and a day trip to Washington DC.

**GOVT 454 - Seminar: The Politics of Metropolitan Areas**

*Credits: (4)*

*Prerequisite(s): GOVT 353 or consent of instructor.*

An examination of the American political system's capacity to confront and solve problems of the nation's urban areas. Historical, economic and sociological factors affecting the political process in urban areas will be considered.

**GOVT 455 - Seminar: Education Policy and Politics in the United States**

*Credits: (4)*

*Prerequisite(s): GOVT 301 or GOVT 307 or SOCL 352*

*College Curriculum: COLL 400*

This research seminar explores the policy and politics of K-12 education in the United States. Topics covered include, first, the government institutions and organized groups outside government that influence how the nation governs education at the national, state, and local levels; second, the implications those governing arrangements have on the balance of political power and on the content of policy that affects teaching and learning; and third, the forces that influence educational opportunities and outcomes for students with various backgrounds (i.e., race, ethnicity, gender, economic status) and learning needs (i.e., students with disabilities, students learning English as a second language). Course requirements include high expectations for class participation and the completion of an original research paper that follows the format of a social science journal article.

**GOVT 465 - Seminar: Public Opinion and Voting Behavior**

*Credits: (4)*

A study of the relationship between opinions and political policymaking, including the characteristics of political opinions, patterns of voting behavior and the importance of leadership.

**GOVT 470 - Seminar: Congress and the President**

*Credits: (4)*

*College Curriculum: COLL 400*

An examination of the strategic interaction between the Congress and the Presidency. Major themes include the balance of power between the two branches, how and why the relative influence of each has shifted during American history, and the constitutional legitimacy of the powers exercised by the Congress and the President.

**GOVT 482 - Seminar: Geostrategic Thought**

*Credits: (4)*

*College Curriculum: COLL 400*

The course examines the way western commentators have seen the world from a global strategic perspective over the last century. The works of major theorists from Mahan to Kissinger will be examined.

**GOVT 491 - Seminar: Topics in Government**

*Credits: (4)*

Selected topics in government, the topic to be announced prior to the beginning of the semester. Special emphasis will be given to the active involvement of members of the seminar in individual research projects and the preparation of research papers.

May be repeated for credit only with Department permission.

**GOVT 493 - Advanced Topics in Government**

*Credits: (1-3)*

This course provides opportunities for advanced study of substantive topics in politics and government, and also in advanced research methods. Topics addressed will vary by instructor and semester. Students may not take this course to fulfill the upper-level seminar requirement for the Government major.

Course may be repeated if topic varies.

**GOVT 494 - Independent Study**

*Credits: (1-3)*

A program of independent study which usually involves extensive reading and the writing of one or more essays. Students must obtain permission from a) the faculty member under whom they are to work and b) the Department before registering for this course. Government 494 cannot be used to satisfy the 400-level requirement for majors in government and may only be taken twice for credit. Students may not receive more than 6 credits combined for Government 494, 498 and 499 May not count more than 6 credits combined for Government 494,498 and 499 toward the Government major.

**GOVT 495 - Senior Honors**

*Credits: (3)*

*Prerequisite(s): GOVT 301.*

Students admitted to Senior Honors in Government will be responsible for (a) readings and discussion of selected materials; (b) satisfactory completion by April 15 (or November 15 for those on a Spring/Fall Honors schedule) of an original scholarly essay. Government 495 and 496 cannot be used to satisfy the 400-level requirement for majors. Students enrolled in Honors will also attend a required periodic seminar

in both the Fall and Spring semesters.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For departmental requirements, see Department Website (under Requirements).

### **GOVT 496 - Senior Honors**

*Credits: (3)*

*Prerequisite(s):* GOVT 301

*College Curriculum:* COLL 400

Students admitted to Senior Honors in Government will be responsible for (a) readings and discussion of selected materials; (b) satisfactory completion by April 15 (or November 15 for those on a Spring/Fall Honors schedule) of an original scholarly essay. Government 495 and 496 cannot be used to satisfy the 400-level requirement for majors. Students enrolled in Honors will also attend a required periodic seminar in both the Fall and Spring semesters.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs. For departmental requirements, see Department Website (under Requirements).

### **GOVT 498 - Internship**

*Credits: (1-4)*

Students may receive a limited number of credit on a pass/ fail basis for faculty-supervised research and written work conducted in conjunction with an Internship; advanced approval required. Students may not receive more than 6 credits combined toward the Government major for Government 494 and 498.

Note: For details, see Department Website (under Requirements).

### **Other Courses**

#### **GOVT 489 - The Project on International Peace and Security Research Fellowship**

*Credits: (4)*

*College Curriculum:* COLL 400

This course is associated with William and Mary's Project on International Peace and Security, an undergraduate international security-focused think tank. The course is restricted to PIPS research fellows. To learn more about PIPS, including how to apply to the program, visit: [www.wm.edu/pips](http://www.wm.edu/pips)

*Cross-listed with:* INRL 489

## **History**

### **Programs and Course Descriptions**

#### **Programs**

- [History \(BA in History\)](#)
- [History, Minor](#)

#### **History (BA in History)**

**Required Credit Hours: 33**

**Core Requirements:**

Students majoring in History must complete 33 credits. Of those 33 credit hours, at least 18 must be taken in residence at the College, at the W&M in Washington Program, and/or in William & Mary faculty-led and faculty-assisted study abroad programs. No more than six of the remaining 15 semester credits may be derived from Advanced Placement, International Baccalaureate, Cambridge A-Levels, or other non-W&M pre-collegiate programs. No more than 6 credits may be derived from online courses. The 33 credit hours must include the following:

### **Major Computing Requirement:**

Students satisfy the Major Computing Requirement (MCR) for History by attaining a C or better in the HIST 490C or HIST 491C (Capstone Seminar) required by the major.

### **Major Writing Requirement:**

Students satisfy the Major Writing Requirement (MWR) for History by attaining a C or better in the HIST 490C or HIST 491C (Capstone Seminar) required by the major.

### **Capstone Seminar Requirement**

Completion of at least one HIST 490C / HIST 491C, “Capstone Seminar” is required for the history degree. It will count for 4 credits. Students usually enroll in a colloquium in the junior or senior year. Individuals who intend to write an Honors thesis in History are encouraged to take the colloquium in their junior year in order to gain desirable writing and research experience. Students must earn at least a C in the “Capstone Seminar.” The HIST 490C / HIST 491C “Capstone Seminar” will fulfill the major writing and computing requirements.

### **Upper-Division Course Requirement**

History majors must complete at least six courses at the 200-level or above. The “Capstone Seminar” counts as one of these.

### **Geographic and Cultural Distribution Requirement**

History majors must successfully complete:

One course in each of at least five of the following six regions: 1) Asia, 2) Africa and/or the Middle East, 3) Europe, 4) Latin America and the Caribbean, 5) North America north of Mexico, and 6) trans-regional

### **Research Methods Requirement**

History majors must complete HIST 301: The Historian’s Craft, ideally in the sophomore or junior year. This course should be taken prior to the capstone seminar, HIST 490C/491C.

### **Chronological Distribution Requirement**

History majors are encouraged to complete at least one course focusing primarily on pre-1800 material and at least one course focusing primarily on post-1800 material.

### **Historian’s Craft**

This course should be taken prior to the capstone seminar, HIST 490/491.

- HIST 301 - The Historian’s Craft Credits: (3)

### **Additional Information:**

Student will receive a maximum of six hours of History Department credit for a 5 on an AP history examination.

- A 5 on the first AP history exam will count for 6 credits toward the major, and exemption from the geographic spread in that area.
- A 5 on a second AP history exam will count for 0 credits toward the major, and exemption from the geographic spread in that area.
- A 5 on a third AP history exam will count for 0 credits toward the major, and no exemption from the geographic spread in that area.
- Students with IB credit should meet with the Director of Undergraduate Studies before declaring the major.

Foreign languages are recommended for students planning to major in History, especially if they plan to enter graduate programs in the discipline. Students are advised not to limit their junior and senior year classes to courses focused only on the history of a single country or region. Students must have a 3.0 cumulative grade point average in order to pursue independent study in History.

### **Structure of the Curriculum**

History courses are generally divided into two main categories: seminars and lecture courses. There are different levels of difficulty within each category.

Seminars in History are generally capped at 15 students and tend to be reading and writing intensive. Many seminars have a research component. Faculty rarely lecture in seminars, so students should expect to participate regularly. In the History Department, seminars range from freshman seminars at the 100-level to capstone courses at the 400-level. 200-level seminars fall in between in terms of their level of difficulty.

#### **100-level Seminars**

The 150 Freshman Seminars are required of all incoming first-year students. Freshmen are given priority for these classes, although other students may take them if there is space. These classes delve deeply into a relatively narrow topic, so students can discuss, interpret, and write about that topic intensively. Freshman seminars can be on a broad range of topics in any department at the College, and topics vary by semester. Freshmen who think they may become history majors are urged to take a freshman seminar in History (HIST 150), although not taking one in history does not preclude majoring in history.

#### **200-level seminars**

The 200 designation is reserved for intermediate seminars that are somewhat more difficult than freshman seminars. Some are special topics courses offered by visiting instructors.

#### **400-level seminars**

400-level seminars are small courses that involve intensive reading, writing, discussion, and often research.

HIST 490c/491c (“Capstone Seminar”). In these intensive colloquia, students produce a substantial paper and grapple with evidentiary and historiographical issues at a sophisticated level. These courses are open to all students with some background in the subject-matter of the course. Majors are required to take at least one HIST 490c/491c, and must receive a C or better in it. These courses are excellent preparation for writing a senior honors thesis, and majors are urged to consider taking one in their junior year. The “Capstone Seminar” meets both the major writing and the major computing requirement. Topics vary by semester.

Lecture courses in History are generally capped at 35. The one major exception is Global History, which is much larger and has discussion sections led by graduate teaching assistants. Lecture courses range from introductory surveys to demanding 300-level courses. Lecture courses may involve class discussions.

### **100-level lectures**

These are introductory surveys that acquaint students with a broad geographic area over an extended chronological period. They assume little or no prior knowledge of the topic covered, and aim to build a foundation for future study. Students who are new to the study of history at the college level should start here. Students who expect to take upper-level courses in a new area are encouraged to take the 100-level survey that covers that region first.

### **200-level lectures**

These are intermediate lecture courses designed for students with some background in history, either through AP courses or lower level survey courses taken at the College. Many are geographically or topically narrower than the introductory surveys.

HIST 299 is the designation for history courses taken abroad and approved for William and Mary history credit.

### **300-level lectures**

These are advanced lecture courses. They assume prior familiarity with the basics of the subject, assign larger quantities of more challenging readings, and expect a greater degree of intellectual sophistication and compositional expertise on students' part. 300-level courses generally pay serious attention to primary sources and to historiographical issues (that is, debates among historians in the field).

HIST 301 ("The Historian's Craft") is designed for history majors or for students who intend to be history majors. Ideally, they will take this class either in the semester in which they declare their history major, or in the following term. The class will familiarize students with historiographical schools and with the idea of history as a discipline while also covering the arts and techniques of historical writing. It will typically require a final paper demonstrating the use of reason, evidence, compositional skills, and scholarly apparatus.

## **The National Institute of American History and Democracy**

The National Institute of American History and Democracy (NIAHD) is a partnership between the College of William and Mary and The Colonial Williamsburg Foundation. It is dedicated to the study of the American past, material culture, and museums. The NIAHD sponsors the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies. This is a certificate program, combining museum internships, material culture field schools, and coursework at the College of William and Mary. It is open to any degree-seeking student in good standing in any discipline at the College of William and Mary. The NIAHD sponsors special courses in History, American Studies, and Anthropology, many taught by experts from The Colonial Williamsburg Foundation in such fields as Historical Archaeology, Public History, and Vernacular Architectural History. Students officially enrolled in the Collegiate Program have priority in registering for these special courses, but they are open to any William and Mary students on a space-available basis. The National Institute of American History and Democracy also sponsors the William and Mary Pre-Collegiate Summer Program in Early American History for high school students. More information is available on all NIAHD Programs at <http://www.wm.edu/niahd>.

## **History, Minor**

## Required Credit Hours: 18

### Core Requirements:

A minor in history requires 18 semester credits in history, at least six hours of which must be taken at the 200-level and above. A minimum of 9 of the 18 credits needed for a minor in history must be earned at William and Mary, and no more than six of the remaining 15 semester credits may be derived from Advanced Placement, International Baccalaureate, Cambridge A-Levels, or other non-W&M pre-collegiate programs.

## Course Descriptions

### History

#### **HIST 100 - Critical Questions in History**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in History for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **HIST 111 - History of Europe to 1715**

*Credits: (3)*

*Domain (Anchored): CSI*

An introduction to Western civilization with emphasis on European political, economic, social and cultural developments and their influence in shaping our contemporary world. Students will be encouraged to examine fundamental trends and the uses of the historical method.

#### **HIST 112 - History of Europe since 1715**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Additional Domain (if applicable): ALV*

An introduction to European history in a global context, with emphasis on cultural, social, political, and economic developments and their influence in shaping our contemporary world. Students will read primary sources and examine the uses of the historical method.

#### **HIST 121 - American History to 1877**

*Credits: (3)*

*Domain (Anchored): CSI*

An introduction to the history of the United States from its origins to 1877. Topics include the development of the American colonies and their institutions, the Revolution, the creation of the federal union, the people of America, the Civil War and Reconstruction.

#### **HIST 122 - American History since 1877**

*Credits: (3)*

*Domain (Anchored): CSI*

An introduction to the history of the United States from 1877 to the present. Topics include major political, social and economic developments since 1877, overseas expansion, the two world wars, the Cold War and the post-Cold War era.

**HIST 131 - Survey of Latin American History to 1824**

*Credits: (3)*

*Domain (Anchored):* CSI

The development of Latin America from Pre-Columbian times to 1824 with emphasis on the interaction of European, Indian and African elements in colonial society.

*Cross-listed with:* LAS 131

**HIST 132 - Survey of Latin American History since 1824**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV The development of Latin America from 1824 to the present, emphasizing the struggle for social justice, political stability and economic development.

*Cross-listed with:* LAS 132

**HIST 141 - Survey of East Asian Civilization to 1600**

*Credits: (3)*

*Domain (Anchored):* CSI

An introduction to the political, social and cultural history of East Asia to 1600.

**HIST 142 - Survey of East Asian Civilization since 1600**

*Credits: (3)*

*Domain (Anchored):* CSI

An introduction to the political, social and cultural history of East Asia since 1600.

**HIST 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in History. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

Note: For current offerings, please consult the course schedule posted on my.wm.edu.

**HIST 161 - History of South Asia**

*Credits: (3)*

*Domain (Anchored):* CSI

Drawing on the latest multidisciplinary scholarship and visual materials on South Asia, this course examines the ancient, medieval, and modern history of the Indian Subcontinent. Themes include concepts of sovereignty, colonialism, nationalism, partition, religious identities, economic developments, and center-region disputes.

**HIST 171 - History of the Middle East to 1400**

*Credits: (3)*

*Domain (Anchored):* CSI

A history of the Middle East from the advent of Islam in the 7th century to 1400. The focus will be on political, socio-economic and cultural developments, and their interconnectedness.

**HIST 172 - Modern Middle East since 1400**

*Credits: (3)*

*Domain (Anchored):* CSI

A historical review of the modern Middle East since 1400 that emphasizes the Early Modern Middle Eastern empires (the Ottomans and the Safavids), the long nineteenth century, and the major political and socio-economic developments in the region since WWI.

### **HIST 181 - African History to 1800**

*Credits: (3)*

*Domain (Anchored):* CSI

A thematic approach to socio-economic and political change in Africa from early times to 1800.

Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity and colonialism, as well as on Africa's most pressing problems of the time.

*Cross-listed with:* AFST 316

### **HIST 191 - Global History to 1500**

*Credits: (3)*

*Domain (Anchored):* CSI

An introduction to the history of the world, with emphasis on civilizations, cultural diversity, global conflict and global convergence.

### **HIST 192 - Global History since 1500**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV An introduction to the history of the world, with emphasis on civilizations, cultural diversity, global conflict and global convergence.

### **HIST 201 - History Lab**

*Credits: (1)*

Students will participate in a research project and develop the analytical, methodological, and communication skills necessary to meaningfully participate in the generation of historical knowledge. Programs of study will be arranged individually with a faculty supervisor. Students must have a 3.0 cumulative grade point average to pursue History Lab credit.

This course may be repeated for credit with instructor permission.

### **HIST 211 - Topics in History**

*Credits: (3)*

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. Topics vary by semester.

Note: For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 212 - Topics in History**

*Credits: (3)*

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. Topics vary by semester.

Note: For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 213 - Founders and Foundings in US History & Popular Memory**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* ALV

The "founders"-revolutionaries, reformers, and framers of the government of the United States-have a driving role in how Americans and the world have come to understand the culture of U.S. nationalism. From George Washington to Frederick Douglass, from Nathan Hale to Nat Turner, and from Mercy Otis Warren to Frances Ellen Watkins Harper, human lives have been rendered by popular politics into icons. Their individual contributions have most often featured in broadly palatable nationalist histories of the United States; but are increasingly the heart of critical and revisionist narratives exploring histories of white supremacy, patriarchy, and paradoxical cultures of liberty and oppression in the early republic. These revisions have their own social history, in movement-driven attempts to reform and broaden collective memory, and thereby to make political claims on the present and future of U.S. democracy. This course investigates the processes of history-writing and memory-making by which particular individual biographies have served as shorthand for these larger social processes and moral perceptions in and beyond U.S. nationalism. Through readings that deal with both history and memory; comparisons with national icons beyond the United States; and student-driven investigations of figures not located on our syllabus, we'll deepen our understanding of the rise of early republican U.S. popular nationalism; the dynamics of elite cultures and political arguments that shaped foundational approaches to slavery, suffrage, and racial modernity; and processes underpinning the social construction of U.S. nationalist collective memory and identity since the 18th century.

### **HIST 214 - The Era of Jamestown**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV The seventeenth century in the Chesapeake Region. Topics include the archaeology of Jamestown Island, tobacco culture, warfare between Europeans and Native Americans, the introduction of slavery, political & social structure, and family life. This course is sponsored by NIAHD.

### **HIST 215 - The World of Thomas Jefferson**

*Credits:* (3)

An examination of the life and times of Thomas Jefferson. Topics include the world of Jefferson's youth and the momentous issues that crystallized during the latter decades of the eighteenth century. This course is sponsored by NIAHD.

### **HIST 216 - Teaching American History with Historic Sites**

*Credits:* (4)

Explorations of topics from American History by using historic sites: Example: The history of Richmond, VA from the Revolution through the modern Civil Rights Movement. Classes meet ALL DAY at historic sites and museums. Please contact instructor for details and permission to enroll. This course is sponsored by NIAHD.

### **HIST 217 - Road to the American Revolution**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Jamestown to the Revolution -- Early American History concentrating on the period from the founding of Jamestown in 1607 through the era of the American Revolution. Classes meet ALL DAY "on-site" at archaeological excavations, museums, or historic buildings. Please contact instructor for more details. This course is sponsored by NIAHD.

### **HIST 218 - Road to the United States Civil War**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* The course starts in Williamsburg and Yorktown, the beginning and end points of the American Revolution for Virginians, and moves to Richmond where newly independent Americans wrestled with how to construct their society, who would get to participate, and what nationhood and citizenship meant. The choices they made—or which were made for them—shaped the social, political, and physical landscape of Virginia and the new nation in the 19th century until sectional cracks burst open in the bloody conflict of the Civil War. What led to this deadly reckoning and what are its legacies in Richmond, in Virginia, and in the rest of the United States? This course is sponsored by NIAHD.

### **HIST 219 - Era of the American Revolution in Virginia**

*Credits: (4)*

An interdisciplinary examination of the people, places, and events of the Era of the American Revolution in Virginia from the Seven Years War in the middle of the eighteenth century to the Age of Jackson in the nineteenth century. Classes meet at historic sites and museums. Please contact instructor for details and permission to enroll. This course is sponsored by NIAHD.

### **HIST 220 - Colonial and Revolutionary Williamsburg**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* Early American history through the lens of the Williamsburg experience. Topics include politics, social structure, gender, religion, race and the economy from the establishment of Jamestown in 1607, to the Middle Plantation settlement of the mid-1600s, the transfer of the capital from Jamestown to Williamsburg, and the impact of the American Revolution on this city. This course is sponsored by NIAHD.

### **HIST 221 - United States Women's History, 1600 to 1877**

*Credits: (3)*

*Domain (Anchored): CSI*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes in this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities.

*Cross-listed with: GSWS 221*

### **HIST 222 - United States Women's History since 1877**

*Credits: (3)*

*Domain (Anchored): CSI*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes in this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879.

*Cross-listed with: GSWS 222*

### **HIST 223 - Pacific War**

*Credits: (3)*

*Domain (Anchored): CSI*

This course examines the violent contact between Japan and the United States in the Pacific during World

War II, with a comparative focus on conceptions of race, honor and national identity. The course employs primary and secondary sources, as well as films. This course satisfies the department's computing requirement.

### **HIST 224 - Southern Cultures: Field Holler to NASCAR**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This class will explore one of the most repressive regions in the US: the Southern worlds of plantation, slave quarter, and hillbilly-hideout. How did blues and country music emerge? How did the literature of Faulkner, Ralph Ellison, and Carson McCullers grow out of the South? How did stock car racing grow out of moon shining?

### **HIST 226 - The American West since 1890**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV, NQR* The Trans-Mississippi West after the "closing of the frontier." Topics include environmental change, economics, urbanization, race, class, gender, regional identity, and popular culture.

### **HIST 228 - The United States, 1945-1975: Society, Thought, and Culture**

*Credits: (3)*

*Domain (Anchored): CSI*

An exploration of the principal forces shaping the contours of American culture, society and thought in the pivotal first three decades after World War II.

### **HIST 230 - Early American Republic**

*Credits: (3)*

This course examines the critical issues in the history of the newly independent United States from approximately 1783 to Andrew Jackson's election in 1828.

### **HIST 235 - African American History to Emancipation**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course explores the history of African-descended people in the U.S. from their first arrival in the North American colonies through the end of slavery during the Civil War. We will investigate the ways African Americans fashioned new worlds and cultures while living under the enormous constraints of slavery and discrimination. Struggles for freedom, full citizenship, and alternative political visions, and the role of such struggles in shaping African Americans' identification with each other as a people, will be a focus throughout. We will also treat differences of class and gender within African American communities.

*Cross-listed with: AFST 235*

### **HIST 236 - African American History since Emancipation**

*Credits: (3)*

*Domain (Anchored): CSI*

A survey of African American history from emancipation to the present.

*Cross-listed with: AFST 236*

**HIST 237 - American Indian History: Pre-Columbian and colonial period to 1763.**

*Credits: (3)*

*Domain (Anchored):* CSI

A survey of American Indian history to 1763.

**HIST 238 - Native American History since 1763**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* ALV

This course surveys the significant events, issues, and themes in the "New Indian History" from the late colonial period to the present day. Through the assigned readings, lectures, discussions, films, and music, students will gain a better understanding of the enormous diversity of Native cultures and histories, as well as the shared experiences that have shaped them over time.

**HIST 240 - The Crusades**

*Credits: (3)*

*Domain (Anchored):* CSI

The history of the crusading movement during the Middle Ages. The course focuses on the changing nature of Christian- Muslim relations and on the Crusades' cultural and geopolitical ramifications. Readings consist primarily of contemporary Latin, Greek, and Arabic sources (in translation).

**HIST 241 - European History, 1815-1914**

*Credits: (3)*

*Domain (Anchored):* CSI

From the Congress of Vienna to the start of World War I. Investigates the industrial revolution, liberalism, socialism, imperialism and the various contexts of World War I.

**HIST 242 - European History, 1914-1945**

*Credits: (3)*

*Domain (Anchored):* CSI

This course investigates World War I, German inflation and worldwide depression, fascism, the trajectory of World War II and the collapse of the old order in 1945. Attention also given to the culture of modernism.

**HIST 243 - Europe since 1945**

*Credits: (3)*

*Domain (Anchored):* CSI

Topical survey of Europe east and west since World War II. Includes postwar recovery, geopolitical tensions and the Cold War, imperialism, protest movements of the 1960s and 1970s, communism and its collapse, a united Europe in theory and practice.

**HIST 255 - Religion in America to 1800**

*Credits: (3)*

*Domain (Anchored):* CSI

This course provides an overview of major issues and developments in American religious history from pre-Columbian North America through the end of the eighteenth century. Topics include: Native American Sacred Power; Catholic Missions in New Spain and New France; Protestant Colonialism; Magic and Christian Authority; Slavery and the African Diaspora; British Religious Cultures; Evangelical Revivalism; Christian Anti- and Proslavery; Religion and Revolution; and Church-State Separation.

### **HIST 256 - Religion as Power in 19th c. America**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course begins by exploring the discussions about "religion" and "power" conceptual tools. We'll then develop an analytical and interpretive framework that considers religion as power. How did people acting upon the belief in gods or spirits or supernatural forces make history? This course brings that question to an examination of US history over the "long" nineteenth century--from the post-revolutionary period in the late eighteenth-century to the post-Reconstruction era extending into the early twentieth century. We'll start with the framing of the US Constitution and the continuing debate over church-state questions, religious freedom, and the extent to which the United States was founded as a "Christian nation." The course then looks at religion in early 19th c. Native resistance movements, evangelical revivalism and reform, African traditions and slave Christianization, proslavery and antislavery Christianity, Mormonism and patriarchy, Spiritualism and gendered power, anti-Catholicism and the Mexican War, and religion in the Civil War. We'll conclude in the Jim Crow era with questions that continue to resonate today about the relations of religious extremism and terrorism and the intersection of religion and white supremacy.

### **HIST 260 - History of Ancient Greece**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV The history of Greece from the Bronze Age (3d millennium BCE) to the rise of Macedonia (fourth century BCE), focusing primarily on the two most influential and well known periods in Greek history, the Archaic Period (ca. 700-480 BC) and the Classical Period (480-323 BCE).  
*Cross-listed with:* CLCV 227

### **HIST 261 - History of Ancient Rome**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV History of the ancient Romans from their earliest origins through the third century CE. Principal emphasis will be on the political, social, and cultural aspects of Roman history.  
*Cross-listed with:* CLCV 228

### **HIST 265 - Postwar Japan**

*Credits:* (3)

*Domain (Anchored):* CSI

An examination of various aspects of post-World War II Japan. After an intensive look at politics and the economy, the course explores such topics as the popularity of new religions, changing attitudes toward sex and marriage, Japan's new nationalism, Japan's role in the larger Asian region and beyond, and the culture and life of Tokyo. Several documentaries and movies will be shown. (Open to all students, including freshmen and sophomores with AP history credit or exemptions.)

### **HIST 278 - Deciphering Ancient Egypt**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course will explore the cultural history of ancient Egypt by reaching beyond king lists and royal chronicles to gain insight into societal dynamics of class, gender, sexuality, and ethnicity from the rich visual repertoire of Egypt's hieroglyphic writing system and art. Students will

read Egyptian literary texts in translation but also develop the ability to read short statements and captions written in Egyptian hieroglyphs. Particular attention will be given to the Old and Middle Kingdoms, when the foundations of Egyptian art and literature were first established.

*Cross-listed with:* ANTH 343 or CLCV 209 or RELG 278

### **HIST 279 - Deciphering Ancient Egypt, Part 2**

*Credits:* (3)

*Prerequisite(s):* ANTH 343 or CLCV 209 or HIST 278 or RELG 278

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This spring-semester course continues the survey of ancient Egyptian cultural history that we began during the fall semester in COLL 200 "Deciphering Ancient Egypt" (Part 1); completion of that course is therefore a prerequisite for enrollment in this one. Whereas the fall-semester course focused upon the foundational aspects of Egyptian cultural history during the Old and Middle Kingdoms, this spring-semester course will instead challenge the popular view of Egyptian culture as static by highlighting the innovations of the New Kingdom through the Late Period, when Egypt underwent rapid theological, demographic, and economic transformations that resulted in an increasingly cosmopolitan society and a crisis of collective identity. Students will continue to develop their basic understanding of Egypt's hieroglyphic writing system in order to access the many layers of meaning conveyed in the art and literature of this era. So radical were the changes to the human condition during the first millennium BCE that a leading Egyptologist has even referred to Egypt's New Kingdom as the "threshold to the modern world!"

*Cross-listed with:* ANTH 344 and CLCV 210 and RELG 279

### **HIST 280 - West African History since 1800**

*Credits:* (3)

*Domain (Anchored):* CSI

Explores the survival of West Africans in ancient environments, subsequent challenges in trans-Saharan and Atlantic slave trade, colonial overrule, political independence, and ever-increasing globalization as well as relocation to rural America in the early Atlantic era and eventually to contemporary American cities.

*Cross-listed with:* AFST 308

### **HIST 281 - Ancient African History**

*Credits:* (3)

*Domain (Anchored):* CSI

This course covers African history before AD 600, with emphasis on political and cultural histories of ancient cities and states. It is a more focused survey than HIST 181, but it has no prerequisites and assumes no prior knowledge of Africa.

*Cross-listed with:* AFST 281

### **HIST 282 - Medieval African History**

*Credits:* (3)

*Domain (Anchored):* CSI

This course covers African history between 600 and 1500, with emphasis on the influence of Islam and changing commercial networks. It is a more focused survey than HIST 181, but it has no prerequisites and assumes no prior knowledge of Africa.

*Cross-listed with:* AFST 282

### **HIST 283 - Early Modern African History**

*Credits: (3)*

*Domain (Anchored):* CSI

This course covers African history between 1500 and 1800, particularly Africa's changing relationship with Western Europe and the Americas. It is a more focused survey than HIST 181, but it has no prerequisites and assumes no prior knowledge of Africa.

*Cross-listed with:* AFST 283

### **HIST 284 - African History during Colonialism and Independence**

*Credits: (3)*

*Domain (Anchored):* CSI

This course covers African History from 1800 to the present, with emphasis on African state-building, slavery and abolition, the Africanization of Islam and Christianity, Colonialism and Anti-Colonial Politics, African Independence/Pan-Africanism and contemporary issues.

Formerly: **(formerly HIST 182)** *Cross-listed with:* AFST 317

### **HIST 299 - History Courses Taken Abroad**

*Credits: (1-4)*

This is the designation for history courses taken abroad and approved for William and Mary history credit.

### **HIST 301 - The Historian's Craft**

*Credits: (3)*

*Domain (Anchored):* CSI

This course is designed for history majors or for students who intend to be history majors. Ideally, they will take this class either in the semester in which they declare their history major, or in the following term. The class will familiarize students with historiographical schools and with the idea of history as a discipline while also covering the arts and techniques of historical writing. It will typically require a final paper demonstrating the use of reason, evidence, compositional skills, and scholarly apparatus. This course should be taken prior to the capstone seminar, HIST 490/491.

### **HIST 304 - History of Brazil**

*Credits: (3)*

*College Curriculum:* COLL 300

*Domain (Anchored):* CSI

Antecedents of modern Brazil, 1500-present, with accent on economic, social and cultural factors as well as on political growth in the Portuguese colony, the Empire and the Republic.

### **HIST 306 - Terror, Human Rights, and Memory in Latin America**

*Credits: (3)*

*Domain (Anchored):* CSI

This course will examine state violence and its repercussions in Latin America since the mid-20th century, focusing on three case studies: Chile, Argentina, and Guatemala. These cases (representative of a much broader phenomenon) give students the opportunity to engage critically and in-depth with some of the major questions surrounding violence and human rights: What explains the continent-wide wave of repression in Latin America in the 1960s, 1970s, and 1980s? When and why did governments choose to use extreme force against their own citizens? To what extent was the US government aware of or implicated in the violence? How were the extremes of "dirty" wars possible? How could the word "disappear," for example, come into everyday grammar in Latin America as a transitive verb? In what ways could and did people resist?

### **HIST 309 - The Caribbean**

*Credits: (3)*

*College Curriculum: COLL 200, COLL 350*

*Domain (Anchored): CSI*

*Domain (Reaching Out):* ALV Situated at the crossroads of Africa, Europe, Latin America, and the United States, the Caribbean has played a pivotal role in global transformations since 1492. The region's past helped shape and was shaped by many of the contradictory themes defining modern history: slavery and freedom, racism and equality, empire and independence, despotism and democracy, and migration and transnationalism. Focusing on Puerto Rico, the Dominican Republic, Jamaica, and especially Haiti and Cuba, we will explore these themes in Caribbean history from the Haitian Revolution to the present. The course is structured around class discussion. Grading will be based on papers and class participation.

*Cross-listed with: AFST 319 / LAS 309*

### **HIST 311 - Topics in History**

*Credits: (1-4)*

Intermediate level topics courses open to all students but preferably those with previous experience in 100- and/or 200-level history courses.

(These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 312 - Topics in History**

*Credits: (1-4)*

Intermediate level topics courses open to all students but preferably those with previous experience in 100- and/or 200-level history courses.

(These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 313 - Topics in Women's History**

*Credits: (3)*

Intermediate level topics course open to all students but preferably to students who have completed HIST 221 / GSWS 221 and/or HIST 222 / GSWS 222.

(This course may be repeated for credit if there is no duplication of topic.)

### **HIST 315 - Asian Pacific American History**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out):* ALV This course offers a broad survey of Asian Pacific American history. Given the immense diversity of Asian Pacific American communities, we cannot offer an exhaustive history in one semester. Instead, we cover a number of major events in Asian Pacific American history and focus on many key concepts in Asian Pacific American Studies. Furthermore, we are interested in Asian Pacific American identity as a social construct, and spend a large amount of time focusing on race discourse. Many of the readings address the ways in which Asian Pacific American racial identity was constructed in American popular culture and law. Other key topics include immigration, exclusion, citizenship, class, and gender.

*Cross-listed with: APIA 315*

### **HIST 316 - Pan-Africanism: History of a Revolutionary Idea**

*Credits: (3)*

*Domain (Anchored): CSI*

This course surveys the history of Pan-Africanism, a global political movement that considers Africans and diasporic blacks to have a common history, present and future, often proclaiming an objective of African political, socio-economic and cultural self-determination and asserting a fierce pride in African

history and culture.

Formerly: **(formerly HIST 239)** *Cross-listed with:* AFST 300

### **HIST 317 - History of Modern South Africa**

*Credits:* (3)

*Domain (Anchored):* CSI

This course provides a detailed examination of segregation and apartheid in twentieth century South Africa and charts the development and ultimate success of the anti-apartheid movement that led to the 'miracle' of a democratic South Africa.

Formerly: **(formerly HIST 230)** *Cross-listed with:* AFST 427

### **HIST 318 - United States Military History, 1860-1975**

*Credits:* (3)

An examination of the growth of the U.S. military establishment and the exercise of and changes in military strategy and policies, as shaped by political, social and economic factors. Crucial to our inquiry will not only be discussions about the decisions and attitudes of ranking military and civilian leaders but also an analysis of the lives and circumstances of enlisted personnel, lower-ranking officers and civilian support staff.

Formerly: **(formerly HIST 428)**

### **HIST 319 - The Nuclear World**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course explores the emergence of nuclear technology and its widespread impact on global politics, business, and culture from World War II to the present day.

### **HIST 320 - Nubia Americana: An African Kingdom in American Thought, 1627-present**

*Credits:* (3)

For over two centuries of American history, perceptions of Africa and of race have been expressed through shifting interpretations of an ancient African kingdom called Nubia. This course will trace the archaeological rediscovery of Nubia and explore its changing significance in American thought. No prior knowledge of Nubia is required.

### **HIST 321 - Topics in Civil Rights**

*Credits:* (3)

The description and organization of this course will vary in accordance with different interests and expertise of each individual instructor.

### **HIST 322 - The African Diaspora before 1492**

*Credits:* (3)

This course examines the experiences of sub-Saharan Africans who traveled, before the Atlantic Slave Trade, throughout the Middle East, Indian Ocean, China, and Europe as merchants, soldiers, slaves, scholars, pilgrims, and ambassadors.

Formerly: **(formerly HIST 232)**

### **HIST 323 - The African Diaspora, 1492-1808**

*Credits:* (3)

This course examines the migrations of Africans to the Americas during the Atlantic Slave Trade era, the development of new identities in their new societies and their continued connections to Africa.

Formerly: **(formerly HIST 183)** *Cross-listed with:* AFST 304

**HIST 324 - The African Diaspora since 1808**

*Credits: (3)*

This course examines the African Diaspora since 1800 with major themes including the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans. Students who have already taken HIST 323 - The African Diaspora, 1492-1808 are particularly encouraged to take this more advanced class.

*Cross-listed with: AFST 305*

**HIST 325 - The Rise and Fall of Apartheid**

*Credits: (3)*

This class explores the rise and fall of apartheid, the system of rigid racial segregation and domination that existed in South Africa from 1948 to 1994. It examines the successful anti-apartheid movement but also considers apartheid's legacy in contemporary South Africa.

*Cross-listed with: AFST 426*

**HIST 326 - African Religions in the Diaspora**

*Credits: (3)*

Survey of the cultural retention and change of African religions in the Diaspora. Considers the encounter between African, indigenous, and European religions in the context of slavery and freedom.

Formerly: (formerly HIST 451)

**HIST 327 - The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics**

*Credits: (3)*

This course examines the Civil Rights movement as part of a centuries-long tradition of black freedom struggles. The course also compares the Civil Rights movement with the South African anti-apartheid struggle and shows the close transnational relationship between African Americans and black South Africans.

Formerly: (formerly HIST 231) *Cross-listed with: AFST 312*

**HIST 330 - America and China: U.S.-China Relations since 1784**

*Credits: (3)*

A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the 20th and 21st centuries. This course satisfies the department's computing requirement.

**HIST 331 - Modern Japanese History**

*Credits: (3)*

A history of Japan from the Tokugawa period (1600-1868) to the present, with emphasis on the 19th, 20th and 21st centuries.

Formerly: (formerly HIST 328)

**HIST 332 - Modern Korean History**

*Credits: (3)*

An examination of the major developments and issues in modern Korean history, including the collapse of the traditional order, Japanese colonial rule, the emergence of distinct political regimes in the north and south and north-south confrontation.

**HIST 333 - Modern Chinese History**

*Credits: (3)*

A history of China from 1644 to the present focusing on China's imperial system, the experiment with republican government, and China under communist rule since 1949. This course satisfies the

departments computing requirement.  
Formerly: (formerly HIST 329)

### **HIST 334 - Nation, Gender, and Race in South Asia**

*Credits: (3)*

This course examines the often inter-linked roles and definitions of nation, gender, and race, how these factors both undermined and reinforced British rule, and how they reshaped social relations in South Asia. Assignments include films, novels, memoirs, and travelogues.  
Formerly: (formerly HIST 270)

### **HIST 336 - History of the Ottoman Empire: 1300-1923**

*Credits: (3)*

The Ottoman Empire was one of the longest-lasting political structures in world history, ruling over a large portion of the Middle East and the Balkans for six centuries. This course is a survey of the history of the empire from its origins as a small principality in medieval Anatolia to a major world power in the sixteenth century, and to its eventual disintegration by the end of World War I. It intends to familiarize the students with the main political, social and cultural institutions of the Ottoman state and society, and how these changed over time. It will also introduce students to some of the major themes and recent trends in Ottoman historiography, including debates on the origins and decline of the Ottomans, the issue of Ottomans' legacy for the successor states, as well as the growing research on Ottoman women.

### **HIST 341 - United States Immigration History**

*Credits: (3)*

An introduction to the history of immigration to the United States from 1789 to the present. Emphasizing immigration from Ireland, China, Mexico and Eastern Europe, the course focuses on the history of U.S. immigration policy. It involves short lectures and discussions.  
Formerly: (formerly HIST 431)

### **HIST 342 - The Invasion of North America**

*Credits: (3)*

An introduction to the exploration, exploitation and colonization of eastern North America by the Spanish, French, English and Dutch; their cultural interaction with Native Americans in war and peace.  
Formerly: (formerly HIST 426)

### **HIST 344 - Colonial North America, 1492-1763**

*Credits: (3)*

A survey of the history of North America north of Mexico from the beginnings of sustained European contact through the end of the Seven Years' War.  
Formerly: (formerly HIST 411)

### **HIST 345 - The American Revolution, 1763-1789**

*Credits: (3)*

*Domain (Anchored):* CSI

An in-depth study of the origins of the American independence movement, the struggle between the rebellious colonies and the British Empire, the formation of the United States, and the salient cultural and social developments of the Revolutionary era.  
Formerly: (formerly HIST 412)

### **HIST 346 - Antebellum America**

*Credits: (3)*

Covering the period from 1815-1850, this course examines social, political, economic and cultural

transformations in the pre-Civil War United States.  
Formerly: **(formerly HIST 415)**

### **HIST 347 - US Civil War Era**

*Credits:* (3)

*Domain (Anchored):* CSI

Examines the social, political, economic, and cultural history of the United States from 1850-1877. Military campaigns receive only minimal coverage.  
Formerly: **(formerly HIST 416)**

### **HIST 348 - Old South**

*Credits:* (3)

The American South from its colonial origins to the defeat of the Confederacy, including as major topics social structure, economic and geographic expansion, slavery as a system of profit and social control, the growth of southern sectionalism, and the southern mind.  
Formerly: **(formerly HIST 417)**

### **HIST 350 - Free and Enslaved Black People in the Old South**

*Credits:* (3)

Free and enslaved Afro-Southerners' relations with one another and with whites from colonization to the Civil War. Themes include the variety of human experience under the slave regime; cultural affinities and differences among blacks, and between black and white Southerners.  
Formerly: **(formerly HIST 452)**

### **HIST 351 - U.S. Gilded Age**

*Credits:* (3)

1866-1901. Explores the collapse of Reconstruction and the rise of big business. Topics include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West and literary naturalism. Preference to juniors and seniors.  
Formerly: **(formerly HIST 418)**

### **HIST 352 - America in the World, 1763-1900**

*Credits:* (3)

An examination of U.S. interactions with the wider world from 1763 to 1900. Topics include war, policymaking, economics, culture, immigration, religion, race, gender, and protest movements.  
Formerly: **(formerly HIST 433)**

### **HIST 353 - America in the World, 1901-Present**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV An examination of U.S. interactions with the wider world from 1901 to the present day. Topics include war, policymaking, economics, culture, immigration, religion, race, gender, and protest movements.  
Formerly: **(formerly HIST 434)**

### **HIST 355 - Religion in 19th Century America**

*Credits:* (3)

This course explores how nineteenth-century Americans construed and debated personal religious experience, and how religious institutions developed and competed for social, cultural, and political power in this period. Topics include: Reason and Revolution; Evangelicalism; Democratization; Class

Formation; Millennialism and the Apocalypse; Antislavery, Proslavery, and Reform; Civil War Christianities; Gender; Religious Psychology; Liberalism, Fundamentalism, and Agnosticism; and the Varieties of Religious Experience.

### **HIST 357 - Medieval Europe**

*Credits: (3)*

Surveys the history of medieval Europe from the later Roman Empire through the Renaissance.

### **HIST 358 - The European Renaissance**

*Credits: (3)*

Investigation into the intellectual emphases and social and political contexts of humanist practices in Europe between 1314- 1598. Attention to historiography and historical method.

### **HIST 359 - The Reformation in Western Europe**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity and historiography.

### **HIST 360 - Roman Britain**

*Credits: (3)*

The history and archaeology of Roman Britain. The story of the founding of the Roman province in Britain and its subsequent development. Examination of various aspects of Roman-British culture, including town life, fortifications, religion, art, villas, leisure and amusements.

*Cross-listed with:* CLCV 340

### **HIST 361 - Roman Greece**

*Credits: (3)*

An archaeological, literary and cultural study of ancient Greece during the period in which Greece was part of the Roman Empire. How did Greece change under Roman rule, and how did Greek culture affect the rest of the empire?

*Cross-listed with:* CLCV 341

### **HIST 362 - History and Statecraft: Great Power Diplomacy, 1648-1949**

*Credits: (3)*

This course uses case studies of episodes in Great Power politics from the Treaty of Westphalia to the founding of NATO to consider the application of history to current issues in international relations.

Course readings prepare students to discuss and debate a range of key topics, such as the challenge of diplomatic/military overextension, foreign intervention in civil conflicts, relations among democracies and dictatorships, and the creation of successful (and unsuccessful) international structures. Evaluation is based on in-class participation, brief essays, and exams.

### **HIST 363 - The Age of Absolutism in Europe, 1648-1789**

*Credits: (3)*

*Domain (Anchored):* CSI

An intensive survey of Europe in transition: absolutism, enlightenment, enlightened despotism. This course satisfies the Department's computing requirement.

**HIST 364 - The Age of Absolutism in Europe, 1789-1870**

*Credits: (3)*

An intensive survey of Europe in transition: revolution, industrialization and the emergence of the modern state. This course satisfies the Department's computing requirement.

**HIST 367 - Early Modern Britain, 1485-1714**

*Credits: (3)*

This class introduces students to early modern British history, beginning with the wartime accession of Henry VII, the first Tudor king, in 1485 and concluding with the death of Queen Anne, the last Stuart monarch, in 1714. It has sometimes been claimed that Britain emerged as the first modern society during this period, and this class is largely oriented towards providing students with historical tools useful for assessing the grounds of this claim, identifying its underlying assumptions, and determining its validity.

**HIST 368 - Race, Class, and Gender in the British Empire**

*Credits: (3)*

This course will survey the social and cultural history of the British Empire from the sixteenth century to the present, with an emphasis on the ways in which diverse groups of people experienced empire. Themes will include migration, slavery, race, gender, imperial culture, class, and resistance to empire.

**HIST 369 - History of Britain 1453-1783**

*Credits: (3)*

A survey of the political, social, economic, and cultural history of Britain.

**HIST 370 - History of Britain 1783 to the Present**

*Credits: (3)*

A survey of the political, social, economic, and cultural history of Britain.

**HIST 373 - East Central Europe**

*Credits: (3)*

Modern history of the east-central region of Europe between Germany and Russia. Topics include: 19th century multi-national empires, 20th century (re)emergence of nation-states, citizens' struggles to define political, social, and cultural identities despite foreign domination, and post-1989 developments.

**HIST 377 - History of Russia to 1800**

*Credits: (3)*

*Domain (Anchored):* CSI

The political, cultural and intellectual development of Russia. From Kievan Rus' to the end of the 18th century, tracing the Mongol occupation, the rise of Muscovy and the Romanov dynasty.

**HIST 378 - History of Russia since 1800**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV The political, cultural and intellectual development of 19th and 20th century Russia, tracing the twilight of the Romanovs, the rise of socialist thought, and the Communist state.

**HIST 379 - Russia After Stalin**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course will examine Soviet and post-Soviet history after the death of Stalin in 1953. It will cover Stalinism and the legacy of Stalin, the rise of Khrushchev and attempts to modify or transform the Soviet system in economic, political and cultural terms, and the rise and fall of Gorbachev and his and Yeltsin's attempts to transform Soviet society and culture. Special focus will be on the tumultuous years of glasnost' and perestroika in the late 1980s. The Putin era's descent into authoritarianism, and the fate of History in the post-Soviet era will also be examined.

### **HIST 382 - History of Spain**

*Credits: (3)*

A survey of Spanish history from 1478 to 1978 that also asks students to investigate cultural, political and social issues in depth, such as the goals of inquisitors, the question of Spanish decline and the context of the Civil War.

### **HIST 383 - History of Germany to 1918**

*Credits: (3)*

Origins and establishment of the modern German state to the First World War.

### **HIST 384 - History of Germany since 1918**

*Credits: (3)*

Establishment and course of Hitler's Third Reich, development of two Germanies since 1945, and their subsequent reunification.

### **HIST 385 - History of France, 1648 to 1800**

*Credits: (3)*

Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient regime and Revolution.

### **HIST 386 - History of France, 1800 to the Present**

*Credits: (3)*

1800 to the present with special attention to social and economic problems as well as to the politics of 20th and 21st century France.

### **HIST 387 - England Under the Tudors, 1485-1603**

*Credits: (3)*

A survey of developments in English political, social, intellectual, cultural, and religious history from the ascension of Henry VII in 1485 to the death of Elizabeth I in 1603.

### **HIST 388 - Britain Under the Stuarts, 1603-1714**

*Credits: (3)*

A survey of the political, religious, cultural, social, and intellectual history of the British Isles from the coronation of James VI and I in 1603 to the death of Queen Anne in 1714.

### **HIST 391 - Intellectual History of Modern Europe: Renaissance to the Enlightenment**

*Credits: (3)*

Cultural and intellectual development of the Western world from the end of the Middle Ages to the Enlightenment.

### **HIST 392 - Intellectual History of Modern Europe: 19th to the 21st Centuries**

*Credits: (3)*

Cultural and intellectual development of the Western world from the Enlightenment to the present.

**HIST 393 - American Cultural and Intellectual History from the Beginnings through the Early National Period**

*Credits: (3)*

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism.

Formerly: **(formerly HIST 437)**

**HIST 394 - American Cultural and Intellectual History from the Early National Period through the Early 20th Century**

*Credits: (3)*

An interdisciplinary approach to the development of colonial and early national American culture and society. Explores the social construction of knowledge, race, gender and class in the 19th- and early 20th-century United States, through an intensive reading of primary sources.

Formerly: **(formerly HIST 438)**

**HIST 400 - Colonial and Revolutionary Virginia**

*Credits: (3)*

A specialized study of the founding and development of Virginia from the founding of Jamestown through the early years of the new nation with special emphasis on the evolution of its social and political structure, economy, gender, race, and material culture. This course is sponsored by NIAHD.

**HIST 401 - Gender, Race, and Power in Colonial Virginia**

*Credits: (3)*

An examination and assessment of the influence of gender, race, and power on the way in which all people--male and female; free and enslaved; Indian, European, and African--shaped the development of seventeenth- and eighteenth-century Virginia society. This course is sponsored by NIAHD.

**HIST 402 - Thomas Jefferson in America and the World**

*Credits: (3)*

This course explores the life of Thomas Jefferson, his contributions to ideas of liberty and government that reverberate in the world, and his many complex legacies that are part of United States history and culture, including being one of America's most famous slaveholders and author of Indian extermination policies. This course is sponsored by NIAHD.

**HIST 403 - Archaeology of Colonial Williamsburg and Tidewater Virginia**

*Credits: (3)*

Prerequisites: ANTH 301 or consent of instructor. This course examines the archaeological research on sites located in and around Williamsburg, the capital of the colony of Virginia from 1699-1781, as a way of reviewing the theory and method of historical archaeology. This course is sponsored by NIAHD.

*Cross-listed with: ANTH 457 and ANTH 557*

**HIST 404 - Foodways and the Archaeological Record**

*Credits: (3)*

In a seminar format, students will draw upon archaeological, historical, and anthropological studies to explore topics such as human-animal relationships surrounding the procurement and production of food, as well as the distribution, preparation, and consumption of food. This course is sponsored by NIAHD.

*Cross-listed with: ANTH 426 and ANTH 526*

**HIST 405 - History of Museums and Historic Preservation-US 1850-Present**

*Credits: (3)*

This course will identify and challenge how landmark institutions define and redefine culture, history, and their own significance. We will consider private, volunteer, and government roles in preserving and creating historic sites, and how museums and public history have changed since the mid-nineteenth century. This course is sponsored by NIAHD.

### **HIST 406 - Architectural History Field School**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR The course introduces students to the methods used in the investigation, description, and recording of historic buildings. The program is intended to help students distinguish the form, fabrication, and assembly of materials and building elements and understand their chronology. They will learn how to read and apply field evidence to answer larger questions concerning architectural and social history. This course is sponsored by NIAHD.

### **HIST 407 - Field School in Material Culture**

*Credits: (3)*

This course provides tools for using material culture as a source for history through multidisciplinary study in the identification, documentation, analysis, and interpretation of material objects. The material culture of tobacco provides our subject, from ancient forms of consumption, agricultural practices, labor systems, to the rise of the modern corporation. This course is sponsored by NIAHD.

### **HIST 408 - Field School in Public History**

*Credits: (3)*

This course fulfills the NIAHD internship requirement and is designed to give students practical experience in a museum setting with a background of readings in public history and classroom discussion sessions designed to promote both critical and scholarly engagement with an individually chosen topic. The instructor will work with students before the start of the semester to arrange for a museum professional to host the student in a professional working environment for 10-12 hours a week in addition to the class meetings. This course is sponsored by NIAHD.

### **HIST 409 - Public History**

*Credits: (3)*

Public History explores how history museums, especially Colonial Williamsburg, present history and make it meaningful today. The course uses current issues of society, politics, and race to interpret institutions that purport to speak to the collective identity of Americans through such media as museum exhibitions, performances, and interpretations books, film, and digital communications. This course is sponsored by NIAHD.

### **HIST 410 - Early American Architecture**

*Credits: (3)*

This course is intended to introduce students to issues and research methods in early American architecture. Buildings are examined as expressions of fine art and social history. The course focuses on a variety of topics, building types, and theoretical approaches by examining archaeological and documentary sources and standing structures. This course is sponsored by NIAHD.

### **HIST 413 - Topics in History**

*Credits: (3)*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu.

(These courses may be repeated for credit if there is no duplication of topic.) Formerly: (**formerly HIST 490**)

### **HIST 414 - Topics in History**

*Credits: (3)*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.) Formerly: (**formerly HIST 491**)

### **HIST 467 - Independent Study**

*Credits: (3)*

A tutorial designed primarily for history majors who wish to pursue independent study of a problem or topic. Programs of study will be arranged individually with a faculty supervisor. Admission by consent of the chair of the department. Students must have a 3.0 cumulative grade point average to pursue independent study in history.

(These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 468 - Independent Study**

*Credits: (3)*

A tutorial designed primarily for history majors who wish to pursue independent study of a problem or topic. Programs of study will be arranged individually with a faculty supervisor. Admission by consent of the chair of the department. Students must have a 3.0 cumulative grade point average to pursue independent study in history.

(These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 478 - Ancient Egyptian Inscriptions: Royal, Biographical, and Religious Texts**

*Credits: (3)*

*Prerequisite(s):* HIST 278 and HIST 279

*College Curriculum:* COLL 200

*Domain (Anchored):* AL

*Domain (Reaching Out):* CSI This online seminar course is offered only in the Summer III semester and is designed for students who would like to continue reading ancient Egyptian inscriptions together after completing the two prerequisite lecture courses: HIST 278 (ANTH 343/CLCV 209/RELG 278) and HIST 279 (ANTH 344/CLCV 210/RELG 279). This summer seminar course, HIST 478: Ancient Egyptian Inscriptions, is not a prerequisite for the fall-semester seminar, HIST 479: Middle Egyptian Texts. HIST 478 is only offered online during the summer and focuses primarily on societal and individual values expressed in Egyptian royal inscriptions, biographies, and religious texts, whereas HIST 479 is offered only during the fall semester and focuses more on the expression of such values in Egyptian fiction and poetry. In most other respects, however, the courses are similar in format and constitute electives at the advanced level of the Egyptian course sequence.

*Cross-listed with:* ANTH 345 CLCV 215 RELG 280

### **HIST 479 - Middle Egyptian Texts: Fiction and Poetry**

*Credits: (3)*

*Prerequisite(s):* (HIST 278 and HIST 279) or (ANTH 343 and ANTH 344) or (CLCV 209 and CLCV 210) or (RELG 278 and RELG 279)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This seminar course is offered only in the fall semester and is designed for students who would like to continue reading ancient Egyptian inscriptions together after completing the two prerequisite lecture courses: HIST 278 (ANTH 343/CLCV 209/RELG 278) and HIST 279 (ANTH

344/CLCV 210/RELG 279). The summer seminar course, HIST 478: Ancient Egyptian Inscriptions, is not a prerequisite for this fall-semester seminar, HIST 479: Middle Egyptian Texts. HIST 478 is only offered online during the summer and focuses primarily on societal and individual values expressed in Egyptian royal inscriptions, biographies, and religious texts, whereas HIST 479 is offered only during the fall semester and focuses more on the expression of such values in Egyptian fiction and poetry. In most other respects, however, the courses are similar in format and constitute electives at the advanced level of the Egyptian course sequence.

*Cross-listed with:* ANTH 346 CLCV 216 RELG 281

### **HIST 490C - Capstone Seminar**

*Credits:* (4)

*College Curriculum:* COLL 400

Topics vary by semester.

Note: For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 491C - Capstone Seminar**

*Credits:* (4)

*College Curriculum:* COLL 400

Topics vary by semester.

Note: For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

### **HIST 494 - Honors Seminar**

*Credits:* (0)

*Corequisite(s):* HIST 495

This seminar provides support for students writing honors theses in History. Taken during the first semester of honors work, it guides students through the process of developing a bibliography, engaging historiography, writing a literature review, crafting an argument, and refining their prose.

*Graded:* Pass/Fail

### **HIST 495 - Honors**

*Credits:* (3)

*Corequisite(s):* HIST 494

Students admitted to honors study in history will be enrolled in this course during the first semester of honors work, typically in the fall of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of historical literature; and (b) preparing to submit a scholarly thesis to his or her advisor two weeks before the last day of classes of his or her graduating semester. When taken in the fall semester, students must concurrently enroll in HIST 494.

Admission by consent of the department chair. The department's honors program guidelines are available on the department's website and in hard copy (consult the department secretary). Note: For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

Note: For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

### **HIST 496 - Honors**

*Credits:* (3)

Students admitted to honors study in history will be enrolled in this course during the second semester of honors work, typically in the spring of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of historical literature; (b) submission of a

scholarly thesis to his or her advisor two weeks before the last day of classes of his or her graduating semester; (c) a comprehensive oral examination. Admission by consent of the department chair. The department's honors program guidelines are available on the department's website. Note: For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

Note: For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

### **HIST 499 - Internship in History**

*Credits: (1-3)*

This designation is used for internships that would count towards the major in history. Each internship application can be approved only by the department's Director of Undergraduate Studies who will decide whether the internship meets the academic standards and work requirements of the history department.

## **Integrative Conservation**

### **Integrative Conservation Major and Minor**

A changing and complex global context and the narrow focus of many previous conservation efforts means that we need to take integrative approaches that balance the conservation and preservation of wildlife and their ecosystems with human wellbeing and in co-design with local communities. By wellbeing we refer to the health, social, environmental, and economic opportunities of peoples who are directly and indirectly connected to conservation action. Our approach to co-design with communities helps to preserve human cultural diversity while also addressing the needs of local peoples and helps to incorporate their ways of knowing and learning into the conception, design, and implementation of conservation projects.

The major and minor in integrative conservation provides students with the interdisciplinary training they need to engage a diversity of perspectives and solutions when addressing complex global conservation challenges. In the major, the application of this knowledge is reinforced by requiring students to complete coursework in innovation and entrepreneurship and a capstone project with an external conservation partner. These collaborative projects are coordinated and organized by the Institute for Integrative Conservation (IIC). Students will apply for and be matched to these opportunities by the IIC. This major and minor is designed for students who would like to explore career opportunities related to biodiversity conservation and the maintenance of social-ecological systems in the face of global environmental threats.

### **Program**

- [Integrative Conservation \(BS in Interdisciplinary Studies\)](#)
- [Integrative Conservation, Minor](#)

### **Integrative Conservation (BS in Interdisciplinary Studies)**

#### **Required Credits: 37**

##### **Introduction to Integrative Conservation: 3 credits**

- CONS 201 - Introduction to Integrative Conservation Credits: (3)

**Quantitative and Computational Techniques: 3 credits**

- CONS 440 - Quantitative Methods in Conservation Credits: (3)
- or other approved course

**Biodiversity: 6 credits**

**Conservation Natural Science-3 credits chosen from:**

- BIOL 318 - Conservation Biology Credits: (3)
- BIOL 461 - Marine Ecology and Conservation Credits: (3)
- CONS 460 - Conservation Behavior Credits: (3)
- or other approved course

**Conservation Geospatial Science-3 credits chosen from:**

(These courses will meet the major computing requirement.)

- CONS 210 - Introduction to Conservation GIS Credits: (3)
- CONS 420 - Conservation GIS Credits: (3)
- CONS 440 - Introduction to Remote Sensing for Conservation Credits: (3)
- or other approved course

**Communities, Voices, and Conservation: 3 credits**

- CONS 410 - Indigenous Voices in Conservation Credits: (3)
- CONS 440 - Environmental Justice Credits: (3)
- CONS 440 - Conservation Ethics Credits: (3)
- or other approved course

**Human Wellbeing and Nature: 3 credits**

- CONS 440 - One Health Credits: (3)
- CONS 440 - Political Ecology of Conservation Credits: (3)
- CONS 440 - International Development and Conservation Credits: (3)
- or other approved course

**Innovation and Entrepreneurship in Conservation: 3 credits**

- CONS 440 - Innovation and Entrepreneurship in Conservation Credits: (3)
- or other approved course

**Capstone Integrative Conservation Project: 4 credits**

As part of these research courses, students attend a weekly 1-hour meeting where they develop their conservation leadership skills in areas such as: communications, conflict resolution, diplomacy, fundraising, stakeholder engagement, team building, how to run a meeting, how to construct and manage a team and a budget, theories of change. These courses will meet the major writing requirement.

- CONS 490 - Conservation Practicum Credits: (1-3)
- CONS 491 - International Conservation Practicum Credits: (1-3)
- CONS 492 - Capstone Conservation Practicum Credits: (1-3)
- CONS 495 - Honors Credits: (3)
- CONS 496 - Honors Credits: (3)

- Or other approved research or independent study course on an applied conservation topic that is in collaboration with an external conservation partner organization.

### **Electives: 12 credits**

Remaining 12 credits to be taken from any of the 300 or 400-level courses listed above and/or the courses listed below. Choice of electives should be discussed with an academic advisor from the IIC and we encourage students to use their elective courses to develop a specialization or focus within areas of integrative conservation.

- ANTH 250 - Introduction to Native Studies Credits: (3)
- ANTH 315 - Environmental Archaeology Credits: (3)
- ANTH 322 - Archaeology of North America Credits: (3)
- ANTH 324 - Native People of the American Southwest Credits: (3)
- ANTH 325 - Native People of the Great Plains Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 350 - Environmental Anthropology Credits: (3)
- ANTH 351 - People, Cultures, and the Environment of Polynesia Credits: (3)
- ARTH 430 - Art and Environmental Justice Credits: (3)
- BIOL 311 - Ecology Credits: (3)
- BIOL 325 - Introduction to Quantitative Biology Credits: (3)
- BIOL 327 - Introduction to Biostatistics Credits: (3-4)
- BIOL 445 - GIS for Biologists Credits: (3)
- BIOL 458 - Conservation Biology Laboratory Credits: (1)
- BUAD 340 - Introduction to Innovation and Entrepreneurship Credits: (3)
- BUAD 451 - Customer Insights for Innovation Credits: (3)
- BUAD 453 - Sustainability Inspired Innovation and Design Credits: (3)
- CONS 440/ANTH 350 - Environmental Anthropology Credits: (3)
- DATA 141 - Programming for Data Science Credits: (4)
- ECON 307 - Principles and Methods of Statistics Credits: (3)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)
- ECON 422 - Applied Environmental Economics Credits: (3)
- ENSP 249 - Science and Experience of Ecotherapy Credits: (3)
- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- GOVT 322 - Global Environmental Governance Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)
- HIST 238 - Native American History since 1763 Credits: (3)
- MATH 345 - Introduction to Mathematical Biology Credits: (3)
- MSCI 401F - Fundamentals of Marine Fisheries Science Credits: (3)
- PHIL 308 - Topics in Environmental Ethics Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 353 - Quantitative Research Methods Credits: (3)
- SOCL 420 - Political Ecology of Health & Disease Credits: (3)
- or other approved course

### **Recommended Sequence of Courses**

Recommended sequence for students. Note that prereqs could be met with transfer (or equivalent) credit earned outside of W&M and that prereq recommendations vary according to which advanced courses students intend to enroll in.

## **First Year**

### **Fall:**

- ENSP 101 (optional pre-req), 3 credits
- BIOL 203 and BIOL 203L (optional pre-req), 4 credits
- MATH 111 or 131 (optional pre-req), 3 credits

### **Spring:**

- BIOL 204 and BIOL 204L (important pre-req), 4 credits
- CONS 201, 3 credits

## **Second Year**

### **Fall:**

- Conservation geospatial science course, 3 credits
- Communities, voices, and conservation course, 3 credits
- ECON 101 (optional prereq), 3 credits

### **Spring:**

- CONS 440 Quantitative Methods in Conservation, 3 credits
- Human wellbeing and nature course, 3 credits
- Research course possible, 1-3 credits

## **Third Year**

### **Fall:**

- CONS 440 Innovation and Entrepreneurship in Conservation, 3 credits
- Elective, 3 credits
- Research course possible, 1-3 credits

### **Spring:**

- Conservation natural science course, 3 credits
- Elective, 3 credits
- Research course possible, 1-3 credits

## **Fourth Year**

### **Fall:**

- Elective, 3 credits
- Research course or Honors possible, 1-3 credits

### **Spring:**

- Elective, 3 credits
- Research course or Honors possible, 1-3 credits

## **Integrative Conservation, Minor**

### **Required Credit Hours: 21**

#### **Introduction to integrative conservation (3 credits)**

- CONS 201 - Introduction to Integrative Conservation Credits: (3)

### **Biodiversity and ecosystems (5 credits)**

Must take at least one course from each grouping, A and B.

#### **A. Conservation science**

- BIOL 461 - Marine Ecology and Conservation Credits: (3)
- BIOL 458 - Conservation Biology Laboratory Credits: (1)
- BIOL 318 - Conservation Biology Credits: (3)
- CONS 460 - Conservation Behavior Credits: (3)
- MSCI 401F - Fundamentals of Marine Fisheries Science Credits: (3)
- Or other approved course

#### **B. Geospatial science**

- BIOL 445 - GIS for Biologists Credits: (3)
- CONS 210 - Introduction to Conservation GIS Credits: (3)
- CONS 420 - Conservation GIS Credits: (2)
- CONS 440 Introduction to Remote Sensing for Conservation
- Or other approved course

### **Human Wellbeing and Nature (5 credits)**

- BUAD 453 - Sustainability Inspired Innovation and Design Credits: (3)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)
- CONS 440 One Health
- GOVT 322 - Global Environmental Governance Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)
- KINE 415 - Public Health: Health Equity, Sustainability, and Well-Being in a Global Age Credits: (3)
- SOCL 440 Political Ecology of Health & Disease
- Or other approved course

### **Communities, Voices, and Conservation (5 credits)**

- ANTH 351 - People, Cultures, and the Environment of Polynesia Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 315 - Environmental Archaeology Credits: (3)
- ANTH 250 - Introduction to Native Studies Credits: (3)
- CONS 440 Environmental Justice
- CONS 440 Environmental Ethics and Conservation
- HIST 226 - The American West since 1890 Credits: (3)
- HIST 238 - Native American History since 1763 Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- Or other approved course

### **Capstone Integrative Conservation project (3 credits)**

- CONS 490 - Conservation Practicum Credits: (1-3)
- CONS 491 - International Conservation Practicum Credits: (1-3)
- CONS 492 - Capstone Conservation Practicum Credits: (1-3)
- Or other approved research or independent study course on an applied conservation topic that is in collaboration with an external conservation partner organization.

## Course Descriptions

### Integrative Conservation

#### **CONS 201 - Introduction to Integrative Conservation**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Additional Domain (if applicable): CSI*

An introduction to the field of integrative conservation. Through this course students will learn about the connectedness between natural and human ecosystems, explore the value of biodiversity to aspects of society, and learn about existing and emerging actions and strategies in integrative conservation.

#### **CONS 210 - Introduction to Conservation GIS**

*Credits: (3)*

The integration of spatial data and analyses across the conservation community can lead to improved conservation outcomes and allows conservationists to solve pressing environmental questions. In addition, sharing conservation issues and outcomes through well designed maps and online, interactive tools can play a critical role in advancing the dissemination of important conservation stories. This course will provide an introduction to Geographic Information Systems (GIS) with a focus on conservation applications. Emphasis will be on the hands-on application of GIS to create maps, organize and visualize spatial data, and query spatial data to create answers for environmental questions. Students will examine spatial data with an emphasis on data structures, acquisition, processing, management, and analysis. A spatial database will be queried to solve spatial problems, analyze related attributes, and produce computerized cartographic output. The coursework includes readings and hands-on computer lab exercises and a final project.

#### **CONS 290 - Introduction to Conservation Research**

*Credits: (1-3)*

An introduction to research in integrative conservation, in the lab or field and under the supervision of a faculty mentor. This course is intended as a gateway to CONS 490 Conservation Practicum. The course encompasses research planning, data analyses, and communication of findings. Hours to be arranged. By instructor permission only.

*Graded:* The course is graded pass/fail.

#### **CONS 401 - Conservation Ethics**

*Credits: (3)*

*Prerequisite(s): BIOL 204 or CONS 201 or ENSP 101*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI, NQR* This course addresses the ethics of protecting and conserving nature. The approach to ethics is interdisciplinary and broadly involves the politics, values, norms, and moral orders that guide conservation actions in different times and geographies. Often, conservation ethics courses have focused on the history of recognized US naturalists and ecologists and their conceptions of nature. In this course, however, we will examine conservation as a diverse field made not only by experts in the Global North but also by women, BIPOC, indigenous communities, farmers, and the Global South.

Hence, we will examine the different views, positions, and values that shape conservation and earth caring practices. Cases include, among others, wildlife management, hunting, conservation parks, zoos, ecotourism, convivial conservation, and cooperation. Questions include, among others, should

conservation lands be returned to the tribes? How can conservation be more diverse and promote equity? Who benefits from ecotourism? Is nature an economic service to humans? Or, what ethics are involved in sterilizing, killing, or eradicating animals?

This seminar has discussion, reading, writing, and research components. There will be readings, discussions, and lectures. We will also examine films, mission statements, policies, and archival documents.

Students will produce an individual blog-style essay based on their own research project. Students will also contribute with an individual concept definition for a collective conservation ethics concepts toolkit. In groups, students will produce a making & doing presentation on an assigned chapter. Participation is crucial for the successful completion of the course.

*Cross-listed with:* ANTH 314

### **CONS 410 - Indigenous Voices in Conservation**

*Credits:* (3)

*Prerequisite(s):* CONS 201 or ENSP 101 or BIOL 204

*College Curriculum:* COLL 350

The field of conservation emerged along with settler-colonialism at the end of the 19th century, and it was linked to white settler strategies of land appropriation and resource control. While nature, game, and wildlife became protected for settler interests (game, logging, resource extraction), indigenous peoples living in protected areas became displaced, criminalized as poachers, and persecuted. Moreover, settlers and state officers often used nature and conservation ideas to justify the displacement, genocide, and exploitation of Black, Indigenous, and People of Color. Since then, the field of conservation has been dominated by White, men, and western voices.

Today, Indigenous Peoples entangle their Land-Back movement with the idea of restoring Land to the tribes and conserving their forms of stewardship, environmental practices, and cultural relations. Simultaneously, conservation actors have noticed that Indigenous peoples protect 80% of global biodiversity despite comprising less than 5%.

In this context, conservation actors are increasingly seeking ways to collaborate with indigenous communities and learn from their social and environmental worldviews. At the same time, Native Tribes are increasingly leading and funding environmental projects while linking the survival and conservation of nature and Land to their resistance and survivance.

This course examines how indigenous scholars and activists conceptualize, historicize, and investigate conservation, human-nature relations, and forms of stewardship and earth-caring. While doing so, indigenous voices in conservation have connected nature with histories of race, settler colonialism, eurocentrism, marginalization and poverty, gender, and family structures.

*Cross-listed with:* ANTH 326

### **CONS 420 - Conservation GIS**

*Credits:* (2)

*Prerequisite(s):* GIS 201 or BIOL 445 or permission of instructor.

The integration of spatial data and analyses across the conservation community can lead to improved conservation outcomes and allows conservationists to solve pressing environmental questions. This course is an advanced topics in Geographic Information Systems (GIS) seminar where student teams will develop GIS projects that address conservation, climate change or sustainability questions. Students will develop and refine their research ideas and through consultations with W&M faculty, staff and students as well as outside conservationists. Students will then pitch their conservation idea to the class and the top four projects will be selected as the focus projects for the rest of the semester. Student teams will then develop a pilot analysis and then present their results at the end of the semester. This course will give students the opportunity to improve their GIS skills, work on a real-world and self-designed conservation challenges, and gain a better understanding of conservation issues around the globe.

### **CONS 440 - Advanced Topics in Conservation**

*Credits: (1-3)*

*Prerequisite(s):* CONS 201 or ENSP 101 or BIOL 204

This is an advanced topics course where the topic of focus changes from semester to semester. The topics for this course will be announced before each semester commences. The course provides students an in-depth treatment of an advanced issue in integrative conservation and will involve advanced analysis, synthesis, and discussion of applied conservation issues and solutions. The course is primarily designed for juniors and seniors.

CONS 440 can be repeated for credit when the topic changes.

### **CONS 460 - Conservation Behavior**

*Credits: (3)*

*Prerequisite(s):* CONS 201 or BIOL 204

*College Curriculum:* COLL 400

This is an upper-level seminar course exploring theoretical, empirical, and applied connections between behavioral ecology and conservation. This emerging field is termed conservation behavior. The primary focus of this course is to help students learn how to critically evaluate the published literature pertaining to conservation behavior, as well as to assist students in honing their analytic, synthetic, and communication skills through class presentations and discussions and by authoring a public-facing article that describes how animal behavior informs solutions to real-world conservation challenges.

### **CONS 490 - Conservation Practicum**

*Credits: (1-3)*

This course is a blend of independent research, under the supervision of a faculty mentor, combined with technical, professional, and career development activities relevant to integrative conservation. The course is intended for students who are exploring conservation careers while giving them applied research experience in areas of integrative conservation. Students will be expected to engage in original research and produce a substantial research paper. This course can be repeated for credit. Hours to be arranged. By instructor permission only.

### **CONS 491 - International Conservation Practicum**

*Credits: (1-3)*

*College Curriculum:* COLL 300

This course is a blend of independent research, under the supervision of a faculty mentor, combined with technical, professional, and career development activities relevant to issues of global conservation. The course is intended for students who are exploring conservation careers while giving them applied research experience in areas of international conservation. Students will be engage in original research with an international research partner organization, be mentored in that research by a faculty member, and produce a substantial research paper that analyses cross-cultural differences between domestic and international conservation. Hours to be arranged. By instructor permission only.

This course can be repeated for credit.

### **CONS 492 - Capstone Conservation Practicum**

*Credits: (1-3)*

*Prerequisite(s):* CONS 490 or CONS 491 or Instructor permission

*College Curriculum:* COLL 400

This course is a blend of independent research, under the supervision of a faculty mentor, combined with technical, professional, and career development activities relevant to integrative conservation. The course is intended for students who are exploring conservation careers while giving them applied research experience in areas of integrative conservation. Students will be expected to engage in original research, produce a substantial research paper, and present their findings to a global audience of conservation

partners and W&M alumni. This course can be repeated for credit. Hours to be arranged. By instructor permission only.

### **CONS 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* Senior standing, an overall major grade point average of 3.0 or greater, and consent of the Faculty Director of the Institute for Integrative Conservation. All are required.

Honors candidates must complete a two-semester sequence of 495 and 496. This course is a blend of independent research, under the supervision of a faculty mentor, combined with technical, professional, and career development activities relevant to integrative conservation. The course is intended for senior students who are exploring conservation careers while giving them applied research experience in areas of integrative conservation. Students are required to engage in original research and produce an Honors thesis based on a review of relevant literature and their own research. Students will also present their findings to a global audience of conservation partners and W&M alumni. For university provisions governing the admission to Honors, please refer to the catalog section titled Honors and Special Programs. By instructor permission only.

### **CONS 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* Senior standing, an overall major grade point average of 3.0 or greater, and consent of the Faculty Director of the Institute for Integrative Conservation. All are required.

*College Curriculum:* COLL 400

Honors candidates must complete a two-semester sequence of 495 and 496. This course is a blend of independent research, under the supervision of a faculty mentor, combined with technical, professional, and career development activities relevant to integrative conservation. The course is intended for senior students who are exploring conservation careers while giving them applied research experience in areas of integrative conservation. Students are required to engage in original research and produce an Honors thesis based on a review of relevant literature and their own research. Students will also present their findings to a global audience of conservation partners and W&M alumni. For university provisions governing the admission to Honors, please refer to the catalog section titled Honors and Special Programs. By instructor permission only.

## **Interdisciplinary Studies**

### **Interdisciplinary Program**

The Faculty of Arts & Sciences offers the BA & BS degrees in Interdisciplinary Studies. Within the BA of Interdisciplinary Studies degree program, students may select from six majors: Africana Studies; Environment & Sustainability; Film & Media Studies; Gender, Sexuality, & Women's Studies; Global Studies; Integrative Conservation, and Medieval & Renaissance Studies. Additionally, students may earn a BA or a BS in Interdisciplinary Studies with a Self-Designed major. Within this option, students will work closely with a faculty advisor to formulate a curriculum that is tailored to the student's interests. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed major must be approved by the Committee on Interdisciplinary Studies (CIS). Normally, students pursuing an interdisciplinary major base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved.

Applications for Self-Designed majors must adhere to the Registrar's deadlines for declaring a primary major. In addition, all applications for Self-Designed majors as a change of major or secondary major must be submitted to the Committee on Interdisciplinary Studies before the beginning of preregistration for the first semester of the student's senior year. All Self-Designed programs must be compatible with the degree requirements for Arts & Sciences. Each major must fulfill the Major Writing Requirement by earning a grade of C- or better in the course designated as the writing course within the program submitted to CHIS. Each major must also fulfill the Computer Proficiency Requirement by earning a grade of C- or better in the course designated as the computer proficiency course within the program submitted. CHIS, or the appropriate advisory committee, must approve the designation of courses that fulfill the writing and computer proficiency requirements.

## Programs and Course Descriptions

### Majors

[Africana Studies](#)  
[Environmental Science/Policy](#)  
[Film and Media Studies](#)  
[Gender, Sexuality, & Women's Studies](#)  
[Integrative Conservation](#)  
[Linguistics](#)  
[Medieval and Renaissance Studies](#)

### Minors

Interdisciplinary minors are offered in:

[Africana Studies](#)  
[Biochemistry](#)  
[CAMS Mathematical Biology, Minor](#)  
[Educational Studies](#)  
[Environmental Science and Policy](#)  
[Film and Media Studies, Minor](#)  
[Gender, Sexuality, & Women's Studies](#)  
[Integrative Conservation](#)  
[Italian Studies](#)  
[Judaic Studies](#)  
[Linguistics](#)  
[Marine Science](#)  
[Medieval and Renaissance Studies](#)  
[Public Health](#)

Students may not create other interdisciplinary minors.

## Description of Courses

The following courses are taught by individual instructors or by a group of instructors who wish to explore a subject outside the current structure of A&S Departments and Programs. The A&S Dean's Office coordinates the scheduling of these courses.

### Programs

- [Self-Designed, BA](#)
- [Self-Designed, BS](#)

## **Self-Designed, BA**

A student, working in consultation with a faculty advisor, may formulate an interdisciplinary major that is uniquely tailored to his or her interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed major must be approved by the Committee on Interdisciplinary Studies (CIS). Normally, students pursuing an interdisciplinary major base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved.

For additional information on Self-Designed majors, please visit the Arts & Sciences web site at <https://www.wm.edu/as/selfdesigned/index.php> .

## **Self-Designed, BS**

A student, working in consultation with a faculty advisor, may formulate an interdisciplinary major that is uniquely tailored to his or her interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed major must be approved by the Committee on Interdisciplinary Studies (CIS). Normally, students pursuing an interdisciplinary major base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved.

Candidates for the B.S. degree in must successfully complete, in addition to satisfying the NQR requirement or GER 1 and 2, three additional science courses from computer science, mathematics, biology, chemistry, geology, or physics. None of these three additional science courses may be taken on a Pass/Fail basis.

For additional information on Self-Designed majors, please visit the Arts & Sciences web site at <https://www.wm.edu/as/selfdesigned/index.php> .

## **Course Descriptions**

### **College Curriculum**

#### **COLL 100 - Critical Questions**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **COLL 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **COLL 300 - William & Mary in the World**

*Credits: (1-4)*

This course will present different topics each semester that provide C300 credit for students. Topics are approved individually for C300, and course title will reflect the topic for that section.

## **Conservation**

### **CONS 401 - Conservation Ethics**

*Credits: (3)*

*Prerequisite(s):* BIOL 204 or CONS 201 or ENSP 101

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR This course addresses the ethics of protecting and conserving nature. The approach to ethics is interdisciplinary and broadly involves the politics, values, norms, and moral orders that guide conservation actions in different times and geographies. Often, conservation ethics courses have focused on the history of recognized US naturalists and ecologists and their conceptions of nature. In this course, however, we will examine conservation as a diverse field made not only by experts in the Global North but also by women, BIPOC, indigenous communities, farmers, and the Global South.

Hence, we will examine the different views, positions, and values that shape conservation and earth caring practices. Cases include, among others, wildlife management, hunting, conservation parks, zoos, ecotourism, convivial conservation, and cooperation. Questions include, among others, should conservation lands be returned to the tribes? How can conservation be more diverse and promote equity? Who benefits from ecotourism? Is nature an economic service to humans? Or, what ethics are involved in sterilizing, killing, or eradicating animals?

This seminar has discussion, reading, writing, and research components. There will be readings, discussions, and lectures. We will also examine films, mission statements, policies, and archival documents.

Students will produce an individual blog-style essay based on their own research project. Students will also contribute with an individual concept definition for a collective conservation ethics concepts toolkit. In groups, students will produce a making & doing presentation on an assigned chapter. Participation is crucial for the successful completion of the course.

*Cross-listed with:* ANTH 314

## **Geographic Information Systems**

### **GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis**

*Credits: (3)*

This course will provide an introduction to the fundamentals of geospatial technologies, including using Geographic Information Systems (GIS), Global Positioning Systems (GPS), basics of cartography, remote sensing and spatial analysis. Emphasis will be on hands-on application of these technologies to create maps, to organize and visualize spatial data, and to utilize spatial data to analyze and address social, economic, political and environmental issues.

### **GIS 405 - Geovisualization & Cartographic Design**

*Credits: (3)*

*Prerequisite(s):* BIOL 445 or GIS 201 or CONS 210

Communicating geographic concepts, problems and solutions are key to the geovisualization and spatial design, the modern art and science of cartography. The foundational principles of the course will be grounded in the fundamentals of traditional cartography using GIS in combination with design and analytical software. This course will immerse students in color theory, symbology, typography, along with 2-D and 3-D design layout within web and print media. Hands-on learning experiences will

emphasize and apply scientific visualization techniques alongside the art of data visualization, both in terms of how to use visualization to understand spatial data and to create strong visual communication.

### **GIS 410 - Introduction to Remote Sensed Imagery and Analysis**

*Credits: (3)*

*Prerequisite(s):* BIOL 445 or CONS 210 or GIS 201

Remote sensing is the art and science of obtaining information about an object without being in direct physical contact. Students will develop a robust understanding of the tools and techniques used to display, process, and analyze remotely sensed data, while studying the theory, principles, and methodology of remote sensing of the environment for geospatial applications. Emphasis will be placed on designing, implementing, and critically evaluating the processes of image acquisition and data collection in the electromagnetic spectrum from a variety of sensors (i.e. aerial, satellite, multispectral, hyperspectral, and LiDAR) and analysis through data set manipulations. Upon completion of this course students will be able to develop analytical workflows to derive products and extract information from remotely sensed data for a broad range of applications.

### **GIS 420 - Advanced GIS Analysis & Programming**

*Credits: (3)*

*Prerequisite(s):* GIS 201 or BIOL 445 or CONS 210

This course extends the existing base of GIS knowledge and skills by amplifying programmatic approaches to spatial data and analysis. Lectures, labs, and projects emphasize GIS model development, develop spatial database architecture and design best practices, and extend knowledge of web GIS by authoring and consuming geographic web services. Students will become familiar with methods of leveraging programming languages (such as Python) to make GIS processing easier, faster, and more accurate by scripting and automating data management, production, manipulation, and analysis procedures. Activities develop GIS analysis skills with examples from government, social science, physical science, and the humanities.

### **GIS 425 - Mentored Geospatial Teaching**

*Credits: (1)*

A mentored experience in geospatial technology teaching through selected readings and short discussion sessions. Teaching skills will be developed by assisting in approved GIS classes offered by the CGA. May be repeated for credit with approval from both instructor and Chair of Department/Program Director.

### **GIS 475 - Legislative Redistricting with Geographic Information Systems**

*Credits: (1)*

*Prerequisite(s):* CONS 210 or GIS 201

Legislative Redistricting w/Geographic Information Systems With the 2020 census data release, significant attention will be placed on redistricting in the coming years. Inherent in any redistricting plan is a recognition of the spatial configuration of voting districts and the processes driving proposed voting district maps. Federal and state constitutions and statutes impose legal requirements for voting districts that in practice are often manipulated to favor drawing lines that protect partisan/incumbent interests. This one credit course will combine an introduction to Geographic Information Systems (GIS) with a focus on the legal analysis of redistricting plans.

### **GIS 480 - Independent Research In Geospatial Technologies**

*Credits: (1-3)*

*Prerequisite(s):* BIOL 445 or GIS 201 or GIS 410

This course provides students the opportunity to create a project demonstrating an application of knowledge using geospatial technologies such as GIS, Remote Sensing, GPS, and spatial analysis. Each student will design and apply practical research methodology for an original project. Projects should

involve solving geospatial technology challenges, such as complex data collection, data management strategies, implementing new or experimental analysis techniques, or working with multiple stakeholders in an applied and/or academic setting. Identification of a faculty mentor and agreement on the format of deliverables is required prior to registration for this course.

The course can be repeated for credit up to a maximum of 3 credits of GIS 480.

### **GIS 490 - Topics: Geospatial Technologies**

*Credits: (1-4)*

Selected topics related to geospatial technologies (GIS, GPS, Remote Sensing, etc). These courses will be offered as advanced study of topics not routinely covered by existing courses or emerging topics in the field of geospatial technologies. Subjects, prerequisites and instructor will vary from semester to semester.

If there is no duplication of topic, may be repeated for credit.

### **Interdisciplinary Studies**

#### **INTR 100 - Big Ideas in Interdisciplinary Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Interdisciplinary Studies, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **INTR 110 - Wellness Applications**

*Credits: (1)*

Wellness Applications are one-credit, pass/fail courses that provide students with sustained and engaged wellness experiences, as well as perspective on associated history, philosophical, and health considerations. There will be several Applications each semester on topics such as creative arts, yoga, bicycling, outdoor experiences, and mindfulness. Students may only register for one Wellness Application course in each semester, however the course may be repeated in future semesters if the topic varies.

May be repeated if topic varies.

#### **INTR 110A - Art and Wellness**

*Credits: (1)*

This course will explore visual art and how it connects to our well-being. Students will experiment with various art mediums such as drawing, painting, and sculpture with a focus on their applications to promote wellness with different populations and settings. The course will combine academic and experiential content.

Note: Students may register for only ONE INTR 110 course per semester. Course may not be repeated.

#### **INTR 110M - Mindfulness Meditation**

*Credits: (1)*

This class will focus on learning mindfulness meditation techniques, the benefits to the body as it cultivates resilience, and the neuroscience that surrounds the meditation with enhancing well-being. Students will be guided in the development of several meditation techniques. Class sessions will include practicing techniques, discussion, and identifying ways to use mindfulness meditation in everyday life.

Note: Students may register for only ONE INTR 110 course per semester. Course may not be repeated.

#### **INTR 110S - Soccer and Culture in the Hispanic World**

*Credits: (1)*

This course invites students to practice basic soccer skills and to learn about the historical and cultural role that soccer has played in the Hispanic world. On a weekly basis, individual and group soccer practice will be accompanied by discussions on text and film materials. The goal is to hone individual technical and tactical soccer skills and, at the same time, to engage with one of the world's oldest soccer cultures. No previous experience necessary.

Note: Students may register for only ONE INTR 110 course per semester. Course may not be repeated.

### **INTR 110Y - Yoga**

*Credits: (1)*

This course will integrate academic content with an opportunity to practice yoga. Students will examine the practice, philosophy, and study of yoga through development of a basic yoga practice that will be personalized to students' unique abilities.

Note: Students may register for only ONE INTR 110 course per semester. Course may not be repeated.

### **INTR 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of interdisciplinary topics in a seminar format. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **INTR 190 - Sharpe Living-Learning Community**

*Credits: (1)*

This course introduces freshman Sharpe Scholars to community engagement as guided by interdisciplinary objectives for learning. Students develop an intellectual foundation for understanding discipline-based study as integrated with key ethics and practices in various forms of civic participation. The course aims to prepare first-year students for carrying out community-based action and/or research locally, regionally, and abroad. Sharpe Scholars all take this course in both the fall and spring of the freshman years.

Course will be repeated once for a maximum of two credits.

### **INTR 201 - History of Science and Race**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR This class examines how, during the past two hundred years, science has both promoted and debunked the idea of race and racial hierarchy. We will read primary scientific texts in order to, first, see how what counts as "scientific knowledge" has changed during the past two centuries. Second, see how scientists have dealt with the problem of explicit or implicit value judgments in scientific research regarding race. Third, to discover how different scientific methodologies have developed over time. Last, to learn some basics of evolutionary biology from Darwin through the Modern Evolutionary Synthesis of the 20th century.

### **INTR 220 - Curating, Collecting, and Connoisseurship**

*Credits: (3)*

This seminar, held in the Muscarelle Museum of Art, emphasizes the role of the curator in the museum field, especially in the areas of exhibition, preparation, cataloguing, and public speaking. Through exploration of the Muscarelle permanent collection, seminar students will also gain practical curatorial training in primary source research that will provide a foundation in the knowledge and skills expected of museum professionals. Lectures by the Museum's

permanent staff will broaden the students' knowledge of the inner-workings of a museum and the variety of skillsets required in a productive and attractive museum. Students may take this course two times for credit, making it possible for them to work with additional materials for exhibition and to learn more about connoisseurship curation.

(May be repeated once for credit.)

### **INTR 295 - Sharpe Participatory Mapping Project**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course is directly affiliated with the W&M Sharpe Participatory Mapping Project (hereinafter referred to as the Sharpe Mapping project), led by Dr. Monica D. Griffin and Dr. Shannon White. Students will have the opportunity to use GIS mapping tools (such as ArcGIS and StoryMaps) to make sense of qualitative and quantitative data about WJCC and surrounding areas, organizations, and communities. They will identify and document the particular ways that W&M is situated within a broader system of relationships in Williamsburg-James City County; and they will interact with others (e.g. residents, scholars, leaders, etc.) in local settings to imagine and invite new ways of engaging the region's past, present, and future for addressing social issues.

### **INTR 299 - Summer Study Abroad Preparatory Course**

*Credits: (1)*

This course is designed specifically for students going on one of the W&M Summer Study Abroad Programs and is intended to enhance a student's cross-cultural understanding and experience, and to cover a variety of pre-departure questions. This course will include substantive academic content.

### **INTR 301 - Emerging Research in Action**

*Credits: (3)*

*College Curriculum: COLL 300*

Emerging Research in Action will challenge students to engage, evaluate, and produce social knowledge in active experiential learning contexts such as educational, corporate, non-profit, and governmental organizations, or also community, grassroots, or neighborhood organizing with defined parameters for action and learning. As an online, asynchronous course, Emerging Research is especially suitable for students who will be involved in community-based research, summer internships or sustained activism or volunteerism within communities throughout the third summer school session at William and Mary. Students are NOT required to be located in Williamsburg, VA or the U.S. continent for enrollment; asynchronous accommodations will be made for students' whose experiences are outliers to U.S. time zones. However, consistent Internet access is required.

### **INTR 322 - Introduction to Library Resources**

*Credits: (1)*

Course Objectives: to gain an understanding of the role of libraries and information in American culture and society today; to acquire a theoretical and logical approach to information gathering; to learn the practical skills of identifying, locating, evaluating, and effectively using print and electronic information sources.

### **INTR 350 - Emergent Dialogues: The Intersection of Art and Science**

*Credits: (4)*

Three-week intensive course straddling art and science. Motivated by the science of complex systems thinking, students will create sculptures interacting with the landscape of Matoaka Woods. This course will foster a creative, interdisciplinary, and reciprocal dialogue between artists and scientists.

### **INTR 390 - Topics**

*Credits: (1-4)*

This topics course allows students to study interdisciplinary material at an intermediate level.

### **INTR 455 - Pilgrimage Studies Seminar**

*Credits: (3)*

*Prerequisite(s):* Instructor Permission

Intensive seminar on pilgrimage studies in Santiago, Spain, a major goal of Christian quests in a medieval and modern times. Interdisciplinary approaches to travel for transformation in diverse traditions through an examination of history, monuments, and current religious and touristic practices.

### **INTR 456 - Pilgrimage Studies Field Research**

*Credits: (4)*

*Corequisite(s):* INTR 455.

Intensive guided field research on pilgrimage studies and practices In Santiago, Spain, or on the pilgrimage trails leading to its shrine. Interdisciplinary approaches to travel for transformation through mentored data collection and analysis on history, monuments, and current religious and touristic practices.

### **INTR 470 - Leadership Theory and Application**

*Credits: (3)*

This course aims to help students think critically about what makes for successful leaders in the public sector. Lessons and examples are drawn from history, communication studies, education, philosophy, sociology, and politics as well as from the field of social entrepreneurship. The class will explore the complex challenges that affect our communities today. This innovative curriculum combines rigorous academic work with a variety of site visits to locations and agencies throughout Washington DC. Through lectures, discussions, debates, readings and writing assignments, students will develop a deeper perspective from which to interpret, question, reflect upon, and engage with the underlying issues within engaged community leadership.  
*Cross-listed with:* EDUC 470

### **INTR 480 - Independent Study**

*Credits: (1-4)*

For majors who have completed most of their major requirements and who have secured approval of the Committee on Honors and Interdisciplinary Studies and that of the instructor(s) concerned. An interdisciplinary major may include no more than six hours of Independent Study.

### **INTR 490 - Topics: Interdisciplinary Study**

*Credits: (1-4)*

### **INTR 491 - Short Course in Interdisciplinary Studies**

*Credits: (1)*

This course may be repeated for credit if topics vary.

### **INTR 493 - Civic Agency Project I**

*Credits: (3)*

The Civic Agency Project (CAP) is an undergraduate think tank that focuses on problems of civic engagement and democratic leadership. Based at the Roy R. Charles Center for Academic Excellence at the College of William & Mary, CAP is designed to bridge the gap between academic learning and civic engagement. The project educates students in multi-disciplinary approaches to democratic engagement that are centered in the liberal arts, while emphasizing the leadership virtues of compassion, intellectual openness, self-awareness, public-mindedness, and personal integrity. It combines both experiential and

curricular opportunities designed to facilitate the creation of projects that will uncover, explore, and act on the problems of contemporary democratic life. Finally, it offers students opportunities to connect with civically engaged scholars, expert mentors, and a strong, supportive community of their peers. CAP fellows will identify key issues related to civic engagement and will develop projects designed with the goal of reinvigorating our democratic virtues, practices, and institutions. Undergraduate fellows will have the opportunity to present their projects to the William & Mary community at an end-of-the-year symposium.

### **INTR 494 - Civic Agency Project II**

*Credits:* (3)

*Prerequisite(s):* INTR 493

The Civic Agency Project (CAP) is an undergraduate think tank that focuses on problems of civic engagement and democratic leadership. Based at the Roy R. Charles Center for Academic Excellence at the College of William & Mary, CAP is designed to bridge the gap between academic learning and civic engagement. The project educates students in multi-disciplinary approaches to democratic engagement that are centered in the liberal arts, while emphasizing the leadership virtues of compassion, intellectual openness, self-awareness, public-mindedness, and personal integrity. It combines both experiential and curricular opportunities designed to facilitate the creation of projects that will uncover, explore, and act on the problems of contemporary democratic life. Finally, it offers students opportunities to connect with civically engaged scholars, expert mentors, and a strong, supportive community of their peers.

CAP fellows will identify key issues related to civic engagement and will develop projects designed with the goal of reinvigorating our democratic virtues, practices, and institutions; Undergraduate fellows will have the opportunity to present their projects to the William & Mary community at an end-of-the-year symposium.

### **INTR 495 - Interdisciplinary Honors**

*Credits:* (3)

*College Curriculum:* COLL 400

Students admitted to Interdisciplinary Honors will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission of an Honors essay two weeks before the last day of classes of the semester in which the essay is being completed; (c) satisfactory performance in an oral examination on the subject matter of the Honors essay. The procedures and standards for Interdisciplinary Honors will be those in force in the department of the students primary faculty advisor. The primary faculty advisor, with the approval of CHIS, may make appropriate changes to those procedures and standards. Requests for these exceptions must accompany the student's proposal to do Honors.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **INTR 496 - Interdisciplinary Honors**

*Credits:* (3)

*College Curriculum:* COLL 400

Students admitted to Interdisciplinary Honors will be enrolled in this course during both semesters of their senior year (495-496). Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission of an Honors essay two weeks before the last day of classes of the semester in which the essay is being completed; (c) satisfactory performance in an oral examination on the subject matter of the Honors essay. The procedures and standards for Interdisciplinary Honors will be those in force in the department of the students primary faculty advisor. The primary faculty advisor, with the approval of CHIS, may make appropriate changes to those procedures and standards. Requests for these exceptions must accompany the student's proposal to do Honors.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **INTR 497 - Washington, DC Program Internship**

*Credits: (6)*

*Corequisite(s):* INTR 497R

This course provides students with an opportunity to earn credit for an internship in the D.C. Semester Program. It is designed to help students synthesize their experiences and be able to clearly articulate what they learn with, and from, others. Students in this course should be interning 30-35 hours per week for the duration of the semester in order to complete the class assignments. Assignments include two supervisor evaluations with response papers and a culminating project.

### **INTR 497R - Washington, DC Professional Reflection**

*Credits: (2)*

*Corequisite(s):* INTR 497

This course provides students with an opportunity to intentionally reflect upon and apply knowledge gained from DC Semester Program internship experiences to make connections for lives and careers beyond W&M. Students in this course should be interning 30-35 per week for the duration of the semester in order to complete the class assignments. Using NACE core competencies as a framework, students will explore professional skills, organizational cultures, and personal values. Online asynchronous modules paired with in-person discussion sessions and weekly journals will allow students to reflect on their internship experiences.

### **INTR 499 - Washington, DC Summer Internship**

*Credits: (3)*

*Corequisite(s):* Enrollment in Washington Program

This course is designed for students participating in the D.C. Summer Institutes. The aim of this course is further students' understanding of professional competencies and to help students think critically about the skills gained in their summer internship. In this course, students will be responsible for observing, analyzing, and reflecting on their professional experiences.

## **International Relations**

### **International Relations Program**

The curriculum of the Faculty of Arts and Sciences provides for an interdisciplinary major in International Relations (INRL), the study of economic, historic, political, and social relations among states. The international Relations concentration also addresses the interactions among states, markets, and non-state actors (such as international organizations, non-governmental organizations, and multi-national corporations). The curriculum has been designed to ensure that students address the major issues in the international arena from a variety of disciplinary perspectives. The major in International Relations is distinct from William & Mary's Global Studies program, which focuses on the culture, history, languages, literature, politics and religions of major world regions. If you are interested in such a course of study, you should see the Global Studies entry in this catalog.

In general, a major in International Relations includes courses from at least four departments. A detailed description of the degree program is provided below. Additional information about courses, prospective faculty advisors, and requirements is available on the International Relations website ([www.wm.edu/as/internationalrelations](http://www.wm.edu/as/internationalrelations)).

**Language Requirement.** Degrees in International Relations include a modern foreign language component which exceeds the College's proficiency requirement. Students in International Relations must either

1. Complete two courses beyond the 202-level in one modern language OR
2. Achieve 202-level proficiency in two modern languages.

Some freshman seminars may fulfill the IR language requirement. To count toward the language requirement, courses must be taught entirely in the target language.

**Major Writing Requirement (MWR).** The major writing requirement will be satisfied upon completion of the capstone seminar, internship, independent study or honors project.

**Major Computer Proficiency Requirement (CPR).** International Relations majors will satisfy the computer proficiency by successfully completing the concentration methods course requirement.

**Study Abroad.** Students are strongly encouraged to seek overseas opportunities which complement their International Relations major. With prior approval, many courses taken abroad may be applied to major or other requirements. Contact the Global Education office at the Reves Center for more information.

**Major Declaration.** A prospective major in International Relations should discuss their plans with a faculty advisor as soon as possible. See the IR website for details of declaring a concentration.

## Description of Courses

With the exception of Independent Study, special topics courses, internships and Senior Honors (see below), courses for an International Relations major are selected from those available in the curricula of the various departments and schools. Course descriptions appear elsewhere in the catalog.

## Program and Course Descriptions

### Program

- International Relations (BA in International Relations)

### International Relations (BA in International Relations)

The International Relations major requires a minimum of 37 credits selected from the options listed under Parts A, B, C, D, and E below. In choosing courses, students are encouraged to work with their advisors to achieve an appropriate degree of substantive coherence across disciplines and analytical approaches. Such choices should also be taken into consideration by the student in selecting the language(s) used to fulfill the language co-requisite.

### Part A: Core Curriculum (7 Courses)

Part A represents the core of the IR major, and includes basic requirements in Government, Economics, History, and Sociology. All requirements must be met, and no substitutions are allowed. Prerequisites in (parentheses).

- GOVT 204 - Introduction to International Politics Credits: (3)
- GOVT 328 - International Political Economy Credits: (3) (GOVT 204)
- GOVT 329 - International Security Credits: (3) (GOVT 204)
  
- ECON 475 - International Trade Theory and Policy Credits: (3) (ECON 101, ECON 102, ECON 303)

or

- ECON 476 - International Finance and Open Economy Macroeconomics Credits: (3) (ECON 101, ECON 102, ECON 304)
- HIST 192 - Global History since 1500 Credits: (3)
- INRL 300 - International Relations in Disciplinary Perspectives Credits: (4) (GOVT 204, HIST 192, ECON 101/ECON 102) /INRL 300D
- SOCL 205 - Global Social Problems Credits: (3)
- or
- SOCL 313 - Globalization and International Development Credits: (3)
- or
- SOCL 314 - The Politics of Global Health Credits: (3)

### **Part B: Methods (1 Course)**

Part B includes courses designed to familiarize students with the basic methodological tools of disciplines contributing to the IR major. Students who intend to write an Honors thesis or independent study in IR should select the methods course that provides the necessary tools to complete their research. It may be fulfilled with any of the following courses:

- BUAD 231 - Statistics Credits: (3)
- GOVT 301 - Research Methods Credits: (3)
- GOVT 302 - Quantitative Methods Credits: (3)
- GOVT 307 - Political Polling and Survey Analysis Credits: (3)
- ECON 307 - Principles and Methods of Statistics Credits: (3)
- ECON 308 - Econometrics Credits: (3)
- PSYC 302 - Experimental Methods Credits: (4) (PSYC 201, PSYC 202, PSYC 301 prerequisites, 302L co-req.)
- SOCL 352 - Research Design Credits: (3) (SOCL 250)
- SOCL 353 - Quantitative Research Methods Credits: (3) (SOCL 250 or consent)

### **Part C: Social and Cultural Contexts (1 Course)**

Part C emphasizes the role that social and cultural contexts play in international relations, and exposes students to relevant disciplinary approaches. Students may fulfill part C with any of the following courses:

- ANTH 335 - Peoples and Cultures of Africa Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 342 - Peoples and Cultures of East Asia Credits: (3)
- GOVT 311 - European Politics Credits: (3) (GOVT 203)
- GOVT 312 - Politics of Developing Countries Credits: (3) (GOVT 203)
- GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
- GOVT 335 - The Politics of Eastern Europe Credits: (3)
- GOVT 336 - Governments and Politics of China and Japan Credits: (3)
- GOVT 337 - Politics in Africa Credits: (3)
- GOVT 338 - Latin American Politics and Government Credits: (3)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)
- HIST 280 - West African History since 1800 Credits: (3)
- HIST 309 - The Caribbean Credits: (3)
- HIST 304 - History of Brazil Credits: (3)

- HIST 325 - The Rise and Fall of Apartheid Credits: (3)
- HIST 330 - America and China: U.S.-China Relations since 1784 Credits: (3)
- HIST 331 - Modern Japanese History Credits: (3)
- HIST 332 - Modern Korean History Credits: (3)
- HIST 333 - Modern Chinese History Credits: (3)
- HIST 370 - History of Britain 1783 to the Present Credits: (3)
- HIST 373 - East Central Europe Credits: (3)
- HIST 378 - History of Russia since 1800 Credits: (3)
- HIST 384 - History of Germany since 1918 Credits: (3)
- HIST 386 - History of France, 1800 to the Present Credits: (3)
- SOCL 313 - Globalization and International Development Credits: (3)
- or other approved course

**Note:**

If students take more than one course from the Part C list, those courses may be used as electives to fulfill Part E. SOCL 313 can be used to fulfill EITHER the Part A SOCL core requirement or the Part C Social and Cultural Contexts requirement, not both.

**Part D: Capstone (1 Course)**

To fulfill part D, each student must successfully complete one of the following:

- INRL 495 - Senior Honors in International Relations Credits: (3)
- INRL 496 - Senior Honors in International Relations Credits: (3)
- INRL 480 - Independent Study in International Relations Credits: (1-3) by approval only
- ECON, GOVT, HIST, SOCL (400-level seminar in contributing department; approved IR topics only)
- INRL 498 - Internship Credits: (credits to be arranged) by approval only
- or other approved course

**Part E: Electives (2 courses)**

IR majors may choose any two courses from the list below, provided that no more than nine of the twelve total courses required for the concentration come from the economics and/or government department. All the courses in Part C listed above can also count as Part E courses.

- ANTH 350 - Special Topics in Anthropology Credits: (3-4) (IR Topics only)
- ANTH 475 - Globalization, Democratization and Neoliberalisms
- ANTH 476 - National Formations and Postcolonial Identities
- BUAD 417 - International Finance Credits: (3) (BUAD 203, ECON 101, ECON 102)
- ECON 300 - Topics in Economics Credits: (1-3) (approved IR topics only)
- ECON 342 - Global Economic History Credits: (3) (ECON 101, ECON 102)
- ECON 382 - Comparative Economics Credits: (3) (ECON 101, ECON 102)
- ECON 400 - Topics in Economics Credits: (3-4) (approved IR topics only)
- ECON 474 - Regional Economic Integration Credits: (3)
- ECON 483 - Macroeconomics of Development Credits: (3) (ECON 303, ECON 304)
- GOVT 322 - Global Environmental Governance Credits: (3) (GOVT 204)
- GOVT 324 - U.S. Foreign Policy Credits: (3)
- GOVT 325 - International Organization Credits: (3) (GOVT 204)
- GOVT 326 - International Law Credits: (3) (GOVT 204)
- GOVT 327 - Theory and History in International Relations Credits: (3) (GOVT 204)
- GOVT 330 - The Politics of European Integration Credits: (3) (GOVT 204)

- GOVT 391 - Topics in Government Credits: (3) (International Relations topics only)
- GOVT 433 - Seminar: Theories of the International System Credits: (4)
- GOVT 482 - Seminar: Geostrategic Thought Credits: (4)
- HIST 131 - Survey of Latin American History to 1824 Credits: (3)
- HIST 132 - Survey of Latin American History since 1824 Credits: (3)
- HIST 142 - Survey of East Asian Civilization since 1600 Credits: (3)
- HIST 161 - History of South Asia Credits: (3)
- HIST 172 - Modern Middle East since 1400 Credits: (3)
- HIST 181 - African History to 1800 Credits: (3)
- HIST 211 - Topics in History Credits: (3) (only approved IR topics)
- HIST 212 - Topics in History Credits: (3) (only approved IR topics)
- HIST 223 - Pacific War Credits: (3)
- HIST 241 - European History, 1815-1914 Credits: (3)
- HIST 242 - European History, 1914-1945 Credits: (3)
- HIST 243 - Europe since 1945 Credits: (3)
- HIST 265 - Postwar Japan Credits: (3)
- HIST 280 - West African History since 1800 Credits: (3)
- HIST 284 - African History during Colonialism and Independence Credits: (3)
- HIST 311 - Topics in History Credits: (1-4) (only approved IR topics)
- HIST 312 - Topics in History Credits: (1-4) (only approved IR topics)
- HIST 317 - History of Modern South Africa Credits: (3)
- HIST 319 - The Nuclear World Credits: (3)
- HIST 325 - The Rise and Fall of Apartheid Credits: (3)
- HIST 327 - The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics Credits: (3)
- HIST 334 - Nation, Gender, and Race in South Asia Credits: (3)
- HIST 341 - United States Immigration History Credits: (3)
- HIST 352 - America in the World, 1763-1900 Credits: (3)
- HIST 353 - America in the World, 1901-Present Credits: (3)
- HIST 413 - Topics in History Credits: (3) (International Relations Topics Only)
- HIST 414 - Topics in History Credits: (3) (International Relations Topics Only)
- HIST 490C - Capstone Seminar Credits: (4) (International Relations topics only)
- HIST 491C - Capstone Seminar Credits: (4) (International Relations topics only)
- INRL 390 - Topics in International Relations Credits: (1-4)
- INRL 480 - Independent Study in International Relations Credits: (1-3)
- PSYC 470 - Psychology of Peace
- SOCL 205 - Global Social Problems Credits: (3)
- SOCL 340 - Special Topics In Sociology Credits: (1-4) (International Relations Topics Only)
- SOCL 408 - Migration in a Global Context Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)

## **Course Descriptions**

### **International Relations**

#### **INRL 300 - International Relations in Disciplinary Perspectives**

*Credits: (4)*

*Prerequisite(s):* GOVT 204 and ECON 101

*Prereq/Corequisite(s):* ECON 102 or HIST 192

INRL 300 is a course that addresses contemporary issues in international relations from three distinct disciplinary perspectives. It examines what these disciplines can tell us about issues driving the choices of states, firms, NGOs, social groups, consumers, and citizens.

### **INRL 300D - International Relations in Disciplinary Perspectives**

*Credits:* (4)

*Prerequisite(s):* GOVT 204; ECON 101 & ECON 102; HIST 192.

INRL 300 is a course that addresses contemporary issues in international relations from three distinct disciplinary perspectives. It examines what these disciplines can tell us about issues driving the choices of states, firms, NGOs, social groups, consumers, and citizens.

### **INRL 389 - The Project on International Peace and Security Research Internship**

*Credits:* (3)

This course is associated with William and Mary's Project on International Peace and Security, an undergraduate international security-focused think tank. The course is restricted to PIPS research interns.

To learn more about PIPS, including how to apply to the program, visit: [www.wm.edu/pips](http://www.wm.edu/pips)

*Cross-listed with:* GOVT 389

### **INRL 390 - Topics in International Relations**

*Credits:* (1-4)

Selected topics in International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit.

### **INRL 391 - Short Course in International Relations**

*Credits:* (1)

Selected topics in International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester.

These courses may be repeated for credit.

### **INRL 395 - Diplomacy Lab**

*Credits:* (1-3)

Course for students accepted into the State Department's Diplomacy Lab program. Separate sections will be offered for each of the Diplomacy Lab projects. Instructor permission required.

*Cross-listed with:* PUBP 395

### **INRL 480 - Independent Study in International Relations**

*Credits:* (1-3)

Independent Study is an option for majors who have completed most of their major requirements and who have secured approval from a supervising instructor. An IR major can include no more than six hours of independent study. Forms for this purpose are available from the IR program or may be downloaded from the Program's web site.

### **INRL 489 - The Project on International Peace and Security Research Fellowship**

*Credits:* (4)

*College Curriculum:* COLL 400

This course is associated with William and Mary's Project on International Peace and Security, an undergraduate international security-focused think tank. The course is restricted to PIPS research fellows.

To learn more about PIPS, including how to apply to the program, visit: [www.wm.edu/pips](http://www.wm.edu/pips)

*Cross-listed with:* GOVT 489

### **INRL 491 - Seminar: Topics in International Relations**

*Credits:* (4)

*Prerequisite(s):* INRL 300

*College Curriculum:* COLL 400

Selected topics in international relations, the topic to be announced prior to the beginning of the semester. Special emphasis will be given to the active involvement of members of the seminar in individual research projects and the preparation of research papers. May be repeated for credit only with Program permission.

May be repeated for credit only with Program permission.

### **INRL 495 - Senior Honors in International Relations**

*Credits:* (3)

Students who wish to conduct an honors project must apply for admission to the Senior Honors program. As part of the application, students must submit a prospectus to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.4 grade point average in International Relations and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center. Students admitted into the Senior Honors program in International Relations will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) meeting with the committee prior to the end of the first semester to present preliminary work, (3) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (4) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay.

Note: For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

### **INRL 496 - Senior Honors in International Relations**

*Credits:* (3)

*College Curriculum:* COLL 400

Students who wish to conduct an honors project must apply for admission to the Senior Honors program. As part of the application, students must submit a prospectus to the Charles Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.4 grade point average in International Relations and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Charles Center. Students admitted into the Senior Honors program in International Relations will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) meeting with the committee prior to the end of the first semester to present preliminary work, (3) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (4) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay.

Note: For College provisions governing admission to the Senior Honors program, see the discussion of major honors elsewhere in this catalog and the Charles Center web site.

### **INRL 498 - Internship**

*Credits: (credits to be arranged)*

An internship offers work experience while providing opportunities to apply and develop ideas, languages and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member and must be approved in advance.

## **Judaic Studies**

### **Judaic Studies Program**

A dynamic program in Judaic Studies affords an exceptional and unusual educational opportunity for students to cultivate an appreciation of the historic role played by Jewish culture and the Jewish religion in the development of human civilization.

#### **Students in this minor will benefit from:**

- Academic rigor and dedication to intellectual training of the highest order.
- Curriculum constantly invigorated by interdisciplinary perspectives.
- Better understanding of the Jewish people, its culture, language, history, thought, religion, ethics, literature, and traditions.

### **Program**

- Judaic Studies, Minor

### **Judaic Studies, Minor**

#### **Required Credit Hours: 18**

Nine of the 18 credits required for the Judaic Studies minor must be at the 300-level or above.

#### **Core Requirements:**

**RELG 211** - Introduction to the History of Jewish Thought is the only required course. The remaining 15 credits should be chosen in consultation with the Program Director of Judaic Studies. Hebrew 101 and 102 do not count toward the minor. The following list provides examples of courses students have taken in the recent past to fulfill the requirements of the Judaic Studies minor:

- RELG 203 - History and Religion of Ancient Israel Credits: (3)
- RELG 302 - Torah Credits: (3)
- RELG 304 - The Biblical Prophetic Books Credits: (3)
- RELG 309 - The Holocaust Credits: (3)
- RELG 310 - Topics in Judaic Studies Credits: (3)
- RELG 311 - Modern European Jewish History Credits: (3) /HIST 311 - Modern European Jewish History Credits: (3)
- RELG 315 - Judaism before the Rabbis Credits: (3) (cross-listed as CLCV 221)
- RELG 316 - Rabbis and Fathers Credits: (3)
- RELG 326 - Judaism in America Credits: (3)
- RELG 327 - Dating, Sex, Love, and Marriage: Gender and Judaism Throughout History Credits: (3)
- RELG 335 - Modern Jewish and Christian Thought Credits: (3)
- GOVT 339 - Middle Eastern Political Systems Credits: (3)

- GRMN 312 - Modern German Critical Thought I: 1670-1830. (Taught in English) Credits: (3-4)
- GRMN 313 - Modern German Critical Thought II: 1830 to the Present. (Taught in English) Credits: (3-4)
- GRMN 387 - Topics in German Studies. (Taught in English) Credits: (3-4)
- GRMN 408 - Senior Seminar in German Studies Credits: (3-4)
- HBRW 201 - Reading the Bible in Hebrew I Credits: (3) (cross-listed as RELG 205)
- HBRW 202 - Reading the Bible in Hebrew II Credits: (3) (cross-listed as RELG 206)
- HBRW 490 - Topics in Biblical Hebrew Credits: (3)
- HIST 171 - History of the Middle East to 1400 Credits: (3)
- HIST 172 - Modern Middle East since 1400 Credits: (3)
- HIST 370 - History of Britain 1783 to the Present Credits: (3)
- HIST 373 - East Central Europe Credits: (3)
- HIST 377 - History of Russia to 1800 Credits: (3)
- HIST 378 - History of Russia since 1800 Credits: (3)
- HIST 382 - History of Spain Credits: (3)
- HIST 383 - History of Germany to 1918 Credits: (3)
- HIST 384 - History of Germany since 1918 Credits: (3)
- HIST 385 - History of France, 1648 to 1800 Credits: (3)
- HIST 386 - History of France, 1800 to the Present Credits: (3)

## **Kinesiology**

### **Requirements for Major**

Kinesiology prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. An emphasis on disease prevention and health promotion in society is opening opportunities in a variety of health related areas including physical therapy, occupational therapy, physician assistants, nursing, public health, medicine, nutrition, aging studies, and sports related fields. Our department's focus is to prepare undergraduate students for post-graduate education and subsequent professional careers in those fields. Since ours is exclusively a baccalaureate degree awarding department, all of our teaching and research efforts are dedicated to our undergraduate students.

Students can elect to earn a B.A. or B.S. in Kinesiology or choose one of five concentrations as a Kinesiology major: a B.S. in Kinesiology with a concentration in Allied Health; B.S. in Kinesiology with a concentration in Human Nutrition; a B.S. in Kinesiology with a concentration in Premed; a B.S. in Kinesiology with a concentration in Public Health; or B.A. in Kinesiology with a concentration in Public Health.

In addition to satisfying the NQR requirement, candidates for the B.S. degree in Kinesiology, B.S. degree in Kinesiology with a concentration in Premed, B.S. degree in Kinesiology with a concentration in Allied Health, and B.S. in Kinesiology with a concentration in Human Nutrition must successfully complete, three additional NQR attributed courses within, or outside of Kinesiology. None of these three additional NQR courses may be taken on a Pass/Fail basis.

### **Programs and Course Descriptions**

## Programs

- [Kinesiology & Health Sciences \(BA in Kinesiology\)](#)
- [Kinesiology & Health Sciences \(BS Kinesiology\)](#)
- [Kinesiology & Health Sciences, Minor](#)

## Kinesiology & Health Sciences (BA in Kinesiology)

Students will select one of the following options:

- [Kinesiology & Health Sciences, BA](#)
- [Kinesiology & Health Sciences, Public Health Concentration, BA](#)

## Kinesiology & Health Sciences, BA

### Requirements for Major

Kinesiology & Health Sciences prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. Students can elect to earn a B.A. or B.S. in Kinesiology & Health Sciences. If selecting a B.S., students may choose one of three concentrations as a Kinesiology & Health Sciences major, but are not required to do so: a B.S. in Kinesiology & Health Sciences with a concentration in Allied Health; a B.S. in Kinesiology & Health Sciences with a concentration in Premed ; or a B.S. in Kinesiology & Health Sciences with a concentration in Public Health.

### Required Credit Hours: 34

#### Major Computing Requirement

- KINE 308 - Biomechanics of Human Movement Credits: (3)
- KINE 394 - Statistics and Evaluation Credits: (3)  
(or any introductory statistics course but credits for such courses will not count towards the 34 credits needed in the department)

#### Major Writing Requirement

The major writing requirement in Kinesiology & Health Sciences may be satisfied by obtaining a C- or better in one of the following courses:

- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 493 - Philosophy in Kinesiology & Health Sciences Credits: (3)
- KINE 495 - Honors Credits: (3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)

## The B.A. in Kinesiology & Health Sciences:

Students receiving a B.A. degree in Kinesiology & Health Sciences must pass the following required courses:

- KINE 394 - Statistics and Evaluation Credits: (3) or
- Any introductory statistics course
- One major writing course

## **Kinesiology & Health Sciences, Public Health Concentration, BA**

The Public Health BA concentration is designed for students who seek a broad-based exploration of Public Health issues, tools, and concepts, with an emphasis on the social, psychological, and political factors that influence health. This concentration is appropriate as preparation for graduate study or employment in Public Health, Global Health, or other health professions. It may be of particular interest to students wishing to pursue careers related to health promotion and education, public health policy, and community-based approaches to health.

### **Required Credit Hours: 36 (plus 6 non-KINE)**

#### **Major Computing Requirement**

- KINE 394 - Statistics and Evaluation Credits: (3)  
or any introductory statistics course (but credits for such courses will not count towards the credits needed for the major)

#### **Major Writing Requirement**

The major writing requirement in Kinesiology & Health Sciences may be satisfied by obtaining a C- or better in one of the following courses:

- KINE 495 - Honors Credits: (3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)
- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 493 - Philosophy in Kinesiology & Health Sciences Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 352 - Nutrition and the Brain Credits: (3)

#### **Required Courses: 18**

- KINE 270 - Foundations of Epidemiology Credits: (3)
- KINE 280 - Foundations of Public Health Credits: (3)
- KINE 300 - The Social and Behavioral Sciences in Health Credits: (3)
- KINE 323 - Health Policy Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)
- KINE 394 - Statistics and Evaluation Credits: (3)  
(or any introductory statistics course but credits for such courses will not count towards the 36 credits needed in the department)

**2 - One Global Public Health Course: 3**

- KINE 290 - Introduction to Global Health Credits: (3)
- KINE 369 - Methods and Analysis in International Community Health and Development Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 460 - East Africa Project

**3 - One Course Ethics and Issues in Public Health: 3**

- KINE 320 - Issues in Health Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 415 - Public Health: Health Equity, Sustainability, and Well-Being in a Global Age Credits: (3)

**4 - One Course in Human Biology: 3**

- KINE 200 - Introduction to the Human Body Credits: (3)

**5 - One Public Health Capstone: 3**

- KINE 406 - Public Health Research Issues Credits: (3)
- KINE 498 - Internship Credits: (3)

**6 - At Least Six Additional Credits**

Take at least 6 additional credits from the non-required courses listed above, or from the KINE course list, for a total of 36 KINE credits (minimum).

**7 - Two Courses Outside Kinesiology & Health Sciences**

These credits do not count toward the 36 KINE credits for the major, but are required to complete the major.

- AFST 371 - The Idea of Race Credits: (3) or ANTH 371 - The Idea of Race (3)
- AMST 205 - Sexuality In America Credits: (4) or AMST 208 - Dis/Ability Studies (3) or AMST 350: Social Determinants of Health (3)
- ANTH 309 - Medicine and Culture Credits: (3)
- ENSP 249 - Ecotherapy or Campus Park Rx or Re-wilding
- GSWS 205 - Introduction to Gender, Sexuality, & Women's Studies Credits: (3)
- PSYC 202 - Introduction to Psychology as a Social Science Credits: (3) or PSYC 350 - Community Psychology and Prevention (3)
- SOCL 313 - Globalization and International Development Credits: (3) or SOCL 440 Social Inequalities and Health (3)

**Kinesiology & Health Sciences (BS in Kinesiology)**

Students will select one of the following options:

- [Kinesiology & Health Sciences, BS](#)
- [Kinesiology & Health Sciences, Allied Health Concentration, BS](#)
- [Kinesiology & Health Sciences, Human Nutrition Concentration, BS](#)
- [Kinesiology & Health Sciences, Public Health Concentration, BS](#)

**Kinesiology & Health Sciences, BS**

## Requirements for Major

Kinesiology & Health Sciences prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. Students can elect to earn a B.A. or B.S. in Kinesiology & Health Sciences. Students may choose one of five concentrations as a Kinesiology & Health Sciences major, but are not required to do so: a B.S. in Kinesiology & Health Sciences with a concentration in Allied Health; a B.S. in Kinesiology & Health Sciences with a concentration in Nutrition; a B.S. in Kinesiology & Health Sciences with a concentration in Premed; a B.S. in Kinesiology & Health Sciences with a concentration in Public Health; or a B.A. in Kinesiology & Health Sciences with a concentration in Public Health.

### Required Credit Hours: 34

#### Major Computing Requirement:

- KINE 308 - Biomechanics of Human Movement Credits: (3) or
- KINE 394 - Statistics and Evaluation Credits: (3) or
- Any introductory statistics course

#### Major Writing Requirement:

The major writing requirement in Kinesiology & Health Sciences may be satisfied by obtaining a C- or better in one of the following courses:

- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 493 - Philosophy in Kinesiology & Health Sciences Credits: (3)
- KINE 495 - Honors Credits: (3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)

#### Core Requirements Outside the Major:

In addition to satisfying the NQR requirements, candidates for the B.S. degree in Kinesiology and Health Sciences must successfully complete, three additional NQR designated courses either from within, or outside of Kinesiology & Health Sciences. None of these three additional science courses may be taken on a Pass/Fail basis.

## The B.S. in Kinesiology & Health Sciences:

Students receiving a B.S. degree in Kinesiology & Health Sciences must pass the following required courses:

- KINE 303 - Human Anatomy Credits: (3)
- KINE 304 - Human Physiology Credits: (3) (GER2B)
- KINE 394 - Statistics and Evaluation Credits: (3) (GER1) or
- Any introductory statistics course
- One major writing course

## **Kinesiology & Health Sciences, Allied Health Concentration, BS**

### **Requirements for Major**

Kinesiology & Health Sciences prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. Students can elect to earn a B.A. or B.S. in Kinesiology & Health Sciences. Students may choose one of five concentrations as a Kinesiology & Health Sciences major, but are not required to do so: a B.S. in Kinesiology & Health Sciences with a concentration in Allied Health; a B.S. in Kinesiology & Health Sciences with a concentration in Nutrition; a B.S. in Kinesiology & Health Sciences with a concentration in Premed; a B.S. in Kinesiology & Health Sciences with a concentration in Public Health; or a B.A. in Kinesiology & Health Sciences with a concentration in Public Health.

### **Required Credit Hours: 34**

#### **Major Computing Requirement:**

- KINE 308 - Biomechanics of Human Movement Credits: (3) or
- KINE 394 - Statistics and Evaluation Credits: (3) or
- Any introductory statistics course

#### **Major Writing Requirement:**

The major writing requirement in Kinesiology & Health Sciences may be satisfied by obtaining a C- or better in one of the following courses:

- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 493 - Philosophy in Kinesiology & Health Sciences Credits: (3)
- KINE 495 - Honors Credits: (3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)

#### **Core Requirements Outside the Major:**

In addition to satisfying the NQR requirements, candidates for the B.S. degree in Kinesiology and Health Sciences must successfully complete, three additional NQR designated courses either from within, or outside of Kinesiology & Health Sciences. None of these three additional science courses may be taken on a Pass/Fail basis.

### **The B.S. In Kinesiology & Health Sciences with a Concentration in Allied Health:**

Students must pass the following required courses:

- KINE 303 - Human Anatomy Credits: (3)
- KINE 304 - Human Physiology Credits: (3)

- KINE 305 - Human Physiology Lab Credits: (1)
- KINE 314 - Dissection Human Anatomy Lab Credits: (1) or
- KINE 315 - Human Anatomy Lab Credits: (1)
- KINE 394 - Statistics and Evaluation Credits: (3) or any introductory statistics course
- KINE 442 - Exercise Physiology Credits: (4)
- KINE 498 - Internship Credits: (3) (College 400)

## **2 Courses**

Students must pass 2 of the following courses:

- KINE 310 - Microbes in Human Disease Credits: (3)
- KINE 360 - Physiology of Aging Credits: (3)
- KINE 450 - Cardiovascular Physiology Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 458 - Cellular Basis of Neuromuscular Physiology Credits: (3)

## **1 Course**

Students must pass 1 of the following classes:

- KINE 295 - Health-Related Exercise Prescription Credits: (3)
- KINE 308 - Biomechanics of Human Movement Credits: (3)
- KINE 322 - Motor Learning Credits: (3)
- KINE 350 - Science of Nutrition Credits: (3)
- KINE 354 - Nutrition in Health & Disease Credits: (3)

# **Kinesiology & Health Sciences, Human Nutrition Concentration, BS**

## **Requirements for Major**

Kinesiology & Health Sciences prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. Students can elect to earn a B.A. or B.S. in Kinesiology & Health Sciences. Students may choose one of five concentrations as a Kinesiology & Health Sciences major, but are not required to do so: a B.S. in Kinesiology & Health Sciences with a concentration in Allied Health; a B.S. in Kinesiology & Health Sciences with a concentration in Nutrition; a B.S. in Kinesiology & Health Sciences with a concentration in Premed; a B.S. in Kinesiology & Health Sciences with a concentration in Public Health; or a B.A. in Kinesiology & Health Sciences with a concentration in Public Health.

### **Major Computing Requirement:**

- KINE 308 - Biomechanics of Human Movement Credits: (3)
- KINE 394 - Statistics and Evaluation Credits: (3)
- Any introductory statistics course

### **Major Writing Requirement:**

The major writing requirement in Kinesiology & Health Sciences may be satisfied by obtaining a C- or better in one of the following courses:

- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)

- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 493 - Philosophy in Kinesiology & Health Sciences Credits: (3)
- KINE 495 - Honors Credits: (3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)

### **Core Requirements Outside the Major:**

In addition to satisfying the NQR requirements, candidates for the B.S. degree in Kinesiology and Health Sciences must successfully complete, three additional NQR designated courses either from within, or outside of Kinesiology & Health Sciences. None of these three additional science courses may be taken on a Pass/Fail basis.

### **Required Credit Hours: 36**

#### **Core Courses: 21 Credits**

- KINE 200 - Introduction to the Human Body Credits: (3)
- KINE 270 - Foundations of Epidemiology Credits: (3)
- KINE 280 - Foundations of Public Health Credits: (3)
- KINE 304 - Human Physiology Credits: (3)
- KINE 350 - Science of Nutrition Credits: (3)
- KINE 354 - Nutrition in Health & Disease Credits: (3)
- KINE 394 - Statistics and Evaluation Credits: (3)

#### **Specialization Courses: 12 Credits**

(at least one course from each list.)

##### **Individual Nutrition: (1 - 3 courses)**

- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 353 - Nutrition and Human Performance Credits: (3)
- KINE 357 - Nutrition Across the Lifespan Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 460 - Nutrient Metabolism Credits: (3)

##### **Population Nutrition: (1 - 3 courses)**

- KINE 358 - Community Nutrition Credits: (3)
- KINE 361 - Population Nutrition, Policy, and Programs Credits: (3)
- KINE 362 - Sustainable Food Systems and Diets Credits: (3)

#### **COLL 400 Courses: 3 Credits**

KINE 455 cannot be used to satisfy required credit hours and COLL 400 credit hours simultaneously. To earn COLL 400 credit, KINE 470/471 and 480/481, as well as KINE 496, and KINE 498 must be enrolled with co-requisite of KINE 490 for 0 credits.

- KINE 393 - Health Ethics Credits: (3)
- KINE 406 - Public Health Research Issues Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)

- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)

## **Kinesiology & Health Sciences, Public Health Concentration, BS**

The Public Health BS concentration is designed for students who seek a broad-based exploration of Public Health issues, tools, and concepts, with an emphasis on the physiological, nutritional, and biological factors that influence health. This concentration is appropriate as preparation for graduate study or employment in Public Health, Global Health, or other health professions. It may be of particular interest to students wishing to pursue careers related to epidemiology, clinical health research, environmental health, and public health nutrition.

### **Requirements for Major**

Kinesiology & Health Sciences prepares students for a wide variety of academic and professional pursuits in fields that specialize in human body movement and its effect on human health. Students can elect to earn a B.A. or B.S. in Kinesiology & Health Sciences. Students may choose one of four concentrations as a Kinesiology & Health Sciences major, but are not required to do so: a B.S. in Kinesiology & Health Sciences with a concentration in Allied Health ; a B.S. in Kinesiology & Health Sciences with a concentration in Premed ; a B.S. in Kinesiology & Health Sciences with a concentration in Public Health; or a B.A. in Kinesiology & Health Sciences with a concentration in Public Health.

#### **Major Computing Requirement**

- KINE 394 - Statistics and Evaluation Credits: (3)  
(or any introductory statistics course but credits for such courses will not count towards the 36 credits needed in the department)

#### **Major Writing Requirement**

- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 455 - Physiology of Obesity Credits: (3)
- KINE 470 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 471 - Independent Study in Kinesiology & Health Sciences Credits: (1-3)
- KINE 480 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 481 - Research in Kinesiology & Health Sciences Credits: (1-3)
- KINE 493 - Philosophy in Kinesiology & Health Sciences Credits: (3)
- KINE 495 - Honors Credits: (3)
- KINE 496 - Honors Credits: (3)
- KINE 498 - Internship Credits: (3)

### **Required Credit Hours: 36 (plus 6 non-KINE)**

#### **1 - Required Courses: 12 Credits**

- KINE 270 - Foundations of Epidemiology Credits: (3)

- KINE 280 - Foundations of Public Health Credits: (3)
- KINE 304 - Human Physiology Credits: (3)
- KINE 394 - Statistics and Evaluation Credits: (3) (or any introductory statistics course, but credits for such courses will not count towards the 36 credits needed in the department)

**2 - Two Courses in the Core Areas of Public Health: 6 Credits**

- KINE 300 - The Social and Behavioral Sciences in Health Credits: (3)
- KINE 323 - Health Policy Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)

**3 - One Global Public Health Course: 3 Credits**

- KINE 290 - Introduction to Global Health Credits: (3)
- KINE 369 - Methods and Analysis in International Community Health and Development Credits: (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3)
- KINE 460 - East Africa Project

**4 - One Course Ethics and Issues in Public Health: 3 Credits**

- KINE 320 - Issues in Health Credits: (3)
- KINE 393 - Health Ethics Credits: (3)
- KINE 415 - Public Health: Health Equity, Sustainability, and Well-Being in a Global Age Credits: (3)

**5 - One Nutrition Course: 3 Credits**

- KINE 350 - Science of Nutrition Credits: (3)
- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 354 - Nutrition in Health & Disease Credits: (3)

**6 - One Course in Human Anatomy/Physiology/Disease Pathogenesis: 3 Credits**

- KINE 303 - Human Anatomy Credits: (3)
- KINE 310 - Microbes in Human Disease Credits: (3)
- KINE 442 - Exercise Physiology Credits: (4)
- KINE 455 - Physiology of Obesity Credits: (3)

**7 - One Public Health Capstone: 3 Credits**

- KINE 406 - Public Health Research Issues Credits: (3)
- KINE 498 - Internship Credits: (3)

**8 - At Least Three Additional Credits**

Take at least 3 additional credits from the non-required courses listed above, or from the KINE course list, for a total of 36 KINE credits (minimum).

**9 - Two Courses Outside Kinesiology & Health Sciences**

Take two of the following courses outside KINE. (These credits do not count toward the 36 KINE credits for the major, but are required to complete the major.)

- BIOL 106 - Disease, Biomedicine, and Biomedical Research Credits: (3) or BIOL 203 - Introduction to Molecules, Cells, Development (3) or BIOL 204 - Introduction to Organisms, Ecology, Evolution (3)

- BIOL 409 - Virology Credits: (3) or BIOL 437 - Immunology (3)
- CHEM 103 - General Chemistry I Credits: (3) or CHEM 208 - General Chemistry II and Introduction to Inorganic Chemistry (3)
- CHEM 314 - Biochemistry Credits: (3) or BIOL 314 - Biochemistry (3)
- DATA 141 - Programming for Data Science Credits: (4) or DATA 201 - Introduction to Data Science (3) or CSCI 146 - Reasoning Under Uncertainty (3)
- ENSP 101 - Introduction to Environment and Sustainability Credits: (3) or ENSP 202 - Global Environmental Challenges: Climate Change (3)
- PSYC 201 - Introduction to Psychology as a Natural Science Credits: (3)

## **Kinesiology & Health Sciences, Minor**

### **Required Credit Hours: 21**

#### **Core Requirements:**

All Kinesiology & Health Sciences minors must pass the following required courses:

- KINE 303 - Human Anatomy Credits: (3)
- KINE 304 - Human Physiology Credits: (3)

## **Course Descriptions**

### **Kinesiology & Health Sciences**

#### **KINE 100 - Critical Questions in Kinesiology and Health Sciences**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Kinesiology and Health Studies for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **KINE 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Kinesiology and Health Sciences. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **KINE 182 - Ballroom Dance Leadership**

*Credits: (1)*

*Prerequisite(s): KINE 185 and Instructor Permission*

This course is designed to give those students with previous experience in ballroom dance an opportunity to work under the supervision of a professional ballroom dance instructor as a teaching assistant. May be repeated for up to 3 credits.

#### **KINE 185 - Ballroom Dance I**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

This course will introduce students to beginning ballroom dance technique and skills, including social

dance skills and etiquette. This course will introduce students to rhythm, dance position, leading/following skills, and the history and characteristics of various ballroom dances. Through readings, video viewings, class discussion, in-person and video technique lessons, and practice of beginning-level steps and figures, students will gain a better understanding of the most popular American-Style Smooth and Rhythm dances. The Leader's section is open to anyone who would like to learn the lead part of the dances; the Follower's section is open to anyone who would like to learn the follow part of the dances (not gender-specific). There is a fee associated with this course.

### **KINE 186 - Ballroom Dance II**

*Credits: (1)*

*Prerequisite(s):* KINE 185.

*College Curriculum:* ACTV, ARTS

This course, along with Ballroom Dance I, satisfies the requirements for the Creative and Performing Arts Proficiency. The purpose of Ballroom II is to understand the artistic process within Ballroom Dance at a higher level. Students continuing in the second level of Ballroom Dance will develop and apply their artistic skills through learning more complex figures and creating and performing their own dance routines to each of the most popular American-Style Smooth and Rhythm dances. Students also will explore the physical, mental, and social benefits of ballroom dance and dance in general. The Leader's section is open to anyone who would like to learn the lead part of the dances; the Follower's section is open to anyone who would like to learn the follow part of the dances (not gender-specific).

There is a fee associated with this course.

### **KINE 200 - Introduction to the Human Body**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI A broad-based examination of the human body. Structure and function of cells, tissues, and organ systems will be examined in a variety of applications such as lifespan, environmental and evolutionary adaptations. This course is not appropriate for premed students.

### **KINE 204 - Introduction to Kinesiology & Health Sciences**

*Credits: (3)*

*Domain (Anchored):* NQR

An introduction to the study of human movement with emphasis upon historical, philosophical, socio-cultural, physiological, biomechanical and psychological aspects. This course provides an integrated set of general principles which are an appropriate preparation for further study in kinesiology and health sciences.

### **KINE 240 - Medical Terminology**

*Credits: (3)*

The purpose of this course is to provide the student with the medical terminology to communicate clearly with health professionals and patients. Common medical terms from each of the human body systems will be examined, translated, and pronounced.

### **KINE 270 - Foundations of Epidemiology**

*Credits: (3)*

An introduction to the core concepts of epidemiology, which is a study of the distribution of disease within a population and the factors that influence that distribution. The course will apply an epidemiologic lens to current issues in public health and clinical medicine.

### **KINE 280 - Foundations of Public Health**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This course will serve as an introduction to the field of Public Health through the study of the practices, programs, systems and policies that affect the health of a population. It will provide an overview of the field through case studies, readings, assignments and class discussions that will provide the context necessary for pursuing further study. The course will explore the evidence-based approach of public health: identifying problems, determining causes, making recommendations, and implementing and evaluating interventions. Through coursework, students will understand tools of Public Health and how to apply them to health concerns at a population-level.

### **KINE 290 - Introduction to Global Health**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI The course will introduce students to health issues around the world. Emphasis will be placed on social, economic, political, and environmental determinants of health, and health inequities.

### **KINE 295 - Health-Related Exercise Prescription**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This course addresses the scientific basis of designing exercise programs to promote health among individuals of all ages, and both sexes. Special concerns (e.g. pregnancy, pre-diabetes, arthritis) will also be featured. It will NOT address the conditioning of elite athletic performance. Principles of overload, progression, and specificity are covered as well as intensity, frequency, duration, and mode. Various methods of training (endurance, Interval, resistance, cross-training) are featured. Finally, the detrimental effects of disuse, such as limb immobilization or bed rest, will be discussed

### **KINE 296 - Applied Exercise Prescription for Older Adults**

*Credits:* (3)

*Prerequisite(s):* KINE 295

This course is designed to introduce students to the facilitation of fitness and wellness activities for older adults. Students will implement weight, cardiovascular, balance, and flexibility training; proper warm up and cool down techniques; and the basics of fitness program design. The class will include classroom theory, demonstration and practice of fitness activities and incorporates the goal of applied community research and scholarship as well as field work.

### **KINE 300 - The Social and Behavioral Sciences in Health**

*Credits:* (3)

*Prerequisite(s):* KINE 280

The course will introduce students to historical and current applications of the social and behavioral sciences in public health research and practice. The course will also examine social and behavioral determinants of health equity.

### **KINE 301 - Public Health and Physical Activity**

*Credits:* (3)

The course will explore behavioral, social, and environmental determinants of physical activity. Emphasis

will be placed on the importance of these issues to the obesity epidemic, and to widening health disparities based on class and race.

### **KINE 303 - Human Anatomy**

*Credits: (3)*

*Prerequisite(s):* KINE 200 or BIOL 204 or BIOL 203.

*College Curriculum:* NQR

Gross and histological study of the human organism with particular emphasis on the neuro-muscular systems as related to human movement.

### **KINE 304 - Human Physiology**

*Credits: (3)*

*Prerequisite(s):* KINE 200 or BIOL 204 or BIOL 203.

*Domain (Anchored):* NQR

Detailed study of the manner in which different organ systems of the human body function.

### **KINE 305 - Human Physiology Lab**

*Credits: (1)*

*Prereq/Corequisite(s):* KINE 304.

Experiments and demonstrations illustrating nerve and muscle function, sensory physiology, reflex activities, heart function and blood pressure and renal responses to fluid intake.

Two laboratory hours. There is a fee associated with the laboratory.

### **KINE 308 - Biomechanics of Human Movement**

*Credits: (3)*

*Prerequisite(s):* KINE 303. *Corequisite(s):* KINE 308L.

A study of the mechanical principles of the human body during movement.

Two class hours, two laboratory hours. There is a fee associated with the laboratory.

### **KINE 310 - Microbes in Human Disease**

*Credits: (3)*

*Prerequisite(s):* KINE 200 or (BIOL 204 and BIOL 203)

*Domain (Anchored):* NQR

An introductory course investigating microbes and their impact on human health. Topics to include pathogens of humans, their mechanism of action, their clinical relevance in the US and abroad, functions of the immune system and current medical practices to protect humans from infection.

### **KINE 311 - Microbes in Human Disease Laboratory**

*Credits: (1)*

*Prereq/Corequisite(s):* KINE 310

This course will introduce microbiological techniques in order to allow students to understand prokaryotic and eukaryotic organisms. In this lab, techniques will focus on bacteria, with students learning to use aseptic technique in the isolation and identification of bacterial species. There is a fee associated with this laboratory.

### **KINE 314 - Dissection Human Anatomy Lab**

*Credits: (1)*

*Prereq/Corequisite(s):* KINE 303.

Examination of the human body through detailed cadaver dissection. Emphasis is placed on the skeletal, muscular, nervous, cardiovascular, and respiratory systems of the body.

Four laboratory hours. There is a fee associated with this laboratory.

**KINE 315 - Human Anatomy Lab**

*Credits: (1)*

*Prereq/Corequisite(s):* KINE 303.

Examination of the human body through detailed cadaver examination. Emphasis is placed on the skeletal, muscular, nervous, cardiovascular, and respiratory systems of the body.

Two laboratory hours. There is a fee associated with this laboratory.

**KINE 320 - Issues in Health**

*Credits: (3)*

Contemporary issues in health are examined. These issues include immunity and AIDS; cancer and genetics; cardiovascular health and assisted suicides and abortion.

**KINE 321 - Health and Human Movement**

*Credits: (3)*

A survey of several contemporary topics in health including but not limited to mental/emotional health, cardiovascular health, human sexuality, nutrition, psychoactive drugs, alcohol and ethical issues.

**KINE 322 - Motor Learning**

*Credits: (3)*

*Domain (Anchored):* NQR

An introduction to the principles and concepts of learning basic to the acquisition and performance of physical skills. Factors and conditions affecting skill learning will be stressed. Emphasis will be placed on practical applications in instructional setting.

**KINE 323 - Health Policy**

*Credits: (3)*

*Prerequisite(s):* KINE 280

This course will prepare students with the knowledge, skills, and abilities necessary to think critically about current health policy. This is an undergraduate course that introduces the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries and global governance of health. Students will study the basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health and the roles, influences and responsibilities of the different agencies and branches of government. Basic concepts of public health communication, including technical and professional writing and presentation will be studied.

**KINE 325 - Environmental Issues in Public Health**

*Credits: (3)*

*Prerequisite(s):* KINE 280

This course explores how the environment impacts human health. It introduces the methods used to study environmental health, surveys the nature and control of environmental hazards, and touches on some hot topics and current controversies in the field.

**KINE 335 - Play, Sport and Culture**

*Credits: (3)*

An interdisciplinary examination of the significance of play, sport and other forms of human movement as socio-cultural phenomena. The course incorporates cross cultural analysis of play as an acculturation process and sport as an established institution.

**KINE 340 - Motor Development**

*Credits: (3)*

This course is designed to examine the growth and development of motor skills throughout the entire life span, and to investigate the changes in motor development from childhood and adolescence through older adulthood.

### **KINE 350 - Science of Nutrition**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI This introductory Science of Nutrition course provides discussions ranging from the use of scientific inquiry to determine individual nutrient needs to in-depth, life-cycle nutrition issues. It also addresses basic biochemistry and physiology as well as anatomy and physiology from a nutrition science perspective. A four-part "history of nutrition science" required reading provides background for understanding our present level of nutrition knowledge. This course also covers assessment of nutritional status, disordered eating, weight loss and gain, body composition, and factors that influence food choices. In addition, the course addresses issues related to food processing, additives, food-borne toxicants, and concerns about ecological sustainability.

### **KINE 352 - Nutrition and the Brain**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI Although the science of nutrition and brain function is relatively new and is still evolving, certain nutrients in foods are known to be essential to human brain function. Through exploration of past and current research in the area of nutrition science, students will be exposed to the development of the body of literature exploring the effects of various nutrients found in food and how these nutrients affect the brain and subsequent behavior.

### **KINE 353 - Nutrition and Human Performance**

*Credits: (3)*

This course will explain the purpose of certain nutrients for all types of athletes from recreational to elite, as well as how to determine nutritional needs based on the type of athlete or activity, the impact that nutritional uptake plays on physical performance, how to determine needs for the aging athlete, and any nutritional concerns that may arise when nutritional needs aren't met.

### **KINE 354 - Nutrition in Health & Disease**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out):* NQR This course is designed to present both core nutrition information as well as nutrition guidelines regarding the reduction of risk of chronic diseases as well as diet therapy during illness. Coverage of current research topics will elucidate specialty areas and advanced subjects. Another component of this course is to help students of nutrition evaluate information and products available from the media, colleagues, and the marketplace.

### **KINE 356 - Public Health Nutrition: Concepts & Controversies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI This is a hybrid course taught both online and face-to-face. It is only available during summer session I and requires one week of residence in Washington, DC. Four weeks of

asynchronous online learning is interspersed with a week of daily three-hour face-to-face meetings in the W&M Washington, DC Center. While in Washington, DC, students will also participate in active learning site visit assignments available only in the DC area.

### **KINE 357 - Nutrition Across the Lifespan**

*Credits: (3)*

This course investigates the physiological, biological and biochemical basis of nutritional requirements throughout the lifespan - from preconception, pregnancy and lactation; to infancy, childhood, adolescence, adulthood and older adulthood. It also examines social, environmental, and/or medical factors that may influence nutritional status and needs at each stage.

### **KINE 358 - Community Nutrition**

*Credits: (3)*

This course will cover how cultural and psychological factors, as well as socioeconomic status, affect food choices, and how those choices can create nutrition and health problems within a community. The class includes identifying the potential causes of nutrition problems, the target populations, and a plan for community-based interventions that may solve those problems. Students will gain working knowledge of federal, state and local programs as well as learn how to conduct a community-based assessment and plan, and how to design and evaluate interventions.

### **KINE 359 - Medical Pharmacology**

*Credits: (3)*

*Prerequisite(s):* KINE 304

This course will introduce students to the general principles of pharmacology and the common medications that they may encounter while working in a clinical setting. Emphasis will be on general classifications of drugs and their mechanisms of action as well as memorization of some of the most commonly prescribed medications.

### **KINE 360 - Physiology of Aging**

*Credits: (3)*

*Prerequisite(s):* BIOL 203 or KINE 200 or KINE 304

*Domain (Anchored):* NQR

An introduction to the theories of aging, the physiological changes associated with aging, and common diseases of aging. Class discussion involves a survey of the basic scientific literature in aging research.

### **KINE 361 - Population Nutrition, Policy, and Programs**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR This course presents the fundamental concepts that link food policy with human nutrition at the population level. The main areas of emphases are: how national-level food policies are created and implemented, the effects of these policies on the health of large populations, and epidemiologic approaches to collecting and analyzing nutrition data.

### **KINE 362 - Sustainable Food Systems and Diets**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR This course presents the most important concepts that link human nutrition with environmental sustainability at the local, regional, national, and global scales. This course emphasizes the structural drivers and outcomes of human decision-making as they relate to food choice,

nutrition, and ecological stewardship, with a lens toward developing sustainable nutrition recommendations for the public. Critical appraisal of contemporary evidence underlies all aspects of this course.

### **KINE 369 - Methods and Analysis in International Community Health and Development**

*Credits: (3)*

*College Curriculum: COLL 300*

This course introduces the core methods and data analysis techniques for projects in engaged scholarship focused on participatory development strategies and community health. It was developed through ongoing work with projects known as Student Organization for Medical Outreach and Sustainability (SOMOS) and Medical Aid Nicaragua: Outreach Scholarship. Both of these projects began as a student initiatives in service learning. The project founders sought a different model for student engagement and articulated concerns about the marginalization of regions, nations, communities, and people and about the arrogance of international development interventions. They expressed skepticism about the value of ungrounded approaches to helping.

Through ongoing partnership efforts in Paraiso, Dominican Republic and Cuje, Nicaragua, we have sought ways to partner effectively and respectfully with residents and communities. We have used basic methods of ethnography, GIS, and social networks analysis (SNA) to collect and analyze data to describe the communities and to understand local arrangements that could support collaboration and collective capacity. Seeking best practices and strategies has resulted in ongoing efforts to develop a refined model of participatory development that relies on community-based participatory research (CBPR) methods and emphasizes community collective decision-making, solidarity, and action over external expertise, direction, and guidance.

### **KINE 380 - Bioethics to Clinical Practice**

*Credits: (3)*

This course addresses principles of contemporary health care. Students are introduced to concepts in quality practice and economic issues affecting current health care delivery.

### **KINE 393 - Health Ethics**

*Credits: (3)*

*College Curriculum: COLL 400*

An introduction to health-related ethical problems and the nature of ethical reasoning. Emphasis upon ethical problem-solving in personal, public, and environmental health for Kinesiology & Health Sciences and Environmental Science/Studies majors.

### **KINE 394 - Statistics and Evaluation**

*Credits: (3)*

*College Curriculum: MATH*

*Domain (Anchored): NQR*

An introduction to the use of statistics within the process of evaluation. Descriptive and inferential statistical procedures including confidence intervals, correlation, t-tests, and analysis of variance are covered. Proper application of those procedures during the evaluation of data is emphasized.

### **KINE 400 - Sport Psychology**

*Credits: (3)*

This course is designed as an introduction to the study of psychological dimensions to sport. Various topics which will be included: behavior change in sport, motivation, personality factors and the elite athlete. Structure of the course also allows the student to investigate topics of individual interest.

### **KINE 401 - Neurophysiology of Aging**

*Credits:* (3)

*Prerequisite(s):* KINE 304 or BIOL 345

*College Curriculum:* COLL 400

*Domain (Anchored):* NQR

A seminar course designed to provide in-depth knowledge of the physiological changes in the nervous system with aging (including common pathologies affecting learning/memory, motor control, vision, and hearing) and to refine skills needed to evaluate and synthesize the scientific literature. This course includes lectures on each topic, systematic analysis and discussion of the scientific literature, construction of an original research proposal, and oral presentation of the proposal. This course satisfies the Kinesiology & Health Sciences major writing requirement, and the Neuroscience major writing requirement.

### **KINE 403 - The Social Determinants of Health: Living and Dying in the USA**

*Credits:* (3)

An exploration of the conditions in which individuals are born, live, work, and age as determinants of health outcomes. Such conditions as race, class, sexual orientation, income, zip code, and job security and autonomy will be considered. To be explored are such health domains as adverse birth outcomes; injuries and homicides; adolescent pregnancy; HIV-AIDS; addiction; heart disease; chronic lung disease; mental health, and age-related disability. Readings include newspaper and magazine accounts; medical journals; and such texts as U.S. Health in International Perspective: Shorter Lives, Poorer Health (National Research Council and Institute of Medicine, (on-line) and M. Marmot, The Status Syndrome (N.Y. :Holt, 2004).

### **KINE 404 - Global Health Issues**

*Credits:* (3)

This course will offer a cross cultural comparative analysis of the definitions of health and health care delivery, as well as an overview of specific chronic and acute health issues. The course will address global health broadly and focus on global health disparity. We will analyze disparity with a multidisciplinary perspective, evaluating the political, economic, and sociocultural aspects of health inequality. Special topics in this course will focus on health care and health issues of women.

### **KINE 405 - Maternal, Neonatal, and Child Health**

*Credits:* (3)

*Prerequisite(s):* KINE 270 or KINE 280 or KINE 290 or instructor permission

The course will explore medical and social aspects of maternal, neonatal, and child health, with an emphasis on health systems and the continuum of care for women and children. Basic knowledge of global public health or epidemiology is expected.

### **KINE 406 - Public Health Research Issues**

*Credits:* (3)

*Prerequisite(s):* KINE 270 and KINE 280 and one of: KINE 290, KINE 300, KINE 325, or KINE 405

*College Curriculum:* COLL 400

This course will allow students to synthesize and apply knowledge from core Public Health courses. Students will engage with a range of current Public Health issues and research methodologies, conduct media analysis of Public Health research reporting, and utilize the research literature to develop proposals for multi-level interventions to address Public Health problems. Classes will be interactive and involve a blend of discussion, student presentations, group work, and in-class activities.

### **KINE 415 - Public Health: Health Equity, Sustainability, and Well-Being in a Global Age**

*Credits:* (3)

What matters for health and well-being? How do we build health opportunity, while also protecting the

planet? Why, in the United States, does "wealth equal health"? This course will explore personal, economic, political, and environmental determinants of health equity. Emphasis will be placed on 1) holism and health and 2) socioecological frameworks of health. Students will engage with individuals and organizations in the Washington D.C. area that tackle these issues on a daily basis. Class sessions will be interactive and involve a blend of D.C. site visits, guest speakers, discussion, and lecture.

### **KINE 422 - Motor Control**

*Credits: (3)*

*Prerequisite(s):* KINE 322.

Detailed study of issues associated with motor control. Drawing heavily from epistemology, neurology, cognitive science and motor behavior research the students will be expected to integrate and generalize such information to different clinical contexts.

### **KINE 442 - Exercise Physiology**

*Credits: (4)*

*Prerequisite(s):* KINE 304 or consent of instructor. *Corequisite(s):* KINE 442L.

*Domain (Anchored):* NQR

An in-depth study of the physiological aspects of exercise, fatigue, coordination, training and growth; functional tests with normal and abnormal subjects; investigations and independent readings.

There is a fee associated with the laboratory.

### **KINE 450 - Cardiovascular Physiology**

*Credits: (3)*

*Prerequisite(s):* KINE 304 or BIOL 203 or consent of instructor.

*Domain (Anchored):* NQR

A concentrated study of the normal function of the heart and blood vessels, coordinated responses of the cardiovascular system, and general features of cardiovascular diseases. Class discussion involves a survey of the basic scientific literature in cardiovascular research.

### **KINE 455 - Physiology of Obesity**

*Credits: (3)*

*Prerequisite(s):* KINE 304 or BIOL 203 or consent of instructor.

*College Curriculum:* COLL 400

*Domain (Anchored):* NQR

A seminar course examining the physiology of body weight regulation, mechanisms of diseases that are associated with obesity and inactivity, and the role of the fat cell and its secretions in the disease process.

### **KINE 458 - Cellular Basis of Neuromuscular Physiology**

*Credits: (3)*

*Prerequisite(s):* KINE 304, BIOL 203 or consent of instructor.

*Domain (Anchored):* NQR

A detailed study of the neuromuscular system and its exercise-induced adaptations at the cellular and biochemical levels. Topics include the development of the neuromuscular system, organization of motor units, characteristics of different muscle fiber types, substrate utilization and causes of fatigue. When taken with KINE 458R, course will meet the COLL 400.

### **KINE 458R - Cellular Basis of Neuromuscular Physiology**

*Credits: (1)*

*College Curriculum:* COLL 400

A detailed study of the neuromuscular system and its exercise-induced adaptations at the cellular and biochemical levels. Topics include the development of the neuromuscular system, organization of motor

units, characteristics of different muscle fiber types, substrate utilization and causes of fatigue. When taken with KINE 458, course will meet the COLL 400.

**KINE 460 - Topics in Kinesiology & Health Sciences**

*Credits: (1-4)*

Topics not covered in regular offerings. Subjects, prerequisites and instructor will vary from year to year. Course may be repeated for credit if the topic varies.

**KINE 461 - Physiology Journal Club**

*Credits: (1)*

This is a weekly seminar course in which students will read, present, and discuss recent, high-impact original research articles from the biomedical literature. The emphasis will be on articles in the area of cardiovascular physiology, metabolism, aging physiology, and neuroscience with some flexibility to venture into other areas of physiology/medicine that are of particular interest to students. Students can repeat this course 3 times for a total of 3 credits.

**KINE 465 - Leadership in Kinesiology & Health Sciences**

*Credits: (1-2)*

This course is a capstone experience where students will assist the instructor during class time and supervise open learning hours in large lecture and laboratory courses.

**KINE 470 - Independent Study in Kinesiology & Health Sciences**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

An independent study program for the advanced student involving reading, research and the writing of a paper.

Note: To receive COLL 400 credit, the student can add KINE 490 to this course with Instructor Permission. Course may be repeated for credit if the topic varies.

**KINE 471 - Independent Study in Kinesiology & Health Sciences**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

An independent study program for the advanced student involving reading, research and the writing of a paper.

Note: To receive COLL 400 credit, the student can add KINE 490 to this course with Instructor Permission. Course may be repeated for credit if the topic varies.

**KINE 475 - Physiology Research**

*Credits: (1-3)*

A course for the advanced student affording an opportunity for independent laboratory research in physiology under the supervision of a faculty member.

**KINE 480 - Research in Kinesiology & Health Sciences**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

A course for the advanced student affording an opportunity for independent laboratory or field research under the supervision of a faculty member.

Note: To receive COLL 400 credit, the student can add KINE 490 to this course with Instructor Permission. Course may be repeated for credit if the topic varies.

**KINE 481 - Research in Kinesiology & Health Sciences**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

A course for the advanced student affording an opportunity for independent laboratory or field research under the supervision of a faculty member.

Note: To receive COLL 400 credit, the student can add KINE 490 to this course with Instructor Permission. Course may be repeated for credit if the topic varies.

### **KINE 490 - Research Symposium**

*Credits: (0)*

*Corequisite(s):* KINE 470 or KINE 471 or KINE 480 or KINE 481 or KINE 496 or KINE 498

*College Curriculum:* COLL 400

This course is a capstone experience whereby students will be expected to write a research paper presenting their results in a scientific manner to an informed audience. In addition, students' research findings will be presented in poster format using lay language and intended for a general audience, to be presented at the Kinesiology & Health Sciences Research Symposium held at the end of each semester. When coupled with one of: KINE 470, 471, 480, 481, 496, or 498, this course satisfies the COLL 400 requirement for Independent Studies, Kinesiology Research, and Internship courses in this Department.

### **KINE 493 - Philosophy in Kinesiology & Health Sciences**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Philosophical principles in the context of human movement. Examination of the relationship of the mind and body and the distinctions between western and eastern attitudes towards the physical. Analysis of the ethics and the aesthetics of the kinesthetic dimension.

### **KINE 494 - Environmental Human Physiology**

*Credits: (3)*

*Prerequisite(s):* KINE 442 or consent of instructor.

Lectures and applied research will determine how heat, cold, high terrestrial altitude, hyperbaric conditions, and air pollution affect human performance.

### **KINE 495 - Honors**

*Credits: (3)*

Students admitted to Honors study in Health Sciences will enroll for both semesters of their senior year. Requirements include (a) supervised readings in the field of interest, (b) the preparation and presentation by April 15 of an Honors essay or an Honors thesis based on the students own research, and (c) satisfactory performance in an oral examination based on the Honors project and related background. Consult the chair for eligibility, admission and continuance requirements.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **KINE 496 - Honors**

*Credits: (3)*

Students admitted to Honors study in Health Sciences will enroll for both semesters of their senior year. Requirements include (a) supervised readings in the field of interest, (b) the preparation and presentation by April 15 of an Honors essay or an Honors thesis based on the students own research, and (c) satisfactory performance in an oral examination based on the Honors project and related background. Consult the chair for eligibility, admission and continuance requirements.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and

Special Programs. To receive COLL 400 credit, the student can add KINE 490 to this course with Instructor Permission.

### **KINE 498 - Internship**

*Credits: (3)*

*Prerequisite(s):* Kinesiology & Health Sciences Major.

A structured learning experience designed to complement and expand on the student's academic course work. This course includes readings in related areas, portfolios, written reports and on-site supervision. Note: To receive COLL 400 credit, the student can add KINE 490 to this course with Instructor Permission.

## **Linguistics**

### **Linguistics Program**

Linguistics is the study of language both as a faculty of mind and as a social institution.

Linguistics majors learn about speech sounds, word formation, and sentence structure in the world's languages, along with models for representing linguistic knowledge in the mind and tools for discovering the structure of different languages. They also study language change, including the history of English, and language variation within communities, including its social and political bases.

### **Programs and Course Descriptions**

#### **Programs**

- [Linguistics \(BA in Linguistics\)](#)
- [Linguistics, Minor](#)

#### **Linguistics, BA**

Each major is normally expected to select courses in accordance with the following plan:

#### **Required Credit Hours: 35**

#### **Major Computing Requirement:**

(with a grade of C- or better)

- LING 440 - Linguistic Field Methods Credits: (4) or
- LING 441 - Sociolinguistic Field Methods Credits: (4)
- LING 442 - Experimental Field Methods Credits: (4)

#### **Major Writing Requirement:**

(with a grade of C- or better)

- LING 440 - Linguistic Field Methods Credits: (4) or
- LING 441 - Sociolinguistic Field Methods Credits: (4)
- LING 442 - Experimental Field Methods Credits: (4)

#### **Core Requirements:**

Courses are to be selected by the student in consultation with a faculty member.

**Required Courses (23 Credits):**

- LING 220 - Study of Language Credits: (4)
- LING 304 - Syntax Credits: (3)
- LING 307 - Phonetics and Phonology Credits: (3)
- LING 308 - Sociocultural Linguistics Credits: (3)
- LING 310 - Language Patterns: Types and Universals Credits: (3)
  
- LING 303 - History of the English Language Credits: (3) or
- LING 365 - Language Contact and Change Credits: (3) or
- LING 406 - Language and Society Credits: (3) or
- LING 424 - Discourse Analysis Credits: (3)  
If taking more than one, other(s) may be counted as electives.
  
- LING 440 - Linguistic Field Methods Credits: (4) or
- LING 441 - Sociolinguistic Field Methods Credits: (4)
- LING 442 - Experimental Field Methods Credits: (4)

**Elective Choices (9 credits):**

- LING 230 - Topics in Linguistics Credits: (1-3)
- LING 250 - African-American English Credits: (3)
- LING 260 - Speech Sound Analysis Credits: (3)
- LING 303 - History of the English Language Credits: (3)
- LING 330 - Topics in Linguistics Credits: (1-3)
- LING 346 - Foreign Language Acquisition Processes: Theory and Practice Credits: (3)
- LING 358 - First Language Acquisition Credits: (3)
- LING 360 - Language Attitudes Credits: (3)
- LING 365 - Language Contact and Change Credits: (3)
- LING 370 - Psycholinguistics Credits: (3)
- LING 380 - Computational Methods in Language Science Credits: (3)
- LING 400 - Meaning and Understanding in Western Cultural Thought Credits: (3)
- LING 402 - Language and Gender Credits: (3)
- LING 404 - Historical Linguistics Credits: (3)
- LING 406 - Language and Society Credits: (3)
- LING 407 - Advanced Phonetics and Phonology Credits: (3)
- LING 408 - Independent Research in Phonetics and Phonology Credits: (1)
- LING 415 - Linguistic Anthropology Credits: (3)
- LING 420 - Caribbean Linguistics Credits: (3)
- LING 424 - Discourse Analysis Credits: (3)
- LING 430 - Language and Social Cognition Credits: (3)
- LING 464 - Topics in Linguistics Credits: (1-3) – may be repeated when topics vary
- LING 474 - Research Seminar in Linguistics Credits: (4)
- LING 481 - Independent Study in Linguistics Credits: (1-3)
- LING 495 - Honors Credits: (3)
- LING 496 - Honors Credits: (3)

The student may propose other courses, including study-abroad courses, to count towards the major. Such choices will be approved on a case-by-case basis, depending on the overall

coherence of the student's proposed major program. Examples of such courses include but are not limited to the courses listed below.

- ARAB 304 - Introduction to Arabic Dialects Credits: (3)
- FREN 304 - French Phonetics and Diction Credits: (3)
- HISP 262 - Spanish Phonetics and Phonology Credits: (3)
- HISP 362 - Topics in Linguistic Research Credits: (3)
- PHIL 335 - Philosophy of Language Credits: (3)
- One semester of a non-Indo-European language

## **Linguistics, Minor**

### **Required Credit Hours: 19**

#### **Selected from:**

- LING 220 - Study of Language Credits: (4)
- LING 230 - Topics in Linguistics Credits: (1-3)
- LING 250 - African-American English Credits: (3)
- LING 260 - Speech Sound Analysis Credits: (3)
- LING 303 - History of the English Language Credits: (3)
- LING 304 - Syntax Credits: (3)
- LING 307 - Phonetics and Phonology Credits: (3)
- LING 308 - Sociocultural Linguistics Credits: (3)
- LING 310 - Language Patterns: Types and Universals Credits: (3)
- LING 330 - Topics in Linguistics Credits: (1-3)
- LING 346 - Foreign Language Acquisition Processes: Theory and Practice Credits: (3)
- LING 358 - First Language Acquisition Credits: (3)
- LING 360 - Language Attitudes Credits: (3)
- LING 365 - Language Contact and Change Credits: (3)
- LING 370 - Psycholinguistics Credits: (3)
- LING 380 - Computational Methods in Language Science Credits: (3)
- LING 400 - Meaning and Understanding in Western Cultural Thought Credits: (3)
- LING 402 - Language and Gender Credits: (3)
- LING 404 - Historical Linguistics Credits: (3)
- LING 406 - Language and Society Credits: (3)
- LING 407 - Advanced Phonetics and Phonology Credits: (3)
- LING 408 - Independent Research in Phonetics and Phonology Credits: (1)
- LING 415 - Linguistic Anthropology Credits: (3)
- LING 420 - Caribbean Linguistics Credits: (3)
- LING 424 - Discourse Analysis Credits: (3)
- LING 430 - Language and Social Cognition Credits: (3)
- LING 440 - Linguistic Field Methods Credits: (4)
- LING 441 - Sociolinguistic Field Methods Credits: (4)
- LING 442 - Experimental Field Methods Credits: (4)
- LING 464 - Topics in Linguistics Credits: (1-3)
- LING 474 - Research Seminar in Linguistics Credits: (4)
- LING 481 - Independent Study in Linguistics Credits: (1-3)

## Course Descriptions

### Linguistics

#### LING 100 - Critical Questions in Linguistics

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in linguistics for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### LING 220 - Study of Language

*Credits: (4)*

*Corequisite(s): LING 220W*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV, NQR* An introduction to linguistics, the scientific study of human language. Considers languages as structured systems of form and meaning, with attention also to the biological, psychological, cultural and social aspects of language and language use. Course is open to freshmen and sophomores.

#### LING 230 - Topics in Linguistics

*Credits: (1-3)*

An exploration of an introductory topic in linguistics.

If there is no duplication of topic, may be repeated for credit.

#### LING 250 - African-American English

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course explores the sociolinguistics of English spoken by African-Americans in the United States. We examine the relationship of African-American English to linguistic theory, education praxis, and American culture.

*Cross-listed with: AFST 250*

#### LING 260 - Speech Sound Analysis

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Additional Domain (if applicable): NQR*

This course connects the acoustic signal of speech sounds to sound patterns within different human languages. Students will learn to use freely-available phonetics software to examine, measure, and analyze human speech sounds. The acoustic differences between different speech sounds, such as what distinguishes consonants from vowels, will be introduced and explored. We'll look at how both the length and the articulation of a sound can often be different in ways we're not conscious of but that we can find, measure, and then quantify using statistical software that's free through W&M. We'll examine what influences people's perceptions of sounds: that in some cases humans can perceive two very different sounds as the same and in other cases can perceive two very similar sounds as quite different. There are no prerequisites for this course.

### **LING 303 - History of the English Language**

*Credits: (3)*

A study of the history of the English language from Old English to the present. Some attention is given to contemporary developments in "World English."

*Cross-listed with: ENGL 303*

### **LING 304 - Syntax**

*Credits: (3)*

*Prerequisite(s):* LING 220

This introduction to syntax investigates the structures and operations underlying sentence formation. The course focuses on one linguistic model, with attention given to linguistic theory, alternative models and issues in syntax and semantics.

### **LING 307 - Phonetics and Phonology**

*Credits: (3)*

*Prerequisite(s):* LING 220

A study of common segment-level sound patterns across languages. Class focuses on analysis of novel data from particular languages using evolving phonological formalism.

### **LING 308 - Sociocultural Linguistics**

*Credits: (3)*

*Prerequisite(s):* LING 220

*College Curriculum:* COLL 350

*Domain (Anchored):* CSI

In this course, we study the interrelations between language and language users with interdisciplinary approaches from sociolinguistics, linguistic anthropology, and discourse analysis. We explore diverse identities, critically examine ideologies, and analyze language in communities. We conduct linguistic fieldwork and practice ethical research with human participants.

*Cross-listed with: ANTH 308*

### **LING 310 - Language Patterns: Types and Universals**

*Credits: (3)*

*Prerequisite(s):* LING 220 and LING 304

*Domain (Anchored):* CSI

A survey of common patterns and constructions in language ranging from word order to case, agreement, voice, aspect, relative clauses, interrogation and negation. Major themes include the unity and diversity of language and the techniques used to measure it.

### **LING 330 - Topics in Linguistics**

*Credits: (1-3)*

An exploration of a topic in Linguistics.

If there is no duplication of topic, the course may be repeated for credit.

### **LING 346 - Foreign Language Acquisition Processes: Theory and Practice**

*Credits: (3)*

*Domain (Anchored):* CSI

How are foreign languages acquired? Factors influencing individual variation in skill and fluency include language transfer, optimal input, age, learning styles and language dysfunction. Focus on foreign language acquisition with respect to learning theory, and physical, cognitive and social development.

*Cross-listed with: MDLL 346*

### **LING 358 - First Language Acquisition**

*Credits: (3)*

*Prerequisite(s):* LING 220 or PSYC 202

Introduction to the study of how children acquire their first language. Topics include: the perception and production of speech; word learning; combining words into sentences; communicative competence; theories and methods of investigation.

*Cross-listed with:* PSYC 358

### **LING 360 - Language Attitudes**

*Credits: (3)*

*Prerequisite(s):* LING 220

This course will examine the social, economic, and educational ramifications of language attitudes including: the linguistic intersection of race, gender, and social class; comparisons of standardized and Standard English; and the role of linguistics in the formation of language policy.

Formerly: **LING 410**

### **LING 365 - Language Contact and Change**

*Credits: (3)*

*Prerequisite(s):* LING 220

Languages in the world are everywhere in contact and this impacts the form that they take. This course introduces students to the study of language contact and how social factors surrounding contact contribute to change in language systems. It provides the historical context in which the study of language contact developed and answers questions like "What (and where) exactly is language contact?" and "Can language change be predicted on the basis of the social configuration in which individuals find themselves?" As an inherently interdisciplinary field, language contact studies draw on psycholinguistic, social and linguistic perspectives to answer these questions. Core sociolinguistic phenomena examined include speech accommodation, linguistic areas, pidgins, creoles, mixed languages, code-switching and borrowing.

### **LING 370 - Psycholinguistics**

*Credits: (3)*

*Prerequisite(s):* LING 220

Introduction to the interdisciplinary study of how humans acquire, produce and comprehend language. Topics include sentence processing and representation; speech perception, word retrieval, theories and methods of investigation.

*Cross-listed with:* PSYC 370

### **LING 380 - Computational Methods in Language Science**

*Credits: (3)*

*Prerequisite(s):* LING 220

Interdisciplinary introduction to the use of computers in studying natural language. Topics include: representing and processing language on a computer, searching text, classifying documents, dialog systems, machine translation, and speech recognition systems.

### **LING 400 - Meaning and Understanding in Western Cultural Thought**

*Credits: (3)*

A critical approach to the history of Western thinking about meaning, understanding, language and mind: tracing the integration of these topics into Western cultural and intellectual traditions, from Classical Greece and Rome up to modern developments in 20th-century European and American thought.

### **LING 402 - Language and Gender**

*Credits: (3)*

*Prerequisite(s):* ANTH 308 or LING 308

In this discussion-based course, we will explore language and gender in everyday discourse and in society, using scholarly research from sociocultural linguistics and related fields.

*Cross-listed with:* GSWS 402

### **LING 404 - Historical Linguistics**

*Credits: (3)*

*Prerequisite(s):* LING 220

A study of the kinds of change which languages may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known languages may be reconstructed.

*Cross-listed with:* ANTH 411

### **LING 406 - Language and Society**

*Credits: (3)*

*Prerequisite(s):* LING 308 or ANTH 308, or consent of instructor.

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

### **LING 407 - Advanced Phonetics and Phonology**

*Credits: (3)*

*Prerequisite(s):* LING 307

A close examination of the connection between phonetics and phonology. Students will learn how to set up simple phonetic experiments and become familiar with new phonological domains.

### **LING 408 - Independent Research in Phonetics and Phonology**

*Credits: (1)*

*Prerequisite(s):* LING 307 *Corequisite(s):* LING 407

Development of a research project in phonetics and phonology in conjunction with LING 407.

### **LING 415 - Linguistic Anthropology**

*Credits: (3)*

*Prerequisite(s):* LING 308 or ANTH 308.

*Domain (Anchored):* CSI

This course will introduce students to the history and theories of linguistic anthropology with emphasis on North American languages. Students will approach these subjects through readings, class discussions and problem sets.

*Cross-listed with:* ANTH 415

### **LING 420 - Caribbean Linguistics**

*Credits: (3)*

*Prerequisite(s):* LING 308 or ANTH 308.

This course introduces students to the history, structure, and sociocultural aspects of Anglophone languages of the expanded Caribbean. Topics include: current views on the formation of pidgin and creole languages, definitive characteristics of these languages, and the relationships among them.

### **LING 424 - Discourse Analysis**

*Credits: (3)*

*Prerequisite(s):* ANTH 308 or LING 308

In this course, we will use the linguistic methods of discourse analysis to understand language in its linguistic and social contexts. We will pay particular attention to applying the methods to real-world settings such as marketing, political, and legal discourse.

### **LING 430 - Language and Social Cognition**

*Credits: (3)*

*Prerequisite(s):* LING 220 or PSYC 201 or PSYC 202

This course examines the connection between one's ability to attribute thoughts and intentions to others (so-called "theory of mind") and language. Both linguistic and mindreading abilities seem to share similar profiles of acquisition: important linguistic and mindreading milestones occur around the same time in the course of development; delays in one correlate with delays in the other; both abilities seem to be uniquely human. Why should theory of mind and language develop together? Could language be instrumental in developing a theory of mind? In turn, is theory of mind instrumental in acquiring language? This course examines the relation between language and theory of mind utilizing data from a variety of different methods and populations, including adults, preschoolers, infants, Deaf populations, Neurodiverse individuals, individuals with language impairments, emerging languages, and non-human species. We will synthesize evidence from the last 40 years of research in the domains of language and theory of mind, working toward building a model of the relation between the two. Course is open to juniors and seniors.

*Cross-listed with:* PSYC 444

### **LING 440 - Linguistic Field Methods**

*Credits: (4)*

*Prerequisite(s):* LING 304 , LING 307 and LING 310 or consent of instructor.

*College Curriculum:* COLL 400

*Domain (Anchored):* CSI

In this advanced linguistics course, students work closely with a speaker of another language to discover the structure of that language and to describe different aspects of its grammar: phonetics, phonology, morphology, and syntax.

### **LING 441 - Sociolinguistic Field Methods**

*Credits: (4)*

*Prerequisite(s):* ANTH 308 or LING 308 or Instructor Permission

*College Curriculum:* COLL 400

This course provides hands-on experience with studying language in its social context, drawing on sociolinguistic methods such as participant observation and sociolinguistic interviews. Students will gain substantial experience working on a sociolinguistic fieldwork project. The course addresses major topics related to field work, including recording, transcribing, and coding data, ethical involvement with the community, and the purposes, strengths, and weaknesses of various approaches.

### **LING 442 - Experimental Field Methods**

*Credits: (4)*

*Prerequisite(s):* LING 220 and (LING 358/PSYC 358 or LING 370/PSYC 370)

*College Curriculum:* COLL 400

In this course, students learn how to design, conduct, analyze, and present experiments on the acquisition and processing of human language. We will first identify a research topic of common interest, which will become the focus of the course. We will then conduct a replication of a published experiment on our research topic to gain hands-on experience in experiment design, data collection, and data analysis. Students will then design and conduct an original experiment that extends the replication study in a novel direction.

**LING 464 - Topics in Linguistics**

*Credits: (1-3)*

*Prerequisite(s):* LING 220 or consent of instructor.

Investigation of a major sub-field of linguistics.

If there is no duplication of topic, may be repeated for credit.

**LING 474 - Research Seminar in Linguistics**

*Credits: (4)*

*Prerequisite(s):* LING 220 or consent of the instructor.

Study in depth and independent research/writing about a topic in linguistics. Students who are not linguistics majors may enroll with instructor's permission.

May be repeated for credit with different topic.

**LING 481 - Independent Study in Linguistics**

*Credits: (1-3)*

A tutorial course on a topic agreed upon by the student and instructor and approved in advance by the Linguistics Program Committee

**LING 482 - Independent Community-based Study in Linguistics**

*Credits: (3)*

*College Curriculum:* COLL 300

A tutorial designed for students wishing to pursue independent community-based research under the supervision of an instructor. Prior to registration, the student must submit a course proposal to the instructor and the Program Director. A successful proposal will describe a coherent program of study built around a research trip of at least a week. That research trip must result in a person-to-person, cross-cultural experience, and should therefore include a self-reflective assignment.

**LING 483 - Directed Independent Language Study**

*Credits: (1)*

A Directed Independent Language Study allows you to study a language not taught at W&M. Prior to enrolling in the course, you will meet with your advisor to find a speaker to work with, to find suitable learning materials, and to make a plan for the semester. You will document your progress in a journal and report weekly to the advisor. The Linguistics Program approves suitable proposals. The course cannot be used to fulfill the Foreign Language Proficiency Requirement.

*Graded:* Pass/Fail only

**LING 491 - Research in Linguistics**

*Credits: (1-3)*

*Prerequisite(s):* LING 220

Individually supervised empirical investigations in the various areas of linguistics. A student must have permission of a faculty supervisor before registering and a plan must be submitted to, and approved by, the Linguistics director.

Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration.

**LING 495 - Honors**

*Credits: (3)*

Students seeking admission to Honors in Linguistics are required to prepare a thesis proposal in consultation with an adviser who is a member of the Linguistics faculty. The proposal, along with the adviser's recommendation, must be submitted to the Linguistics Program Honors Committee by May of

the student's junior year. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **LING 496 - Honors**

*Credits: (3)*

Students seeking admission to Honors in Linguistics are required to prepare a thesis proposal in consultation with an adviser who is a member of the Linguistics faculty. The proposal, along with the adviser's recommendation, must be submitted to the Linguistics Program Honors Committee by May of the student's junior year. For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **LING 498 - Internship**

*Credits: (1)*

Students may receive credit for an internship that allows them to apply knowledge learned in the major to a real-world setting. Internships must be pre-approved by the relevant linguistics committee, must be overseen by a faculty member, and require a significant report.

*Graded: Pass/Fail only*

## **Marine Science**

### **Marine Science Program**

The undergraduate minor in Marine Science introduces students to the global importance of marine ecosystems and their significance to society as a source of food and energy and in regulating climate. Students will learn about the different components of the ocean including its sea floor, chemical constituents, physical dynamics, and organisms - through discipline-specific and interdisciplinary courses. The minor is jointly offered and administered by the School of Marine Science (SMS)/Virginia Institute of Marine Sciences (VIMS) and Arts & Sciences. As one of the leading marine research and education institutions in the United States, SMS/VIMS has a critical role and responsibility to provide high-quality information and educational resources concerning the marine environment to all segments of society in the Commonwealth of Virginia and the U.S. The undergraduate minor in marine science addresses the growing national demand for undergraduate education in the earth and environmental sciences in general, and in the marine sciences specifically.

Students pursuing a minor in Marine Science are required to take 18 credits of coursework. Two introductory courses (6 credits total) are required: MSCI 330 and MSCI 331. The remaining credits are divided between electives and upper level courses in the sub-disciplines of marine sciences. An alternative field-based marine science course can be substituted for this field studies course with permission from the Program Co-Directors. We recommend that marine science minors take the Field Studies course during the summer following their freshman or sophomore year and before taking any of the Fundamentals of Marine Science courses. A menu of elective courses provides opportunities for students to explore their specific interests in marine science, and the fundamentals courses provide an in-depth study of three of the biological and physical sub disciplines of marine sciences. Students pursuing the minor in Marine Science are encouraged to take some electives courses before enrolling in the fundamentals courses.

**Declaration Process:** To be eligible for a minor in Marine Science, students must have completed, or currently be taking, the required introductory course, MSCI 330. To declare, students must meet with one of the co-directors of the Marine Science Minor Program and submit a declaration form to the Registrar's office.

## Program and Course Descriptions

### Program

- Marine Science, Minor

### Marine Science, Minor

### Required Credit Hours: 18

### Core Requirements:

Distributed as follows:

#### Two Required Courses (Six Credits):

Students are to select one course from Group 1 and one course from Group 2.

#### Group 1:

- MSCI 330 - Introduction to Marine Science Credits: (3)
- BIOL 330 - Introduction to Marine Science Credits: (3)
- ENSP 230 - Introduction to Marine Science Credits: (3)
- GEOL 330 - Introduction to Marine Science Credits: (3)

#### Group 2:

- MSCI 331 - Field Studies in Coastal Marine Environments Credits: (3)
- BIOL 404 or ENSP 440 or GEOL 407 - when these courses are cross-listed with MSCI 331
- Other field courses of appropriate length and scope may be used to fulfill the field course requirement with permission from the Program Co-Directors.

#### Elective Courses (Twelve Credits):

Existing courses that can be used to meet this requirement are listed below. Additional courses may be used to satisfy this requirement with approval from the Marine Science Minor Advisory Committee. Select at least one course of 3 or more credits (inclusive of required recitation section) from the Physical category and one from the Biological category (MSCI 401A and MSCI 401C-E each have a required corequisite recitation section)..

#### Courses that will count for the Physical category include:

- MSCI 401A - Fundamentals of Marine Science, Physical Oceanography Credits: (2)
- MSCI 401B - Fundamentals of Marine Science, Chemical Oceanography Credits: (3)
- MSCI 401C - Fundamentals of Marine Geology Credits: (2)
- MSCI 421 - Marine Geology: Environments, Processes, and Records Credits: (3)  
Students may apply either MSCI 401C or MSCI 421 as an elective, but not both due to course content overlap.
- GEOL 324 - Paleoclimatology & Paleoceanography Credits: (4)

#### Courses that will count for the Biological category include:

- MSCI 340 - Marine Biology Credits: (3)
- or cross-listed as BIOL 340 - Marine Biology

- MSCI 401D - Fundamentals of Marine Science, Biological Oceanography Credits: (2)
- MSCI 401E - Fundamentals of Environmental Chemistry, Toxicology, and Pathobiology Credits: (2)
- MSCI 401F - Fundamentals of Marine Fisheries Science Credits: (3)
- BIOL 404 - Parasitology Credits: (3)
- BIOL 427 - Wetland Ecosystems Credits: (4)
- BIOL 457 - Marine Invertebrate Biology Credits: (4)
- BIOL 460 - Marine Ecology Credits: (3)
- BIOL 461 - Marine Ecology and Conservation Credits: (3)

### **Recitation:**

A co-requisite recitation section is required for each MSCI 401A and MSCI 401C-E course.

- MSCI 401R - Fundamentals of Marine Science Recitation Credits: (1)

### **Additional electives:**

Additional electives that can be used to fulfill the 18 credits needed for the minor include:

- GEOL 325 - Paleontology Credits: (3) or cross-listed as BIOL 317
- MSCI 391 - Marine Science Mash-up Credits: (1)
- MSCI 398 - Marine Science Seminar Credits: (1-3) - Topics vary from year to year. Seminars can be repeated for credit if the topic is different.
- MSCI 404 - Microbial Processes in a Changing Coastal Environment Credits: (2)
- MSCI 490 - Research in Marine Science Credits: (1-3)
- ENSP 440 or BUAD 492 - Sustainability and Chesapeake Bay Credits: (3)

## **Course Descriptions**

### **Marine Science**

#### **MSCI 330 - Introduction to Marine Science**

*Credits: (3)*

*Prerequisite(s):* Select at least one course from the following list: BIOL 203 or BIOL 204 or CHEM 103 or CHEM 205 or GEOL 101 or GEOL 110 or PHYS 101 or PHYS 101H or PHYS 107

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This COLL 200 course provides an overview of physical, chemical, geological and biological processes operating in the world ocean. The interdisciplinary nature of marine science is emphasized, providing an integrated view of factors that control ocean history, circulation, chemistry, and biological productivity. Mechanisms of global change and implications for human society are interwoven throughout the course.

*Cross-listed with:* BIOL 330 and ENSP 230 and GEOL 330

#### **MSCI 331 - Field Studies in Coastal Marine Environments**

*Credits: (3)*

*Prerequisite(s):* MSCI 330 or GEOL 330 or BIOL 330 or ENSP 249 - Course will be offered at VIMS Eastern Shore Laboratory.

This course focuses on fundamental processes in marine science through the examination of the near shore, barrier island, coastal lagoon, and salt marsh environments along Virginia's outer coast. Through a series of field trips, lectures, laboratory exercises and independent projects, students will examine the fauna and flora of the region and learn how natural and anthropogenic factors shape these coastal

ecosystems. Housing is provided in dormitories at the VIMS Eastern Shore Laboratory and meals are also included.

The \$150 course fee covers the cost of housing and meals.

### **MSCI 332 - Coastal Habitats in North Wales**

*Credits: (3)*

*Prerequisite(s):* MSCI 330

*College Curriculum:* COLL 300

This is an intensive, 16-day, field-based course conducted in north Wales, U.K. in association with the School of Ocean Sciences, Bangor University. The course emphasizes field-based instruction and student-led data collection in coastal marine environments in northern Wales and the Isle of Anglesey. Topics include the ecology of rocky shores, biological and physical processes affecting species distribution and ecology in high energy macrotidal coastal environments, paleoceanography, and the geologic history of the region. The course will also explore the interplay between regional geology and geography and the area's social and economic development, particularly around the mining of extensive copper and slate deposits starting in the late Paleolithic through the Roman Period, English conquest, and into modern times. Also, we will consider various socio-economic aspects of coastal fisheries.

Costs: Tuition + fees (lodging & transportation in Wales) + airfare

### **MSCI 340 - Marine Biology**

*Credits: (3)*

*Prerequisite(s):* BIOL 204

Introduction to marine biology with emphasis on the organisms, their adaptations to the marine environment, and the ecological processes regulating life in the oceans. Lectures will explore life styles of marine organisms and their adaptations to thrive in the disparate habitats of our oceans. Strongly recommended for students interested in marine biology or those interested in the marine science minor. Three class hours, one field trip.

*Cross-listed with:* BIOL 340

### **MSCI 391 - Marine Science Mash-up**

*Credits: (1)*

Marine scientists conduct research in areas such as biological oceanography, earth science, fisheries science, and the physical sciences (e.g., physical and chemical oceanography). Scientists in this discipline are also engaged in collaborative research that crosses over these fields of study and connects to fields outside the natural sciences such as the social sciences, government and law, economics, and communication. This 1-credit course introduces students to the interdisciplinary field of marine science through presentations by faculty conducting marine science research at the Virginia Institute of Marine Science, College of William & Mary, and neighboring institutions. By meeting these people and completing course assignments students will learn about how marine scientists study these topics, the availability of opportunities for student research, and the potential benefits of pursuing Marine Sciences as a career.

### **MSCI 398 - Marine Science Seminar**

*Credits: (1-3)*

Seminar in interdisciplinary topics in Marine Science. The course topic, prerequisites, and instructors will vary from year to year. This course may be repeated for credit for different topics.

*Cross-listed with:* Depending on the topic, a specific section may be crosslisted with GEOL 407 or ENSP 249.

### **MSCI 401A - Fundamentals of Marine Science, Physical Oceanography**

*Credits: (2)*

*Prerequisite(s):* MSCI 330 or BIOL 330 or GEOL 330, and MATH 111 or permission of instructor

This course provides an introduction to the various types and scales of motion in the ocean, the global heat budget, major water masses, and processes controlling distributions of temperature and salinity. Discussions on phenomena associated with water motion will include global circulation, wind-driven circulation in ocean basins, tides, coastal upwelling, storm surge, waves, turbulence, and circulation in estuaries. Underlying dynamics governing water motion will be presented, elucidating the role of the rotation of the earth. The El Nino/La Nina oscillation will be examined as a key example of large-scale ocean-atmosphere interactions. MSCI 401A requires co-registration with the relevant MSCI 401R.

### **MSCI 401B - Fundamentals of Marine Science, Chemical Oceanography**

*Credits: (3)*

*Prerequisite(s):* MSCI 330 or BIOL 330 or GEOL 330, and CHEM 103 or permission of instructor

This course presents an overview of the chemistry of estuaries and the ocean including chemical processes that occur in marine sediments and at the air/sea interface. Discussion topics will include the chemical properties of seawater, chemical equilibrium and kinetics, the seawater carbonate system and ocean acidification, the global and oceanic carbon and nitrogen cycles, ion speciation, trace metals, and nutrients, sediment diagenesis, and fundamentals of radioisotope and stable isotope biogeochemistry. Interdisciplinary applications are emphasized.

### **MSCI 401C - Fundamentals of Marine Geology**

*Credits: (2)*

*Prerequisite(s):* MSCI 330 or BIOL 330 or GEOL 330

This course provides an introduction to the major topics of marine geology without expecting the student to have a background in geology. The course addresses the age and internal structure of the earth, the processes of plate tectonics including the formation of oceanic crust, seamounts, hydrothermal vents, the characteristics and classification of sediments and the distribution of sediments in the deep sea. Also addressed is the interrelationships among and importance of paleoceanography, climate change, and sea-level change, and the processes and characteristics of various marine, estuarine, and coastal sedimentary environments. The course includes discussion of various types of field equipment and logistics and of some economic and societal implications. MSCI 401C requires co-registration with the relevant MSCI 401R.

### **MSCI 401D - Fundamentals of Marine Science, Biological Oceanography**

*Credits: (2)*

*Prerequisite(s):* MSCI 330 or BIOL 330 or GEOL 330, and BIOL 204 or permission of instructor

This course examines the biology and ecology of marine organisms and how they interact with their environment. Topics include the organisms and their behavior, distribution, and underlying physiology; effects of biology on elemental and nutrient cycles and visa versa; and ecosystem structure and ecological interactions. An interdisciplinary approach will be taken, as biology both depends on and influences ocean chemistry, physics, geology, and climate. The course will emphasize open ocean, pelagic systems, but will include many examples from coastal and estuarine systems, as well as shallow and deep-sea benthic systems. MSCI 401D requires co-registration with the relevant MSCI 401R.

### **MSCI 401E - Fundamentals of Environmental Chemistry, Toxicology, and Pathobiology**

*Credits: (2)*

*Prerequisite(s):* MSCI 330 or BIOL 330 or GEOL 330, and BIOL 204 and BIOL 203, and CHEM 103

This course emphasizes ongoing and emerging environmental concerns in the Chesapeake Bay and world ocean. Lectures will address basic concepts and mechanism of contaminant chemistry and toxicology, infectious and noninfectious diseases in aquatic organisms. Case histories will be used to illustrate sources, fate and effects of anthropogenic chemical contaminants, and the important role of

environmental change on disease in marine and estuarine ecosystems. MSCI 401E requires co-registration with the relevant MSCI 401R.

### **MSCI 401F - Fundamentals of Marine Fisheries Science**

*Credits: (3)*

*Prerequisite(s):* MSCI 330 or BIOL 330 or GEOL 330, and BIOL 204

This lecture course will introduce the principles and techniques of fishery science. Lecture topics will include the theory and impacts of fishing, description and status of international, North American and regional fisheries, fisheries oceanography, recruitment processes, single-species and ecosystem-based approaches fisheries management, and the goals and problems of sustaining an open-access common pool resource.

### **MSCI 401R - Fundamentals of Marine Science Recitation**

*Credits: (1)*

*Corequisite(s):* MSCI 401A or MSCI 401B or MSCI 401C or MSCI 401D or MSCI 401E

MSCI 401R can be repeated once, and the title will change depending on whether the recitation section is biological or physical. The Biological topic reinforces and augments lecture material presented in MSCI 401D and E through discussion, problem sets, and review in advance of tests and quizzes. It is required for all students enrolled in MSCI 401D or E. The Physical Science topic reinforces and augments lecture material presented in MSCI 401A, B and C through discussion, problem sets, and review in advance of tests and quizzes. It is required for all students enrolled in MSCI 401A, B or C. MSCI 401R may be taken twice to fulfill the Fundamentals of Marine Sciences requirement, once with each topic.

### **MSCI 404 - Microbial Processes in a Changing Coastal Environment**

*Credits: (2)*

*Prerequisite(s):* BIOL 330 or (BIOL 204 and BIOL 203) or (BIOL 204 and MSCI 330)

The course will address current topics and societal concerns in coastal and estuarine systems including microbial responses to eutrophication, harmful algal blooms, nutrient enrichment, and roles of bivalve-dominated systems, marshes, seagrasses, groundwater, and photic sediments on microbial nutrient cycling.

*Cross-listed with:* BIOL 404

### **MSCI 421 - Marine Geology: Environments, Processes, and Records**

*Credits: (3)*

*Prerequisite(s):* GEOL 160 or GEOL 250

This course provides an introduction to the geologic processes which have shaped the world's oceans and their margins. It is specifically targeted to advanced undergraduates and junior graduate students with a background in geological sciences. It will focus on three key study areas (the Bay of Bengal, the US Atlantic Coast, and the Arctic Ocean), and explore the geology and morphology of each, the key processes responsible for their formation and evolution over timescales ranging from decades to hundreds of millions of years, and the records of past changes in sea level, climate, and physical oceanography contained within their sedimentary deposits.

*Cross-listed with:* GEOL 421

### **MSCI 490 - Research in Marine Science**

*Credits: (1-3)*

This course is designed to permit students (particularly marine science minors) to engage in independent research. Students will work closely with a faculty member as an advisor. Each student will be expected to conduct research and prepare a research paper appropriate for the number of credits.

This course may be repeated for credit.

### **MSCI 497 - Problems in Marine Science**

*Credits: (1-4)*

This is the avenue through which supervised projects are selected to suit the need of the upper level undergraduate student. Projects are chosen in consultation with the student's supervising professor and the instructor. Credit hours depend upon the difficulty of the project and must be arranged with the instructor in advance of registration.

### **MSCI 498 - Special Topics in Marine Science**

*Credits: (1-3)*

This is the avenue through which subjects not covered in other formal courses are offered. These courses are offered on an occasional basis as demand warrants. Seminars can be repeated for credit if the topic is different.

Seminars can be repeated for credit if the topic is different.

## **Mathematics**

### **Description of Courses**

Note: A student cannot receive credit for any mathematics course that is a prerequisite for another mathematics course for which the student has already received credit. The department chair may authorize individual exceptions to this rule.

### **Graduate Program**

See the Computational Operations Research Concentration description in the Computer Science Department section of the graduate catalog and the Applied Mathematics program in the Applied Science Department.

### **Programs and Course Descriptions**

#### **Programs**

- [Mathematics \(BS in Mathematics\)](#)
- [Mathematics, Minor](#)

### **Mathematics (BS in Mathematics)**

Required Credits: 36-37

Students in the BS Mathematics degree program will pursue a major in Mathematics and one of the following three concentrations:

- [Mathematics, Applied Mathematics Concentration, BS](#)
- [Mathematics, Pre-College Mathematics Teaching Concentration, BS](#)
- [Mathematics, Standard Mathematics Concentration, BS](#)

Within this degree program, students may choose to minor in Mathematics.

### **Mathematics Core Requirements: 23-24 Credits**

### **Major Writing Requirement: 3-6 Credits**

A student in any Mathematics major concentration satisfies the upper-division mathematics writing requirement in one of the following ways:

- Completion of the course MATH 400 - Mathematical Connections Credits: (3) or a MATH course with COLL 400 attribute
- Completion of an Honors Thesis in MATH 495/ MATH 496 - Honors Credits: (6)
- Completion of MATH 300 - Mathematical Sciences Writing Credits: (1) with a grade of C- or better, through the completion of a supervised expository individual writing project.

Options 1 and 2 above will also count as the student's COLL 400 requirement. A student should only choose option 3 in MATH 300 if that student is taking the COLL 400 requirement in another department (through an honors thesis or otherwise). For option 1 in MATH 400, the student just needs to register for this course. For options 2 and 3, the student should first communicate with a faculty member about supervising the honors thesis or writing project. The student can then register for the course in a section corresponding to the faculty member who has agreed to supervise the student. Note that the MATH 400 option above is a standard course which meets regularly, while the other two options are individually supervised and do not have a lecture component. For students In the Pre-College Mathematics Teaching Concentration, the writing requirement must incorporate some element of the history of mathematics.

### **Major Computing Requirement**

A student in any Mathematics major concentration must show proficiency in some high-level computer programming language at the level of CSCI 140 or CSCI 141. This is normally done by receiving a grade of at least C- in CSCI 140 or CSCI 141. Exceptions require the department chair's permission.

### **Core Course Requirements: 17-18 Credits**

- MATH 111 - Calculus I Credits: (4) or
- MATH 131 - Calculus I for Life Sciences Credits: (4)
  
- MATH 112 - Calculus II Credits: (4) or
- MATH 132 - Calculus II for Life Sciences Credits: (4)
  
- MATH 211 - Linear Algebra Credits: (3)
  
- MATH 212 - Introduction to Multivariable Calculus Credits: (3) or
- MATH 213 - Multivariable Calculus for Science and Mathematics Credits: (4)
  
- MATH 214 - Foundations of Mathematics Credits: (3)

### **Mathematics Concentrations:**

- [Mathematics, Applied Mathematics Concentration, BS](#)
- [Mathematics, Pre-College Mathematics Teaching Concentration, BS](#)
- [Mathematics, Standard Mathematics Concentration, BS](#)

### **Minor:**

Required Credits: 18

[Mathematics, Minor](#)

## Mathematics, Applied Mathematics Concentration, BS

### Requirements for Major

The study of mathematics is motivated by its wide applicability and its intrinsic beauty. Mathematical theories often grow out of problems that appear in the physical and biological sciences, engineering, economics, finance and the social sciences. The mathematics program at William and Mary allows students to design a major based on their own interests and career goals and prepares students for post-baccalaureate employment and for further study of mathematical sciences and related disciplines. There are three concentrations within the major - the Standard Concentration, the Applied Mathematics Concentration and the Pre-College Mathematics Teaching Concentration. Study options include applied and pure mathematics, operations research, statistics, and teaching at the elementary or secondary level. Students can also design elective programs needed for careers in actuarial science and industrial mathematics, for interdisciplinary work in fields such as economics, business and social sciences, or for graduate studies.

Information about the mathematics major, career choices and appropriate courses of study is available from the department's academic advisors and the Office of Career Services as well as informally from the mathematics faculty.

### Major Writing Requirement:

A student in any Mathematics major concentration satisfies the upper-division mathematics writing requirement in one of the following ways:

1. Completion of the course MATH 400 - Mathematical Connections.
2. Completion of an Honors Thesis in MATH 495-MATH 496 with a grade of C- or better.
3. Completion of MATH 300 with a grade of C- or better, through the completion of a supervised expository individual writing project.

Options 1 and 2 above will also count as the student's COLL 400 requirement. A student should only choose option 3 in MATH 300 if that student is taking the COLL 400 requirement in another department (through an honors thesis or otherwise). For option 1 in MATH 400, the student just needs to register for this course. For options 2 and 3, the student should first communicate with a faculty member about supervising the honors thesis or writing project. The student can then register for the course in a section corresponding to the faculty member who has agreed to supervise the student. Note that the MATH 400 option above is a standard course which meets regularly, while the other two options are individually supervised and do not have a lecture component. For students In the Pre-College Mathematics Teaching Concentration, the writing requirement must incorporate some element of the history of mathematics.

### Computer Proficiency Requirements:

A student in any Mathematics major concentration must show proficiency in some high-level computer programming language at the level of CSCI 140 or CSCI 141. This is normally done by receiving a grade of at least C- in CSCI 140 or CSCI 141. Exceptions require the department chair's permission.

In addition, students in the Applied Concentration must demonstrate proficiency at the level of CSCI 241. This is normally done by taking and passing this course.

### **Enriching the Mathematics Major:**

The requirements described below are the minimal requirements for the mathematics major, and most mathematics majors take courses beyond that minimum. Students wishing to obtain a deeper understanding of mathematics (e.g., in preparation for graduate school) should take additional upper-division courses. Second courses to make year-long sequences in linear algebra, analysis, abstract algebra, numerical analysis, statistics, or operations research are particularly recommended.

### **The Applied Mathematics Concentration**

This concentration is designed for students who want to pursue applications of mathematics or a double major in mathematics and another discipline. The major requirements of the Applied Mathematics Concentration are:

#### **A Core Consisting Of:**

- MATH 111 - Calculus I Credits: (4) or
- MATH 131 - Calculus I for Life Sciences Credits: (4)
  
- MATH 112 - Calculus II Credits: (4) or
- MATH 132 - Calculus II for Life Sciences Credits: (4)
  
- MATH 211 - Linear Algebra Credits: (3)
  
- MATH 212 - Introduction to Multivariable Calculus Credits: (3) or
- MATH 213 - Multivariable Calculus for Science and Mathematics Credits: (4)
  
- MATH 214 - Foundations of Mathematics Credits: (3)

#### **Additional Requirements:**

- Completing the major writing requirement and computer proficiency requirement as described above.
- MATH 307 - Abstract Algebra Credits: (3) or
- MATH 311 - Elementary Analysis Credits: (3)

To complete the remaining coursework requirements, students can choose one of the following:

- MATH 495 - Honors Credits: (3)
- MATH 496 - Honors Credits: (3)
- Plus at least five distinct three-credit courses at the 300-400 level (not including MATH 400 or MATH course counted as the COLL 400 requirement) chosen from the four applied areas listed below and meeting both the breadth and depth requirement (for a total of at least eight upper-division courses).

or

- (Excluding Math 495-6), at least six distinct three-credit courses at the 300-400 level (not including MATH 400 or MATH course counted as the COLL 400 requirement) with at least five being chosen from the four applied areas listed below and meeting the breadth and depth requirement (for a total of at least seven upper-division courses).

**Breadth Requirement:**

Three distinct courses, one from three of the four applied areas listed below;

**Depth Requirement:**

Three courses within one of the four areas below. One of these courses may be one of the courses satisfying the breadth requirement.

The four applied areas within the applied concentration, and their associated courses, are:

**Computational Mathematics:**

The courses listed below, and, with permission of the Mathematics department chair and the instructor, any other courses in the Computational Operations Research program, taken as independent study courses. In addition, CSCI 303 may be counted for the purpose of satisfying the depth requirement in computational mathematics.

- MATH 408 - Advanced Linear Algebra Credits: (3)
- MATH 413 - Introduction to Numerical Analysis I Credits: (3)
- MATH 414 - Introduction to Numerical Analysis II Credits: (3)
- CSCI 426 - Simulation Credits: (3)

**Operations Research:**

The courses below, and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses. In addition, if a student elects to fulfill the depth requirement in Operations Research, then (and only then) MATH 451 may be counted toward Operations Research rather than toward Probability and Statistics;

- MATH 323 - Operations Research: Deterministic Models Credits: (3)
- MATH 424 - Operations Research: Stochastic Models Credits: (3)

**Probability and Statistics:**

The courses below, and (with permission of the Mathematics department chair and the instructor) CSCI 616 and CSCI 680 taken as independent study courses;

- MATH 351 - Probability and Statistics for Scientists Credits: (3)
- MATH 352 - Statistical Data Analysis Credits: (3)
- MATH 451 - Probability Credits: (3)
- MATH 452 - Mathematical Statistics Credits: (3)
- MATH 459 - Topics in Statistics Credits: (1-3)
- ECON 408 - Time-Series Econometrics Credits: (3)

**Scientific Applications:**

The courses below, and (with permission of the Mathematics department chair and the instructor) CSCI 616 and CSCI 680 taken as independent study courses.

- MATH 302 - Ordinary Differential Equations Credits: (3)
- MATH 345 - Introduction to Mathematical Biology Credits: (3)
- MATH 405 - Complex Analysis Credits: (3)
- MATH 408 - Advanced Linear Algebra Credits: (3)
- MATH 417 - Vector Calculus for Scientists Credits: (3)
- MATH 441 - Nonlinear Dynamics Credits: (3)
- MATH 442 - Partial Differential Equations Credits: (3)
- PHYS 254 - Introduction to Mathematical Physics Credits: (3)

**Additional Information:**

The department chair may allow appropriate three-credit sections of MATH 380 and MATH 410 to count toward applied areas in this concentration. Mathematics courses from other institutions (other than Study Abroad), taken after matriculation at William & Mary, cannot transfer for credit towards a Mathematics major.

Note that in the computing requirement discussed above, students must show proficiency at the level of CSCI 241. Students who are considering graduate school in mathematics are strongly advised to take both MATH 307 and MATH 311.

**Advanced Standing**

Entering students may receive credit for mathematics courses through AP or IB and transfer credit. In each of the mathematics major concentrations, well-prepared students may begin their studies beyond MATH 111 without receiving credit for earlier courses listed in the core requirements section of each concentration. Each skipped course for which the student does not receive credit must be replaced by an additional three-credit 300-400 level mathematics course.

**Mathematics, Pre-College Mathematics Teaching Concentration, BS**

**Requirements for Major**

The study of mathematics is motivated by its wide applicability and its intrinsic beauty. Mathematical theories often grow out of problems that appear in the physical and biological sciences, engineering, economics, finance and the social sciences. The mathematics program at William and Mary allows students to design a major based on their own interests and career goals and prepares students for post-baccalaureate employment and for further study of mathematical sciences and related disciplines. There are three concentrations within the major - the Standard Concentration, the Applied Mathematics Concentration and the Pre-College Mathematics Teaching Concentration. Study options include applied and pure mathematics, operations research, statistics, and teaching at the elementary or secondary level. Students can also design elective programs needed for careers in actuarial science and industrial mathematics, for interdisciplinary work in fields such as economics, business and social sciences, or for graduate studies.

Information about the mathematics major, career choices and appropriate courses of study is available from the department's academic advisors and the Office of Career Services as well as informally from the mathematics faculty.

**Major Writing Requirement:**

A student in any Mathematics major concentration satisfies the upper-division mathematics writing requirement in one of the following ways:

1. Completion of the course MATH 400 - Mathematical Connections.
2. Completion of an Honors Thesis in MATH 495-MATH 496 with a grade of C- or better.
3. Completion of MATH 300 with a grade of C- or better, through the completion of a supervised expository individual writing project.

Options 1 and 2 above will also count as the student's COLL 400 requirement. A student should only choose option 3 in MATH 300 if that student is taking the COLL 400 requirement in another

department (through an honors thesis or otherwise). For option 1 in MATH 400, the student just needs to register for this course. For options 2 and 3, the student should first communicate with a faculty member about supervising the honors thesis or writing project. The student can then register for the course in a section corresponding to the faculty member who has agreed to supervise the student. Note that the MATH 400 option above is a standard course which meets regularly, while the other two options are individually supervised and do not have a lecture component. For students In the Pre-College Mathematics Teaching Concentration, the writing requirement must incorporate some element of the history of mathematics.

### **Computer Proficiency Requirements:**

A student in any Mathematics major concentration must show proficiency in some high-level computer programming language at the level of CSCI 140 or CSCI 141. This is normally done by receiving a grade of at least C- in CSCI 140 or CSCI 141. Exceptions require the department chair's permission.

In addition, students in the Applied Concentration must demonstrate proficiency at the level of CSCI 241. This is normally done by taking and passing this course.

### **Enriching the Mathematics Major:**

The requirements described below are the minimal requirements for the mathematics major, and most mathematics majors take courses beyond that minimum. Students wishing to obtain a deeper understanding of mathematics (e.g., in preparation for graduate school) should take additional upper-division courses. Second courses to make year-long sequences in linear algebra, analysis, abstract algebra, numerical analysis, statistics, or operations research are particularly recommended.

## **The Pre-College Mathematics Teaching Concentration**

This concentration is designed for students seeking certification as pre-college mathematics teachers. The major requirements of this concentration are:

### **A Core Consisting Of:**

- MATH 111 - Calculus I Credits: (4) or
- MATH 131 - Calculus I for Life Sciences Credits: (4)
  
- MATH 112 - Calculus II Credits: (4) or
- MATH 132 - Calculus II for Life Sciences Credits: (4)
  
- MATH 211 - Linear Algebra Credits: (3)
  
- MATH 212 - Introduction to Multivariable Calculus Credits: (3) or
- MATH 213 - Multivariable Calculus for Science and Mathematics Credits: (4)
  
- MATH 214 - Foundations of Mathematics Credits: (3)

### **Major Writing/Computer Proficiency Requirement:**

- Completion of the major writing requirement and computer proficiency requirement as described above.

### **Additional Requirements:**

- MATH 302 - Ordinary Differential Equations Credits: (3)

- MATH 307 - Abstract Algebra Credits: (3)
- MATH 316 - Euclidean and non-Euclidean Geometry with Applications to Art Credits: (3)
- MATH 323 - Operations Research: Deterministic Models Credits: (3)
- MATH 351 - Probability and Statistics for Scientists Credits: (3)
- MATH 412 - Introduction to Number Theory Credits: (3)
- At least one additional three-credit upper-division mathematics course (unless MATH 495-496 Honors is completed as the writing requirement), not including MATH 400 or a MATH course counted as the COLL 400 requirement.
  
- EDUC 301 - Educational Psychology Credits: (3) or
- EDUC 310 - Social, Philosophical, Cultural & Historical Foundations of American Education Credits: (3)

### **Additional Information:**

The department chair may authorize variations in the requirements for this concentration for individual students. In particular, Math 451-452 may replace MATH 351 (along with the additional upper-division course). Mathematics courses from other institutions (other than Study Abroad), taken after matriculation at William & Mary, cannot transfer for credit towards a Mathematics major. Note that in the major writing requirement discussed above, some element of the history of mathematics must be incorporated. Additional education courses and a student teaching requirement are needed for a degree in Secondary Mathematics Education. It is important for students to contact the School of Education very early in order to ensure the completion of all requirements.

### **Advanced Standing**

Entering students may receive credit for mathematics courses through AP or IB and transfer credit. In each of the mathematics major concentrations, well-prepared students may begin their studies beyond MATH 111 without receiving credit for earlier courses listed in the core requirements section of each concentration. Each skipped course for which the student does not receive credit must be replaced by an additional three-credit 300-400 level mathematics course.

## **Mathematics, Standard Mathematics Concentration, BS**

### **Requirements for Major**

The study of mathematics is motivated by its wide applicability and its intrinsic beauty. Mathematical theories often grow out of problems that appear in the physical and biological sciences, engineering, economics, finance and the social sciences. The mathematics program at William and Mary allows students to design a major based on their own interests and career goals and prepares students for post-baccalaureate employment and for further study of mathematical sciences and related disciplines. There are three concentrations within the major - the Standard Concentration, the Applied Mathematics Concentration and the Pre-College Mathematics Teaching Concentration. Study options include applied and pure mathematics, operations research, statistics, and teaching at the elementary or secondary level. Students can also design elective programs needed for careers in actuarial science and industrial mathematics, for interdisciplinary work in fields such as economics, business and social sciences, or for graduate studies.

Information about the mathematics major, career choices and appropriate courses of study is available from the department's academic advisors and the Office of Career Services as well as informally from the mathematics faculty.

### **Major Writing Requirement:**

A student in any Mathematics major concentration satisfies the upper-division mathematics writing requirement in one of the following ways:

1. Completion of the course MATH 400 - Mathematical Connections.
2. Completion of an Honors Thesis in MATH 495-MATH 496 with a grade of C- or better.
3. Completion of MATH 300 with a grade of C- or better, through the completion of a supervised expository individual writing project.

Options 1 and 2 above will also count as the student's COLL 400 requirement. A student should only choose option 3 in MATH 300 if that student is taking the COLL 400 requirement in another department (through an honors thesis or otherwise). For option 1 in MATH 400, the student just needs to register for this course. For options 2 and 3, the student should first communicate with a faculty member about supervising the honors thesis or writing project. The student can then register for the course in a section corresponding to the faculty member who has agreed to supervise the student. Note that the MATH 400 option above is a standard course which meets regularly, while the other two options are individually supervised and do not have a lecture component. For students In the Pre-College Mathematics Teaching Concentration, the writing requirement must incorporate some element of the history of mathematics.

### **Computer Proficiency Requirements:**

A student in any Mathematics major concentration must show proficiency in some high-level computer programming language at the level of CSCI 140 or CSCI 141. This is normally done by receiving a grade of at least C- in CSCI 140 or CSCI 141. Exceptions require the department chair's permission.

In addition, students in the Applied Concentration must demonstrate proficiency at the level of CSCI 241. This is normally done by taking and passing this course.

### **Enriching the Mathematics Major:**

The requirements described below are the minimal requirements for the mathematics major, and most mathematics majors take courses beyond that minimum. Students wishing to obtain a deeper understanding of mathematics (e.g., in preparation for graduate school) should take additional upper-division courses. Second courses to make year-long sequences in linear algebra, analysis, abstract algebra, numerical analysis, statistics, or operations research are particularly recommended.

## **The Standard Mathematics Concentration**

This is the most flexible of the three concentrations, allowing the widest choice of electives. Students who are considering graduate study often pursue this concentration, as do some students aiming for pre-college teaching, but the flexible requirements of the concentration are also appropriate for students with other goals. The major requirements of the Standard Concentration are:

### **A Core Consisting Of:**

- MATH 111 - Calculus I Credits: (4) or
- MATH 131 - Calculus I for Life Sciences Credits: (4)
  
- MATH 112 - Calculus II Credits: (4) or
- MATH 132 - Calculus II for Life Sciences Credits: (4)

- MATH 211 - Linear Algebra Credits: (3)
- MATH 212 - Introduction to Multivariable Calculus Credits: (3) or
- MATH 213 - Multivariable Calculus for Science and Mathematics Credits: (4)
  
- MATH 214 - Foundations of Mathematics Credits: (3)

**Additional Requirements:**

- Completing the major writing requirement and computer proficiency requirement as described above;
- MATH 307 - Abstract Algebra Credits: (3)
- MATH 311 - Elementary Analysis Credits: (3)
  
- MATH 495 - Honors Credits: (3)
- MATH 496 - Honors Credits: (3)
- Either MATH 495-496 (Honors thesis), plus three other three-credit 400 level mathematics courses (not including MATH 400 or MATH course used for COLL 400 requirement) and one three-credit mathematics course at the 300-400 level, which cannot include both MATH 351 and MATH 451 (for a total of at least eight upper-division courses that cannot include MATH 400, and cannot include both MATH 351 and MATH 451).  
or
- Excluding MATH 495-496, three three-credit mathematics courses at the 400-level (not including MATH 400 or MATH course used for COLL 400 requirement), plus two other three-credit mathematics courses at the 300-400 level, which cannot include both MATH 351 and MATH 451 (for a total of at least seven upper-division courses that cannot include MATH 400, and cannot include both MATH 351 and MATH 451).

**Additional Information:**

With permission of the department chair, certain three-credit upper-division mathematical courses from other departments (e.g., Computer Science, Economics, or Physics) may be used as upper-division elective courses in this requirement. Mathematics courses from other institutions (other than Study Abroad), taken after matriculation at William & Mary, cannot transfer for credit towards a Mathematics major.

**Advanced Standing**

Entering students may receive credit for mathematics courses through AP or IB and transfer credit. In each of the mathematics major concentrations, well-prepared students may begin their studies beyond MATH 111 without receiving credit for earlier courses listed in the core requirements section of each concentration. Each skipped course for which the student does not receive credit must be replaced by an additional three-credit 300-400 level mathematics course.

**Mathematics, Minor**

**Requirements:**

A minor in mathematics requires six Mathematics courses, each of at least three credits, distributed as follows: All of the courses must be numbered above 110, and two of the courses must be numbered above 300. Math 150 may not be counted toward a minor. A well-prepared student may elect to skip MATH 111-MATH 112, or MATH 131-MATH 132. No skipped course can count toward the requirement unless

Advanced Placement credit, International Baccalaureate credit, or credit by examination has been received for that course.

## Course Descriptions

### Mathematics

#### **MATH 100 - Critical Themes in Mathematics, Historical and Modern**

*Credits: (4)*

*College Curriculum: COLL 100*

The courses will explore ideas central to the evolution of mathematics and its application. Students will actively participate in the development of ideas explored in the courses. Some courses will require good high-school mathematics background. Sample topics might include Limits and Infinity, Linearity, Coding and Cryptanalysis, Geometry and Physics of Archimedes.

#### **MATH 103 - Pre-calculus Mathematics**

*Credits: (3)*

A study of the real number system, sets, functions, graphs, equations, inequalities and systems of equations, followed by a study of the trigonometric functions and their properties. This course is designed only for students intending to take Math 108 or Math 111, and whose background is deficient in algebra and trigonometry. Juniors and seniors must obtain permission from the instructor to enroll. This course may not be applied toward either the minor or major in mathematics or the satisfaction of GER requirements. A student may not receive credit for this course after successfully completing a Mathematics course numbered higher than 107, with the exception of Math 150.

#### **MATH 104 - The Mathematics of Powered Flight**

*Credits: (3)*

*College Curriculum: COLL 200, MATH*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI Applications of elementary mathematics to airplane flight. Wind and its effect on airport design and aircraft operation. Maps and map projections. Magnetic variation and compass navigation. Static air pressure: buoyancy and the altimeter. Use of a flight simulator will illustrate the mathematical analysis of certain aircraft instruments. Not open to students who have credit for a Mathematics course numbered above 210.

#### **MATH 106 - Elementary Probability and Statistics**

*Credits: (3)*

*College Curriculum: MATH*

Introduction to basic concepts and procedures of probability and statistics including descriptive statistics, probability, classical distributions, estimation, hypothesis testing, correlation and regression, in the context of practical applications to data analysis from other disciplines. Not open to students who have successfully completed a mathematics course numbered above 210. Students may receive credit for only one of the following introductory statistics courses: BUAD 231, ECON 307, and MATH 106.

#### **MATH 108 - Brief Calculus with Applications**

*Credits: (4)*

*College Curriculum: MATH*

An introduction to the calculus of polynomial, rational, exponential and logarithmic functions, including some multi-variable calculus, with applications in business, social and life sciences. Algebra proficiency required. Maple or Matlab may be used in the course. Students may not receive credit for more than one

of Math 108, 111, and 131, and may not receive credit for Math 108 after receiving credit for any Mathematics course numbered higher than 108, with the exception of Math 150. To use Math 108 as a prerequisite for Math 112 or 132, students need approval of the department chair.

### **MATH 110 - Topics in Mathematics**

*Credits: (3)*

An introduction to mathematical thought with topics not routinely covered in existing courses. Material may be chosen from calculus, probability, statistics and various other areas of pure and applied mathematics.

### **MATH 111 - Calculus I**

*Credits: (4)*

*College Curriculum: MATH*

*Domain (Anchored): NQR*

Standard functions (linear, polynomial, trigonometric, exponential, logarithmic) and their graphs. Tangents, derivatives, the definite integral and the fundamental theorem. Formulas for differentiation. Applications to physics, chemistry, geometry and economics. Requires graphing calculator. Concurrent enrollment in Math 111 calculus lab required. Students may not receive credit for more than one of Math 108, 111, and 131.

### **MATH 112 - Calculus II**

*Credits: (4)*

*Prerequisite(s): MATH 111 or MATH 131.*

*College Curriculum: MATH*

Methods of integration. Applications of the integral to geometry, chemistry, physics and economics. Slope fields and the qualitative behavior of solutions to differential equations. Approximations: sequences, series, and Taylor series. Concurrent enrollment in Math 112 Maple or Matlab calculus lab required. Students may not receive credits for more than one of Math 112 and 132.

### **MATH 131 - Calculus I for Life Sciences**

*Credits: (4)*

*College Curriculum: MATH*

Mathematical topics parallel to those in Math 111. Applications in Math 131 focus on issues of importance in the Life Sciences, e.g., mathematical models of population dynamics, ecology, physiology, genetics, neurology. Students may not receive credit for more than one of Math 108, 111, and 131.

### **MATH 132 - Calculus II for Life Sciences**

*Credits: (4)*

*Prerequisite(s): MATH 111 or MATH 131.*

*College Curriculum: MATH*

Mathematical topics parallel those in Math 112. Applications in this course focus on issues of importance in the Life Sciences, mathematical models of population dynamics, ecology, physiology, and epidemiology. Students may not receive credit for both Math 112 and Math 132.

### **MATH 210 - Linearity**

*Credits: (4)*

*Prerequisite(s): MATH 112*

Linear equations, dimension, linear transformations and their eigenvalues. Quadratic forms and matrix factorization. An introduction to research problems will include work in MATLAB and the typesetting language LATEX.

Note: Students may not take both Math 210 and Math 211 for credit.

### **MATH 211 - Linear Algebra**

*Credits: (3)*

*Prerequisite(s):* Prerequisite: MATH 112 or MATH 132.

Linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues, orthogonality. Optional topics include least squares problems, matrix factorization, applications. A computer lab using the software package Matlab may accompany the class.

Note: Students may not take both Math 210 and Math 211 for credit.

### **MATH 212 - Introduction to Multivariable Calculus**

*Credits: (3)*

*Prerequisite(s):* Prerequisite: MATH 112 or MATH 132.

Functions of several variables, surfaces in three-space, vectors, techniques of partial differentiation and multiple integration with applications. MAPLE or Matlab will be used in this course. Students may not receive credit for both Math 212 and 213.

### **MATH 213 - Multivariable Calculus for Science and Mathematics**

*Credits: (4)*

*Prerequisite(s):* Prerequisite: MATH 112 or MATH 132.

Covers all Math 212 material plus other vector calculus topics (including Gauss' and Stokes' theorems). Students may not receive credit for both Math 212 and MATH 213. Math 213 may replace Math 212 as a prerequisite and is particularly recommended for science and mathematics students.

### **MATH 214 - Foundations of Mathematics**

*Credits: (3)*

*Prerequisite(s):* MATH 112 or MATH 132.

Fundamentals of advanced mathematics: Propositional logic, quantifiers and methods of proof; naive set theory including mathematical induction, relations, orders, functions, and countability.

### **MATH 265 - Financial Mathematics**

*Credits: (3)*

*Prerequisite(s):* MATH 112

Simple and compound interest and discount, annuity-immediate, annuity-due, perpetuity, varying annuities, amortization schedule, loan balance, valuation of bonds, yield rate, rate of return, discounted cash flow technique, time- and dollar-weighted interest, spot and forward rate, yield curve, duration, convexity, immunizations, interest rate swap. Prepares students for the Society of Actuaries' Exam FM and Casualty Actuarial Society's Exam 2.

### **MATH 300 - Mathematical Sciences Writing**

*Credits: (1)*

*Prerequisite(s):* MATH 214

Students will develop their mathematical writing skills in a term written project. Sources for topic include the history of mathematics, research conducted by the student, or topics from an upper division course that the student has taken or is currently taking. Fulfills the major writing requirement.

### **MATH 302 - Ordinary Differential Equations**

*Credits: (3)*

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213).

First-order separable, linear, and nonlinear differential equations. First-order systems and forced second-order linear equations. Systems of linear equations and linearization. Numerical methods, bifurcations, and qualitative analysis. Applications to biology, chemistry, economics, physics, and social sciences.

### **MATH 307 - Abstract Algebra**

*Credits:* (3)

*Prerequisite(s):* (MATH 211 or MATH 210) and MATH 214.

Groups, rings, fields, isomorphisms; polynomials. Additional topics chosen from group theory and ring theory, as time permits.

### **MATH 309 - Intermediate Linear Algebra**

*Credits:* (3)

*Prerequisite(s):* (MATH 211 or MATH 210) and MATH 214.

Complex numbers; inner product spaces; adjoints of linear transformations; projections; unitary transformations. Spectral theorem for normal, Hermitian and unitary transformations. Polar and singular-value decompositions. Eigenvalues and eigenvectors; the Jordan canonical form. Bilinear and quadratic forms; Sylvester's Law of Inertia. Dual spaces: linear functionals, biorthogonal systems, annihilators. Tensors and tensor products.

### **MATH 311 - Elementary Analysis**

*Credits:* (3)

*Prerequisite(s):* (MATH 212 or MATH 213) and MATH 214.

An introduction to the theory of real variables, the topology of the real line, convergence and uniform convergence, limits and continuity, differentiation, Riemann integration and the Fundamental Theorem of Calculus.

### **MATH 311H - Honors Elementary Analysis**

*Credits:* (3)

*Prerequisite(s):* (MATH 212 or MATH 213) and MATH 214

An introduction to the theory of real variables, the topology of the real line, convergence and uniform convergence, limits and continuity, differentiation, Riemann integration and the Fundamental Theorem of Calculus. Additional topics discussed in this course and not covered in Math 311 include: construction of the real numbers, topology of metric spaces, sequences and series of functions. Math 311H is recommended for students who intend to take further Analysis courses such as Math 403, Math 426, Math 428 and advanced topics courses.

### **MATH 316 - Euclidean and non-Euclidean Geometry with Applications to Art**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV Euclidean Geometry: Plane transformations and inversive geometry; projective Geometry and perspective; hyperbolic and spherical geometries. Work of da Vinci, D:urer, and Escher will be considered.

### **MATH 317 - Differential Geometry of Curves and Surfaces**

*Credits:* (3)

*Prerequisite(s):* (MATH 210 or MATH 211) and (MATH 212 or MATH 213) and MATH 214

A proof-based introduction to Differential Geometry, focusing on curves and surfaces. Topics include: parametrizations of curves and surfaces, implicit functions, tangent lines and planes, arc length, geodesics, curvature and Gauss' Theorema Egregium.

### **MATH 323 - Operations Research: Deterministic Models**

*Credits:* (3)

*Prerequisite(s):* MATH 211 or MATH 210.

An introduction to deterministic Operations Research techniques and applications. Topics include search

algorithms, simplex search for linear programs, duality and sensitivity analysis for linear programs, shortest path problems, network models and discrete optimization.

### **MATH 332 - Graph Theory and its Applications**

*Credits: (3)*

*Prerequisite(s):* (MATH 211 or MATH 210) or MATH 214

*College Curriculum:* COLL 200, MATH

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI This is an introductory course about graph theory and its applications. It covers graph-theoretic concepts such as paths, Eulerian circuits, trees, distance, matchings, connectivity, network flows, colorings, planarity, and spanning cycles. It will also apply graph theory concepts in the analysis of social networks, and in the applications of natural and social sciences.

### **MATH 345 - Introduction to Mathematical Biology**

*Credits: (3)*

*Prerequisite(s):* MATH 211

An introduction to developing, simulating, and analyzing models to answer biological questions. Mathematical topics may include matrix models, non-linear difference and differential equations, and stochastic models. Biological topics may include ecology, epidemiology, evolution, molecular biology, and physiology.

### **MATH 351 - Probability and Statistics for Scientists**

*Credits: (3)*

*Prerequisite(s):* MATH 112 or MATH 132.

Basic concepts in probability and statistical inference. Topics include: probability laws, counting techniques, discrete and continuous random variables, probability and cumulative distribution functions, sampling distributions, central limit theorem, point estimation, confidence intervals and one and two-sample tests of hypotheses. Mathematics majors are encouraged to take the more theoretical courses Math 451 and Math 452. Math 351 cannot not be taken concurrently with Math 451, nor after receiving credit for Math 451.

### **MATH 352 - Statistical Data Analysis**

*Credits: (3)*

*Prerequisite(s):* MATH 351 or MATH 451

Concepts in statistical data analysis. Topics include: simple and multiple linear regression, nonlinear regression, experimental design, nonparametric statistics and the use of statistical software. Other selected topics for statistical data analysis in order to provide a more in-depth exposure to the practice of statistics.

### **MATH 353 - Advanced Statistical Data Analysis**

*Credits: (3)*

*Prerequisite(s):* MATH 352

The course will expose the student to advanced topics in statistical data analysis. It will cover various regression analysis approaches through generalized linear models and as well as other topics. Theory, as well as fully worked-out numerical examples on data in the statistical package R, for each type of analysis will be presented. The emphasis will be on model accuracy and the interpretation of results. Selected topics from the following may be covered: Introduction to general and generalized linear regression models, Regression models for response with right-skewed distribution, Regression models for binary response, Regression models for categorical response, Regression models for count response, Regression models for proportion response, Regression models for repeated measures data, Hierarchical regression model, Survival analysis, Analysis of variance, Tools for tables of counts, Elements of experimental design, Factorial treatment arrangements and blocking designs

### **MATH 356 - Random Walks in Biology**

*Credits:* (3)

*Prerequisite(s):* (MATH 111 or MATH 131) and BIOL 203

This course introduces random processes in biological systems. It focuses on how biological processes are inherently stochastic and driven by a combination of energetic and entropic factors. Topics include diffusion, cell motility, molecular motors, ion channels, and extinction in populations.

*Cross-listed with:* BIOL 356

### **MATH 380 - Topics in Mathematics**

*Credits:* (1-3)

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213).

A study of 300-level mathematical topics not covered by existing courses. Topics may be pure or applied. Course may be repeated for credit with permission of instructor.

### **MATH 400 - Mathematical Connections**

*Credits:* (3)

*Prerequisite(s):* At least 3 Math courses numbered higher than 300, at least one of which must be Math 307, 311, or at the 400-level (or permission of instructor)

*College Curriculum:* COLL 400

This course gives a guide through the research process in mathematical sciences. Students will choose a topic on which to research throughout the semester. Students will give several presentations, give feedback on others' presentations, and will turn in a final paper.

Math 400 is taken during the senior year and satisfies the College 400 requirement. Mathematical maturity is needed and is typically indicated by having completed at least 3 Math courses numbered higher than 300, at least one of which must be 307, 311, or at the 400-level. Otherwise, the course requires permission of the instructor to enroll.

Note: This course can satisfy the Writing Requirement (in place of Math 300) for the Mathematics major, but does not count as a 3-credit lecture courses toward the Mathematics major.

### **MATH 403 - Intermediate Analysis**

*Credits:* (3)

*Prerequisite(s):* MATH 311.

Sequences and series of functions; analysis in metric spaces and normed linear spaces; general integration and differentiation theory.

### **MATH 405 - Complex Analysis**

*Credits:* (3)

*Prerequisite(s):* MATH 311.

The complex plane, analytic functions, Cauchy Integral Theorem and the calculus of residues. Taylor and Laurent series, analytic continuation.

### **MATH 408 - Advanced Linear Algebra**

*Credits:* (3)

*Prerequisite(s):* (MATH 211 or MATH 210) and MATH 214.

Eigenvalues, singular values, matrix factorizations, canonical forms, vector and matrix norms; positive definite, hermitian, unitary and nonnegative matrices.

### **MATH 410 - Special Topics in Mathematics**

*Credits:* (1-3)

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from

topology, algebra, differential equations and various other areas of pure and applied mathematics. This course may be repeated for credit with permission of the instructor.

### **MATH 412 - Introduction to Number Theory**

*Credits: (3)*

*Prerequisite(s):* MATH 214.

An elementary course in the theory of integers, divisibility and prime numbers, a study of Diophantine equations, congruences, number-theoretic functions, decimal expansion of rational numbers and quadratic residues.

### **MATH 413 - Introduction to Numerical Analysis I**

*Credits: (3)*

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213) and CSCI 141 and MATH 214.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to problems of practical importance. Computer programs are used to facilitate calculations and illustrate analytical results. The topics covered are: linear systems of equations, sensitivity analysis, least-squares problems, the singular value decomposition, and eigenvalue problems. Students planning to take 414 are encouraged to take 413 first.

### **MATH 414 - Introduction to Numerical Analysis II**

*Credits: (3)*

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213) and CSCI 141 and MATH 214 .

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to problems of practical importance. Computer programs are used to facilitate calculations and illustrate analytical results. The topics covered are: nonlinear equations, interpolation and approximation, numerical integration, and numerical methods for the solution of ordinary and partial differential equations. Students planning to take 414 are encouraged to take 413 first.

### **MATH 416 - Topics in Geometry**

*Credits: (3)*

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213) and MATH 214.

A treatment of topics selected from Euclidean geometry, non-Euclidean geometry, projective geometry, finite geometry, differential geometry or algebraic geometry.

### **MATH 417 - Vector Calculus for Scientists**

*Credits: (3)*

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213) and MATH 302.

Directional derivatives, differential forms and the Poincare lemma. Vector bundles, contact forms and their application to ordinary and partial differential equations. Applications to Lagrangian and Hamiltonian mechanics.

### **MATH 424 - Operations Research: Stochastic Models**

*Credits: (3)*

*Prerequisite(s):* MATH 451.

A survey of probabilistic operations research models and applications. Topics include stochastic processes, Markov chains, queueing theory and applications, Markovian decision processes, inventory theory and decision analysis.

### **MATH 426 - Topology**

*Credits:* (3)

*Prerequisite(s):* MATH 311.

A study of topological spaces, metric spaces, continuity, product spaces, compactness, connectedness and convergence. As time permits, additional topics may be chosen from homotopy theory, covering spaces, manifolds and surfaces, or other topics in algebraic or set theoretic topology.

### **MATH 428 - Functional Analysis**

*Credits:* (3)

*Prerequisite(s):* MATH 311.

Introduction to the geometry of Hilbert spaces, bounded linear operators, compact operators, spectral theory of compact self-adjoint operators, integral operators and other applications.

### **MATH 430 - Abstract Algebra II**

*Credits:* (3)

*Prerequisite(s):* MATH 307.

The theory of groups, rings, and fields. Topics may include the fundamental theorem of Abelian groups, Sylow's theorem, field extensions, and Galois theory.

### **MATH 432 - Combinatorics**

*Credits:* (3)

*Prerequisite(s):* (MATH 211 or MATH 210) and MATH 214.

A study of combinatorial theory and applications to practical problems. Topics include: graph theory, graphical algorithms, enumeration principles, inclusion-exclusion principle, recurrence relations, and generating functions. Optional topics: Polya counting principle, combinatorial designs, coding, Boolean algebra, and switching functions.

### **MATH 441 - Nonlinear Dynamics**

*Credits:* (3)

*Prerequisite(s):* MATH 302.

Linear systems of ODEs. Nonlinear systems; dynamical systems, existence/uniqueness of solutions; phase plane analysis; bifurcation; Poincare-Bendixson theory. Applications in biology, circuit theory, and mechanics. Discrete dynamical systems.

### **MATH 442 - Partial Differential Equations**

*Credits:* (3)

*Prerequisite(s):* MATH 302.

An introduction to partial differential equations. Waves, diffusion, and boundary value problems; Fourier analysis; harmonic functions; Green's function and Green's identity. Introduction to numerical methods for approximating solutions.

### **MATH 451 - Probability**

*Credits:* (3)

*Prerequisite(s):* (MATH 211 or MATH 210) and (MATH 212 or MATH 213) and MATH 214.

Concepts in probability (formerly MATH 401). Topics include: probability laws, counting techniques, discrete and continuous random variables, probability and cumulative distribution functions, marginal and conditional probability distributions, moment generating functions, transformations of random variables, multivariate transformations, order statistics, sampling distributions and the central limit theorem. Math 451 cannot be taken concurrently with Math 351.

### **MATH 452 - Mathematical Statistics**

*Credits: (3)*

*Prerequisite(s):* MATH 451

Concepts in statistical inference. Topics include: point and interval estimation, consistency, convergence in distribution, sufficient statistics, minimum variance unbiased estimators, method of moments, maximum likelihood estimation, small and large-sample hypothesis tests, uniformly most powerful tests and likelihood ratio tests. Math 452 cannot be taken concurrently with Math 351.

Formerly: **(formerly MATH 402)**

### **MATH 455 - Statistical Learning**

*Credits: (3)*

*Prerequisite(s):* MATH 451

Introduction to the theory of statistical learning techniques and application of these approaches to real data. Course broadly covers supervised and unsupervised learning, including topics in regression, classification, clustering, dimensionality reduction, model evaluation and selection.

### **MATH 459 - Topics in Statistics**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor.

Statistical topics not covered in other courses. Possible topics include: linear models, nonparametric statistics, multivariate analysis, computationally intensive methods.

This course may be repeated for credit as topics change.

### **MATH 465 - Mathematics of Financial Economics**

*Prerequisite(s):* MATH 451

Corporate finance and financial models applied to insurance and other financial risks. Mean-variance portfolio theory and its principal results, Capital Asset Pricing Model, measures of investment risk, Monte Carlo simulation, forwards and futures, call and put options, option strategies, put-call parity, binomial pricing models, lognormal distribution, Black--Scholes option pricing model, Option Greeks, and hedging. Prepares students for the Society of Actuaries' Exam IFM and Casualty Actuarial Society's Exam 3F.

### **MATH 490 - Seminar**

*Credits: (3)*

*Prerequisite(s):* MATH 214.

Sections of this course will treat a single narrow topic. Possible areas of interest include linear algebra, operator theory, applied analysis, combinatorial theory, operations research, statistics, history of mathematics, mathematical pedagogy and computational mathematics. Students will present written and oral work for discussion in class.

May be repeated with permission.

### **MATH 495 - Honors**

*Credits: (3)*

Students admitted to Honors study in mathematics will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's special area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **MATH 496 - Honors**

*Credits: (3)*

*College Curriculum: COLL 400*

Students admitted to Honors study in mathematics will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's special area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **MATH 498 - Internship in Mathematics**

*Credits: 1 or 2*

This course is designed to allow students to apply mathematical knowledge through practical experience in real-world settings. Students wishing to receive academic credit for an internship program must request and obtain departmental approval prior to participation in the program. This course is designated as pass/fail only, and a final written report is required for the completion of the course.

## **Medieval and Renaissance Studies**

### **Medieval and Renaissance Studies Program**

Students will have a designated faculty Advisor in Medieval and Renaissance Studies to help them arrange a coherent program in keeping with the degree requirements of the College and to certify that progress is being made toward graduation. The Director of the program in Medieval and Renaissance Studies will help majors choose an advisor corresponding to the department of their greatest academic interest (including second major or minor, if any). Majors who do not easily fit into an area will be advised by the Director of the program in Medieval and Renaissance Studies. For more information contact the Director of the program in Medieval and Renaissance Studies, Prof. Alexander Angelov (aangelov@wm.edu).

### **Programs and Course Descriptions**

#### **Programs**

- [Medieval and Renaissance Studies \(BA in Interdisciplinary Studies\)](#)
- [Medieval and Renaissance Studies, Minor](#)

### **Medieval and Renaissance Studies, Interdisciplinary Studies, BA**

#### **Required Credit Hours: 34**

(from course listing below)

#### **Major Computing Requirement:**

Proficiency by fulfilling participating departmental requirements within the program.

#### **Major Writing Requirement:**

Proficiency by fulfilling participating departmental requirements within the program.

#### **Core Requirements:**

At least 25 of the 34 credit hours must come from 300-level or 400-level courses. Students must take at least one three-credit course from each of groups 1, 2, 3, and 4 below. At least three of those four courses must be 300-level or 400-level courses. Students may petition the Director of the program in Medieval and Renaissance Studies to count appropriate non-listed courses (such as independent studies courses, or irregularly offered upper-level colloquia and senior seminars) toward their major. Students are strongly encouraged to take at least one upper-level seminar or colloquium whose subject matter falls within the field of Medieval and Renaissance Studies.

In addition, majors must complete one course above the 202-level in a modern European language, in Arabic, in ancient or modern Hebrew, in Latin, or in ancient Greek (but not including literature in translation courses). Majors who intend to pursue graduate studies are strongly encouraged to seek language training beyond the minimum requirement, and also to prepare a second major, or at least a minor, in one of the traditional disciplines represented.

### **Historical Context**

- HIST 240 - The Crusades Credits: (3)
- HIST 355 - Religion in 19th Century America Credits: (3)
- HIST 358 - The European Renaissance Credits: (3)
- HIST 359 - The Reformation in Western Europe Credits: (3) \*
- HIST 387 - England Under the Tudors, 1485-1603 Credits: (3)
- HIST 388 - Britain Under the Stuarts, 1603-1714 Credits: (3)

### **Art History and Music**

- ARTH 351 - Medieval Art and Architecture Credits: (3)
- ARTH 353 - Early Christian and Byzantine Art and Architecture Credits: (3)
- ARTH 361 - Perspectives in Italian Renaissance Art Credits: (3)
- ARTH 362 - Northern Renaissance Art, 1400-1600 Credits: (3)
- ARTH 363 - Baroque Credits: (3)
- ARTH 365 - Seventeenth-Century Dutch Painting Credits: (3)
- MUSC 381 - Medieval and Renaissance Music Credits: (4)

### **Language and Literature**

- ENGL 203 - British Literature I Credits: (3)
- ENGL 205 - An Introduction to Shakespeare Credits: (3)
- ENGL 303 - History of the English Language
- ENGL 311 - Epic and Romance Credits: (3)
- ENGL 314 - Old English Credits: (3)
- ENGL 315 - Beowulf Credits: (3)
- ENGL 316 - Arthurian Literature Credits: (3)
- ENGL 322 - Medieval Literature Credits: (3)
- ENGL 323 - Early Modern British Literature Credits: (3)
- ENGL 324 - Renaissance and Restoration Credits: (3)
- ENGL 325 - English Renaissance Drama Credits: (3)
- ENGL 420 - Studies in Chaucer Credits: (3)
- ENGL 421 - Studies in Shakespeare Credits: (3)
- ENGL 426 - Studies in Milton Credits: (3)
- FREN 316 - Topics in French and Francophone Studies Credits: (3)
- FREN 321 - The Spectacular Culture of Early Modern France Credits: (3)
- FREN 322 - Comedy & Humor in Early Modern France

- FREN 332 - Topics in Early Modern Literature and Culture Credits: (3)
- FREN 410 - French Philology
- GRMN 301 - German Literature from the Beginning to 1700
- HISP 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700) Credits: (3)
- HISP 486 - Spanish Language Epic and Nationalism Credits: (3)
- ITAL 309 - Dante and the Medieval Tradition (In English) Credits: (3-4)
- LATN 329 - Medieval Latin Credits: (3)
- LING 303 - History of the English Language Credits: (3)

### **Religion and Philosophy**

- PHIL 232 - Medieval Philosophy Credits: (3)
- RELG 210 - Introduction to the History of Christianity Credits: (3)
- RELG 211 - Introduction to the History of Jewish Thought Credits: (3)
- RELG 212 - Introduction to Islam Credits: (3)
- RELG 332 - Religion and Society in the Middle Ages Credits: (3)
- RELG 334 - The Protestant and Catholic Reformations Credits: (3) \*

### **Note:**

\* Students may count either HIST 359, The Reformation in Western Europe, or RELG 334, The Protestant and Catholic Reformations, but not both, toward a Medieval and Renaissance Studies major or minor.

## **Medieval and Renaissance Studies, Minor**

### **Required Credit Hours: 21**

### **Core Requirements:**

Students are required to take one course from each of the four Medieval and Renaissance Studies groups listed under [Medieval and Renaissance Studies \(BA in Interdisciplinary Studies\)](#) Core Requirements topics; at least three of those four courses must be 300-level or 400-level courses. Students are also required to take three additional courses selected from among the courses listed under [Medieval and Renaissance Studies \(BA in Interdisciplinary Studies\)](#). Core Requirements topics; at least two of those three courses must be 300-level or 400-level courses. Students may petition the Director of the program in Medieval and Renaissance Studies to include non-listed courses in their minor (such as departmental independent studies courses) when appropriate.

## **Course Descriptions**

### **Medieval and Renaissance Studies**

#### **MREN 201 - Introduction to Medieval and Renaissance Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An introduction to key texts, and scholarly approaches to those sources, between 300 CE and 1600 CE in western Europe. The course is interdisciplinary, with attention to history, literature, art, and music.

### **MREN 351 - Special Topics in the Middle Ages**

*Credits: (3-4)*

Exploration of a particular topic in the Middle Ages.  
Course may be repeated if topic differs.

### **MREN 352 - Special Topics in the Renaissance**

*Credits: (3-4)*

Exploration of a particular topic in the Renaissance.  
Course may be repeated if topic differs.

## **Military Science**

### **Military Science Program**

A unit of the Reserve Officers' Training Corps was established at the College of William & Mary on July 1, 1947, with an assigned mission to qualify students for positions of leadership and management in the United States Army and the civilian sector. By participating in the ROTC program a student may earn a commission as a Second Lieutenant in the Active Army, the United States Army Reserve or the Army National Guard, while pursuing an academic degree. The program offers a general military science and leadership curriculum which enables a cadet to qualify for assignment into any one of the 16 branches of the Army. The Military Science and Leadership Department is a joint program with Christopher Newport University. Classroom courses are taught at the College of William & Mary, with field leadership training conducted at sites such as Ft. Eustis, Fort A.P. Hill, Fort Pickett, the Mariner's Museum, and in Matoaka Woods at the College of William & Mary. Participation includes:

1. \$4,500-\$5,000 subsistence allowance during junior and senior years; some books and all uniforms are furnished by the Department of Military Science.
2. An opportunity to participate in leadership and confidence-building activities as land navigation, adventure training, marksmanship, field training exercises, and physical training. The leadership and management skills development program includes education, training and experience that prepare a student for leadership in military service and civilian life.
3. An opportunity to earn a commission as a Second Lieutenant in the United States Army and a job opportunity in a leadership position with a starting salary and allowances of \$39,000 per year, increasing to \$73,700 in four years, or an opportunity to serve in the Army Reserve or National Guard.
4. Newly commissioned officers may request an educational delay in their entry on active duty in order to pursue graduate studies in medicine, law or divinity.

### **Scholarships**

Four-, three- and two-year scholarships are available. Students compete for several thousand scholarships nationwide. Freshmen and sophomores may apply for the three- and two-year scholarships, respectively. These scholarships pay for:

1. Tuition & Mandatory Fees (fully funded)
2. Books (up to \$1200 annually)
3. Expense stipend (\$300-\$500 tax free per month)

### **Requirements for Enrollment**

Any full-time freshman or sophomore student who is physically qualified and not already holding a commission in any armed forces may enroll in the Basic Military Science and Leadership program. Those

meeting these qualifications, but who have had prior military experience in the armed forces; ROTC in another college; or in junior ROTC in high school, should consult the Department of Military Science & Leadership. Entrance into the Advanced Course (300- and 400-level) is based upon the following:

- Satisfactory completion of the Basic Course, Leader Training Course, advanced placement due to prior military service, or three years of JROTC;
- Successful completion of an Army physical examination;
- Execution of appropriate loyalty statements and contractual agreements;
- Satisfactory completion of the appropriate screening tests; and
- Selection by the Professor of Military Science.

### **Requirements for Commissioning**

The Department of Military Science and Leadership offers two, three, and four year programs that will qualify students for commissioning as a Second Lieutenant in the United States Army. General requirements for commissioning include:

1. Completion of the Military Science and Leadership Basic Course.
  - a. Four-Year Program. Complete MLSC 101 / MLSC 103, MLSC 102 / MLSC 103, MLSC 201 / MLSC 203, MLSC 202 / MLSC 203 during the freshman and sophomore years.
  - b. Three-Year Program. Students who have less than four years to graduate and are accepted into the Military Science and Leadership program after their first term can complete the MLSC 100-level courses simultaneously with the MLSC 200-level courses as determined by the Professor of Military Science & Leadership.
  - c. Two-Year Program. Either prior military service, three years of Junior ROTC or attendance to the four-week ROTC Leader Training Course during the summer (between the sophomore and junior years) will provide placement credit for the ROTC Military Science and Leadership Basic Course.
2. Completion of the Military Science and Leadership Advanced Course:
  - a. Complete MLSC 301 / MLSC 303 and MLSC 302 / MLSC 303 during the junior year.
  - b. Attend a 33 day ROTC Cadet Summer Training Course during the summer between the junior and senior years or following the senior year.
  - c. Complete MLSC 401 / MLSC 403 and MLSC 402 / MLSC 403 during the senior year.
3. Completion of HIST 318 HIST 318 - United States Military History, 1860-1975. This course is taught by the University's Department of History.

### **Obligations**

A non-scholarship student incurs no obligation to the military by participating in freshman or sophomore Military Science and Leadership courses (MLSC 100 and 200-level courses). These courses offer a student the opportunity to evaluate the prospect of military service and to qualify for the Advanced Course beginning in the junior year. When a cadet enters the Advanced Course, he or she contracts and is obligated to accept a commission, if offered, as a Second Lieutenant in the United States Army upon graduation.

### **Career Placement: Active Duty and Reserve Forces Duty**

All commissioned officers incur an initial eight-year obligation. ROTC cadets have a choice of requesting Active Duty or Reserve Forces Duty. The difference between the two options is listed below:

1. Active Duty. The first three to four years are served on active duty, with the remaining four to five years served in the Reserves.
2. Reserve Forces Duty (Army National Guard or U.S. Army Reserve). Newly commissioned officers may enter active duty for approximately 90 days to attend a branch-specific Basic Officer Leadership Course (BOLC) and serve out the remainder of their eight year obligation in the

Reserves while pursuing a civilian career. Cadets may choose to guarantee this option prior to entrance into the junior year.

## **Description of Courses**

Note: No more than twelve of the Military Science credits count toward the 120 credits needed for graduation. The remaining credits will appear on the student's official transcripts.

### **Basic Courses**

The following Military Science Basic Courses are designed for freshmen and sophomores: MLSC 101, MLSC 102, MLSC 201 and MLSC 202. The Basic Courses introduce freshmen and sophomores to the fundamentals of leadership and management while they learn about the opportunities and prospects of ROTC and commissioned service. Students complete these courses without service obligation (except Army scholarship students) while qualifying for the Advanced Program. All students must participate in the Leadership Laboratory (MLSC 103 and MLSC 203) in the Basic Courses.

### **Advanced Courses**

These courses are designed to prepare juniors and seniors who have agreed to seek a commission as officers in the United States Army. Freshmen and sophomores may not take the Advanced Courses.

## **Program and Course Descriptions**

### **Program**

- Military Science and Leadership, Minor

### **Military Science and Leadership, Minor**

Declaration of Military Leadership minor must occur after declaring an academic major and should occur before the beginning of preregistration for the final semester of senior year classes to ensure timely filing with the Office of Registrar. Declaration of the Military Leadership minor involves completing the Declaration of Minor form, submitting the form with unofficial transcript to the Military Science Department Chair for signature and submission of the signed form to the Registrar.

### **Required Credits: 18**

#### **Foundational Core: 12 Credits**

- MLSC 301 - Adaptive Team Leadership Credits: (2)
- MLSC 302 - Leadership in Changing Environments Credits: (2)
- MLSC 401 - Developing Adaptive Leaders Credits: (2)
- MLSC 402 - Leadership in a Complex World Credits: (2)

#### **Interdisciplinary Electives: 6 Credits**

Students must select two additional courses (at least 6 credits) at the 200 level or higher from these departments and/or programs: American Studies; Government; History; Philosophy; or Sociology. The interdisciplinary electives must be taken outside of departments or programs that contribute to a student's major. For example, a Government major cannot take interdisciplinary course work in Government; instead, that student would have to complete courses offered in Sociology, History, Philosophy, or American Studies.

## Course Descriptions

### Military Science

#### **MLSC 101 - Leadership and Personal Development**

*Credits: (1)*

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses life skills' including fitness and time management. The MLSC 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the Army Profession and the officer's role in the Army.

#### **MLSC 102 - Introduction to Tactical Leadership**

*Credits: (1)*

MLSC 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

#### **MLSC 103 - MS I Leadership Laboratory**

*Credits: (0)*

Taken with MLSC 101 and MLSC 102. Presents basic leadership skills in practical situations. Introduces standard Army equipment, marksmanship, orienteering, and small unit tactics, and functioning as a member of a team or squad.

Additional fees apply. See the class schedule for details and amounts.

#### **MLSC 201 - Innovative Team Leadership**

*Credits: (1)*

This course 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 will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment.

#### **MLSC 202 - Foundations of Tactical Leadership**

*Credits: (1)*

This course 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. MLSC 202 provides a smooth transition into MLSC 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.

#### **MLSC 203 - MS II Leadership Laboratory**

*Credits: (0)*

Taken with MLSC 201 and MLSC 202. Develops intermediate leadership skills by placing cadets in small unit leadership roles in practical situations. Emphasizes acquisition of intermediate individual

soldier skills and tactical theory. Advanced Courses These courses are designed to prepare juniors and seniors who have agreed to seek a commission as officers in the United States Army. Freshmen and sophomores may not take the Advanced Courses. Additional fees apply. See the class schedule for details and amounts.

### **MLSC 301 - Adaptive Team Leadership**

*Credits: (2)*

You are challenged to study, practice, and evaluate adaptive team leadership skills as you 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. You will receive systematic and specific feedback on their leadership abilities.

### **MLSC 302 - Leadership in Changing Environments**

*Credits: (2)*

You will be challenged to study, practice, and evaluate adaptive leadership skills as you are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. You will receive systematic and specific feedback on your leadership abilities. Leadership Lab concentrates on general military subjects directed toward the reinforcement of military skills and the development of new skills required for the ROTC Leader Development Assessment Course (LDAC).

### **MLSC 303 - MS III Leadership Laboratory**

*Credits: (0)*

Taken with MLSC 301 and MLSC 302. Develops advanced leadership skills by requiring cadets to train and lead units of 10 to 40 fellow cadets. Includes intensive study of Army equipment, techniques and operational doctrine to achieve advanced proficiency and preparation for attending the Leader Development and Assessment Course.

Additional fees apply. See the class schedule for details and amounts.

### **MLSC 401 - Developing Adaptive Leaders**

*Credits: (2)*

MLSC 401 develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. You are given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare you to make the transition to becoming an Army officer. During your MSL IV year, you will lead cadets at lower levels. Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. You will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to each, train, and develop subordinates.

### **MLSC 402 - Leadership in a Complex World**

*Credits: (2)*

MLSC 402 explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for BOLC and your first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This semester you will: Explore Military Professional Ethics and ethical decision making facing an Officer, Gain practical experience in Cadet Battalion Leadership roles, Demonstrate personal skills in

operations and communications, Evaluate and develop MSL III small unit leaders and examine issues of force protection in the COE, Prepare for the transition to a career as an Army Officer.

### **MLSC 403 - MS IV Leadership Laboratory**

*Credits: (0)*

Taken with MLSC 401 and MLSC 402. Develops advanced leadership and management expertise in the evaluation of subordinates, performance counseling, mentoring and development of programs of training for units of 100 or more members.

Additional fees apply. See the class schedule for details and amounts.

### **MLSC 404 - Independent Study in Military Science**

*Credits: (1)*

This course provides ROTC cadets who have completed their Advance Course program the opportunity to conduct detailed research and independent study on a current problem or topic associated with the military. Program of study will be arranged individually with a faculty advisor; admission by consent of the chair of the department.

This course may be repeated as there is no duplication of topic

## **Modern Languages and Literatures**

### **The Program**

*The proficiency requirements and placement policies for foreign languages are indicated under the [Requirements for Degrees](#) section of the catalog.*

The Department of Modern Languages and Literatures offers instruction in eight languages/cultures (Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish). In addition to beginning, intermediate and advanced language courses, MDLL also offers instruction in the analysis of literature, film and culture taught both in the foreign languages and in English. In collaboration with the Global Education office in the Reves Center, MDLL sponsors summer, semester and yearlong study abroad programs in more than ten countries in Europe, Asia, Latin America and Africa. On campus, interested students may choose to live in one of eight Language Houses, where native speaker Resident Tutors provide an opportunity for informal language learning, organize an active schedule of cultural events conducted in the target language and serve as a source of information on their native countries.

While the study of modern languages, literatures and cultures has always been a cornerstone of the liberal arts experience, the mission of MDLL at William and Mary includes preparing students for graduate and professional training in a wide range of disciplines, among which are foreign and comparative literature, cultural studies, language teaching, international studies and relations, business, law and government service. Many of our students combine the study of one or more modern languages with majors such as Art History, Biology, Government, Global Studies, History, International Relations, Linguistics or Business..

### **Interdisciplinary Programs**

MDLL plays a central role in numerous interdisciplinary and international programs at the College, among which are Africana Studies, Asian and Middle-Eastern Studies, European Studies, Film and Media Studies and Gender, Sexuality and Women's Studies, Latin American Studies, and Russian and Post-Soviet Studies. For further information about these programs, see the [appropriate sections](#) of this catalog

## Programs and Course Descriptions

For courses in individual languages and literature, please visit the links to those programs. Additional MDLL courses are listed [below](#).

- [Arabic Studies](#)
- [Chinese Studies](#)
- [French and Francophone Studies](#)
- [German Studies](#)
- [Hispanic Studies](#)
- [Italian Studies](#)
- [Japanese Studies](#)
- [Russian Studies](#)

### Course Descriptions

#### Modern Languages & Literatures

##### **MDLL 100 - Big Ideas in Modern Languages**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Modern Languages for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

##### **MDLL 110 - Modern Languages in Global Education Programs**

*Credits: (1-4)*

Language study completed through William & Mary Global Education Programs in languages not currently offered at the College of William and Mary. The course may be repeated for credit if level or language varies.

##### **MDLL 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Modern Languages. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

Course may be repeated for credit if topic varies

##### **MDLL 300 - Living Language and Culture**

*Credits: (1.5)*

MDLL 300 is a 1.5-credit experiential course open to the residents of William & Mary's International Language Houses. It is designed to be taken twice during the same academic year: students will enroll in MDLL 300 in the Fall and in MDLL 300 in the Spring for a total of 3 credits.

Course may be repeated for a total of 3 credits.

#### Teaching English to Speakers of Other Languages (TESOL)

##### **MDLL 498 - Washington Program Internship**

*Credits: (4)*

This course combines an internship experience in Washington, D.C. with individual research supervised

by the Washington Program instructor and results in a substantial assignment. Only students already accepted into the Washington Program are eligible to enroll.

## **Arabic Studies**

### **The Arabic Studies Program**

Our program offers opportunities to study the Arabic language at the beginning, intermediate, and advanced levels, as well as courses in Arabic literature and culture in English. Descriptions of individual courses are available below.

There is at present no major offered in Arabic, but we invite students to consider our minor in Arabic. In addition, students studying Arabic can major in Global Studies with a Middle East Concentration.

We encourage our students to study abroad in an Arabic-speaking country. While we do not as yet have our own programs, we advise students on the programs that are available throughout the Arabic world. For more information regarding study abroad, see the Reves Center website at <https://www.wm.edu/offices/revescenter/index.php>.

### **Program**

- Arabic Language and Literature, Minor

### **Arabic Language and Literature, Minor**

#### **Required Credit Hours: 18 hours**

#### **Core Requirements:**

(6 courses) beyond the 202 level (but including ARAB 150), of which no more than 7 credit hours may be in courses taught in English. No course for the minor may be taken pass/fail. Transfer credits will be reviewed by the departmental chair.

### **Course Descriptions**

#### **Arabic Studies**

#### **ARAB 100 - Critical Questions in Arabic**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Arabic for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **ARAB 101 - Elementary Arabic I**

*Credits: (4)*

Training in reading, writing and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading and speaking. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **ARAB 102 - Elementary Arabic II**

*Credits: (4)*

*Prerequisite(s):* ARAB 101 or consent of instructor

Training in reading, writing and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading and speaking. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

### **ARAB 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in Arabic Studies. A grade of C- or better fulfills the College 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **ARAB 200 - Arabic Studies Abroad: Language, Literature and Culture**

*Credits: (1-4)*

This number is intended for courses completed in an Arabic-speaking country.

May be repeated for credit

### **ARAB 201 - Intermediate Arabic I**

*Credits: (4)*

*Prerequisite(s):* ARAB 102 or consent of instructor

Continued training in grammar, reading, writing and aural-oral skills. An emphasis on standard Arabic. Introduction of the spoken idiom is continued from Arabic 102. Reading and discussion focuses on modern texts with introduction to Classical texts. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

### **ARAB 202 - Intermediate Arabic II**

*Credits: (4)*

*Prerequisite(s):* ARAB 201 or consent of instructor

Continued training in grammar, reading, writing and aural-oral skills. An emphasis on standard Arabic introduction of the spoken idiom is continued from Arabic 201. Reading and discussion focuses on modern texts with introduction to Classical texts. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

### **ARAB 290 - Topics in Arabic Dialects**

*Credits: (3)*

*Prerequisite(s):* ARAB 202

An introduction to one of the four major Arabic dialects (Maghrebi, Egyptian, Levantine, Iraqi) focusing on the differences between Standard Arabic and the colloquial in order to develop basic proficiency in that dialect. Conducted entirely in Arabic.

Can be repeated for credit when topic (dialect) differs.

### **ARAB 291 - Clinics in Arabic Language and Culture**

*Credits: (1)*

*Corequisite(s):* ARAB 102 or ARAB 201 or ARAB 202 or ARAB 301 or ARAB 302 or ARAB 304 or ARAB 307 or ARAB 308

One-credit courses or "clinics" in Arabic language and culture which address important linguistic or cultural elements in Arabic, such as calligraphy, popular film, dialect comparison, reading with cases (for

Quran and poetry in classical Arabic), etc. Students must have taken at least one course in Modern Standard Arabic (ARAB 101) and should be co-enrolled in an Arabic language class between Arabic 102 to Arabic 308.

### **ARAB 300 - Advanced Arabic Studies Abroad: Language, Literature, and Culture**

*Credits: (4)*

This number is intended for courses completed in an Arabic-speaking country.  
May be repeated for credit

### **ARAB 301 - Advanced Arabic I: Introduction to Arabic Literature and Society**

*Credits: (3)*

*Prerequisite(s):* ARAB 202 or consent of instructor.

**Any student who has studied 3 years or more of Arabic as a first or second language or who has studied in an Arabic University in which the language of classes was in Arabic, will need the instructor's permission to enroll.** Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

### **ARAB 302 - Advanced Arabic**

*Credits: (3)*

*Prerequisite(s):* ARAB 301 or consent of instructor.

*Domain (Anchored):* ALV

**Any student who has studied 3 years or more of Arabic as a first or second language or who has studied in an Arabic University in which the language of classes was in Arabic, will need the instructor's permission to enroll.** Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

### **ARAB 303 - Media Arabic**

*Credits: (3)*

*Prerequisite(s):* ARAB 302

This course, concentrating on Arabic as used in television and radio broadcasts, involves intensive listening exercises of authentic up to the minute materials (news broadcasts, interviews, documentaries, etc.) as well as some writing and speaking exercises. Conducted in Arabic.

### **ARAB 304 - Introduction to Arabic Dialects**

*Credits: (3)*

*Prerequisite(s):* ARAB 201

An introduction to Arabic dialects from a comparative perspective, including an overview of the general characteristics of the major Arabic dialects (phonological, morphological, & syntactic) as contrasted with Standard Arabic, followed by a concentration on two main dialect areas (Egyptian and Moroccan) to develop basic proficiency in these dialects. Conducted in Arabic.

### **ARAB 305 - Directed Readings in Arabic**

*Credits: (3)*

*Prerequisite(s):* ARAB 302 or consent of instructor

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

### **ARAB 306 - Directed Readings in Arabic**

*Credits: (3)*

*Prerequisite(s):* ARAB 305 or consent of instructor

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

### **ARAB 307 - Arab Civilization in Transition: Self, Culture, and Society in the Modern Period**

*Credits: (3)*

*Prerequisite(s):* ARAB 302 or consent of instructor

This course explores various themes pertinent to modern Arab political and sociological thought, using texts and audio as a basis for student writing, discussion and oral presentations. Themes may include: Islam and politics, women & gender, environmental issues, the role of politicians and intellectuals (Abd al-Nasser, Muhammad Abdo, Qasim Amin, Taha Hussein). The student will be expected to make analytical comments on the content of the material presented as well as to handle the language at a 300-level course (high intermediate to advanced). The overall goal of this content course is to prepare students for independent work in Arabic as they grow comfortable with more advanced texts and those taken directly from sources in the Arabic speaking world, such as news broadcasts or documentaries from Al-Jazeera, etc. The combination of textbook and supplemental materials provides this transition from "class work" to "real world."

### **ARAB 308 - Bridging Heritage and Modernity: Modern Forms and Classical Themes in Arabic Literary Writing**

*Credits: (3)*

*Prerequisite(s):* ARAB 302 or consent of instructor.

This course considers texts from a wide range of literary genres and themes from the Arabic-speaking world, including texts drawn from both the Arabo-Islamic tradition (al-turaath or "cultural heritage" texts), as well as from the modern period. The course will address the essential characteristics of literary forms, themes, schools, and genres in the Arabic tradition, emphasizing how these elements changed and evolved through time. Students will become familiar with both canonical and non-canonical Arabic writers in various genres, from classical times to the present. Emphasis will be on understanding both the underlying cultural world views expressed in the texts as well as their artistic and aesthetic elements. All readings are in Arabic, and students are expected to develop their reading comprehension skills as well as their knowledge and understanding of Arabic literary forms and culture.

### **ARAB 309 - Survey of Arabic Literature in Translation**

*Credits: (3)*

A survey of Arabic literary tradition from the 7th century to the present, with a focus on continuity and change, influence, and major trends, themes and genres. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### **ARAB 310 - Topics in Modern Arabic Literature in Translation**

*Credits: (3)*

An in-depth study of genre/theme in modern Arabic literature emphasizing the importance of literature as a representation of modern Arab culture and society. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

(May be repeated for credit when topic varies.)

### **ARAB 311 - Special Topics in Arabic Culture**

*Credits: (3)*

This course will address specific issues relating to Arab culture and civilization as well as cross-cultural issues related to the interaction of this culture with other cultures. May be repeated when topic varies.  
May be repeated when topic varies.

### **ARAB 348 - What is Decolonization?**

*Credits: (3)*

*College Curriculum: COLL 350*

This course will understand the history of decolonization as well as how colonialism and its effect impact and structure the world today.

*Cross-listed with: AMES 348 and APIA 348*

### **ARAB 401 - Classical Arabic Literature**

*Credits: (3)*

*Prereq/Corequisite(s): ARAB 302 or equivalent*

An introduction to the classical Arabic literary canon (al-turaath) conducted entirely in Arabic covering the major eras and genres of Arabic literature from the pre-Islamic period (6th century) until the 15th century.

### **ARAB 402 - Advanced Topics in Arabic Language, Culture, and Literature**

*Credits: (3)*

*Prerequisite(s): ARAB 306, ARAB 308 or equivalent*

*Domain (Anchored): ALV*

Taught in Arabic. An in-depth study of a limited topic in Arabic language, culture, or literature.

May be repeated for credit if topic varies

### **ARAB 411 - Independent Study**

*Credits: (1-3)*

This course is designed to permit in-depth study of Arabic texts in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

### **ARAB 412 - Teaching Practicum**

*Credits: (1)*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4

## **Chinese Language & Culture**

### **The Chinese Studies Program**

More people in the world speak Chinese than any other language. In an increasingly integrated and globalized economy and political order, China and the U.S. have become inextricably linked in their common economic and political interests. Therefore, the U.S. government has identified Chinese as a “critical-need language” that is crucial to maintaining the interests of peace and prosperity both here and abroad.

However, China and its Sinophone communities around the world are also home to one of the longest continuing civilizations, a heritage that has been kept alive through a love of and reverence for received

texts and culture. This engagement with tradition has contributed to an unbroken sense of cultural identity despite periods of war, foreign conquest and turmoil. China is thus an entryway to one of humanity's richest troves of cultural, literary and philosophical ideas, artifacts and debates.

Our undergraduate program in Chinese trains students in all levels of Chinese language so they can become proficient and freely use the language in conversation, research and professional communication (see <https://www.wm.edu/as/modernlanguages/chinese/undergrad/index.php>). In addition, our content courses aim to immerse students in all facets of Chinese culture and civilization, both across the deep time of millennia and in the pressing challenges of the modern era. We believe that students who wish to engage with China, either economically, politically or academically, are best served when they have been trained in both language and culture.

Our undergraduate major has steadily grown with each passing year, and many of our students combine a concentration in Chinese with a major in another field, such as International Relations, Business, Government and the sciences. We also offer a minor, and many of our offerings fulfill requirements for the East Asian Studies major.

To broaden face-to-face cultural understanding, we facilitate study abroad programs to China for both the summer and the year. Our Chinese Language House, a residence for students interested in practicing Chinese year round, hosts a number of cultural events for the campus community at large (see <https://www.wm.edu/as/modernlanguages/chinese/chinesehouse/index.php>).

We are a growing, vibrant and increasingly vital component of academic and cultural life here at William & Mary. We hope that you will join us for a rewarding period of study and mutual understanding.

## Programs

- [Chinese Language and Culture \(BA in Chinese Language & Culture\)](#)
- [Chinese Language and Literature Minor](#)

## Chinese Language and Culture (BA in Chinese Language & Culture)

### Required Credit Hours: 30

A minimum of 30 semester credits must be distributed in the following manner:

1. Four Chinese language courses above the 202 level to be selected with approval of an advisor.
2. Four Chinese literature/culture courses to be selected with approval of an advisor.
3. CHIN 428: Advanced Seminar in Chinese Language, Culture or Literature (This course will satisfy the concentration writing requirement and the concentration computing requirement).
4. One course outside of the Department of Modern Languages and Literature to be selected with approval of an advisor.

All majors in Chinese are strongly encouraged to study abroad in a Chinese-speaking location after finishing CHIN 102 ,CHIN 202 of CHIN 206 .

Students will choose their major advisor from among the Chinese faculty when declaring their major in Chinese. The Chinese program actively supports faculty-mentored independent student research and strongly encourage majors to consider writing an honors thesis.

## Chinese Language and Literature Minor

## **Required Credit Hours: 20 hours**

### **Core Requirements:**

Courses must be beyond the 202 level, no more than 6 hours of which may be taken in courses taught in English. No course for the minor may be taken pass/fail.

## **Course Descriptions**

### **Chinese Language & Culture**

#### **CHIN 100 - Big Ideas in Chinese Language & Culture**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Chinese Studies, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **CHIN 101 - Elementary Chinese I (Mandarin)**

*Credits: (4)*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. CHIN101 is for students who have no Mandarin learning background. Heritage students should take CHIN 111 or CHIN 211. Students who studied Chinese before should consult Department of Modern Languages and Literatures Placement Guideline on the MDLL website before registering for classes. The department reserves the right to place any student in the course most appropriate for his or her skill level. For additional placement information, please see the Chinese Studies website.

#### **CHIN 102 - Elementary Chinese II (Mandarin)**

*Credits: (4)*

*Prerequisite(s): CHIN 101 or consent of instructor*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Chinese Studies website.

#### **CHIN 111 - Chinese for Heritage Speakers**

*Credits: (3)*

For beginning Chinese heritage learners students with basic oralaural skills, but cannot read or write. While focusing on reading and writing, it continues to provide training in listening and speaking. Interested students who are unsure about their language level are encouraged to consult with instructor before enrollment. The department reserves the right to place any student in the course most appropriate to his or her skill level.

#### **CHIN 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Chinese Language & Literature. A grade of C- or better fulfills the College 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

**CHIN 180 - Chinese Calligraphy: Aesthetics and Practice**

*Credits: (1)*

Introduces the art and practice of Chinese calligraphy. Consists of introduction on the history, principle and aesthetic values of Chinese characters and calligraphy and hand-on experience with brush writing. No knowledge of Chinese or calligraphy is required.

**CHIN 200 - Chinese Studies in China I**

*Credits: (variable credit)*

*Prerequisite(s):* CHIN 102 or acceptance by Selection Committee

This number is intended for language courses completed in China. Intensive language training at the intermediate level.

This course may be repeated for credit

**CHIN 201 - Intermediate Chinese I (Mandarin)**

*Credits: (4)*

*Prerequisite(s):* CHIN 102 or consent of instructor

Training in conversation, grammar, reading and elementary composition. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Chinese Studies website.

**CHIN 202 - Intermediate Chinese II (Mandarin)**

*Credits: (4)*

*Prerequisite(s):* CHIN 201 or consent of instructor

Training in conversation, grammar, reading and elementary composition. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Chinese Studies website.

**CHIN 205 - Intermediate Chinese Consolidated I**

*Credits: (4)*

*Prerequisite(s):* CHIN 202 or equivalent, or consent of instructor.

A bridge course between 200 and 300 levels. It focuses on the development of integrated language skills in listening, speaking, reading and writing. It targets, but is not limited to, students who have completed 4 years of Chinese in high school but find 300-level courses at college too challenging. It is also ideal for students who studied CHIN 200 in the summer through the China study-abroad program and would like to consolidate their skills at this level before moving on to CHIN 301. This course can count toward the Chinese major.

**CHIN 206 - Intermediate Chinese Consolidated II**

*Credits: (4)*

*Prerequisite(s):* CHIN 202 or equivalent, or consent of instructor.

A bridge course between 200 and 300 levels. It continues the focus in CHIN 207 on the development of integrated language skills in listening, speaking, reading and writing. Ideal for students who have completed CHIN 200, CHIN 202 or the equivalent (in high school and at college) and would like to consolidate their skills at this level before moving on to CHIN 301. This course can count toward the Chinese major.

**CHIN 211 - Chinese for Heritage Speakers**

*Credits: (3)*

*Prerequisite(s):* CHIN 111 or consent of instructor

For students with basic oral-aural skills. While focusing on reading and writing, it continues to provide training in listening and speaking. Completion of this course satisfies language requirement.

### **CHIN 220 - Chinese Popular Culture**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course provides students with an in-depth exploration and study of the range of cultural forms that constitute Chinese popular culture spanning from the late-Imperial to contemporary periods.

### **CHIN 250 - Introduction to Chinese Cultural Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An introduction to methods, analysis, and sources in Chinese cultural studies, spanning a range of time periods and variety of aesthetic genres. Each course will focus on a central theme determined by instructor.

### **CHIN 280 - East Asian Cultures Through Film**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An introduction to East Asian cultures through the modern and contemporary film of China, Taiwan and Japan. The class takes a cross-cultural approach by looking at various social, political and cultural themes as they vary across time and across East Asian countries.  
*Cross-listed with: JAPN 280*

### **CHIN 300 - Chinese Studies in China II**

*Credits: (variable credit)*

*Prerequisite(s):* CHIN 200 or CHIN 202 and acceptance by Selection Committee

This number is intended for courses completed in China. Intensive language training at the upper-intermediate level.

This course may be repeated for credit

### **CHIN 301 - Upper-Intermediate Chinese I**

*Credits: (4)*

*Prerequisite(s):* CHIN 200, CHIN 202 or consent of instructor

Continued training in conversation, grammar and composition with special emphasis on reading and writing. All scheduled sessions associated with the course are required.

### **CHIN 302 - Upper-Intermediate Chinese II**

*Credits: (4)*

*Prerequisite(s):* CHIN 200, CHIN 301 or consent of instructor

Continued training in conversation, grammar and composition with special emphasis on reading and writing. All scheduled sessions associated with the course are required.

### **CHIN 303 - Topics in Chinese Language, Civilization, or Literature**

*Credits: (1-4)*

Topics in Chinese Language, Culture or Literature. Offered on campus or abroad either in English or

Chinese. A systematic study of a major topic or theme in Chinese language, culture or literature that is not covered by regularly offered courses.

May be repeated for credit if content is different

### **CHIN 308 - Directed Readings in Chinese**

*Credits: (3)*

*Prerequisite(s):* CHIN 300 or CHIN 302

This course is designed to train students' ability to interpret written Chinese through in-depth readings in Chinese literature and other types of cultural expression.

### **CHIN 309 - Survey of Chinese Literature in English**

*Credits: (3)*

*College Curriculum:* COLL 200, COLL 300

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course is an introduction to the major works of Chinese literature in English Translation. This includes early philosophy (including the Confucian Classics and early Daoist texts), poetry, drama, short stories and novels, with emphasis on the cultural and historical context in which these works were written. This class is arranged chronologically, but within each period our discussions will be thematic. We will cover Chinese literature from all points of the imperial period, from the early bronze age through the 19th century.

### **CHIN 310 - Business Chinese**

*Credits: (3)*

*Prerequisite(s):* CHIN 200 or CHIN 202 or CHIN 206 or CHIN 211 *Corequisite(s):* CHIN 301 or CHIN 405

Open to students who have taken two years of college-level Chinese. Course teaches special language skills for the business environment. Introduces students to the social and cultural values and customs of the contemporary Chinese business world.

### **CHIN 316 - Women and Love in Chinese Literature (In Translation)**

*Credits: (3)*

*Domain (Anchored):* ALV

This course examines the practice of love and gender relationships in pre-modern China with an emphasis on the presentation of women in literary texts. Readings vary in genres and are analyzed within their own cultural, historical, and philosophical context.

*Cross-listed with:* WMST 314

### **CHIN 322 - Twentieth-Century Chinese Literature in English**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A study of major 20th-century works, trends and movements. Pays special attention to the period from the end of the Cultural Revolution (1976) to present. Taught in English.

Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### **CHIN 336 - Introduction to Classical Chinese**

*Credits: (3)*

*Prerequisite(s):* CHIN 202

This course introduces students to the basic syntax, grammar and vocabulary of Classical Chinese.

Students will study abbreviated historical and philosophical narratives, set phrases (chengyu), poems, and short stories from the classical and medieval periods.

### **CHIN 360 - Introduction to Chinese Cinema**

*Credits: (3)*

*College Curriculum: COLL 200, COLL 300*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

An introduction to Chinese cinema from its beginnings to the present day. Emphasis will be placed on Chinese cinemas relationship to popular culture, modernity and nationalism.

### **CHIN 370 - Hacking Chinese Studies**

*Credits: (3)*

This course is an introduction to leveraging the processing power of modern computers to study Chinese culture. This course will introduce you to a variety of newly developed digital tools, algorithms, and datasets that allow us to pursue new insights into traditional Chinese literature and culture. You will engage with new scholarship being published in the rapidly expanding field of the digital humanities and learn how to create digital research projects from scratch. You will be introduced to the basics of text mining, network analysis, mapping, and digital exhibition creation, among other things. We will draw examples from the imperial Chinese tradition and cover the challenges and rewards of working with Chinese language materials using computer systems originally designed for western languages (the lessons we learn will be applicable to people working in other non-Latinate languages like Japanese, Hebrew, Arabic, and Sanskrit). While some of the materials we will learn to analyze are in Chinese, we will also work with English language datasets and literature in translation. As such, the class will be open and accessible to students who do not know any Chinese. No technical skills or programming experience required.

### **CHIN 386 - Art of Chinese Poetry**

*Credits: (3)*

*Prerequisite(s): CHIN 202*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course examines the meaning and expression of traditional Chinese poetry and their historical context. Poems are read in their original language (with English annotations) and discussion is conducted in English. Proper for students who have completed two years of Chinese language study or with instructor permission.

### **CHIN 400 - Chinese Studies in China III**

*Credits: (variable credit)*

*Prerequisite(s): CHIN 300 or CHIN 302 and acceptance by Selection Committee*

This number is intended for courses completed in China. Intensive language training at the advanced level.

This course may be repeated for credit

### **CHIN 401 - Advanced Speaking I**

*Credits: (3)*

*Prerequisite(s): CHIN 300, CHIN 302 or CHIN 400*

Intensive oral-aural training with emphasis on conducting effective communication in advanced spoken Chinese. Priority given to Chinese and East Asian Studies majors.

### **CHIN 402 - Advanced Speaking II**

*Credits: (3)*

*Prerequisite(s):* CHIN 300 or CHIN 302 or CHIN 400 or CHIN 401

Continued Intensive oral-aural training with emphasis on conducting effective communication in advanced spoken Chinese. Priority given to Chinese and East Asian Studies majors.

### **CHIN 403 - Advanced Reading and Writing I**

*Credits: (3)*

*Prerequisite(s):* CHIN 300, CHIN 302 or CHIN 400

Intensive training in grammar and word usage with special emphasis given to formal journalistic, expository and literary discourse. Priority given to Chinese and East Asian Studies majors.

### **CHIN 404 - Advanced Reading and Writing II**

*Credits: (3)*

*Prerequisite(s):* CHIN 300 or CHIN 302 or CHIN 400

Continued intensive training in grammar and word usage with special emphasis given to formal journalistic, expository and literary discourse. Priority given to Chinese and East Asian Studies majors.

### **CHIN 405 - Chinese Media and Society I**

*Credits: (3)*

*Prerequisite(s):* CHIN 300 or CHIN 302 or CHIN 303 or CHIN 400, or consent of instructor

CHIN405 is a rigorous advanced-level language course aiming to develop students' language proficiency by discussing and analyzing authentic journalistic articles, chosen from multiple news sources with different readership, on various aspects of modern societies such as government, business, crime, education, environment, and entertainment. Prerequisite: CHIN 300 or CHIN302 or CHIN303 or CHIN400, or consent of instructor.

### **CHIN 406 - Chinese Media and Society II**

*Credits: (3)*

*Prerequisite(s):* CHIN 300 or CHIN 302 or CHIN 303 or CHIN 400 or CHIN 405 or consent of instructor

CHIN 406 continues to develop students' language proficiency at the advanced level by discussing and analyzing authentic journalistic articles, chosen from multiple news sources with different readership, on various aspects of modern societies such as government, business, crime, education, environment, and entertainment. CHIN 405 is not a necessary pre-requisite; while CHIN 405 and CHIN 406 follow similar structures, the materials covered in both will differ every semester, and they will focus on current issues and developments. Prerequisite: CHIN 300 or CHIN 302 or CHIN 303 or CHIN 400 or CHIN 405, or consent of instructor.

### **CHIN 410 - Advanced Topics in Chinese Language, Civilization or Literature**

*Credits: (3)*

*Prerequisite(s):* CHIN 300, CHIN 302 or CHIN 400 or consent of instructor

An advanced study of a focused topic in Chinese language, civilization or literature. This course may be offered locally at the College or abroad in the Chinese Studies in Beijing Program.

Course may be repeated for credit when topics differ

### **CHIN 411 - Independent Study**

*Credits: (1-4)*

*Prerequisite(s):* consent of instructor

This course is designed to permit an in-depth study of Chinese culture and literature not available in current course offerings. A written petition to the instructor and approval of the department chair is required before registration.

Course may be repeated for credit if topic varies

### **CHIN 412 - Teaching Practicum**

*Credits: (1)*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits

### **CHIN 428 - Advanced Seminar in Chinese Language, Culture or Literature**

*Credits: (3)*

*Prerequisite(s):* consent of instructor

*College Curriculum:* COLL 400

This capstone course guides students in conducting in-depth studies on issues in Chinese language, culture or literature and it requires students to complete an independent research project. Satisfies concentration computing requirement and concentration writing requirement.

### **CHIN 495 - Honors**

*Credits: (3)*

*Prereq/Corequisite(s):* Two other 400-level Chinese courses (401-410)

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **CHIN 496 - Honors**

*Credits: (3)*

*Prereq/Corequisite(s):* Two other 400-level Chinese courses (401-410)

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **French and Francophone Studies**

### **The French and Francophone Studies Program**

The French & Francophone program at the College of William & Mary provides students with a critical understanding of the rich and varied cultures of the French-speaking world. It exposes them to a life-changing experience through the intellectual and personal challenges of learning a different way of living and thinking. Solid linguistic competency in French and a critical understanding of Francophone cultures are indispensable for anyone who wishes to study the French-speaking world. In class and in our research, we analyze varied forms of cultural production and the ways in which they represent real-world struggles related to nation, gender, race, class, the environment, etc. Our courses prepare students to work in fields as diverse as international relation, medicine, business, law, journalism, finance, education, and the arts.

Thanks to the diversity of our faculty, their backgrounds and specializations, the French & Francophone Studies program offers a wide selection of courses that examine different periods and aspects of Francophone culture and literature from France, the Indian Ocean, Africa, Vietnam, the Caribbean and North America. To foster an awareness of these different cultures, courses are taught in French and are interdisciplinary in approach.

Most students who major in French & Francophone Studies have a double major, such as International Relations, History, Government, English, Economics, or even Biology or Chemistry. In order to support

students' interests and career goals, the French & Francophone Studies program works in close collaboration with faculty from other departments or programs- Africana Studies, Gender Sexuality and Women's Studies, Art History, Anthropology, Film Studies, European Studies, Literary and Cultural Studies among others. Courses in other departments relating to French & Francophone issues can count towards a major in French & Francophone Studies.

## Programs

- [French and Francophone Studies \(BA in French and Francophone Studies\)](#)
- [French and Francophone Studies, Minor](#)

## French and Francophone Studies (BA in French and Francophone Studies)

**Required Credit Hours: 33**

### Core Requirements:

- FREN 305 - Discovery Seminar in French & Francophone Studies Credits: (3)
- FREN 314 - Uncertain Identities: Introduction to French Cultural Studies Credits: (3) or
- FREN 315 - Provocative Texts: French Literature in its Cultural Contexts Credits: (3)
- FREN 450 - Advanced Seminar in French & Francophone Studies Credits: (3) (Capstone course for the Major that satisfies the Major Writing Requirement, the Major Computing Requirement, and the COLL 400 Requirement)

Note: FREN 305, FREN 314, FREN 315, and FREN 450 must be taken on the WM campus.

### Elective Credits:

24 elective credits from:

- FREN 100 - Big Ideas in French & Francophone Studies Credits: (4)
- FREN 150 - First-Year Experience Credits: (4)
- FREN 210 - From Word to Text: An Introduction to Reading and Writing Credits: (3) or
- FREN 212 - Cross-cultural Perspectives on the Francophone World Credits: (3) or
- FREN 299 - French Studies Abroad at the Upper Intermediate Level Credits: (1-4) (but only a maximum of 4 credits from among FREN 210, FREN 212, and FREN 299)
- Courses at the 300 or 400-level in French and Francophone Studies (FREN) including either FREN 314 or FREN 315 and/or
- Up to 6 credits from courses taught in English in other departments and programs, including College (COLL) courses, provided that these courses are substantively relevant to French and Francophone Studies, have been chosen in consultation with the major advisor, and have been approved by the French and Francophone Studies Program.
- (Except for FREN 305, which may NOT be repeated, students may repeat a FREN topics course for major credit if the topic is different. This includes FREN 450, which may be taken for major credit twice.)  
(Students cannot enroll in FREN 303 after they have completed 305 OR any other higher level FREN course.)

### Additional Information

All majors in French are strongly encouraged to include study abroad in a French-speaking location at some point in their undergraduate experience. However, no more than 12 FREN transfer credits from a given semester of study abroad may be counted for major credit without the approval of the French and Francophone Studies Program.

Students will choose their faculty advisor from among the French faculty when declaring their major in French. The French section actively supports faculty-mentored independent student research and strongly encourages qualified students to consider writing an honors thesis.

## **French and Francophone Studies, Minor**

### **Required Credit Hours: 18**

#### **Core Requirements:**

Students may not take FREN 386 as part of a minor in French.

- FREN 305 - Discovery Seminar in French & Francophone Studies Credits: (3)
- FREN 314 - Uncertain Identities: Introduction to French Cultural Studies Credits: (3) or
- FREN 315 - Provocative Texts: French Literature in its Cultural Contexts Credits: (3)  
Note: FREN 305, FREN 314, FREN 315, and FREN 450 must be taken on the WM campus.

#### **12 Additional Credit Hours:**

Chosen from the following list:

- FREN 210 - From Word to Text: An Introduction to Reading and Writing Credits: (3) or
- FREN 212 - Cross-cultural Perspectives on the Francophone World Credits: (3) (but not both)
- And any course at the 300 and/ or 400 level  
(Students cannot enroll in FREN 303 after they have completed 305 OR any other higher level FREN course.)

## **Course Descriptions**

### **French and Francophone Studies**

#### **FREN 100 - Big Ideas in French & Francophone Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in French & Francophone Studies, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **FREN 101 - Elementary French I**

*Credits: (4)*

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. For additional placement

information, please see the Modern Languages and Literatures website.  
Four class hours.

### **FREN 102 - Elementary French II**

*Credits: (4)*

*Prerequisite(s):* FREN 101

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. For additional placement information, please see the Modern Languages and Literatures website.  
Four class hours.

### **FREN 150 - First-Year Experience**

*Credits: (4)*

*College Curriculum:* COLL 150

### **FREN 201 - Intermediate French I**

*Credits: (4)*

*Prerequisite(s):* FREN 102 or placement by Achievement Test score or by department

A review of basic French grammar through development of writing, speaking, comprehension and reading skills, with additional emphasis on cultural and literary readings. For additional placement information, please see the Modern Languages and Literatures website.  
Four class hours.

### **FREN 202 - Intermediate French II**

*Credits: (4)*

*Prerequisite(s):* FREN 201 or placement by Achievement Test score or by department

Continued review of basic French grammar through development of writing, speaking and comprehension skills, with additional emphasis on cultural and literary readings. For additional placement information, please see the Modern Languages and Literatures website.  
Four class hours.

### **FREN 206 - Upper-Intermediate Conversation**

*Credits: (3)*

*Prerequisite(s):* FREN 202 or placement by Achievement Test score or consent of instructor

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary French life.

### **FREN 210 - From Word to Text: An Introduction to Reading and Writing**

*Credits: (3)*

*Prerequisite(s):* FREN 202 or FREN 206 or placement by Achievement Test score or by department

*Domain (Anchored):* ALV

Continued development of all four language skills, with a special emphasis on reading and writing. This course will incorporate work with applied grammar, interactive video, film, and French and Francophone literary readings.

### **FREN 211 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* FREN 100 or FREN 210 or FREN 212 or FREN 303

This course is designed to permit independent study in an area of literature, culture, or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

May be repeated for credit if topic varies.

### **FREN 212 - Cross-cultural Perspectives on the Francophone World**

*Credits: (3)*

*Prerequisite(s):* FREN 202 or FREN 206 or placement by Achievement Test score or by department

*College Curriculum:* COLL 300

*Domain (Anchored):* ALV

This course provides an introduction to Francophone studies through an examination of the colonial and postcolonial francophone world. Organized thematically rather than geographically, the course will investigate how French colonization, along with the French language, impacted the former French colonies and how artists (writers, filmmakers, singers) were affected by the changes and sometimes embraced them in a complex and creative way. In the second segment of the course, we will also examine the role colonization played in the make-up of French culture and identity. Our analysis will be based on a number of short readings drawn from a variety of non-literary and literary sources. This course is also intended to prepare students for upper-level coursework in French by offering practice in reading, writing, listening and speaking skills and in critical analysis. While not primarily focused on grammar, the course will include a review of key grammatical points and introduce students to more complex sentence structures. The course is exclusively taught in French.

### **FREN 295 - Beyond Business French: Francophone Perspectives on Commerce, Work, and Cross-Cultural Communication**

*Credits: (3)*

*Prerequisite(s):* FREN 100 or FREN 210 or FREN 212 or FREN 299 or instructor permission

*Domain (Anchored):* CSI

This upper-intermediate-level multimedia course will enhance the students' ability to use French to communicate effectively in international/cross-cultural business and work contexts and will examine the social, cultural, and ethical ramifications of contemporary trends in business, management, marketing, entrepreneurship, consumption, labor, technology, economic policy, and globalization as they apply to France and the francophone world.

### **FREN 299 - French Studies Abroad at the Upper Intermediate Level**

*Credits: (1-4)*

*Prerequisite(s):* FREN 210 or FREN 212 and approval by department

This number is intended for courses completed in France or in a Francophone country.

May be repeated for credit

### **FREN 300 - French Studies Abroad at the Advanced Level**

*Credits: (1-4)*

*Prerequisite(s):* FREN 210 or FREN 212 and approval by department

This number is intended for courses completed in France or in a Francophone country.

May be repeated for credit

### **FREN 301 - Life in Montpellier**

*Credits: (1)*

A one-credit required course designed for students enrolling in the W&M Summer in Montpellier Program. Provides historical and cultural background of the program site, introduces social, cultural, and political trends that inform life in France today and sensitizes students to the media of the region and nation. Taught in French by the Director during Spring semester prior to enrollment in Summer Program.

### **FREN 302 - Perspectives on Contemporary Society**

*Credits: (4)*

A required two-credit supervised research project organized around three themes: 1) the ways in which cosmopolitan and pluralist France addresses issues of diversity, 2) the importance of Europe in France today, and 3) the Southern French perspective regarding themes 1 and 2. In French, under the supervision of the Resident Director of the Montpellier Program.

### **FREN 303 - Themes and Issues in the French/ Francophone World**

*Credits: (3)*

*Prerequisite(s):* FREN 151 or FREN 210 or FREN 212 or placement by Achievement Test score, or by instructor's permission.

Each semester's chosen topic will be indicated in the schedule of classes.

### **FREN 303A - The French Revolution**

*Credits: (3)*

*Prerequisite(s):* FREN 100 or FREN 210 or FREN 212 or FREN 299 or FREN 300

This course will explore the history and importance of the French revolution through an analysis of different eighteenth-century cultural artifacts. These materials will allow us to investigate the ways in which the revolutionaries mobilized or redefined notions of French identity, patriotism, and political authority. It will also consider the international dimensions of the French revolution (in the Caribbean in particular) and therefore discuss late eighteenth-century debates on race and slavery. Course materials include: a novel, selections from a groundbreaking philosophical treatise; poetry; political caricatures; pamphlets; revolutionary music; ceramics; paintings; and period films.

French 303 is designed for students coming out of FREN 100, FREN 210, FREN 212, FREN 299, FREN 300, and for first-year students who have arrived with high school AP credit. The course is meant to develop students' analytical and linguistic skills through intensive discussion. This course does not include any explicit grammar review.

### **FREN 304 - French Phonetics and Diction**

*Credits: (3)*

*Prerequisite(s):* FREN 206 or FREN 210 or FREN 212 or FREN 303 or consent of instructor

*Domain (Anchored):* CSI

Intensive study of concepts in articulatory phonetics and phonology in modern standard French. Readings in phonetic theory. Diagnostic evaluation of each student's pronunciation. Corrective phonetics.

### **FREN 305 - Discovery Seminar in French & Francophone Studies**

*Credits: (3)*

*Prerequisite(s):* FREN 100 (if taught in French) or FREN 150 (if taught in French) or FREN 210 or FREN 212 or qualifying achievement or placement test score.

*Domain (Anchored):* ALV

Exploration of a specific theme or issue in French/Francophone culture with special emphasis on applied grammar and intensive written work. French 305 is a prerequisite for upper-level French courses. Each semester's chosen topic (s) will be indicated in the schedule of classes.

### **FREN 306 - Advanced Conversation**

*Credits: (3)*

*Prerequisite(s):* FREN 210 or FREN 212 or FREN 303, and FREN 206 (or consent of instructor)

Intensive oral-aural training, with class discussions and oral presentations focusing on relevant issues in contemporary French and francophone society and culture as presented in a variety of texts and media.

**FREN 310 - French Cinema**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

History of the French cinema, including an introduction to film technology and aesthetics. This course is taught in French.

Two class hours, two laboratory hours.

**FREN 311 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* FREN 305

This course is designed to permit an independent study in an area of literature, culture, or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

May be repeated for credit if topic varies.

**FREN 311 - Independent Study**

*Credits: (1-3)*

*Prerequisite(s):* FREN 305

This course is designed to permit an independent study in an area of literature, culture, or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

May be repeated for credit if topic varies.

**FREN 314 - Uncertain Identities: Introduction to French Cultural Studies**

*Credits: (3)*

*Prerequisite(s):* FREN 305

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course will introduce students to interdisciplinary approaches to the study of French and Francophone cultures with a particular focus on the notion of French national identity. Specific examples will include national mythology and collective memory, the cultural production of nineteenth-century Paris, and the contemporary issues of immigration and multiculturalism as they relate to the history of colonialism. This will introduce students to interdisciplinary approaches to the study of French and Francophone cultures with a particular focus on the notion of French national identity. Specific examples will include national mythology and collective memory, the cultural production of nineteenth-century Paris, and the contemporary issues of immigration and multiculturalism as they relate to the history of colonialism.

**FREN 315 - Provocative Texts: French Literature in its Cultural Contexts**

*Credits: (3)*

*Prerequisite(s):* FREN 305

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI What can literature do? This course will test the powers of fiction by studying provocative masterpieces of French & Francophone literature. In the process, we will also consider the material, social, legal, economic, and ideological forces that shaped French & Francophone literary culture over the centuries.

**FREN 316 - Topics in French and Francophone Studies**

*Credits: (3)*

*Prerequisite(s):* FREN 305

A study of French and Francophone Cultures. Topics will be indicated in the schedule of classes.  
May be repeated if topic varies for up to 9 credits.

**FREN 321 - The Spectacular Culture of Early Modern France**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

A history of theater and theatricality in France from the XVIIth to the XVIIIth centuries. Readings include critically acclaimed literary masterpieces, as well as essays that theorize the effects of theater on the evolution of moral, social, and political conventions.

**FREN 331 - Topics in Eighteenth-Century French Literature and Culture**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

Studies in the literature, history and visual culture of eighteenth century France. Topics will vary. This course may be repeated for credit if topics differ

**FREN 332 - Topics in Early Modern Literature and Culture**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

Studies in the literature, history and visual culture of early modern France. Topics will vary. This course may be repeated for credit if topics differ

**FREN 342 - Inventing Modernity: Nineteenth-Century French Narrative**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

Why is the nineteenth century in France considered the Golden Age of the Novel? This course explores that question by focusing on how writers such as Balzac, Sand, Flaubert, and Zola used narrative in order to construct their own modernity.

**FREN 350 - Modern French Poetry**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

From the post-romantic poets to the present with special emphasis on Baudelaire, the Symbolists and the Surrealists.

**FREN 351 - Twentieth-Century French Literature I**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

A study of the principal novelists up to 1950: Colette, Gide, Proust, Sartre, Camus.

**FREN 352 - Post-war, Post-modern, and Post-colonial**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

A study of major post-World War II contemporary novelists and critics in relation to the political and social currents of the age from Camus, Robbe-Grillet, Butor to Duras and Modiano, Toussaint and Redonnet, with reference to critics such as Barthes, Foucault, Derrida, Cixous, and Said.

**FREN 361 - Culture in Context 1: Art and Ideas**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

*Domain (Anchored):* ALV

This course studies French artistic and intellectual production in its varied social contexts from the middle ages through the postmodern period.

**FREN 362 - Culture in Context 2: The Republic**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* ALV

This course studies the key role political institutions, geography, and representations of the past play in the formation of the French idea of nation in the republican era (1789-present).

**FREN 363 - Culture in Context 3: Social Trends**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

*Domain (Anchored):* CSI

This course studies contemporary French society, the historical origins of some of its most characteristic structures (e.g., institutions, representations, lifestyles), and the forces of change that have shaped it over the past twenty years.

**FREN 385 - Francophone African Literature I (in French)**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

*Domain (Anchored):* ALV

This course explores the sub-Saharan African and Caribbean literature written in French that emerged in the French colonial period and continues in the post-colonial period. Major topics to be examined include Négritude and the rise of political consciousness, cultural conflict with the West, women's voices, Créolité, and postindependence literature.

Can be repeated if topic varies.

**FREN 386 - Francophone African Literature II (in English)**

*Credits: (3)*

See course description for French 385 . The works for French 386 will be read in English translation and will not duplicate those covered in French 385. This course cannot be included in the hours required for the major.

*Cross-listed with:* AFST 386

**FREN 390 - Advanced Topics in French and Francophone Studies**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315 or FREN 316

A study of French and Francophone Cultures. Topic will be indicated in the schedule of classes.

May be repeated if topic varies for up to 9 credits.

**FREN 391 - Topics in French/Francophone Literature**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

Topic will be indicated in the schedule of classes.

Course may be repeated for credit if topic differs

**FREN 392 - Topics in French Language**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

Topic will be indicated in the schedule of classes.  
Course may be repeated for credit if topic differs

**FREN 393 - Topics in French/Francophone Cinema**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315

Topic will be indicated in the schedule of classes.  
Course may be repeated for credit if topic differs

**FREN 394 - Topics in French & Francophone Studies (in English)**

*Credits: (3)*

May be repeated for credit if topic is different.

**FREN 406 - Contemporary Spoken French**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315, or consent of instructor  
Intensive training in the contemporary French idiom.

**FREN 408 - Comparative Stylistics and Translation**

*Credits: (3)*

*Prerequisite(s):* FREN 314 or FREN 315, or consent of instructor

*Domain (Anchored):* CSI

An intensive course in writing and language analysis. Basic concepts in stylistics applied to writing in French and to the problems of translation.

**FREN 411 - Independent Study**

*Credits: (1-3)*

This course is designed to permit an in-depth study in an area of literature culture or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

May be repeated for credit if topic varies

**FREN 412 - Teaching Practicum**

*Credits: (1)*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits

**FREN 413 - Field Research Abroad**

*Credits: (6)*

*Prerequisite(s):* 9 credits in French Studies at the 300 level

A mentored field research experience in French/Francophone culture conducted abroad. Project and related 50-page thesis developed in consultation with a university professor.

**FREN 450 - Advanced Seminar in French & Francophone Studies**

*Credits: (3)*

*Prerequisite(s):* 12 hours of 300 and/or 400-level French courses including FREN 305, FREN 314 or FREN 315, and at least one course that has FREN 314/315 as a prerequisite, or consent of the instructor.

*College Curriculum:* COLL 400

In-depth study of a specific theme or issue in French/Francophone literature, language, society, or culture with special emphasis on mentored student research, analytical and scholarly writing, relevant critical

theory, interdisciplinary approaches, and communication of ideas to diverse audiences. This course serves as the capstone experience in the French and Francophone Studies major and fulfills the Major Writing Requirement and the Major Computing Requirement. Each semester's chosen topic will be indicated in the schedule of classes.

### **FREN 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* At least 9 hours of 300 and/or 400-level French courses (generally FREN 305, FREN 314, FREN 315, and higher), and French Section approval prior to registration

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs or the Charles Center website.

### **FREN 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* At least 9 hours of 300 and/or 400-level French courses (generally FREN 305, FREN 314, FREN 315, and higher), and French Section approval prior to registration

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs or the Charles Center website.

## **German Studies**

### **The German Studies Program**

The German Studies Program at W&M offers German language, literature, philosophy, and cultural studies at the beginning, intermediate, and advanced levels, as well as many courses in German Studies taught in English translation, including COLL 100 and COLL 150 courses. Courses in English translation are often cross-listed with Philosophy, History, Film and Media Studies, Gender, Sexuality, and Women's Studies, Judaic Studies, and European Studies.

The German Studies curriculum is designed to facilitate a wide range of research and study opportunities, from the introductory and intermediate study of German, to securing a deep understanding of the history of literature, thought, and culture in German-speaking countries, and finally, to helping students formulate research questions and engage in independent scholarly work at an advanced level. At all levels, we stress linguistic and cultural competency as well as critical, theoretical perspectives.

The German Studies Program at William & Mary is particularly strong in the following areas: Film Studies; 20th century literature; 18th century literature; the theory and practice of translation; the Weimar Republic and the rise of Nazism; German literature and the history of science; fin-de-siècle literature and culture; post-war and post-Wall German literature, cinema, and culture; German philosophy from the 18th century to the present; multi-culturalism; migration studies; and the Nazi Genocide of the Jews, 1933-1945. Faculty closely mentor students on research projects and provide opportunities for actual research in the field. The program's scholarship closely reflects the kinds of research in German Studies currently conducted nationally and internationally in the discipline.

We strongly encourage our students to study in a German-speaking country. In the Study Abroad section of our website, you will find links to information about our summer study abroad program at the Universität Potsdam and our junior-year semester or full-year program at the *Westfälische Wilhelms-Universität* Münster. (see <https://www.wm.edu/as/modernlanguages/german/studyabroad/index.php>).

## **Programs**

- [German Studies \(BA in German\)](#)
- [German Studies, Minor](#)

## German Studies (BA in German)

### Required Credit Hours: 34

#### Core Requirements:

Students majoring in German Studies must complete 34 credits; 28 credits in German Studies, and 6 credits from outside the German Studies program (courses chosen in consultation with and approved by the Program Director). Of the courses taken in the German Studies Program, GRMN (COLL) 100 and GRMN (COLL) 150 may count if they are on a topic related to German Studies (approval by Program Director required); 6 credits or two courses of the 28 credits in German Studies may be taken in English translation (GRMN 220, 221, 287, 312, 313, 385, 386, 387, 409). Students must also fulfill the major writing proficiency and major computing proficiency requirements, as defined below.

#### Required Courses:

- GRMN 207 - Introduction to German Cultural Studies (Taught in English) Credits: (3)
- 6 credits or two courses conducted in German at the 300-level or above, excluding GRMN 412 Teaching Practicum
- GRMN 408 - Senior Seminar in German Studies Credits: (3-4)
- (COLL 400; taught in English, with an additional required credit hour for German Studies majors taking the course as their senior capstone).
- 6 credits from outside the department chosen in consultation with the Program Director.

#### Elective Credits:

Students take an additional 15 credits in German Studies above GRMN 203, 6 credits of which may be German Studies courses in English translation. GRMN COLL 100 and GRMN COLL 150 courses may count toward the major if they are on a topic directly related to German Studies (approval by Program Director required).

#### Major Writing Proficiency:

Students will fulfill the major writing proficiency requirement by receiving a C or higher in any 300- or 400-level German Studies course taught in German.

#### Major Computing Proficiency:

Students will fulfill the major computing proficiency requirement by successfully completing GRMN 207 and one GRMN 400-level course.

## German Studies, Minor

### Required Credit Hours: 18 Credits

#### Core Requirements:

Six courses or 18 credits above German 203. Students must take GRMN 207 - Introduction to German Cultural Studies (Taught in English). Of the remaining 15 credits, at least 6 credits must be at the 300-

level or above. One course other than GRMN 207 - Introduction to German Cultural Studies (Taught in English) may be taken in English. COLL 100 and 150 courses may count toward the minor if they are on a topic directly relevant to German Studies (approval of the Program Director is required.)

The recommended sequence of courses for majors and for minors is indicated by the prerequisites given for each course. These prerequisites may be waived, however, provided the student receives consent to do so from the course instructor and the Program Director.

## **Course Descriptions**

### **German Studies**

#### **GRMN 100 - Critical Questions and Big Ideas in German Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in German Literary and Cultural Studies and the Humanities for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word. Sample topics might include: Friendship, The Idea of Justice from Ancient Times to the Present, What is Literature?

#### **GRMN 101 - Elementary German I**

*Credits: (4)*

Training in grammar, pronunciation, listening, speaking, reading and writing skills. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **GRMN 102 - Elementary German II**

*Credits: (4)*

*Prerequisite(s): GRMN 101*

Training in grammar, pronunciation, listening, speaking, reading and writing skills. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **GRMN 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in German Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion. Sample topics might include: Responses to the Holocaust, Bombing Germany, The Fairy Tale, Expressionism in Literature, Art and Film.

#### **GRMN 201 - Intermediate German I**

*Credits: (4)*

*Prerequisite(s): GRMN 102 or equivalent*

Training in grammar, pronunciation, listening, speaking, reading and writing skills. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **GRMN 202 - Intermediate German II**

*Credits: (4)*

*Prerequisite(s):* GRMN 201 or equivalent

Readings of German cultural and literary texts. Training in pronunciation, speaking, listening comprehension, reading and writing. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

### **GRMN 203 - Combined Intermediate German I & II**

*Credits: (4)*

*Prerequisite(s):* Consent of the instructor

An intensive course for heritage speakers and highly motivated students who have completed GRMN 102 or the equivalent and wish to master the material of GRMN 201 and GRMN 202 in one semester. Intermediate German grammar, pronunciation, listening comprehension, reading and writing are all covered. Successful completion of GRMN 203 fulfills the College Foreign Language Proficiency Requirement. For additional placement information, please see the Modern Languages and Literatures website.

### **GRMN 204 - Preparation for Study Abroad**

*Credits: (1)*

*Domain (Anchored):* ALV

Includes practical training in everyday life skills, abroad cultural sensitivity and the ways to get the most out of study abroad. Required of all participants in William & Mary summer study abroad programs in German-speaking countries.

### **GRMN 205 - Children's Literature: Intensive Reading and Grammar Review**

*Credits: (3)*

*Prerequisite(s):* GRMN 202 or GRMN 203 or equivalent

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

An intensive reading and grammar course focusing on canonical children's books including texts by the Grimms, Kaestner, Ende and others. Students will read several children's books, write short essays and give oral presentations.

### **GRMN 206 - Conversation and Composition through Film**

*Credits: (3)*

*Prerequisite(s):* GRMN 202 or GRMN 203 or equivalent

*Domain (Anchored):* ALV

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary German life.

### **GRMN 207 - Introduction to German Cultural Studies (Taught in English)**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Introduction to the methodologies of German Studies. The course examines the construction of culture and the ways it is studied. Serves as an introduction to the major concentration in German Studies. Taught in English.

### **GRMN 210 - Topics in German Language**

*Credits: (1-3)*

*Prerequisite(s):* GRMN 205 or GRMN 206 or consent of instructor

Course may be repeated for credit when topics differ.

### **GRMN 212 - Business German**

*Credits: (3)*

*Prerequisite(s):* GRMN 205 or GRMN 206 equivalent or consent of instructor

This course will provide students with the advanced German language skills and the intercultural knowledge necessary to understand the world of commerce from the German perspective.

### **GRMN 220 - German Cinema. (Taught in English)**

*Credits: (3)*

*Domain (Anchored):* ALV

A chronological overview of the history of German cinema. Screenings outside of class. Lecture and discussion.

### **GRMN 221 - German Fairy Tales, Myths, and Legends**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

In English. An examination of the most significant fairy tales, myths, and legends in German culture, and the role they have played in the evolution of national and cultural identity.

### **GRMN 287 - Topics in German Studies (Taught in English)**

*Credits: (3-4)*

*Domain (Anchored):* ALV

Students with advanced language skills, with consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

Course may be repeated for credit when topics differ.

### **GRMN 290 - Topics in German Studies (Taught in German)**

*Credits: (3)*

*Prerequisite(s):* GRMN 202 or equivalent

*Domain (Anchored):* ALV

Topics will be indicated in the schedule of classes.

Course may be repeated for credit when topics differ.

### **GRMN 306 - From Page to Stage**

*Credits: (3)*

*Prerequisite(s):* GRMN 205 or GRMN 206 or consent of instructor

In this course, we will read a handful of "classic" plays from German literary history, research the numerous and often controversial productions that these plays see even today, and realize how large of a presence the theater has occupied, and continues to occupy, in German cultural life and national identity. Careful analysis of historical context, dramaturgy, and the most important historical performances of the plays. An important component of this class will be your own performances and video tapings of select scenes, where alongside your analysis you will also hone your speaking and pronunciation skills. Authors may include Lessing, Goethe, Schiller, Kleist, Büchner, Wedekind, Schnitzler, von Horvath, Bauer, Bernhard. Conducted in German.

### **GRMN 310 - Advanced German Grammar and Stylistics**

*Credits: (3)*

*Prerequisite(s):* GRMN 205 or GRMN 206 or GRMN 207 or consent of instructor

This is an advanced language course for students who wish to further and deepen their competency in German. Difficult aspects of syntax, semantics, and pragmatics will be covered. Advanced stylistics, levels of discourse, and methods of formulation will be practiced through close analysis of different types of texts and essay writing.

### **GRMN 312 - Modern German Critical Thought I: 1670-1830. (Taught in English)**

*Credits: (3-4)*

*Domain (Anchored):* ALV

Examination of important German philosophical texts 1670 - 1830, which address such questions as the public vs. the private, the validity of moral and aesthetic judgment, the claims of interpretation, and the nature of political power. With the consent of the instructor, students with advanced language skills may take a 4th credit (one additional hour per week) for reading and discussions in the original language.

### **GRMN 313 - Modern German Critical Thought II: 1830 to the Present. (Taught in English)**

*Credits: (3-4)*

*Domain (Anchored):* ALV

Examination of important German philosophical texts 1830 to the present which address such questions as the validity of moral and aesthetic judgment, the claims of interpretation, the nature of political power and the individual's relation to political power. Students with advanced language skills may take a 4th credit for reading and discussions (one additional hour per week) in the original language with consent of the instructor.

### **GRMN 320 - Modern German Literature 1750 to the Present**

*Credits: (3)*

*Prerequisite(s):* GRMN 205 or GRMN 206 or consent of instructor.

*Domain (Anchored):* ALV

An introduction to German literary studies and the history of modern German literature from 1750 to the present through the close reading and analysis of selected texts in their historical-cultural contexts. Authors to be considered include Lessing, Schiller, Goethe, Hoffmann, Kleist, Büchner, Heine, Droste-Hülshoff, Hauptmann, Hofmannsthal, Kafka, Celan, Grass, and Bachmann.

### **GRMN 333 - Rethinking Heimat (Taught in German)**

*Credits: (3)*

*Prerequisite(s):* GRMN 207 or consent of instructor

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

Heimat, "roughly translated as "home" or "homeland," is a highly contested concept in German-speaking culture. For some, it evokes a sense of belonging and connection, while others associate it with the National Socialist past and contemporary modes of exclusion. This course will explore how Heimat has been constructed, critiqued, and reconceptualized in a variety of contexts. Topics include regional and national identities, relationships with nature, immigration and exile, and the genres of Heimat literature and film.

### **GRMN 334 - The German City**

*Credits: (3)*

*Prerequisite(s):* GRMN 205 or GRMN 206 or consent of instructor.

*Domain (Anchored):* ALV

Thinking, imagining and filming the city requires preliminary theoretical work (Mumford, Lefebvre, Benjamin, Agamben). Each iteration of this course will then examine issues of politics, culture, race,

gender, class, temporality, individuality, nationalism and national identity through an in-depth analysis of one or more cities.

**GRMN 335 - Germans in Exile**

*Credits:* (3)

*Prerequisite(s):* GRMN 205 or GRMN 206 or consent of instructor

*Domain (Anchored):* ALV

In this course we will read selected texts about or from German artists, politicians and thinkers who lived and worked in exile. Each instructor will organize the course around certain groups of exiles and/or specific questions raised by exile.

**GRMN 385 - German Empire and Colonialism (Taught in English)**

*Credits:* (3 with optional 4th credit in German)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

Although Germany's colonial empire was relatively short-lived (1884-1919), it had enduring repercussions for both the colonized regions and German society. This course takes a cultural studies approach to Germany's violent colonial history and its aftermath, examining a variety of texts and cultural objects from the 19th century to the present. Topics include German conceptions of race and citizenship, indigenous resistance, the genocide of the Herero and Nama peoples, as well as contemporary debates about public memory and restitution.

Taught in English. Students with advanced German language skills, with the consent of instructor, may take a 4-credit section which includes reading and discussions (one additional hour per week) in the original language

**GRMN 386 - Literature, Science, and Culture in Germany (Taught in English)**

*Credits:* (3)

*Prerequisite(s):* Sophomore standing.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR This course deals with the emergence of the life sciences and the "sciences of man" (anthropology, philology, and political economy) in German speaking territories at the end of the 18th and beginning of the 19th century, and the differentiation of such disciplines as zoology, biology, botany, physiology, comparative anatomy and chemistry from "natural history and philosophy." While the human and life sciences are given special emphasis, the developments in math and physics (Bernoulli, Euler) in this era will also be studied.

**GRMN 387 - Topics in German Studies. (Taught in English)**

*Credits:* (3-4)

*Domain (Anchored):* ALV

Topic will be indicated in the schedule of classes. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hours per week) in the original language.

Course may be repeated for credit when topics differ.

**GRMN 390 - Topics in German Studies. (Taught in German)**

*Credits:* (3)

Taught in German. Topic will be indicated in the schedule of classes.

Course may be repeated for credit when topics differ.

**GRMN 391 - Independent Research Abroad**

*Credits: (1-4)*

*Prerequisite(s):* GRMN 102

Independent research conducted abroad, either independently, or on a study-abroad program.  
May be repeated if research theme is different

**GRMN 408 - Senior Seminar in German Studies**

*Credits: (3-4)*

*College Curriculum:* COLL 400

This course serves as the capstone experience in the German Studies major. Each seminar is organized around a specific topic that will change each year. Students will undertake a research project, write an extensive research paper, and present their projects to a general audience. Taught in English, with an additional mandatory credit-hour in German for seniors taking the course as their senior capstone event. Qualified non-seniors may take the course with permission of the instructor. Course may be repeated for credit when topics differ.

Course may be repeated for credit when topics differ.

**GRMN 409 - Advanced Topics in German Studies. (Taught in English)**

*Credits: (1-4)*

Taught in English. Topic will be indicated on the Schedule of Classes, and will vary.

Course may be repeated for credit when topics differ.

**GRMN 410 - Advanced Topics in German Studies (Taught in German)**

*Credits: (3)*

*Prerequisite(s):* One 300-level course in German literature or culture

Course may be repeated for credit when topics differ.

**GRMN 411 - Independent Study**

*Credits: (variable credit)*

*Prereq/Corequisite(s):* Two other 400-level German courses (401-410) or consent of instructor

*Domain (Anchored):* ALV

This course is designed to permit an in-depth study in an area of literature not available in current course offerings. A written petition to the instructor and approval of the Coordinator for German are required before registration.

Course may be repeated for credit when topics differ.

**GRMN 412 - Teaching Practicum**

*Credits: (1)*

*College Curriculum:* ACTV

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits.

**GRMN 495 - Honors**

*Credits: (3)*

*Prereq/Corequisite(s):* Two other 400-level German courses (401-410)

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs

**GRMN 496 - Honors**

*Credits: (3)*

*Prereq/Corequisite(s):* Two other 400-level German courses (401-410)

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs

## **Hispanic Studies**

### **The Hispanic Studies Program**

Our approach to Hispanic Studies transcends the traditional courses of Spanish studies that are limited to only literature and language. Our faculty believe that it is through the study of diverse forms of cultural production (film, art, popular culture, journalism) that students become fluent and learn about significant political and historical events, complex socio-cultural issues, and community engagement.

Our program also offers a number of opportunities for students to conduct faculty-mentored field research. Some students choose to do so through study abroad through our faculty-led summer program in Cadiz, Spain. For this program, students develop projects supervised by W&M faculty and take courses at a local university. Additional programming includes walking along Spain's famed Camino de Santiago as part of Pilgrimage Studies and summer study abroad at a sustainable organic farm near Quito, Ecuador. We also offer two semester-long William & Mary programs, one in Seville, Spain, and another in La Plata, Argentina, that include internships and service-learning opportunities along with courses in literature, art, contemporary culture, and language. These are signature programs developed by William and Mary faculty for our students in collaboration with our international partners.

### **Major in Hispanic Studies**

Students may declare a major at W&M after completion of 39 credit hours. To declare a Hispanic Studies concentration (major), you should download a Declaration of Major Form and request a meeting with the Hispanic Studies professor you would like to serve as your advisor. Prior to your advising meeting, complete the first page of the major form (see <https://www.wm.edu/offices/registrar/forms/index.php>). Your professor will assist you in completing the rest of the form and sign off on your academic plan of study. You will then turn in the completed copy to the Office of the Registrar, Blow Hall.

Many Hispanic Studies concentrators declare two majors, often combining their Spanish language skills and their research background in Hispanic literary and cultural studies with a second major in another area. Combining Hispanic Studies with majors in the sciences, social sciences, business, education, or international relations can prove to be particularly useful for our students - well-trained in linguistic proficiency and cultural competency - who are interested in careers related to global markets, public service in either government-sponsored or NGO programs, the fine arts, teaching and research, law, and medical and health-related fields.

### **Programs**

- [Hispanic Studies \(BA in Spanish\)](#)
- [Hispanic Studies, Minor](#)

### **Hispanic Studies (BA in Spanish)**

Hispanic Studies is an issues-based, interdisciplinary curriculum that seeks to make students proficient in the Spanish language and in the analysis of Hispanic cultures. All courses are taught in Spanish unless stated otherwise.

## **Required Credit Hours: 33**

### **Course Requirements:**

- HISP 240 - Introduction to Hispanic Studies Credits: (3) (formerly HISP 281)
- 24 credits of Hispanic Studies courses above the 207 level. May include HISP 208, if taken at W&M, and before the end of the sophomore year; may include HISP 150 if course taught in Spanish; may include up to three credits of HISP 389, may include HISP HISP 495, HISP 496, or HISP 498.
- 6 credits of Hispanic Studies 400-level research courses, taken on campus (excluding HISP 412, HISP 492, HISP 495, HISP 496, and HISP 498); fulfills the Major Writing and Computing Requirement.

In accordance with W&M guidelines for graduation, a minimum of 15 credits of the major in Hispanic Studies must be taken in residence at W&M

## **Hispanic Studies, Minor**

### **Required Credit Hours: 21**

#### **Core Requirements:**

- HISP 240
- 18 credits in HISP courses numbered HISP 208 and above, with the exception of HISP 389. HISP 150 may also count towards the minor, if completed in Spanish.

In accordance with W&M guidelines for graduation, a minimum of 9 credit hours in the Hispanic Studies minor must be taken in residence at W&M.

## **Course Descriptions**

### **Hispanic Studies**

#### **HISP 100 - Big Ideas in Hispanic Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of a "big idea" in the Hispanic world-the American Dream; the Book; Censorship; Human Rights, among others-that has shaped literary and cultural production in particular historical moments. First-year students investigate the ways that communities' core beliefs, identities, values, and creative visions may be expressed through written media, film, art, social practices, performance or material culture. Students hone communication skills beyond the written word. May be taught in English; if taught in Spanish, for high school students who completed Spanish 4 or 5 or AP/IB.

#### **HISP 101 - Elementary Spanish I**

*Credits: (4)*

HISP 101//102 is a beginners' Spanish course offered only in the summer. Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. OFFERED ONLY IN THE SUMMER. For additional placement information, please see the Modern Languages and Literatures website.

### **HISP 102 - Elementary Spanish II**

*Credits: (4)*

*Prerequisite(s):* HISP 101

HISP 101//102 is a beginners' Spanish course offered only in the summer. Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. OFFERED ONLY IN THE SUMMER. For additional placement information, please see the Modern Languages and Literatures website.

### **HISP 103 - Combined Beginning Spanish**

*Credits: (4)*

HISP 103 is a beginners' Spanish course that prepares students for the intermediate course HISP 203. It is for students who have never studied Spanish; or who have placed into this level via online placement. Students who have taken HISP 102 at W&M or who received credit for an approved equivalent are not eligible to enroll in this course. The structure of HISP 103 is based on the premise that the best way to learn a foreign language is through meaningful exposure to the language in interaction with others. The student will study and practice language structures outside of class, which will be used in interactive activities in class. Classes are conducted in Spanish. For additional placement information, please see the Modern Languages and Literatures website.

### **HISP 150 - First-Year Seminar in Hispanic Studies**

*Credits: (4)*

*College Curriculum:* COLL 150

Based on close readings, group discussions, and frequent writing opportunities, this class introduces first-year students to a particular cultural studies topic about the Hispanic world, such as: indigenous cultures of Latin America; the cultural history of Madrid; US/Mexico border theory; Basque cultural identity. Students develop methods of scholarly research and strengthen analytical writing skills, as they explore Spanish, Latin American or Latinx cultural production through written media, film, art, social practices, performance or material culture. May be taught in English; if taught in Spanish, for high school students who completed Spanish 4 or 5 or AP/IB.

### **HISP 201 - Intermediate Level Spanish I**

*Credits: (3)*

*Prerequisite(s):* HISP 103 (or HISP 102 from W&M or another institution)

HISP 201 is an intermediate level course offered only in the summer. Enrolled students have taken and passed HISP 103 at W&M or HISP 102 at W&M or another institution. Students who have completed 4 years of high school Spanish may not take HISP 201 for credit. The structure of HISP 201 is based on the premise that the best way to learn a foreign language is through meaningful exposure to the language in interaction with others. The student will study and practice language structures outside of class, which will be used in interactive activities in class. Classes are conducted in Spanish. For additional placement information, please see the Modern Languages and Literatures website. OFFERED ONLY IN THE SUMMER. For additional placement information, please see the Modern Languages and Literatures website.

### **HISP 202 - Intermediate Level Spanish II**

*Credits:* (3)

*Prerequisite(s):* HISP 201

HISP 202 is an intermediate level course offered only in the summer for students who have taken and passed HISP 201 at W&M or have taken an approved equivalent elsewhere. Completes the foreign language requirement. Heritage students with an intermediate level of Spanish should take HISP 205 if offered. The structure of HISP 202 is based on the premise that the best way to learn a foreign language is through meaningful exposure to the language in interaction with others. The student will study and practice language structures outside of class, which will be used in interactive activities in class. Classes are conducted in Spanish. For additional placement information, please see the Modern Languages and Literatures website. OFFERED ONLY IN THE SUMMER. For additional placement information, please see the Modern Languages and Literatures website.

### **HISP 203 - Intermediate Spanish**

*Credits:* (4)

*Prerequisite(s):* HISP 102 or HISP 103

HISP 203 is an intermediate-level course that fulfills the language requirement in one semester. It does not count as one of the three courses above the level of 202 required for a major in International Relations. Students who enroll in this course have taken and passed HISP 102 or 103 at W&M; or have taken an approved equivalent elsewhere; or have placed into this course via online placement. Heritage students with an intermediate level of Spanish should take HISP 205 if offered. The structure of HISP 203 is based on the premise that the best way to learn a foreign language is through meaningful exposure to the language in interaction with others. The student will study and practice language structures outside of class, which will be used in interactive activities in class. Classes are conducted in Spanish. For additional placement information, please see the Modern Languages and Literatures website. For additional placement information, please see the Modern Languages and Literatures website.

### **HISP 205 - Spanish for Heritage Speakers**

*Credits:* (3)

A course designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. It is for heritage speakers who have an intermediate level of Spanish and are interested in improving their reading, writing, speaking and listening skills. This is not a course for heritage students that have completed advanced level classes in Spanish. Language skills are emphasized via cultural and community activities. Fulfills W&M's Foreign Language Proficiency Requirement.

### **HISP 206 - Upper-Intermediate Conversation**

*Credits:* (3)

*Prerequisite(s):* HISP 202 or HISP 203

*Domain (Anchored):* ALV

A course beyond the College's foreign language requirement proficiency level. Stresses the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentation on themes in contemporary Hispanic life.

### **HISP 207 - Culturas de in(ex)clusión en el mundo hispánico**

*Credits:* (3)

*Prerequisite(s):* HISP 202 or HISP 203 or HISP 205 or HISP 206

*College Curriculum:* COLL 350

*Domain (Anchored):* ALV

This upper-intermediate Spanish course presents students with opportunities to enhance listening,

speaking, analytical writing skills, and improve grammatical and cultural competence. An introduction to the cultural portrayals of difference and the politics of belonging, including representations of marginalized communities in Spanish-speaking countries. Course material from the fields of journalism; the visual arts; literature; and digital media seeks to foster cross-cultural reflection and encourage critical thinking about topics related to immigrants and displaced peoples; race; social class; gender; and people with a disability. Students explore the capacity of the arts to promote tolerance, comprehension, and empathy for communities of difference. Does not count for the Hispanic Studies minor or major.

*Cross-listed with:* LAS 207

### **HISP 208 - La imaginación cultural: arte y literatura en el mundo hispanohablante**

*Credits:* (3)

*Prerequisite(s):* HISP 207

*Domain (Anchored):* ALV

An introduction to the analysis of cultural texts (literary, artistic, cinematic, journalistic) and cultural criticism from an array of Spanish-speaking countries and cultures. Students learn to read, discuss, and write about Hispanic cultural production by using cultural studies methodologies, while they improve their linguistic competencies in Spanish.

*Cross-listed with:* LAS 208

### **HISP 209 - Spanish for the Professions**

*Credits:* (3)

*Prerequisite(s):* HISP 207 or HISP 208

HISP 209 - Spanish for the Professions is a course designed to develop communication skills in Spanish for student interested in working with the Spanish speaking world in different professional areas like business, health, law enforcement, government, human resources, or real state. HISP 209 will emphasize terminology, reading, writing, and comprehension of cultural nuances in the different Hispanic countries.

*Cross-listed with:* LAS 209

### **HISP 215 - W&M in Cádiz: Preparing the Research Project**

*Credits:* (1)

*Prerequisite(s):* HISP 207 or HISP 208 or equivalent.

1-credit requirement designed for students who have been accepted into W&M's summer program based in the seaside city of Cadiz. Provides historical and cultural background of program site. Introduces social and political issues of today's Spain. Students will develop working proposal for the research project they will conduct on-site. Pre-requisite for HISP 235.

Formerly: **(Formerly HISP 376)**

### **HISP 220 - Advanced Spanish Composition and Grammar**

*Credits:* (3)

*Prerequisite(s):* HISP 207 or HISP 208 or HISP 209

*Domain (Anchored):* ALV

This course focuses on writing skills and helps students transition into an Advanced level. Students explore different kinds of discourse (with special emphasis on argumentative essays), in tandem with a thorough review of Spanish grammar. The course provides ample opportunities to enhance students' cultural understanding of the Hispanic world, and to promote critical analysis of issues and cultural artifacts.

### **HISP 230 - Studies in Global Education Programs Abroad**

*Credits:* (1-4)

*Prerequisite(s):* HISP 202 or HISP 203 or HISP 207 or HISP 208

Hispanic studies Spanish-language courses taken abroad as part of the William & Mary global education

programs. Course may be repeated for credit if the topic changes.  
Course may be repeated for credit if the topic changes Formerly: **(Formerly HISP 300)**

### **HISP 235 - Issues in Spanish Culture: On-Site Research**

*Credits: (1-3)*

*Prerequisite(s):* HISP 215

Students conduct a research project on Spanish culture as part of the W&M summer program in Cádiz or semester program in Sevilla; or as part of a W&M faculty-mentored fieldwork activity in other Spanish locales. Taught in Spanish.

Formerly: **(Formerly HISP 386)**

### **HISP 240 - Introduction to Hispanic Studies**

*Credits: (3)*

*Prerequisite(s):* HISP 207 or LAS 207 or HISP 208 or HISP 209 or HISP 220 or permission of instructor.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course provides an overview of the field of Hispanic Studies through an examination of film, literature, visual arts and other forms of cultural production. Lectures in English or Spanish. Discussion sections in Spanish. Required course for all Hispanic Studies minors and majors.

*Cross-listed with:* LAS 240

### **HISP 250 - Second Year Seminar in Hispanic Studies**

*Credits: (3)*

*Prerequisite(s):* HISP 240 or LAS 240

In this second-year reading and writing intensive course in Spanish, students examine a topic of key significance expressed through diverse forms of cultural production in the Hispanic world, including issues, for example, related to: the politics of food; the Spanish Civil War; the Latino novel; or indigeneity in Latin America. Although topics vary, all courses emphasize developing critical, linguistic and cultural competencies necessary for advanced work in Hispanic literary and cultural studies.

### **HISP 252 - The Latinx Novel**

*Credits: (3)*

*Prerequisite(s):* HISP 240 or LAS 240

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course closely examines the lives of Latinxs in the United States (and beyond!), and explores various iterations of the contemporary Latinx novel as a means to understand key social, gender, linguistic, and political issues that Latinx communities face. This course questions labels such as "Hispanic" or "Latinx," for their homogenizing and commodifying effects, and seeks to understand the varied experience of Latinx communities within a state that is ambivalent about their presence.

*Cross-listed with:* LAS 252

### **HISP 262 - Spanish Phonetics and Phonology**

*Credits: (3)*

*Prerequisite(s):* HISP 240

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

An introductory course on the nature and structure of the sound system of the Spanish language. This course is offered to students who need a solid grounding of Spanish phonology and-in the case of non-

native speakers of Spanish—a systematic practice of pronunciation patterns. We will also address dialectal variation in Spanish where relevant throughout the course. Lectures and discussions will be based on the required textbook and on additional materials (both written and audio). Exercises in phonetic transcription, diction and analysis of pronunciation. Fulfills a requirement for Spanish teacher certification and the TESL/TEFL minor. Not available to students who have studied Spanish phonetics abroad. Not intended for freshmen. This course is taught in Spanish.

### **HISP 291 - Topics in Hispanic Cultural Studies**

*Credits: (3)*

*Prerequisite(s):* HISP 240 or LAS 240

Focus on close reading of a variety of texts (literary, visual, etc.) about a specific theme, critical analysis of scholarship, and the use of cultural studies theory in formal oral presentations and academic writing.

### **HISP 299 - International Service-Learning Seminar & Internship**

*Credits: (1-4)*

*Prerequisite(s):* HISP 207 or HISP 208 or permission of instructor.

Service-learning and/or research course coordinated by Hispanic Studies sponsoring faculty and on-site internship supervisors for W&M Sponsored semester/summer programs in Spain and Argentina. May also be completed in other Spanish speaking countries when W&M faculty teach the course. Readings; journal writing; volunteer placements.

May be repeated for credit if different site. Formerly: **(Formerly HISP 399)**

### **HISP 320 - Topics in Hispanic Cinema**

*Credits: (3)*

*Prerequisite(s):* HISP 240

In this introduction to Hispanic cinema, students learn the basics of film language and methodology through the study of film in national and/or transnational context. Readings on film theory, criticism, and cultural history inform case studies drawn from Spanish, Latin American, and/or U.S. Latino traditions. May be repeated for credit if topic varies

### **HISP 322 - Issues in Mexican Culture**

*Credits: (3)*

*Prerequisite(s):* HISP 240 or LAS 240

*Domain (Anchored):* ALV

This course analyzes border issues, local/global markets and national/ regional identities. It focuses on the negotiation of power in relation to these themes. Students analyze texts by authors whose works address Mexican culture from the colonial period to the present although contemporary culture is emphasized.

*Cross-listed with:* LAS 322

### **HISP 323 - Modern Spanish Culture: The Politics of Identity**

*Credits: (3)*

*Prerequisite(s):* HISP 240

*Domain (Anchored):* ALV

This course explores how the sites of Spanish culture (monuments, canonical works of art, literature, music, political/cultural heroes, iconic historical events) tell the story of Spanish history, encode national myths, or may be subverted to express marginalized/alternative forms of identity.

### **HISP 329 - Special Themes in Hispanic Studies**

*Credits: (1-4)*

*Prerequisite(s):* HISP 240

Themes in Hispanic cultural production.  
May be repeated for credit if theme changes

### **HISP 340 - Life on the Hyphen**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

In an era of increasing globalization, the "border" experience is becoming more and more widespread. Migration, exile, and the relocation of cultural groups for economic or political reasons are common occurrences that have led to the creation of what some critics have called "border cultures." This course examines the cultural production generated by different kinds of border crossings. In addition to national borders, it engages the role of linguistic, ethnic, sexual, cultural, and economic borders in the creation of Latin American, Latinx, and U.S. identities.

Formerly: **(Formerly HISP 361)**

### **HISP 350 - Creative Writing in Spanish: Poetry Workshop**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered 250-330 or consent of instructor.

*College Curriculum:* ACTV, ARTS

In this poetry writing workshop taught in Spanish, students gain exposure to a variety of poetic traditions while developing their creative writing abilities through experimentation and critique.

Formerly: **(Formerly HISP 330)**

### **HISP 351 - Medical Interpretation**

*Credits: (1-4)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or permission of instructor. Development of speaking skills in the field of medicine, language justice and public health. Acquisition of vocabulary, cross-cultural communication, ethics of interpretation. Assessment based on recorded performance, tests & essays: Taught on campus; may require site visits off campus and may facilitate possible summer internship on the Eastern Shore of Virginia.

*Cross-listed with:* LAS 351

### **HISP 352 - Theory and Art of Spanish Text Translation**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

An introduction to the theory and practice of Spanish-English translation. Students engage in daily discussions and problem-solving exercises based on the translation of a variety of documents. Group and individual assignments may include producing English subtitles for Spanish-language films, or collaborative production of edited interviews. Student translators design final research projects based on particular academic and professional interests, including for example, art, music, public health, law, politics, environmental issues or Hispanic cultural studies more broadly. Students should expect to enhance their linguistic and cultural competencies.

### **HISP 362 - Topics in Linguistic Research**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

An in-depth study of selected topics in linguistic research in Hispanic Studies, with explicit attention to expressive culture, to explore national, regional or other identities. Sample topics: dialectology, discourse analysis, ethnography of communication, pragmatics, sociolinguistics. Fulfills a requirement for teacher certification and the TEFL/TESL minor.

### **HISP 370 - Environmental Cultures**

*Credits: (3)*

*Prerequisite(s):* HISP 240 or LAS 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

This course examines how authors and artists imagine their environments and intervene on its behalf. Select readings focus on spirituality and the transformation of external landscapes into psychological terrain. The representation of bureaucracy, development, and the terms of material consumption are also highlighted within select cultural and social movements in the Americas.

*Cross-listed with:* LAS 370

### **HISP 371 - Fashioning the Nation**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

Following the retreat of Spanish colonialism, material culture served to identify competing ideologies at a decisive moment of political change. This course is about the nation building process, citizenship, and social constructs as understood through the evolution of Argentine fiction and artifacts.

*Cross-listed with:* LAS 371

### **HISP 375 - Medieval and Early Modern Hispanic Literature**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered 250-330, or consent of instructor.

*Domain (Anchored):* ALV

This class focuses on the cultural production of the Iberian Middle Ages between 711 and 1492. Students get hands-on experience with artifacts of material culture, and analyze a variety of texts (short stories, epic, scientific prose, theatre, music, maps, etc.) so they can understand how these texts are the result of a period of great racial, religious, and linguistic diversity. The dialectics of social and military struggle for the political hegemony and cultural co-production is key to understanding medieval Iberian culture.

### **HISP 377 - Imagining the Spanish Transatlantic Empire: Early Modern Hispanic Culture (1492-1700)**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

An introduction to the Spanish empire as "imagined" in the early modern period. We examine cultural artifacts (novels, theatrical representations, chronicles, etc.), the ideological foundations upon which the Spanish empire legitimizes itself, and investigate the subordinating representation of women, Muslims/moriscos, indigenous peoples, and their dissent and resistance.

*Cross-listed with:* LAS 377

### **HISP 378 - Landscapes of Spain: Real Places, Imagined Spaces**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

This survey course explores how Spanish writers and artists from the 18th century to the present inscribe place (literary landscapes, imagined spaces, geographical locations) according to changing concepts of Spanish history, cultural identity, and modes of representation.

### **HISP 380 - Masterworks: Issues in Canon Formation**

*Credits: (3)*

*Prerequisite(s):* HISP 240 and 1 HISP course numbered between 250-330, or consent of instructor.

*Domain (Anchored):* ALV

This course addresses the works of canonical writers (may include, e.g. Cervantes, Galdos, Borges, Garcia Marquez, etc.). The theoretical perspectives presented are driven by the interdisciplinary concerns that reflect current scholarship in Hispanic Studies, including the role of cultural 'masterpieces' in the creation of community, the role of the market in canon formation (what sells? where? why?), and the relationship between social movements, literacy, and canonical literature.

May be repeated for credit if topic varies.

### **HISP 389 - Topics in Hispanic Studies in English**

*Credits:* (1-3)

*Prerequisite(s):* HISP 240

An examination of issues within an interdisciplinary context. Topics and texts relevant to Spanish, Latin American and/or U.S. Latino context/s. Taught in English.

May be repeated for credit if topic varies

### **HISP 390 - Topics in Hispanic Studies**

*Credits:* (1-4)

*Prerequisite(s):* One HISP course numbered between 290 and 360, or consent of instructor

An examination of issues within an interdisciplinary context. Topics and texts relevant to Spanish, Latin American and/or U.S. Latino contexts.

May be repeated for credit if topic varies

### **HISP 412 - Teaching Practicum**

*Credits:* (1-2)

*Prerequisite(s):* HISP 240

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits.

### **HISP 480 - Cultures of Dictatorship**

*Credits:* (3)

*Prerequisite(s):* One HISP course numbered between 340 and 390, or consent of instructor.

*College Curriculum:* COLL 400

*Domain (Anchored):* ALV

This course addresses the impact on cultural production of recent dictatorial regimes in Latin America. Includes study of literature, film and testimonio, historical documents and art.

### **HISP 481 - Local and Global Issues in 20th Century Poetry**

*Credits:* (3)

*Prerequisite(s):* 1 HISP course numbered 340-390, or consent of instructor.

*Domain (Anchored):* ALV

An analysis of the ways in which Latin American and U. S. Latino poetry inform our understanding of the 20th century. Emphasis on the relationship between local production and global consumption of culture, especially poetry.

### **HISP 482 - Gender Issues in Hispanic Culture**

*Credits:* (3)

*Prerequisite(s):* 1 HISP course numbered between 340-390, or consent of instructor.

*Domain (Anchored):* ALV

This course examines the construction and representation of femininity, masculinity, and sexualities in

Hispanic cultural production. Texts include film, novels, poetry, and visual arts.  
Formerly: **(Formerly HISP 484)**

### **HISP 483 - Hispanic Cinema**

*Credits: (3)*

*Prerequisite(s):* 1 HISP course numbered between 340-390, or consent of instructor.

*College Curriculum:* COLL 400

A study of sociopolitical and cultural issues represented through the medium of film produced in Latin America and/or Spain. Themes vary by semester and include topics such as Migration, Road Movies, History of Spain Through Film, or Gender and Sexuality.

### **HISP 485 - Pedagogy and Culture in Latin America**

*Credits: (3)*

*Prerequisite(s):* 1 HISP course numbered between 340-390, or consent of instructor.

This course examines Spanish American texts that reflect on and unmask the privileged discourse of the lettered city. Grounded in cultural theory, literature and the arts, learners will uncover the politics of education and everyday life in framing early human rights concerns, the status of women, citizenship and transformative social change.

Formerly: **(Formerly HISP 478)**

### **HISP 486 - Spanish Language Epic and Nationalism**

*Credits: (3)*

*Prerequisite(s):* One HISP course numbered between 340 and 390, or consent of instructor.

A study of epic poetry and its political value in the formation of imagined communities. Course may focus on medieval epic such as the Cantar de Mio Cid, early modern epic poems, or 19th- and 20th century appropriations of earlier epic poems.

### **HISP 487 - Imagine Another World: 1898 - 1936**

*Credits: (3)*

*Prerequisite(s):* One HISP course numbered between 340 and 390, or consent of instructor

A research seminar about the early 20th-century Spanish artistic and political scene, explosive years of radical experimentation and innovation in all cultural media, as well as massive socio-political upheaval (i.e. loss of Spanish-American war; the rise of socialist and anarchist political parties; establishment of ill-fated democratic republic). Texts include Lorca's poetry, Buñuel's early films; the art of Dalí and Remedios Varo.

### **HISP 489 - Topics in Hispanic Studies Research Seminar**

*Credits: (3)*

*Prerequisite(s):* One HISP course numbered between 340 and 390, or consent of instructor

*College Curriculum:* COLL 400

Issues-based, interdisciplinary research seminar on particular semester topics relevant to Latin American, Spanish, and/or U.S. Latinx culture, which may include: banned books and Latinx ethnic studies; the politics and linguistic practices of bilingualism; cultural phantasms of the Franco dictatorship; economic thought and socio-cultural practices of Early Modern Spanish Empire; the cultures of Christianity, Judaism, and Islam of the Iberian Middle Ages. Course content will vary.

May be repeated for credit if topic varies.

### **HISP 492 - Independent Study**

*Credits: (3)*

*Prerequisite(s):* One HISP course numbered 480-489, or permission of instructor.

An advanced research tutorial designed primarily for Hispanic majors who wish to pursue an independent

study about a particular issue in Hispanic Studies. Programs of study will be arranged individually with a faculty member. Does not count as required HISP 400-level research seminars; does not fulfill COLL 400.

May be repeated for credit if topic varies

### **HISP 495 - Senior Honors Thesis**

*Credits: (3)*

The opportunity to design and conduct a faculty-mentored, two-semester research project in Hispanic Studies. For eligible majors (with a 3.0 GPA) who have applied and been accepted into the Departmental Honors program coordinated by the Charles Center, this senior course comprises the first semester of the year-long Honors thesis project.

Note: For College provisions governing the Admission to Honors, see the Charles Center website.

### **HISP 496 - Senior Honors Thesis**

*Credits: (3)*

The second semester continuation of the Honors project in Hispanic Studies. In this course, the student's research culminates in the submission of the completed thesis and an oral defense.

### **HISP 498 - Internship in Hispanic Studies**

*Credits: (1-4)*

*Prerequisite(s):* One HISP course numbered 340-390 and consent of instructor.

Research Internship course coordinated by Hispanic Studies sponsoring faculty and on-site internship supervisor. Partnerships with select institutions, organizations and archives in the United States and abroad offer students intensive research opportunities mentored by William and Mary faculty. Readings; research; dissemination.

## **Italian Studies**

### **The Italian Studies Program**

The Italian Program offers an interdisciplinary minor in Italian Studies, which requires a minimum of 18 credit hours beyond ITAL 202 or 203. A minimum of 15 credits from the Italian section must include Italian 206 and 208 and at least 3 courses at the 300 level (of which one must be in Italian). The remaining three credits will be chosen on the basis of the student's own interests and in consultation with an advisor, and can come from courses taken in departments or programs in cognate fields such as Art History, Economics, Government, History, Interdisciplinary Studies, International Studies, Literary and Cultural Studies, Medieval and Renaissance, Music, Religion. Courses from these departments must contain considerable Italian content and be approved by the section coordinator.

Study abroad credits will be reviewed by the program coordinator upon a student's return to campus. Once approved, study abroad credits will transfer as elective credits in Italian (at the 100, 200, or 300 level). If you wish to count classes taken abroad toward satisfying the College's foreign language requirement, you must pass a placement test with a grade of 75 or above upon your return to get post-approval.

### **Program**

- Italian Studies, Minor

## Italian Studies, Minor

### Requirements for Minor in Italian Studies

The Minor in Italian Studies requires a minimum of 18 credit hours beyond 202 or 203. A minimum of 15 credits from the Italian language section must include the following:

- ITAL 206 - Italian Language Through Film and
- ITAL 208 - Reading and Writing Italy (In Italian)
- A minimum of three 300-level Topics Courses (of which one course must be in Italian)

A maximum of three credits may be taken outside of the section in consultation with the faculty of the Italian section. Any course proposed must be approved by the Program Director in Italian Studies prior to registration.

### Course Descriptions

#### Italian Studies

##### **ITAL 100 - Critical Questions in Italian**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Italian for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

##### **ITAL 101 - Elementary Italian I**

*Credits: (4)*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

##### **ITAL 102 - Elementary Italian II**

*Credits: (4)*

*Prerequisite(s): ITAL 101*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

##### **ITAL 103 - Combined Beginning Italian**

*Credits: (4)*

This course covers the material of ITAL 101 and ITAL 102 in one semester. Because of the highly intensive nature of the course, it is ideal for, students with prior experience with Romance Language study, heritage speakers or students looking for a more challenging language learning experience. For additional placement information, please see the Modern Languages and Literatures website.

##### **ITAL 105 - Italian Studies Abroad: Language and Culture**

*Credits: (1-4)*

*Prerequisite(s):* Acceptance by Selection Committee

This number is intended for elementary language courses at the 100 level (equivalent to ITAL 101, 102 or 103) completed in Italy. Students must pass a placement test with a grade of at least C in order count

ITAL 105 towards the College Language Requirement.  
Course may be repeated for elective credit

**ITAL 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Italian Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

**ITAL 201 - Intermediate Italian I**

*Credits: (3)*

*Prerequisite(s):* ITAL 102, or ITAL 103 or consent of instructor

A review of the basics, and an introduction to more advanced grammar structures. Students read, write and discuss a variety of cultural texts that reveal the issues and debates facing contemporary Italians. For additional placement information, please see the Modern Languages and Literatures website.

**ITAL 202 - Intermediate Italian II**

*Credits: (3)*

*Prerequisite(s):* ITAL 201, or placement by SAT II Test score or consent of instructor

A continued review of the basics and introduction to more advanced grammar structures. Students read, write and discuss a variety of cultural texts that reveal the issues and debates facing contemporary Italians. For additional placement information, please see the Modern Languages and Literatures website.

**ITAL 203 - Combined Intermediate Italian**

*Credits: (4)*

*Prerequisite(s):* ITAL 103 (or ITAL 102)

This course covers the material of ITAL 201 and ITAL 202 in one semester. Because of the highly intensive nature of the course, it is ideal for, students with prior experience with Romance Language study, heritage speakers, or students looking for a more challenging language learning experience. For additional placement information, please see the Modern Languages and Literatures website.

**ITAL 205 - Italian Studies Abroad: Language and Culture**

*Credits: (1-4)*

This number is intended for intermediate language courses at the 200 level (equivalent to ITAL 201, 202 or 203) completed in Italy. Students must pass a placement test with a grade of at least C in order count ITAL 205 towards the College Language Requirement.

Course may be repeated for elective credit.

**ITAL 206 - Italian Language Through Film**

*Credits: (3)*

*Prerequisite(s):* ITAL 202/ITAL 203 or the equivalent

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

In Italian. A conversation course using film as a starting point for the refinement of students' speaking skills in Italian. Students will enrich their vocabulary and strengthen their use of more complex grammatical structures and idiomatic expressions, as well as learn to recognize regional differences in spoken Italian as they talk about cinematic texts.

**ITAL 208 - Reading and Writing Italy (In Italian)**

*Credits:* (3)

*Prerequisite(s):* ITAL 202 or ITAL 203 (or the equivalent) or consent of the instructor

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI The course focuses on the reading of contemporary journalistic and literary texts in Italian and in refining the stylistics of writing in Italian will have satisfied the lower-division writing requirement.

Note: This course does not fulfill the Freshman Seminar requirement.

### **ITAL 303 - Topics in Italian Culture**

*Credits:* (3)

*Prerequisite(s):* ITAL 202 or consent of instructor

In Italian. Topics will alternate, according to the professors' interests and expertise.

May be repeated for credit if topics vary

### **ITAL 305 - Italian Studies Abroad**

*Credits:* (1-4)

*Prerequisite(s):* Acceptance by Selection Committee

This number is intended for upper-division courses completed in Italy.

Course may be repeated for credit

### **ITAL 309 - Dante and the Medieval Tradition (In English)**

*Credits:* (3-4)

Readings, in translation, and discussion of representative works and trends in courtly love and scholastic traditions to focus attention on Dante's literary, esthetic and historical milieu, and achievements. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### **ITAL 313 - Topics in Italian Studies (In English)**

*Credits:* (3-4)

Topics will alternate, according to the professors' interests and expertise. Students with advanced language skills, with the consent of the instructor, may enroll in a 4th credit of reading and discussion (one additional hour per week) in Italian.

May be repeated for credit if topics vary

### **ITAL 316 - 20th-Century Italian Women Writers (In English)**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Twentieth-century Italian women writers will be selected and read. The course will focus attention in particular on feminist issues. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

*Cross-listed with:* GSWS 316

### **ITAL 317 - Postcolonial Literature (In Italian)**

*Credits:* (3)

*Prerequisite(s):* ITAL 206 or ITAL 208

This course introduces students to one of the most significant developments in Italian arts and letters in recent decades: the emergence of postcolonial, migrant, second-generation and otherwise newly intercultural Italian literature. Throughout the semester we will trace the history of this ever-growing

body of work, often broadly (and, as we will explore, problematically) referred to as *letteratura migrante* in Italian. We will start with its introductory phase in the 1990s, then focus on post-millennial texts. We will also necessarily ground our study in Italy's colonial history, its transition throughout the twentieth-century from a country of emigration to one of immigration, and its emerging identity as a multicultural nation. While we will read select essays on postcolonial theory and Italian migration in English, all primary course readings and discussions will be in Italian.

### **ITAL 318 - Italian Film of the 60s & 70s**

*Credits: (3)*

This course explores the rich history of Italian cinema in the 1960s and 1970s. Against the background of Italy's economic boom years, student, women's and labor movements, and growing political unrest, we will study the major trends and developments in Italian film culture. While the course is dedicated to a particular national cinema, we will frame our discussions not only in an Italian socio-historical context, but also in the context of inter- and trans-national cinema at large. We will watch films for form as well as content and consider questions of production and reception. This course gives proper due to the greats of auteur cinema, while also exploring the relevance, motivations and innovations of popular and genre cinema.

### **ITAL 320 - Fascism in Italy (In English)**

*Credits: (3-4)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Did Fascism end in 1945 or does it persist today? When you hear someone say, "He's a fascist," what do they mean? Is Fascism typically or somehow endemically Italian? In this course, we will try to answer these and other questions by looking at the cultural, social, and political phenomenon of Italian Fascism from its origin in the late 1910s to its demise in the mid 1940s. We will study the genesis of Fascism as an Italian phenomenon by looking at the literary sources (propaganda essays, novels, pamphlets, journal articles), films (*The Old Guard* 1934, *The Conformist* 1961) and documentaries produced at the time. Lastly, we will account for the legacy of fascism in Italy and across other cultures and societies.

### **ITAL 322 - Ecocritical Italy: Narrating the Anthropocene**

*Credits: (3)*

*College Curriculum: COLL 300*

This course addresses the relationship between narrative and the nonhuman environment in modern and contemporary Italy. More precisely, it examines how literary, cinematic and other story-based forms allow receptive audiences greater insight into the complex realities of environmental change in Italy from the post-war period until the current day. Using an environmental humanities framework, it introduces students to a diverse range of Italian texts that explore issues such as climate change, urban expansion, extractive industry, and environmental justice, as shaped by Italy's recent histories. As it does so, it asks: How do narrative texts allow us to make sense of these issues as they relate to collective realities, individual identities, and our relationship to the nonhuman environment? Additionally, what is unique to the Italian experience and what might we learn from it? This course is rooted in the specificities of Italian culture and geography, but it engages with transnational themes that also hit much closer to home. In this, it asks students to imagine a far-flung lived experience while also making comparisons and connections to their own daily lives.

### **ITAL 411 - Independent Study**

*Credits: (3)*

This course is designed to permit in-depth study in an area of literature, linguistics or culture not available

in current course offerings. A written petition to instructor and approval of section coordinator required before registration.

### **ITAL 412 - Teaching Practicum**

*Credits: (1)*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits.

## **Japanese Studies**

### **The Japanese Studies Program**

As the world's third largest economy and one of the United States' most important allies and trading partners, Japan is critical to an understanding of global issues. Japanese is spoken by 120 million people world-wide. It is also a language in which the US State Department has identified a critical need. In addition, Japanese writers and artists have long exerted an influence over popular culture internationally—an influence evident in the borderless appeal of Japanese film, manga, and anime.

The Japanese Studies Program enables students to explore all aspects of language and culture. We offer four levels of language instruction. We have summer, one-semester, and year-long study-abroad programs at several top universities in Japan. We also offer courses in English on Japanese literature, film, and popular culture. We encourage students to develop individual research projects, which can focus on anime, music, fashion, foodways, politics, and more. Students also enjoy opportunities to teach in closely-mentored relationship with faculty in both language and content courses.

Our program offers a major and a minor in Japanese Studies.

### **Programs**

- [Japanese Studies \(BA in Japanese Studies\)](#)
- [Japanese Studies, Minor](#)

### **Japanese Studies (BA in Japanese Studies)**

The Japanese Studies major consists of 33 credits, including 1) at least 24 credits from JAPN courses, at least 9 of those credits must be taught in Japanese; and 2) 6 credits from outside the program. Majors are encouraged to study abroad in Japan after completing at least JAPN 102; up to 9 credits may be counted from courses taken at universities in Japan and applied toward JAPN electives and/or Interdisciplinary electives, with approval.

### **Required Credit Hours: 33**

#### **Core Requirements:**

##### **Methods Class:**

- JAPN 205 - Introduction to Japanese Studies Credits: (3)

##### **Literature or Cinema Survey (choose one):**

- JAPN 209 - Classical Japanese Literature in Translation Credits: (3) or
- JAPN 210 - Modern and Contemporary Japanese Literature Credits: (3-4) or

- JAPN 311 - Japanese Cinema Credits: (3)

**History Survey (choose one):**

One other may be counted as an interdisciplinary elective.

- HIST 141 - Survey of East Asian Civilization to 1600 Credits: (3) or
- HIST 142 - Survey of East Asian Civilization since 1600 Credits: (3) or
- HIST 331 - Modern Japanese History Credits: (3)

**Continuing Japanese-Language Study:**

9 credits taught in Japanese beyond 202; courses include:

- JAPN 301 - Upper Intermediate Japanese I Credits: (3)
- JAPN 302 - Upper Intermediate Japanese II Credits: (3)
- JAPN 305 - Directed Readings in Japanese Literature Credits: (3)
- JAPN 307 - Topics in Japanese Culture Credits: (3)
- JAPN 401 - Advanced Japanese I Credits: (3)
- JAPN 402 - Advanced Japanese II Credits: (3)
- JAPN 410 - Advanced Topics in Japanese Literature and Culture Credits: (3)

**Electives:**

**Japanese Electives:**

Two or three additional JAPN courses (excluding JAPN 101, 102, 201, 202). JAPN 100 and JAPN 150 may be counted. Approved study abroad may also be counted.

**Interdisciplinary Elective:**

3 credits from a course outside JAPN that includes significant Japan-related content, with advisor's approval. Approved study abroad courses may also be counted. Appropriate courses include (but are not limited to):

- AMES 390 - Topics in Asian and Middle Eastern Studies Credits: (1-4) (Japanese/East Asian topics only)
- ANTH 347 - Japanese Society Credits: (3)
- ANTH 348 - Japanese Values Through Literature and Film Credits: (3)
- GOVT 336 - Governments and Politics of China and Japan Credits: (3)
- HIST 265 - Postwar Japan Credits: (3)
- RELG 215 - History of Religion in East Asia Credits: (3)

**Capstone Experience and Major Writing/Computing Requirement:**

- JAPN 450 - Advanced Seminar in Japanese Studies Credits: (3)

**Japanese Studies, Minor**

**Core Requirements:**

The Minor in Japanese Studies requires 18 semester credit hours. At least 15 of those credits must be in JAPN courses. No more than 6 credits may come from courses taken through study abroad.

JAPN 100 and JAPN 150 may be counted toward the Minor; all other courses must be beyond the 202 level.

Note: the minor requires that students fulfill language training to at least the 202 level, or its equivalent. No course for the Minor may be taken pass/fail.

## Course Descriptions

### Japanese Studies

#### **JAPN 100 - Big Ideas in Japanese Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Japanese Studies, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word. Taught in English.

#### **JAPN 101 - Elementary Japanese I**

*Credits: (4)*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **JAPN 102 - Elementary Japanese II**

*Credits: (4)*

*Prerequisite(s): JAPN 101 or consent of instructor*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **JAPN 150 - First year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Japanese Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion. Taught in English.

#### **JAPN 201 - Intermediate Japanese I**

*Credits: (4)*

*Prerequisite(s): JAPN 102 or consent of instructor*

Training in conversation, grammar, reading and elementary composition. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **JAPN 202 - Intermediate Japanese II**

*Credits: (4)*

*Prerequisite(s): JAPN 201 or consent of instructor*

Training in conversation, grammar, reading and elementary composition. All scheduled sessions associated with the course are required. For additional placement information, please see the Modern Languages and Literatures website.

#### **JAPN 205 - Introduction to Japanese Studies**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course introduces students to approaches, methodologies, theories, and concepts central to the study of modern Japan. Our understanding of Japan in the present-day US has been shaped within a specific historical context, namely, the development of the field of Japanese Studies (as part of area studies) in the Cold War era, and as such, this understanding is based upon certain assumptions about Japanese history, culture, and society. Our aim in this class is to gain academic skills that enable us to examine these stereotypical ideas critically, to study Japan in more historically rooted and intellectually informed manners, to avoid essentializing and overgeneralizing it, and to find alternative ways of thinking. Taught in English.

### **JAPN 208 - Introductory Topics in Japanese Literature and Culture**

*Credits: (3)*

An introductory study of a broad topic in Japanese literature or culture that is not covered by regularly offered courses. May have cross-cultural components. Taught in English.

May be repeated for credit if topic varies.

### **JAPN 209 - Classical Japanese Literature in Translation**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An introduction to Japanese literature through readings and discussions of prose, poetry and drama from the 8th-18th centuries. Texts and authors include Tales of Ise, Pillow Book, Tale of Genji, Noh theater, folktales and works by Basho and Saikaku. Taught in English.

### **JAPN 210 - Modern and Contemporary Japanese Literature**

*Credits: (3-4)*

*Domain (Anchored): ALV*

An introduction to Japanese literature through readings of modern and contemporary short stories, novels, drama, and poetry. The course deals with both literary and cultural issues from the 18th century to the present day, examining them in context of specific themes, which may include nation, capitalism, race and ethnicity, or gender and sexuality. Taught in English. Students with advanced language skills may, with the consent of instructor, take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### **JAPN 211 - Samurai: History and Myth**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This class introduces students to the history of the samurai and their modern-day representations. In Part I of the course, we will survey the rise, the golden age, and fall of the warrior class in Japan between the tenth and nineteenth centuries. In Part II, we will look at how the samurai were remembered, imagined, and narrated, and what political and cultural meanings were ascribed to them in the modern era, from the late nineteenth century. By examining the relations between history and representation (remembering that history is a form of representation, after all), we will try to understand critically why the samurai keep resurfacing in the popular imaginary of Japan as a significant element of national culture. Taught in English.

### **JAPN 220 - Japan's Ghosts and Demons**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course explores the supernatural world and its inhabitants as imagined in Japanese literature and visual culture from ancient times to the present day. Our survey will take in a wide variety of fantastic phenomena, including spirit possession and exorcism in *The Tale of Genji*, the "hungry ghosts" of medieval Buddhist folklore, interwar Gothic tales of the bizarre, and recent Japanese horror films such as *The Ring*. In the process, we will consider the various roles that the supernatural has played in Japanese culture at various historical moments. Taught in English.

### **JAPN 280 - East Asian Cultures Through Film**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An introduction to East Asian cultures through the modern and contemporary film of China, Taiwan and Japan. The class takes a cross-cultural approach by looking at various social, political and cultural themes as they vary across time and across Asian countries. Taught in English.

*Cross-listed with:* CHIN 280

### **JAPN 300 - Topics in Japanese Language**

*Credits:* (3)

Topics will be indicated in the schedule of classes. Course will be taught in Japanese. Credit variable. May be repeated for credit when topics differ

### **JAPN 301 - Upper Intermediate Japanese I**

*Credits:* (3)

*Prerequisite(s):* JAPN 202 or consent of instructor

Continued training in conversation, grammar and composition.

### **JAPN 302 - Upper Intermediate Japanese II**

*Credits:* (3)

*Prerequisite(s):* JAPN 301 or consent of instructor

Continued training in conversation, grammar and composition.

### **JAPN 305 - Directed Readings in Japanese Literature**

*Credits:* (3)

*Prerequisite(s):* JAPN 302 or consent of instructor

An advanced course reading materials on Japanese literature and culture. This course is taught in Japanese.

May be repeated for credit if content is different

### **JAPN 307 - Topics in Japanese Culture**

*Credits:* (3)

*Prerequisite(s):* JAPN 300 or JAPN 301 or JAPN 305

An in-depth study of a theme in Japanese culture that is not covered by regularly offered courses. Course materials and instruction in both English and Japanese.

May have cross-cultural components. May be repeated for credit if topic varies. Taught in both Japanese and English

### **JAPN 308 - Topics in Japanese Literature and Culture**

*Credits: (3)*

An in-depth study of a major author, genre, period or theme in Japanese literature or culture that is not covered by regularly offered courses. May have cross-cultural components. Taught in English.  
May be repeated for credit if topic varies

### **JAPN 311 - Japanese Cinema**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An introduction to the cinema of Japan from the silent era through the golden age of the 1950s to contemporary Japanese animation. This course will also introduce students to representative directors, genres, and works. Taught in English.

### **JAPN 320 - The Japanese City**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An examination of the historical development, theoretical conceptualization, and everyday life of the Japanese city from the 19th century to present day. The class will look at representations of the city in literature, film, architecture and city planning. This course taught in English.

### **JAPN 330 - Japanese Popular Culture**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course examines the wide range of representations within the realm of modern Japanese popular culture, with an emphasis on the late twentieth and twenty-first centuries. These representations include novels, films, anime, and manga. Instead of viewing "culture" as a discrete object of analysis, we understand it as a historically constituted, inherently political, and potentially subversive category and consider how the study of popular culture enables us to deepen our understanding of Japanese society.

### **JAPN 401 - Advanced Japanese I**

*Credits: (3)*

*Prerequisite(s):* JAPN 302 or consent of instructor

Continued training in conversation, grammar and composition, in a variety of situations and materials.

### **JAPN 402 - Advanced Japanese II**

*Credits: (3)*

*Prerequisite(s):* JAPN 401 or consent of instructor

This course focuses on contemporary Japan to develop culturally appropriate communication skills (speaking, listening, reading and writing). Students are introduced to and expected to analyze various authentic materials (written, online and visual).

### **JAPN 410 - Advanced Topics in Japanese Literature and Culture**

*Credits: (3)*

*Prerequisite(s):* JAPN 302

An in-depth study of a major author, genre, period or theme in Japanese literature or culture. Course taught in Japanese. Readings in English and Japanese.

May be repeated for credit if topic varies

### **JAPN 411 - Independent Study**

*Credits: (3)*

This course is designed to permit in-depth study of Japanese texts in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

### **JAPN 412 - Teaching Practicum**

*Credits: (1)*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits

### **JAPN 450 - Advanced Seminar in Japanese Studies**

*Credits: (3)*

*Prerequisite(s):* Instructor Permission.

*College Curriculum:* COLL 400

This is the capstone course for the Japanese Studies major. Each seminar is organized around a specific theme (Post-War Culture, Popular Culture, The Japanese City), which may change from year to year. Students conceive and complete a research project on a common theme, and present their work in a research paper and colloquium. Course may be repeated for credit when topics differ. Fulfills the Major Writing Requirement and the Major Computing Requirement. Qualified students may take the course before their senior year with permission of the instructor.

Course may be repeated for credit when topics differ.

## **Russian Studies**

### **The Russian Studies Program**

There are as many reasons for studying Russian language and culture as there are students of Russian. Beyond the high culture of Pushkin, Dostoevsky, Tchaikovsky, Stravinsky, Tolstoy, Eisenstein, and many, many others, Russia continues to play an important role in the world community. And while the political and military threat of the Soviet Union is a thing of the past, a democratizing Post-Soviet Russia presents significant challenges and opportunities to the rest of the world in the areas of global security, nuclear non-proliferation, organized crime, international terrorism, to name just a few critical issues of the twenty-first century.

As Post-Soviet Russia continues to develop economically and politically, the number and variety of career paths available to college graduates with a knowledge of Russian language and culture are constantly expanding. While the U.S. government remains the largest employer of Russian majors, high-tech computer, energy, and communications companies, law firms, consulting agencies and accounting groups are all in need of Russian-speakers to staff new offices in Russia. In addition, an increasing number of NGOs, including charitable, religious, academic, and political organizations, have begun to operate or expanded their operations in Russia.

We offer four full years of language training as well as a variety of courses in Russian literature, cinema and culture that are taught in English. Many of our literature and culture courses in translation fulfill College (COLL) Curriculum requirements and can be used as part of a concentration in Film and Media Studies (see <https://www.wm.edu/as/film-media-studies/index.php>). At the present, students may choose between an interdisciplinary major and a minor in Russian Studies through Global Studies (see

<https://www.wm.edu/as/globalstudies/>) and a minor in Russian Language and Literature. Study abroad is an important component of the Russian program. In addition to our own faculty-directed six-week intensive summer program in St. Petersburg, students are encouraged to spend a semester or full academic year studying at Russian universities (see <https://www.wm.edu/as/modernlanguages/russian/stpetersburg/index.php>).

## Program

- Russian Language and Literature, Minor

## Russian Language and Literature, Minor

Students may pursue an interdisciplinary major or minor in Russian and Post-Soviet Studies (GBST). For further information, please contact Russian and Post-Soviet Studies program director Professor Elena Prokhorova (evprok@wm.edu) or a professor in the Russian Studies Program. .

Major writing requirement for Russian and Post-Soviet Studies Major: RPSS 490

Major computing requirement for Russian and Post-Soviet Studies Major: RUSN 303 or RUSN 304

## Requirements for Minor in Russian Language and Literature:

A minor in Russian Language and Literature requires 21 credit hours beyond 202, only 6 credits of which may be in translation. No courses for the minor may be taken pass/fail.

## Course Descriptions

### Russian Studies

#### **RUSN 100 - Critical Questions in Russian**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Russian for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **RUSN 101 - Elementary Russian I**

*Credits: (4)*

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. For additional placement information, please see the Modern Languages and Literatures website. Five class hours.

#### **RUSN 102 - Elementary Russian II**

*Credits: (4)*

*Prerequisite(s): RUSN 101*

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. For additional placement information, please see the Modern Languages and Literatures website. Five class hours.

#### **RUSN 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in Russian Cultural Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **RUSN 201 - Intermediate Russian I**

*Credits: (4)*

*Prerequisite(s):* RUSN 102 or three years of high school Russian

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. For additional placement information, please see the Modern Languages and Literatures website. Five class hours.

### **RUSN 202 - Intermediate Russian II**

*Credits: (4)*

*Prerequisite(s):* RUSN 201 or three years of high school Russian

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. For additional placement information, please see the Modern Languages and Literatures website. Five class hours.

### **RUSN 250 - Russian Myths and Legends**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Taught in English. An introduction to Russian culture from Russia's beginnings to the present. Multimedia lectures and class discussion will focus on the most significant genres and aspects of Russian folk culture (fairy tales, songs, dances, folk art, etc.) Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

### **RUSN 300 - Russian Study Abroad**

*Credits: (1-4)*

This number is intended for courses completed in Russia.

May be repeated for credit

### **RUSN 303 - Advanced Russian: Conversation, Composition, Reading I**

*Credits: (3)*

*Prerequisite(s):* RUSN 202 or consent of instructor

Continued study of Russian grammar, weekly writing assignments, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component. This course is taught in Russian. Fulfills computing requirement for Russian and Post-Soviet Studies major.

### **RUSN 304 - Advanced Russian: Conversation, Composition, Reading II**

*Credits: (3)*

*Prerequisite(s):* RUSN 303 or consent of instructor

Continued study of Russian grammar, weekly writing assignments, readings and conversational drills aim

to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component. Conducted in Russian. Fulfills computing requirement for Russian and Post Soviet Studies major.

**RUSN 305 - Directed Readings in Russian Literature**

*Credits: (3)*

*Prerequisite(s):* RUSN 330 or consent of instructor

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses.

May be repeated if topic varies

**RUSN 306 - Directed Readings in Russian Literature**

*Credits: (3)*

*Prerequisite(s):* RUSN 330 or consent of instructor

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses.

May be repeated if topic varies

**RUSN 308 - Topics in Russian Literature and Culture (Taught in English)**

*Credits: (1-4)*

Taught in English. Exploration of a particular topic in Russian literature and culture.

May be repeated for credit if topic changes

**RUSN 309 - Topics in Russian Cinema (Taught in English)**

*Credits: (3)*

Taught in English. An in-depth study of a major director, genre, period, or theme in Russian cinema. Lecture and discussion.

May be repeated for credit if topic varies

**RUSN 310 - Advanced Conversation (Taught in Russian)**

*Credits: (3)*

*Prereq/Corequisite(s):* RUSN 303 or consent of instructor

Intensive oral-aural training for students who have completed at least three years of college-level Russian study. Especially recommended for students returning to William and Mary after a semester or summer of language study abroad.

**RUSN 320 - Russian Cultural History (Taught in Russian)**

*Credits: (3)*

*Prereq/Corequisite(s):* RUSN 303 or consent of instructor

A survey of Russian Civilization from pre-Christian traditions to the present. Emphasis on the most important historical and artistic elements in Russian Culture. This course is taught in Russian. It includes illustrated lectures, readings, and film.

**RUSN 330 - Survey of Russian Literature (Taught in Russian)**

*Credits: (3)*

*Prereq/Corequisite(s):* RUSN 304 or consent of instructor

An introduction to the study of literature in Russia through readings and discussions of representative texts in prose and poetry from the 19th and 20th centuries. Writers studied to include Pushkin, Tolstoy, Dostoevsky, Chekhov, Bulgakov, Dovlatov.

**RUSN 340 - Russian Media Culture (Taught in Russian)**

*Credits: (3)*

*Prerequisite(s):* RUSN 303 or consent of instructor

The course introduces students to the language of Russian cinema, television, print and the new media. The course consists of three modules: transition to market economy, national identity, and gender relations.

**RUSN 350 - Topics in Russian Literature (Taught in Russian)**

*Credits: (1-4)*

*Prerequisite(s):* RUSN 202

In-depth study of selected topics in Russian Culture, Language, and Literature. Instructor consent is required.

Course may be repeated for credit if topic varies

**RUSN 380 - Russian Cinema: 'The Most Important Art' (Taught In English)**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An historical survey of Russian Cinema from the Silent Era to the present, including animated, documentary and feature films. Representative films by Kuleshov, Vertov, Eisenstein, Tarkovsky and others. (Taught in English, no knowledge of Russian required.)

**RUSN 387 - Love, Adultery and Prostitution in 19th Century Literature (Taught in English)**

*Credits: (3)*

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

Love, adultery, and prostitution are key themes of 19th century Russian literature. Works by Pushkin, Gogol, Dostoevsky, and Tolstoy addressed these themes in order to come to terms with transforming Russians' class, religious and cultural identities. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language. This course is taught in English.

**RUSN 388 - Revolution, Crime, and Romance in 20th Century Russian Literature (Taught in English)**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI The Russian Revolution, the Apocalypse, and the Soviet Utopia became the major themes in 20th century Russian literature. The course examines how the revolutionary and counter-revolutionary sensibilities have influenced Russians' notions of self, creativity, crime, and romance in works by representative writers such as Babel, Bulgakov, Polevoi, Pasternak, Solzhenitsyn, Marinina, and others.

**RUSN 390 - Russian Literature Since the Death of Stalin (Taught in English)**

*Credits: (3)*

A study of selected Soviet and post-Soviet Russian writers from the time of "The Thaw" to the present day, with emphasis on the ideological uses (and abuses) of literature in modern Russia. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**RUSN 392 - Special Themes in Russian Literature and Culture (Taught in English)**

*Credits: (1)*

Exploration of a particular topic in Russian literature or culture.  
May be repeated for credit if topic changes

**RUSN 393 - Special Themes in Russian Language and Culture (Taught in Russian)**

*Credits: (1)*

*Prerequisite(s):* RUSN 202 or consent of instructor

Exploration of a particular topic in Russian language or culture.  
May be repeated for credit if topic changes

**RUSN 395 - The Enemy Among Us: the Spy Genre in Russia and the West**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Serving as an introduction to spy fiction in Russia and Western Europe, this course examines major Russian, British, and American contributions to the spy genre in literature, film, and culture. It traces the development of the spy story from its early classical manifestations in works by John Buchan and Eric Ambler, to the present day, represented by bestselling authors Boris Akunin and John Le Carré. Course materials include short stories, novels, films, internet sites, and critical readings. Our discussions will focus on the basic elements of the spy genres, including structure, setting, the spy, the criminal/villain, and the resolution. We will trace the development of the spy from how the earlier practitioners of the genre envisioned the special agent to the complex figure today. Judging by the popularity of espionage thrillers, televised spy dramas, and the daily mention of espionage and hacking in the news media, readers and viewers continue to be fascinated by stories of deception and clandestinity. Through our investigation, we will attempt to determine the reasons behind the global popularity of this genre.

**RUSN 396 - Major Works of Chekhov (Taught in English)**

*Credits: (3)*

A study of the life and major works (short stories, novellas, plays) of Anton Chekhov. Special attention given to Chekhov's innovations and experiments with narrative and dramatic forms. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**RUSN 397 - Major Works of Dostoevsky (Taught in English)**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A study of the major prose works, including Crime & Punishment and The Brothers Karamazov. Lecture and discussion.

**RUSN 398 - Major Works of Tolstoy (Taught in English)**

*Credits: (3)*

A study of War and Peace and Anna Karenina. Lecture and discussion. Students with advanced language skills, with the consent of instructor, may take a 4th credit for reading and discussions (one additional hour per week) in the original language.

**RUSN 402 - Russian Poetry**

*Credits: (3)*

*Prerequisite(s):* RUSN 303 or RUSN 304, or consent of instructor

Reading and interpretation of major poetic works from the 19th century to the present, with an emphasis on Pushkin, Tiutchev, Blok, Mandelstam, Akhmatova, and Brodsky.

### **RUSN 410 - Seminar in Russian Literature and Culture**

*Credits: (3)*

*Prerequisite(s):* RUSN 320 or RUSN 330 or consent of instructor

Topics, which change from year to year, may include an author, a single text or a genre. Conducted entirely in Russian.

May be repeated for credit if topic varies

### **RUSN 411 - Independent Study**

*Credits: (1-3)*

This course is designed to permit in-depth study in an area of literature, linguistics or culture not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

### **RUSN 412 - Teaching Practicum**

*Credits: (1)*

A mentored teaching internship experience for students to work closely with a faculty member in teaching either a language or content course.

May be repeated up to a maximum of 4 credits

## **Music**

### **Music Program**

The Department of Music is committed to teaching the discipline of music through its interrelated subdisciplines (music theory, musicology, ethnomusicology, performance, and composition) in the context of a liberal arts curriculum. The Department of Music strives to create a learning environment that encourages the intellectual and personal development of student and teacher alike; we do so by integrating the transmission of knowledge with original research, composition, and performance. The department's course offerings represent a standing commitment to the study of diverse musical styles and the musics of many cultures. At the same time, we also recognize the vital importance of teaching the traditions that have historically informed the practice of music in the United States and Europe.

### **Ensembles**

All music ensembles may be repeated for credit. Although students may take as many credits as they wish of ensemble courses, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

William & Mary Performance Ensembles each earn 1 academic credit per semester and are open to all students regardless of major. Choral auditions are held during Orientation and Instrumental audition are held the first week of classes. For more information; go to:

<https://www.wm.edu/as/music/ensembles/index.php>

### **Music Lessons**

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. There is a fee for applied music lessons, including group lessons. For

the 2022-2023 academic year, the fee is \$453 per credit hour. **Music lesson fees are non-refundable after the add/drop period.** All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

## Programs and Course Descriptions

### Programs

- [Music \(BA in Music\)](#)
- [Music, Minor](#)

### Music (BA in Music)

**Required Credit Hours: 37**

#### Major Computing Requirement:

The Major Computing Proficiency Requirement is fulfilled by earning a C- or better in MUSC 345.

#### Major Writing Requirements:

The Major Writing Requirement is fulfilled by earning a C- or better in MUSC 345.

#### Core Requirements:

- **16 credits in core requirements:** MUSC 201 (4), MUSC 213 (4), MUSC 241 (4), and MUSC 345 (4).
- **4 credits of performance:** The 4 music performance credits will consist of 2 credits in a single department ensemble; the remaining 2 credits may be fulfilled either in a single department ensemble (not necessarily the same ensemble that fulfilled the ensemble requirement), or through lessons in a single performance area (that is, lessons in single vocal or instrumental style).
- **16 credits of elective courses:** At least 2 academic elective courses 300-level or above are required. A maximum of 4 additional credits of lessons or ensembles in any combination may be applied to the elective requirements.
- **1 credit as the senior project:** Majors in Music will also complete MUSC 491 (Senior Project), which is designed in conjunction with a project advisor. The project advisor need not be the same as the major advisor. The senior project consists of a supervised independent study that may culminate in either a recital or a lecture-recital of approximately an hour in length, or in a substantive research paper exhibiting scholarly engagement with an original topic (e.g., a paper, a composition, etc.). During the semester in which a major undertakes the Senior Project, she or he is required to enroll in MUSC 491 for one credit. Students satisfying the Senior Project requirement with a recital must receive permission by audition; during the semester of the recital, they must register both for MUSC 491 and performance instruction. Students completing Honors in Music will satisfy the Senior Project requirement with MUSC 495-MUSC 496.

MUSC 101 and MUSC 210 may not be used towards the major. No more than 12 credits toward the major may be transferred from elsewhere. Potential music majors are strongly encouraged to take MUSC 201, MUSC 213, MUSC 241 as early as possible, and to take MUSC 345 by their junior year.

All music majors must complete and submit a Senior Project Form that is signed by the project advisor/s. For seniors graduating in December, the form must be filed by one week after the fall semester drop/add deadline; for May graduates, the form must be submitted by the Friday after fall break. These forms are available in the Department of Music office and on the Department of Music webpage (<http://www.wm.edu/music>).

## Music, Minor

### Required Credit Hours: 20

#### 12 Credits of Core Requirements:

- MUSC 201 - Tonal Theory I Credits: (3)
- MUSC 201L - Tonal Theory I Lab Credits: (1)
- MUSC 213 - History of Western Music Credits: (4)
- MUSC 241 - Worlds of Music Credits: (4)

#### Additional Requirements:

8 credits of electives with at least one academic elective course above the 200 level. MUSC 101 and MUSC 210 may not be used towards the minor.

## Course Descriptions

### Music

#### MUSC 100 - Big Ideas in Music

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Music, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### MUSC 101 - Introduction to Tonal Theory

*Credits: (2)*

*Prerequisite(s):* None, but familiarity with Western musical notation is highly recommended

*Domain (Anchored):* ALV

Introduces students to the basic structures and concepts of Western music that are required for the department's music theory sequence (MUSC 201, MUSC 202, MUSC 301). Topics include the notation system, scales, keys, intervals, rhythm and meter, triads and seventh chords and their inversions, transposition, introduction to ear-training, basic chord progressions, and Roman numeral chord analysis. This course is a prerequisite for MUSC 201 but credit may not be used towards the major or minor requirements. Students who have earned 4 or 5 on the AP Music Theory exam are exempt from this course and from MUSC 201; they may register directly for MUSC 202. Exemption may also be attained through a placement exam administered by the department.

### **MUSC 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Music. A grade of C- or better fulfills the College 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **MUSC 201 - Tonal Theory I**

*Credits: (3)*

*Prerequisite(s):* MUSC 101, successful completion of the 201 placement exam, or instructor permission

*Corequisite(s):* MUSC 201L

This course introduces basic techniques of 17th and 18th century European compositional practice. By mastering the traditional chorale-style method, the student gains a working knowledge of tonal function and voice-leading. Aural skills such as sight singing and melodic dictation are emphasized in a 1-credit lab. Students who have earned a score of 4 or 5 on the AP Music Theory exam are exempt from this course.

### **MUSC 201L - Tonal Theory I Lab**

*Credits: (1)*

*Prerequisite(s):* MUSC 101, successful completion of the 201 placement exam, or instructor permission

*Corequisite(s):* MUSC 201

Aural skills such as sight singing and melodic dictation are emphasized in a 1-credit lab.

### **MUSC 202 - Tonal Theory II**

*Credits: (3)*

*Prerequisite(s):* MUSC 201, successful completion of the 202 placement exam, a score of 4 or 5 on the AP Theory test, or consent of instructor

This course expands upon the topics covered in MUSC 201 to include chromatic techniques such as tonicization and modulation, modal mixture, Neapolitan and augmented sixth chords, and enharmonic reinterpretation.

### **MUSC 207 - Independent Composition I**

*Credits: (4)*

*Prerequisite(s):* MUSC 201

*College Curriculum: ACTV, ARTS*

The student will pursue original work and engage selected analytical issues raised by this work.

### **MUSC 208 - Introduction to Film Scoring**

*Credits: (4)*

Intro to Film Scoring course is an interdisciplinary, cross-listed course between Music and Film Studies. This is a music composition, instrumentation and orchestration class. Students produce up to five original film scores, including a full orchestra score. They become proficient in using the Logic Pro, and they engrave their scores using Finale and Sibelius. This is a rigorous course, which in addition to film scoring demands the knowledge of a state-of-the-art digital music studio production. As the final project students participate in a live orchestral reading and recording of selected scores, performed by the William and Mary Symphony Orchestra.

### **MUSC 210 - Music and the Liberal Arts**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course introduces students to the study of music in the context of the liberal arts. Drawing on the strengths of the faculty, the course will explore a diversity of sub-fields including music theory, music history, composition, ethnomusicology, and performance.

### **MUSC 212 - Beethoven and His World**

*Credits:* (4)

As one of "The Three Bs," Ludwig van Beethoven is considered a pillar of classical music. Reaching maturity as a musician in Vienna at the close of the eighteenth century, Beethoven mastered the classical style as inherited from Haydn and Mozart. He pursued innovations in all genres of instrumental music and ushered in the Romantic era. As a musical thinker, Beethoven engaged with the world around him, beginning as a court musician in Bonn, and with the Enlightenment and Age of Revolution as a composer in Vienna. The course begins with Beethoven as a pop culture icon, and then examines the real Beethoven through study of his life, 18th and 19th century Viennese culture, and his works. No previous musical experience is required, though encouraged.

### **MUSC 213 - History of Western Music**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A survey of the music of Western culture from its origins in plainchant through the Medieval, Renaissance, Baroque, Classic, Romantic and Modern periods; including important composers, compositions and the ideas that influenced them. No previous musical training required.

### **MUSC 221 - Conducting I**

*Credits:* (3)

*Prerequisite(s):* MUSC 201

*College Curriculum:* ACTV, ARTS

Students are strongly encouraged to have ensemble experience. Students will learn the basic skills associated with conducting, including the study of beat patterns, cueing techniques, and the use of facial expressions or body movements. First-semester conducting will stress musicianship, score reading, ear training, and keyboard skills as essential to the mastery of conducting techniques. Students should have experience performing in an ensemble and will conduct a major ensemble as the final examination.

### **MUSC 223 - Topics in Musical Performance**

*Credits:* (4)

A performance-oriented course. Different course sections cover different topics, for example: 223-01 Big Band Jazz, 223- 02 The Early Guitar, 223-03 Accompanying.

This course may be repeated for credit.

### **MUSC 224 - Bach and the Baroque**

*Credits:* (3)

*Domain (Anchored):* ALV

An introduction to the music of Johann Sebastian Bach (1685-1750). It examines a representative cross-section of his works and their relationships to events in his life, places of employment, circumstances of composition, and place in the history of Baroque music.

### **MUSC 241 - Worlds of Music**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

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

*Cross-listed with:* ANTH 241

### **MUSC 261 - Live Sound & Audio Production**

*Credits:* (4)

This course teaches core concepts of live sound and audio production. Topics include set up & sound check; microphones; live recording; cables and connectors; studio recording; and editing, EQ, mixing, and mastering. Course objectives include: Understand basic principles of human hearing, acoustics, and digital audio; learn and troubleshoot the signal path from microphone to recording device; identify and employ various kinds of microphones, cables, stands, and assorted accessories; perform core tasks of software-based multitrack recording, editing, mixing, and mastering; and cultivate listening skills (specific bandwidths, microphone placement, suitable EQ, etc.).

### **MUSC 271 - Popular Music in the United States**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI What is popular music, and what is its role in American culture? What makes music popular? What do we listen for when we listen to popular music? How and why do we determine popular music genres? In this course, we will explore these questions and more as we study the history and development of American popular music from the turn of the nineteenth century to today. We will focus, however, on music in the United States during the twentieth century. We will examine various genres and styles, including blues, country, rock, and hip-hop, from a musical-analytical perspective, as well as a social and cultural perspective. We will listen critically to popular music in order to better understand how it might reflect, shape, and/or challenge prevailing notions of American identity.

*Cross-listed with:* AMST 271

### **MUSC 273 - History of Jazz**

*Credits:* (4)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A survey of jazz from its origins to the present, focusing on influential improvisers and composers, development of listening skills, and issues of race, gender, commerce, and criticism.

*Cross-listed with:* AFST 331, AMST 273

### **MUSC 281 - Introduction to Computer Music and Electroacoustics**

*Credits:* (4)

*College Curriculum:* COLL 200, ACTV, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR Introduction to Computer Music and Electroacoustics explores basic concepts of sound synthesis and audio recording as well as computer-based digital editing, effects processing, and introductory programming through class demonstrations, hands-on workshops, and creative projects. You will learn to use several software applications, such as Adobe Audition, Ableton Live, and AudioMulch, to compose short pieces with a variety of techniques.

### **MUSC 301 - Tonal Forms and Post-Tonal Techniques**

*Credits: (4)*

*Prerequisite(s):* MUSC 202 or consent of instructor

The material covered in MUSC 201 - MUSC 202 is applied on a larger scale, dealing with the articulation of form. Assignments may include composition and/or analysis of minuets and trios, rondos, and sonata forms. The second part of the course transitions to the study of late 19th and early 20th century compositional practices which developed in Europe and the United States.

### **MUSC 302 - Contemporary Music Theories, Styles, and Techniques**

*Credits: (4)*

*Prerequisite(s):* MUSC 301

This course concerns the study of modern music theories and compositional styles and techniques. Examples include early 20th century tonality, serialism, pointillism, chance music, computer-assisted and algorithmic composition, electroacoustic music, modernism, postmodernism and 21st-century trends.

### **MUSC 307 - Independent Composition II**

*Credits: (4)*

*Prerequisite(s):* MUSC 207

The student will pursue original work and engage selected analytical issues raised by this work.

### **MUSC 309 - Instrumentation and Orchestration**

*Credits: (4)*

*Prerequisite(s):* MUSC 201

This class focuses on the rudiments of instrumental usage: their written application to pure and mixed ensembles in general and the modern orchestra in particular.

### **MUSC 321 - Conducting II**

*Credits: (3)*

*Prerequisite(s):* MUSC 221

Students are strongly encouraged to have ensemble experience. This course builds on and adds to techniques introduced in Conducting I. There will be more emphasis on score study and analysis, and on rehearsal techniques. Students will continue to hone transposition and clef-reading skills and will be expected to know the ranges and technical capabilities of instruments. There will be extensive in-class conducting throughout the term. Students should have experience performing in an ensemble and will conduct a major ensemble as the final examination.

### **MUSC 325 - Jazz Arranging and Composing**

*Credits: (4)*

*Prerequisite(s):* MUSC 201 or consent of instructor

An introduction to basic techniques of arranging and composing for small or large jazz ensembles. Students will be given the opportunity to write for the William & Mary Jazz Ensemble as well as for combos formed by class members.

### **MUSC 345 - Seminar in Music Research**

*Credits: (4)*

*Prerequisite(s):* MUSC 201 and MUSC 213; MUSC 241 strongly recommended

This course offers instruction in identifying research problems and developing methods to solve them. Students will learn to formulate research projects, build bibliographies, evaluate primary and secondary sources, develop critical thinking skills, gain command of electronic research techniques and musical applications, and sharpen writing skills. Each class will focus on an area of specialized research. Majors are recommended to take the course during their sophomore or junior year.

This course fulfills the music major writing and computer proficiency requirements and may be repeated for credit.

### **MUSC 350 - Special Topics in Music Performance**

*Credits: (1-4)*

This course is an in-depth exploration of one particular element of music performance. This is a variable credit course, taught by faculty in the Music Department or faculty in other departments (as a course cross-listed with Music). Example topics: Vocal Jazz Improvisation; Theatre Performance Seminar; Techniques of Accompanying.

Note: This course may be repeated for credit *Cross-listed with: THEA 479*

### **MUSC 351 - Departmental Ensemble Tour**

*Credits: (3)*

*College Curriculum: COLL 300, ACTV, ARTS*

Students in this course will travel to destinations that lift them out of the familiar surroundings of Williamsburg and traditional performance venues. During the tour experience, students will examine how various social and political circumstances influence daily life, particularly in regard to the arts. They will note similarities and differences between mainstream/traditional American music and the music of the destination culture. Students will engage in collaborative concerts and exchange ideas with members of local performing ensembles on site in the tour destination. Students will also participate in workshops with local composers, conductors, educators, and other professionals.

Note: This course is a combination of the 1 credit ensemble course and the international trip. A fee may be required.

### **MUSC 363 - Interdisciplinary Topics in Music**

*Credits: (1-4)*

*Prerequisite(s):* Varies by course

This is an upper-level music course, usually without music prerequisites and frequently cross-listed with other departments. The expectations in the course will be of upper-level work in the humanities, but without the expectation of advanced musical literacy or theoretical knowledge. Topics might include Music in the Harlem Renaissance, Music in Colonial and Federal Period Virginia, Musical Theatre, etc. May fulfill COLL 200 requirement depending on topic.

This course may be repeated if the topic varies.

### **MUSC 363A - Music and the Ineffable**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* NQR Music and the Ineffable traces a line through the physics of sound, the evolution and structure of the auditory system, and neurology/psychology of music. With these broad physical, biological and psychological perspectives in play, questions about the nature of music, time perception, the limitations of language and representation in capturing musical experience (the "ineffable"), and others. Oliver Sack's *Musicophilia*, Vladimir Jankelevich's *Music and the Ineffable*, and Henry Bergson's *Matter and Memory* will serve as the core texts.

### **MUSC 365 - Topics in Music**

*Credits: (4)*

*Prerequisite(s):* Varies by course

This course is an upper-level music course with prerequisites set by the instructor; it is an in-depth exploration of a limited historical or theoretical topic in music. Recent topics have included: the Symphony, Chamber Music, Beethoven, American Modernist Music, Musical Culture of Medieval Paris, Music of the South, Keyboard Music, Opera, and The Music of J. S. Bach.

This course may be repeated for credit if the topic varies

### **MUSC 367 - Topics in Ethnomusicology**

*Credits: (4)*

*Prerequisite(s):* MUSC 241 or consent of instructor

This course is designed as an upper-level exploration of the music culture of a geographical/cultural area (e.g., the Middle East, Asia, Latin America) or of a particular topic (e.g., Music and Gender, Post-Colonial Perspectives in World Music, Music and Religion in Cross-Cultural Perspective).

This course may be repeated for credit

### **MUSC 368 - Music of India**

*Credits: (4)*

*Prerequisite(s):* ANTH 241 or MUSC 241

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course surveys the musical traditions of North India, especially emphasizing the classical tradition known as Hindustani music as well as the Hindi film musical tradition. Pursuing musical, historical, and anthropological lines of inquiry, the course offers an introduction to one of the world's most diverse and celebrated musical cultures.

### **MUSC 370 - African American Spiritual**

*Credits: (4)*

This course will be of special interest to those wishing to learn more about the rich history of a uniquely American musical tradition. We will study the spiritual in its social, political and racial dimensions with an emphasis on the role that African American student singing groups in Tennessee and Virginia's Tidewater region played in the dissemination of the spiritual world-wide. Members of the seminar will explore original documents and recordings in regional archives, particularly at Hampton University, where the Hampton Institute Singers were among the first to sing and promote the concert spiritual. No prerequisites.

### **MUSC 372 - Music Cultures of the Middle East**

*Credits: (4)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This class investigates the history and contemporary culture of musical and social systems in the Arab, Turkish, and Persian, worlds and their diasporas. Also considered are case studies from the Islamic world and Central Asia. We learn about musical instruments and repertoires, theory and philosophy, and the effects of cultural policy and social history and economies of power and technology on musical life in contexts that range from religious gatherings to political protests. Prior coursework in ethnomusicology, anthropology, or global studies is highly recommended.

### **MUSC 373 - Music in the United States**

*Credits: (4)*

*Prerequisite(s):* MUSC 213 or consent of instructor

This course is an inclusionary study of the history, culture, and literature of music in the United States. American folk, popular, sacred, and art musics will be studied. A special emphasis will be on the "American experience" and its cultural relationship to musical expression.

### **MUSC 375 - Music and Film**

*Credits: (4)*

An introduction to the world of sound and music as utilized in film. Materials introduced chronologically,

with units on late 19th-century musical theatre, music of silent films, early sound films (1930s), the studio system, compilation scores, electronic techniques, reintroduction of orchestral scores (1970s), and developments since the 1980s. Course content is primarily non-technical, but students should be familiar with film-studies and music-studies terms and concepts.

*Cross-listed with:* AMST 350 and FILM 401

### **MUSC 376 - Survey of Music Business**

*Credits:* (4)

*Domain (Anchored):* ALV

In this course, students will examine the ins and outs of the music industry with a particular focus on business models in the digital age. Topics to be covered include publishing, licensing, copyright, marketing, entrepreneurship, and career-building strategies. Students will develop promotional materials and gain hands on experience in music event production. The course will appeal to music creators, facilitators, and consumers alike.

### **MUSC 379 - Beatle Music**

*Credits:* (3)

*Domain (Anchored):* ALV

The legacy of the rock band known as the Beatles intersects with some of the most significant political, musical, and social events of the past century. Although they left their imprint upon a bewildering variety of cultural practices, their role as musicians, composers, and recording artists formed the bedrock of their activity. This course concentrates foremost on the Beatles' musical activities and achievements. Students will follow a chronologically oriented path that tracks the group from their earliest days until their breakup in 1970. Within the historical context of their development as composers, musical craftsmen, and artists of the recording process; class members will gain an appreciation of the many styles in which the Beatles worked, will study their reliance on existing musical traditions as well as the ways in which they transformed those traditions, and will assess their impact upon contemporaneous music and culture. Student participation and discussion is encouraged and expected. The majority of class time will comprise group discussion and analysis of musical examples and readings.

### **MUSC 381 - Medieval and Renaissance Music**

*Credits:* (4)

*Prerequisite(s):* Two 4-credit music courses or consent of the instructor. MUSC 213 strongly recommended

This course covers the development of Western music from chant through the beginnings of sacred polyphony and the corresponding growth of secular vocal and instrumental music up to the end of the 16th century. Forms, styles, composers, modes of performance, and the place of music within the cultural context will be studied.

### **MUSC 383 - The Baroque and Classic Period**

*Credits:* (4)

*Prerequisite(s):* MUSC 213 or MUSC 381 or consent of instructor

*Domain (Anchored):* ALV

This course covers the development of Western European music within the social and cultural context of the 17th and 18th centuries. Major composers include Monteverdi, Lully, Purcell, Handel, Bach, Haydn, and Mozart.

### **MUSC 385 - The Romantic Period**

*Credits:* (4)

*Prerequisite(s):* MUSC 213 or consent of the instructor

This course is a survey of classical music of the 19th century in Western Europe and the United States.

Major composers studied include Beethoven, Schubert, Schumann, Gottschalk, Liszt, Wagner, Verdi, Brahms, and Mahler.

### **MUSC 387 - Music of the Twentieth Century**

*Credits: (4)*

*Prerequisite(s):* MUSC 213 or consent of the instructor

This course focuses on the development of European and American art-music from Debussy, Stravinsky, Schoenberg and their contemporaries, through the post-World War II avant-garde to the present.

### **MUSC 388 - Music and Philosophy**

*Credits: (4)*

Music as a medium of human expression has long mystified philosophers, and the philosophical questions implicit to music have been debated for centuries by musicians. Through readings and directed listenings, this course examines these questions in a modern context.

### **MUSC 391 - Projects in Music**

*Credits: (1-4)*

*Prerequisite(s):* Two 4-credit music courses

Directed independent study resulting in a research paper in music history, theory, conducting, or a composition. Independent study resulting in a performance (a recital or lecture-recital) is normally awarded one hour of credit.

### **MUSC 407 - Independent Composition III**

*Credits: (4)*

*Prerequisite(s):* MUSC 307

The student will pursue original work and engage selected analytical issues raised by this work.

### **MUSC 465 - Seminar in Music**

*Credits: (4)*

*Prerequisite(s):* Consent of instructor

Intensive exploration (intended for upper division students) of a limited historical or theoretical topic. Topics to be offered will be announced the semester prior to its being taught. Recent topics have included: The Political Economy of Modernism; 19th- Century American Musical Theatre; Alan Lomax and the Music of Williamsburg.

This course may be repeated for credit *Cross-listed with: AMST 470 and 570*

### **MUSC 467 - Seminar in Ethnomusicology**

*Credits: (4)*

*Prerequisite(s):* MUSC 241 and MUSC 367 or consent of the instructor

This course explores ethnomusicology through contemporary literature and the formative works in the field including material from anthropology, performance studies, ethnographic film, and folklore. Participants will conduct fieldtrips and fieldwork, including interviewing, participant observation, multi-media documentation, and ethnographic writing.

This course may be repeated for credit

### **MUSC 481 - Advanced Projects in Conducting**

*Credits: (1-4)*

Supervised pre-professional study in conducting. The student will create a scholarly or creative work as a culmination of significant preparatory research and/or rehearsal.

### **MUSC 482 - Advanced Projects in Musicology**

*Credits: (1-4)*

Supervised pre-professional study in musicology. The student will create a scholarly or creative work as a culmination of significant preparatory research and/or rehearsal.

**MUSC 483 - Advanced Projects in Ethnomusicology**

*Credits: (1-4)*

Supervised pre-professional study in ethnomusicology. The student will create a scholarly or creative work as a culmination of significant preparatory research and/or rehearsal.

**MUSC 484 - Advanced Projects in Theory and Composition**

*Credits: (1-4)*

Supervised pre-professional study in theory and composition. The student will create a scholarly or creative work as a culmination of significant preparatory research and/or rehearsal.

**MUSC 491 - Senior Project**

*Credits: (1)*

For senior music majors only. Directed independent study resulting in a full-length recital or substantive research paper exhibiting scholarly engagement with an original topic. In the case of a composer, the senior project usually results in an original composition or significant arrangement, either of which may be premiered

**MUSC 495 - Senior Honors in Music**

*Credits: (3)*

Students admitted to Honors study in Music are expected to complete supervised work in an area of special interest. This may be in performance, theory, music history, composition or a combination of these. The student will be examined orally on the study and closely related materials. Applications should be submitted by April of the junior year.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs; for Department of Music deadlines, see the Honors Policy form on the Department webpage.

**MUSC 496 - Senior Honors in Music**

*Credits: (3)*

*College Curriculum: COLL 400*

Students admitted to Honors study in Music are expected to complete supervised work in an area of special interest. This may be in performance, theory, music history, composition or a combination of these. The student will be examined orally on the study and closely related materials. Applications should be submitted by April of the junior year.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs; for Department of Music deadlines, see the Honors Policy form on the Department webpage.

**MUSC 498 - Internship**

*Credits: (1-3)*

**Music Ensembles**

**MUSC E02 - Chamber Winds**

*Credits: (1)*

*Prerequisite(s):* Successful audition and instructor permission.

*Corequisite(s):* Concurrent enrollment in Wind Ensemble MUSC E03.

*College Curriculum:* ARTS

Chamber Winds is a small group performance ensemble composed of advanced woodwind, brass, and percussion players that performs the finest literature for 6-18 players from the 16th century to the present day. Students enrolled in this course perform at least one concert per semester, on or off campus. Non-majors welcome.

### **MUSC E03 - Wind Ensemble**

*Credits: (1)*

*College Curriculum:* ACTV, ARTS

The Wind Ensemble is a large performing ensemble composed of woodwind, brass, and percussion instrumentalists that performs the finest wind literature from 16th century to the present day. Both chamber music and large ensemble works are rehearsed and performed. The Wind Ensemble performs several concerts per semester both on and off campus. Non-majors welcome. By audition.

All music ensembles may be repeated for credit

### **MUSC E04 - Concert Choir**

*Credits: (1)*

*College Curriculum:* ACTV, ARTS

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

All music ensembles may be repeated for credit

### **MUSC E05 - Barksdale Treble Chorus**

*Credits: (1)*

*College Curriculum:* ACTV, ARTS

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

All music ensembles may be repeated for credit

### **MUSC E06 - Symphony Orchestra**

*Credits: (1)*

*College Curriculum:* ACTV, ARTS

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

All music ensembles may be repeated for credit

### **MUSC E07 - Botetourt Chamber Singers**

*Credits: (1)*

*College Curriculum:* ACTV, ARTS

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

All music ensembles may be repeated for credit

### **MUSC E08 - Jazz Ensemble**

*Credits: (1)*

*College Curriculum:* ACTV, ARTS

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

All music ensembles may be repeated for credit

**MUSC E09 - Jazz Combo**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E10 - Brass Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E11 - Woodwind Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E12 - String Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E13 - Mixed Ensemble: Gallery Players**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E14 - Percussion Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E15 - Classical Guitar Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

**MUSC E17 - Early Music Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E18 - Middle Eastern Music Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E19 - Opera Workshop**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E20 - Saxophone Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E21 - Indonesian Gamelan**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E22 - Performance Art Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E23 - Music of India Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

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

All music ensembles may be repeated for credit

### **MUSC E24 - Southern Appalachian Music Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

Although students may take as many credits as they wish of ensemble courses, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.  
All music ensembles may be repeated for credit

### **MUSC E99 - Special Guest Ensemble**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

Although students may take as many credits as they wish of ensemble courses, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.  
All music ensembles may be repeated for credit

## **Music Lessons**

### **MUSC B10-B40 - Individual Instruction in Trumpet**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC B11-B41 - Individual Instruction in Horn**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC B12-B42 - Individual Instruction in Trombone**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts

Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC B13-B43 - Individual Instruction in Tuba/Euphonium**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC B14 -B44 - Individual Instruction in Banjo**

*Credits: (Variable Credit)*

*College Curriculum: ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is a fee for applied music lessons, including group lessons. This fee is non-refundable after the add/drop period, and students will be charged a pro-rated fee, equal to 1/12 of the Applied Music fee, for each lesson a student receives from an Applied Faculty instructor prior to dropping an Applied Music course.

### **MUSC F10-F40 - Individual Instruction in Flat-Pick Guitar**

*Credits: (variable)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that

is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC G01-G02 - Group Instruction in Guitar**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC G10-G40 - Individual Instruction in Guitar**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC G11-G41 - Individual Instruction in Lute/Baroque Guitar**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz

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

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC H10-H40 - Individual Instruction in Harp**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J10-J40 - Individual Instruction in Jazz: Brass**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J12-J42 - Individual Instruction in Jazz: Woodwind**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J14-J44 - Individual Instruction in Jazz: Keyboard**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J15-J45 - Individual Instruction in Jazz: Voice**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J16-J46 - Individual Instruction in Jazz: Guitar**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J17-J47 - Individual Instruction in Jazz: Harmonica**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J18-J48 - Individual Instruction in Jazz: Bass**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC J19-J49 - Individual Instruction in Jazz: Percussion**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC K01-K02 - Group Instruction in Piano**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC K10-K40 - Individual Instruction in Piano**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC K11-K41 - Individual Instruction in Organ**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC K12-K42 - Individual Instruction in Harpsichord**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts

Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC M10-M40 - Individual Instruction in Musicianship**

*Credits: (variable credit)*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC N10-N40 - Individual Instruction in Mandolin**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC P10-P40 - Individual Instruction in Percussion**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz

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

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC S01 - Group Violin**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

This course will introduce students to basics of violin technique and performance. No musical background is necessary and the rudiments of music theory, vocabulary, and reading music will be integrated with the class. Students will need a violin, shoulder rest, and book; please contact the instructor more details.

### **MUSC S10-S40 - Individual Instruction in Violin**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC S11-S41 - Individual Instruction in Viola**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC S12-S42 - Individual Instruction in Cello**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for

more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC S13-S43 - Individual Instruction in Bass**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC S15-S45 - Individual Instruction in Viola da Gamba**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC U10 - Ukelele Lessons**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

The Ukelele is a remnant of the original guitar invented in 1450 Spain. The Portuguese took it to the Hawaiian Islands. The Native Hawaiians liked the guitar and called it the "jumping flea"(Ukelele). The techniques on the instrument are the same as Classical guitar. Repertoire exists for this instrument from 1450 (Renaissance period) to the present day. The course will develop all the techniques and play repertoire from different style periods. The student will build a collection of repertoire over the semesters

from easy to difficult spanning all the style periods and musical genres. There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC V01-02 - Group Instruction in Voice**

*Credits: (1)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC V10-V40 - Individual Instruction in Voice**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC W10-W40 - Individual Instruction in Flute**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC W11-W41 - Individual Instruction in Oboe**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC W12-W42 - Individual Instruction in Bassoon**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC W13-W43 - Individual Instruction in Clarinet**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC W14-W44 - Individual Instruction in Saxophone**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

### **MUSC W15-W45 - Individual Instruction in Recorder**

*Credits: (variable credit)*

*College Curriculum: ACTV, ARTS*

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30-, or 40-). Students at the beginning level may not sign up for more than one credit per semester. All music lessons except musicianship (M10-40) satisfy the Arts Proficiency requirement, so long as at least 2 credits of instruction are in a single performance area (that is, lessons in voice or in one particular instrument, and also in one vocal or instrumental style if the department offers more than one category). Students cannot satisfy the Arts Proficiency requirement, for example, by taking one credit each of beginning oboe and beginning guitar, or one credit each of jazz piano and classical piano. Although students may take as many credits of applied music lessons as they wish, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not majoring in Music.

There is an additional fee for applied music lessons, including group lessons. For information regarding the fee and policy, please see the Tuition and Fees section in the catalog.

## **Native Studies**

### **The Native Studies Program**

The Native Studies Minor focuses on the political sovereignty of indigenous societies and the historical experience of colonialism in the Americas and the Pacific. With a range of courses in Native history, literature, art history, archaeology, ethnography, museum studies and linguistics, the Minor is designed for those students who wish to learn in some depth the history, culture, language, and collective identities of indigenous peoples in the Americas, and who wish to acquire in-depth knowledge regarding tribal affairs, education, and public policies at the local and global levels.

### **Program**

- Native Studies, Minor

### **Native Studies, Minor**

### **Required Credit Hours:**

18 credits of core courses. At least 3 of those credits must be in ANTH courses. ANTH 225, ANTH 425, and ANTH 498 are limited to 3 credits each.

- AMST 350 - Literature of the Americas (3)
- AMST 470 - Mobility (3)
- AMST 470 - Sovereignty (3)
- ANTH 225 - Archaeological Field Methods Credits: (6)
- ANTH 322 - Archaeology of North America Credits: (3)
- ANTH 323 - Indians of North America Credits: (3)
- ANTH 324 - Native People of the American Southwest Credits: (3)
- ANTH 325 - Native People of the Great Plains Credits: (3)
- ANTH 338 - Native Cultures of South America Credits: (3)
- ANTH 350 - Museums and Representation (3)
- ANTH 350 - Peoples and Cultures of Polynesia (3)
- ANTH 362 - Knowledge, Learning and Cognition in “Non-Western” Societies Credits: (3)
- ANTH 425 - Advanced Archaeological Field Methods Credits: (6)
- ANTH 427 - Native People of Eastern North America Credits: (3)
- ANTH 445 - Issues in Anthropology Credits: (3)
- ANTH 459 - Tsenacomoco: Native Archaeology of the Chesapeake Credits: (3)
- ANTH 498 - Internship Credits: (variable credit)
- ARTH 396 - Art of the Andes Credits: (3)
- HIST 131 - Survey of Latin American History to 1824 Credits: (3)
- HIST 132 - Survey of Latin American History since 1824 Credits: (3)
- HIST 226 - The American West since 1890 Credits: (3)
- HIST 238 - Native American History since 1763 Credits: (3)
- HIST 490 - Race and Ethnicity in Latin America (4)
- LING 464 - Native Languages of the South (3)
- HIST 490 -Exploring American History (3)

### **Additional Information:**

Students must design their minor in consultation with a member of the Advisory Board. Additional electives may be considered.

## **Neuroscience**

### **The Major**

Our program brings together scientists from diverse disciplines committed to teaching and research aimed at understanding the mind, brain, and functions of the nervous system. Neuroscience encompasses multiple levels of biological organization ranging from molecular mechanisms of cellular physiology to complex behavior and cognitive processing. This comprehensive understanding includes comparative, evolutionary, and computational approaches to the neuroscience of human personality, society, and disease.

Neuroscience is a formalized program within the interdisciplinary studies major. Students wishing to declare their major in Neuroscience should contact Professor Porter in the Psychology Department for advising.

### **Program Objectives:**

- To provide all of our students with a broad based understanding of the neurosciences, with the opportunity to focus their studies in advanced topics.
- To prepare students for advanced study at the graduate and professional level, including cellular and molecular physiology, cognitive and behavioral neuroscience, and the biomedical fields.
- To promote student engagement in original and independent research.
- To foster interdisciplinary approaches to problem solving through a diverse faculty, the curriculum, symposia, and additional neuroscience-related events.

### **For success in the Neuroscience Program a student must:**

1. Achieve a high level of performance in introductory coursework in biology, chemistry, mathematics, and psychology.
2. Demonstrate mastery of the concepts in required coursework and their interdisciplinary application to neuroscience.
3. Develop a clear focus in elective coursework and research experience in collaboration with a faculty advisor/mentor.

Students who have successfully completed this program are prepared for graduate study, careers in academic and biomedical research, medicine, and health care related fields.

## **Program and Course Descriptions**

### **Program**

- Neuroscience (BS in Neuroscience)

### **Neuroscience (BS in Neuroscience)**

#### **Required Credit Hours:**

The Neuroscience major requires a minimum of 24 credit hours in prerequisites and 27 credit hours in required and elective courses. The major writing requirement is satisfied by achieving a C- in BIOL 404 (Title: Molecular Neuroscience), CHEM 417, KINE 352 , KINE 401 or NSCI 496 ; or by enrolling in NSCI 300 alone or in conjunction with designated elective courses (see description of NSCI 300 for list). COLL 400 may be satisfied in Neuroscience by passing APSC 440 , BIOL 404 (Title: Molecular Neuroscience), CHEM 417 , KINE 401 , PSYC 411 , PSYC 413 , PSYC 415 , NSCI 490 or NSCI 496. NSCI 490 satisfies COLL 400 when coupled with 3 credits of NSCI 400 taken with a single research mentor. NSCI 490 may be combined with prior or concurrent NSCI 400 credits..

#### **Prerequisite Courses:**

- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3)
- BIOL 203L - Introduction to Molecules, Cells, Development Laboratory Credits: (1)
- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3)
- BIOL 204L - Introduction to Organisms, Ecology, Evolution Laboratory Credits: (1)
- CHEM 103 - General Chemistry I Credits: (3)
- CHEM 206 - Organic Chemistry I Credits: (3)
  
- MATH 111 - Calculus I Credits: (4) or
- MATH 131 - Calculus I for Life Sciences Credits: (4)

- PSYC 201 - Introduction to Psychology as a Natural Science Credits: (3)
- PSYC 301 - Elementary Statistics Credits: (4) or
- MATH 106 - Elementary Probability and Statistics Credits: (3) or
- KINE 394 - Statistics and Evaluation Credits: (3) or
- MATH 351 - Probability and Statistics for Scientists Credits: (3)

### **Required Courses:**

- APSC 351 - Cellular Biophysics and Modeling Credits: (3)
- BIOL 310 - Molecular Cell Biology Credits: (3) or BIOL 404 - Cell Biology Credits: (3)
- BIOL 345 - Neurobiology Credits: (3)
  
- PSYC 311 - Cognitive Psychology Credits: (3)
- PSYC 313 - Physiological Psychology Credits: (3)

### **Additional Requirements:**

A major must also complete at least four additional courses. Majors must take one course from Group A: Behavioral and Cognitive Neuroscience electives and one course from Group B: Cell/Systems Neuroscience electives. The third elective must be selected from groups A, B, or C and the fourth elective may be from any of the four groups A, B, C, or D.

### **Group A: Behavioral and Cognitive Neuroscience**

- BIOL 410 - Animal Behavior Credits: (3)
- PSYC 315 - Foundations of Learning and Memory Credits: (3)
- PSYC 317 - Sensation & Perception Credits: (3)
- PSYC 445 - Psychopharmacology Credits: (3)
- PSYC 447 - Cognitive Neuroscience Credits: (3)
- PSYC 457 - Plastic Brain Credits: (3)

### **Group B: Cell/Systems Neuroscience**

- APSC 440 - Respiratory Neurobiology Credits: (3)
- APSC 450 - Computational Neuroscience Credits: (3)
- BIOL 460 - Molecular Neuroscience Credits: (3)
- CHEM 417 - Neurochemistry Credits: (3)
- KINE 401 - Neurophysiology of Aging Credits: (3)
- KINE 458 - Cellular Basis of Neuromuscular Physiology Credits: (3)

### **Group C: Research Methods in Neuroscience**

- APSC 480 - Directed Research in Medical Chemistry and Structural Biology of Neuroimmune Peptides of Marine Origin Credits: (3)
- NSCI 400 - Research in Neuroscience (3) (May only count as one elective)
- PSYC 302 - Experimental Methods Credits: (4)
- PSYC 411 - Cognition and Thinking Credits: (4)
- PSYC 413 - Research in Physiological Psychology Credits: (4)
- PSYC 415 - Research in Animal Cognition Credits: (4)
- NSCI 496 - Honors in Neuroscience Credits: (3)

### **Group D: Neuroscience-approved Electives**

- BIOL 432 - Principles of Animal Physiology Credits: (4)
- BIOL 433 - Developmental Biology Credits: (3)
- BIOL 442 - Molecular Genetics Credits: (3)
- KINE 352 - Nutrition and the Brain Credits: (3)
- KINE 450 - Cardiovascular Physiology Credits: (3)

## Course Descriptions

### Neuroscience

#### **NSCI 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Neuroscience. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **NSCI 300 - Writing in the Neurosciences**

*Credits: (0)*

Students majoring in Neuroscience fulfill the major writing requirement by working with an individual faculty member, typically in a lecture or research course. Lecture courses that offer sections of NSCI 300 are PSYC 302, PSYC 411, PSYC 413, PSYC 415, BIOL 433, BIOL 442 and CHEM 417. NSCI 300 may be taken in conjunction with NSCI 400 with instructor permission. Declared majors should discuss the writing requirement with a faculty member during the first two weeks of the semester during which they would like to fulfill this requirement. Once accepted by a faculty member, the student will be given permission to enroll in the proper section of NSCI 300 by the faculty member. Students must register for this course during the add/drop period.

#### **NSCI 400 - Research in Neuroscience**

*Credits: (1-3)*

Students will gain hands-on experience with Neuroscience research by working in a Neuroscience faculty member's laboratory. Neuroscience students attaining a total of 3 credit hours can use this course to fulfill one of their electives. Hours to be arranged.  
May be repeated for credit

#### **NSCI 490 - Neuroscience Capstone**

*Credits: (0)*

*Prereq/Corequisite(s): NSCI 400*

This course is a capstone experience involving synthesis of an original research project into a research paper. It may additionally include a presentation at the William & Mary Undergraduate Science Research Symposium, Neuroscience Symposium or another research conference. When coupled with a total of 3 credits of NSCI 400 (taken prior to, or concurrently to enrollment in NSCI 490) this will meet the College 400 requirement.

#### **NSCI 495 - Honors in Neuroscience**

*Credits: (3)*

Neuroscience Honors students complete empirically-based research projects that are conducted under the supervision of a Neuroscience faculty member. Intention to pursue honors must be filed with the Charles Center no later than the first day of classes of the semester in which the student will begin their thesis. This is usually the fall semester of their senior year (two semesters before graduation). In order to

graduate with a degree with Honors in Neuroscience a student must (a) complete a written thesis that will be submitted to the honors examination committee at least two weeks before the last day of classes and (b) pass, with satisfactory performance, a comprehensive oral examination.

Note: For College provisions governing admission to Honors, see the catalog section titled Honors and Special Programs. For additional requirements see the Neuroscience website. Please visit the Program website for further information and updates. <http://www.wm.edu/as/neuroscience>.

### **NSCI 496 - Honors in Neuroscience**

*Credits:* (3)

*Prerequisite(s):* NSCI 495

*College Curriculum:* COLL 400

Neuroscience Honors students complete empirically-based research projects that are conducted under the supervision of a Neuroscience faculty member. Intention to pursue honors must be filed with the Charles Center no later than the first day of classes of the semester in which the student will begin their thesis.

This is usually the fall semester of their senior year (two semesters before graduation). In order to graduate with a degree with Honors in Neuroscience a student must (a) complete a written thesis that will be submitted to the honors examination committee at least two weeks before the last day of classes and (b) pass, with satisfactory performance, a comprehensive oral examination.

Note: For College provisions governing admission to Honors, see the catalog section titled Honors and Special Programs. For additional requirements see the Neuroscience website. Please visit the Program website for further information and updates <http://www.wm.edu/as/neuroscience>.

## **Philosophy**

### **Philosophy Program**

The department, through a varied and extensive program of courses, presents students with past and present attempts to think critically and reflectively about fundamental questions of knowledge and value in order that they will be led to examine their own views. The study of philosophical problems in the spirit of free inquiry requires the student to develop and exercise the powers of precise discrimination, creative imagination, logical organization and evaluative judgment.

Several sections of introductory courses (e.g. PHIL 100, PHIL 150, PHIL 201, and PHIL 205) are offered. A large number of middle-level courses are offered to meet the needs of students who wish to take courses that might be particularly relevant to their own field or major. (Many philosophy courses are particularly suited to the needs of students with interdisciplinary majors.) The department also offers specialized and intensive courses of a historical, methodological and systematic character for those students who wish to major in philosophy. A major may serve as a preparation for graduate study, or, as is more usually the case, as a sound foundation for a liberal education. Many majors go into professions such as law, where training in philosophical analysis is particularly advantageous.

### **Programs and Course Descriptions**

#### **Programs**

- [Philosophy \(BA in Philosophy\)](#)
- [Philosophy, Minor](#)

#### **Philosophy (BA in Philosophy)**

### **Required Credit Hours: 30**

(Those who wish to prepare for graduate study in philosophy or in a related discipline will normally take more than this required minimum.)

### **Major Writing Requirement:**

Successful completion of two 400 level courses, with a grade of C- or better.

### **Core Requirements:**

A program for each major will be developed through consultation with a member of the philosophy faculty acting as a major advisor. Each program major must fulfill the following requirements:

#### **History of Philosophy:**

At least two courses, one selected from each group:

- PHIL 231 - Greek Philosophy Credits: (3) or
- PHIL 232 - Medieval Philosophy Credits: (3)
  
- PHIL 252 - 17th- and 18th-Century European Philosophy Credits: (3) or
- PHIL 253 - Kant and his Successors Credits: (3)

#### **Value Theory:**

At least one course selected from the following:

- PHIL 215 - Right and Wrong in the Contemporary World Credits: (3)
- PHIL 303 - Ethics Credits: (3)
- PHIL 304 - Aesthetics and Philosophy of Art Credits: (3)
- PHIL 305 - Social and Political Philosophy Credits: (3)
- PHIL 310 - Philosophy of Law Credits: (3)
- PHIL 403 - Advanced Topics in Value Theory Credits: (3)

#### **Metaphysics & Epistemology:**

At least one course selected from:

- PHIL 313 - Philosophy of Science Credits: (3)
- PHIL 335 - Philosophy of Language Credits: (3)
- PHIL 345 - Philosophy of Mind Credits: (3)
- PHIL 350 - Theory of Knowledge Credits: (3)
- PHIL 360 - Feminist Metaphysics Credits: (3)
- PHIL 375 - Metaphysics Credits: (3)
- PHIL 415 - Advanced Topics in Metaphysics and Epistemology Credits: (3)

#### **Interdisciplinary Application:**

At least one course selected from:

- PHIL 220 - Philosophy of Race: Identity, Racism, and Justice Credits: (3)
- PHIL 304 - Aesthetics and Philosophy of Art Credits: (3)
- PHIL 305 - Social and Political Philosophy Credits: (3)
- PHIL 308 - Topics in Environmental Ethics Credits: (3)
- PHIL 310 - Philosophy of Law Credits: (3)
- PHIL 311 - Philosophy of Religion Credits: (3)
- PHIL 313 - Philosophy of Science Credits: (3)

- PHIL 315 - Biomedical Ethics Credits: (3)
- PHIL 325 - Neuroscience and Ethics Credits: (3)
- PHIL 330 – Ethics and Data Science Credits (3)
- PHIL 345 - Philosophy of Mind Credits: (3)

**Logic Course:**

- PHIL 210 - Critical Thinking Credits: (3) or
- PHIL 301 - Symbolic Logic Credits: (3)  
301 is especially recommended for those students who contemplate graduate study in philosophy.
- MATH 214 - Foundations of Mathematics Credits: (3)

**Seminars:**

At least two 400-level seminars (exclusive of PHIL 441, PHIL 442, PHIL 460, PHIL 495 and PHIL 496)

**Note:**

The same course cannot be used to satisfy more than one of the above requirements. Majors are strongly encouraged to complete the History of Philosophy, Value Theory, and Metaphysics & Epistemology requirements before the end of the junior year.

## Philosophy, Minor

### Required Credit Hours: 21

#### Core Requirements:

In addition to a declaration of intention to minor filed with either the chair or the secretary of the department, each student must fulfill the following requirements:

#### History of Philosophy (At Least One Course)

- PHIL 231 - Greek Philosophy Credits: (3)
- PHIL 232 - Medieval Philosophy Credits: (3)
- PHIL 252 - 17th- and 18th-Century European Philosophy Credits: (3)
- PHIL 253 - Kant and his Successors Credits: (3)

#### Value Theory (At Least One Course)

- PHIL 215 - Right and Wrong in the Contemporary World Credits: (3)
- PHIL 303 - Ethics Credits: (3)
- PHIL 304 - Aesthetics and Philosophy of Art Credits: (3)
- PHIL 305 - Social and Political Philosophy Credits: (3)
- PHIL 310 - Philosophy of Law Credits: (3)
- PHIL 403 - Advanced Topics in Value Theory Credits: (3)

#### Metaphysics & Epistemology (At Least One Course)

- PHIL 313 - Philosophy of Science Credits: (3)
- PHIL 335 - Philosophy of Language Credits: (3)
- PHIL 345 - Philosophy of Mind Credits: (3)

- PHIL 350 - Theory of Knowledge Credits: (3)
- PHIL 360 - Feminist Metaphysics Credits: (3)
- PHIL 375 - Metaphysics Credits: (3)
- PHIL 415 - Advanced Topics in Metaphysics and Epistemology Credits: (3)

#### **400-Level Seminar (At Least One Course)**

Excluding PHIL 441, PHIL 442, PHIL 460, PHIL 495, and PHIL 496

#### **Note:**

The same course cannot be used to satisfy more than one of the above requirements.

## **Course Descriptions**

### **Philosophy**

#### **PHIL 100 - Critical Questions in Philosophy**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Philosophy for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word. Sample topics might include: freedom, mind, body, the human self, agency, knowledge, reality, and rationality.

#### **PHIL 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Philosophy. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **PHIL 201 - Introduction to Philosophy**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An introduction to the problems, methods and scope of philosophical inquiry through readings from historical and contemporary sources. Typically, the readings include at least one dialogue of Plato, the Meditations of Descartes, and usually selections from other philosophers. Note: NOTE: Seniors may take this course only with the permission of the instructor. Students may not receive credit for both 150W and 201.

#### **PHIL 205 - Meaning in Life**

*Credits: (3)*

*College Curriculum: COLL 200, COLL 300*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This course is divided into three units. In the first we'll look at arguments for and against the existence of God. In the second we'll study "God, death, and meaning". Questions to be considered include: Is life meaningful only if God exists? How does death impact life's meaning? Is meaning objective? (And what does 'meaning' even mean?) The third unit is called "Art, war, work, nation". Here we will examine some essentially human activities and organizations in which many have found-or lost-meaning.

Throughout, the readings and assignments for this Coll 300 course aim to "connect you with people, places, and ideas that take you out of familiar surroundings and deepen the way you see yourself in the world". Accordingly, this course will include the examination of global differences regarding sources or bearers of meaning. Through personal reflection and philosophical argumentation, students will learn to "use your knowledge, your emerging expertise in framing questions, and your communication skills to engage the world in a self-reflective, cross-cultural way."

### **PHIL 210 - Critical Thinking**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR A survey of formal and informal logical techniques with emphasis on their practical applications and historical significance. Among the techniques studied are syllogistic logic, informal fallacies and induction.

### **PHIL 215 - Right and Wrong in the Contemporary World**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A course focused on particular moral issues facing contemporary society and the ethical arguments provoked by them. Topics discussed in the course may include, among others, abortion, euthanasia, hate speech, capital punishment, surrogacy, genetic engineering, war and nuclear arms.

### **PHIL 220 - Philosophy of Race: Identity, Racism, and Justice**

*Credits:* (3)

*College Curriculum:* COLL 200, COLL 350

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI The purpose of this course is to explore issues of race and racism from a philosophical perspective. The course will begin with the question, what is race? We'll look at various answers about the nature of race, e.g., race as social/cultural, biological, or merely morphological. Next, we'll focus on questions surrounding racial identity and its intersections with our other identities, especially class and gender. Then, we'll turn to the question of the nature of racism. Individualistic conceptions of racism will be contrasted with institutional/structural conceptions. We'll focus on three case studies of structural racism: mass incarceration, immigration policy, and redlining in real estate. Our final topic is where we go from here in the pursuit of racial justice, with a focus on sources of hope and despair and our individual and collective responsibility.

### **PHIL 225 - Philosophy of Love and Friendship**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR The aim of this course is to investigate two questions: (1) What is love and friendship among human beings? (2) How prevalent are genuine love relationships and friendships? Our strategy for addressing both questions is threefold: (i) a survey of prominent philosophical theories of love and friendship, (ii) a survey of current scientific theories of capacities essential to love and friendship, and (iii) developing an answer, based on (i) and (ii), to the following question: In what respects, if any, are our philosophical theories of love and friendship supported by scientific knowledge of our actual capacities?

### **PHIL 230 - Philosophy Across Cultures**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI What is philosophy? What is it that makes a work philosophical rather than, say, religious or literary? In this course we will adopt a cross-cultural approach to answering these questions, analyzing and comparing a diverse range of philosophical texts from around the globe. By examining the different kinds of philosophical questions diverse thinkers ask, and the variety of methods they take to answer them, we will arrive at a better understanding of what philosophy is globally. As we engage with these diverse perspectives in philosophy we will also reflect on what constitutes good cross-cultural methodology. We will address the challenges that racism and colonialism present for engaging in philosophy across cultural boundaries. We will also reflect on our own identities as global citizen and what we can do to promote equal consideration and respect for diverse philosophical perspectives. As part of our practice of cross-cultural philosophical thinking we will have the opportunity to engage with several invited guests who will share their distinctive philosophical perspectives and methods.

### **PHIL 231 - Greek Philosophy**

*Credits:* (3)

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle.

*Cross-listed with:* CLCV 231

### **PHIL 232 - Medieval Philosophy**

*Credits:* (3)

*Domain (Anchored):* ALV

Analysis of selected writings of major medieval philosophers such as Augustine, Erigena, Anselm, Maimonides, Aquinas, Duns Scotus and Occam.

### **PHIL 252 - 17th- and 18th-Century European Philosophy**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course is a critical study of the ideas, culture, world-view, and values of the leading philosophers of early-modern Europe whose work shaped the history of Western thought: Descartes, Hobbes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Our study is informed by the context of the Enlightenment and the Scientific Revolution. Possible topics include the nature and existence of God, the existence of a soul, personal identity, the mind-body connection, the reliability of sense perception, knowledge of the external world, the possibility of free will, the cause and justification of political systems, and the basis and content of morality..

### **PHIL 253 - Kant and his Successors**

*Credits:* (3)

*Prerequisite(s):* One course in Philosophy, excluding PHIL 210 and PHIL 301.

*Domain (Anchored):* CSI

An examination of Kant and some of the 19th-century philosophical responses to his philosophy (e.g., Hegel, Marx, Nietzsche).

### **PHIL 301 - Symbolic Logic**

*Credits:* (3)

*Domain (Anchored):* NQR

An introduction to the principles of valid reasoning. Special emphasis will be given to modern symbolic techniques and some of their applications.

**PHIL 303 - Ethics**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI An introduction to the problems of ethics and the nature of ethical reasoning. Included are historically important topics such as hedonism, egoism, utilitarianism and relativism, as well as contemporary moral issues such as abortion, euthanasia and civil disobedience.

**PHIL 304 - Aesthetics and Philosophy of Art**

*Credits:* (3)

*Prerequisite(s):* One course in philosophy, extensive experience in/of arts or consent of instructor  
A philosophical examination of aesthetic perception and criteria of value. Special attention will be given to the elements of art and the function of form, symbol, expression and truth in art.

**PHIL 305 - Social and Political Philosophy**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI A philosophical examination of major theories dealing with social and political issues such as governmental authority, individual rights, distributive justice, democracy and the importance of community.

**PHIL 306 - Philosophical Problems**

*Credits:* (1-3)

*Prerequisite(s):* Variable by topic

*Prereq/Corequisite(s):* Variable by topic.

*Domain (Anchored):* ALV

A study of some major philosophical problems such as those concerning knowledge and reality, morality and conduct, and art and beauty. Special attention will be devoted to philosophical method.(See cross listed courses in, e.g., Music, Modern Languages, and Literature.)

This course may be repeated for credit

**PHIL 308 - Topics in Environmental Ethics**

*Credits:* (3)

*Domain (Anchored):* ALV

This course examines a number of ethical and political theories concerning the relation between human beings and the environment. It also discusses the obligations of human beings to other species and to future generations.

**PHIL 310 - Philosophy of Law**

*Credits:* (3)

*Domain (Anchored):* CSI

A critical examination of the concepts and arguments used in legal reasoning. Questions to be examined include: the nature of law, the grounds for obedience to law, the relationship of law to morality, and the grounds for legal punishment.

**PHIL 311 - Philosophy of Religion**

*Credits:* (3)

*Prerequisite(s):* One course in Philosophy, excluding PHIL 210 and PHIL 301.

*Domain (Anchored):* ALV

A philosophical investigation of the nature of religious experience, activity and belief. The course will

also include an examination of such topics as those of God, freedom, immortality, arguments for existence of God and the problem of evil.

### **PHIL 313 - Philosophy of Science**

*Credits: (3)*

*Prerequisite(s):* One course in Philosophy, excluding PHIL 210 and PHIL 301.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR A philosophical examination of the nature, validity and significance of scientific inquiry. Special attention will be given to the descriptive, explanatory and predictive aspects of scientific theories.

### **PHIL 315 - Biomedical Ethics**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course employs the resources of ethical theory to examine a variety of ethical issues that arise in the practice of medicine and biomedical research. Some of the topics that may be included are: the doctor-patient relationship, confidentiality and informed consent; the practice of research with human subjects and animals; the definition of death and the ethics of organ transplantation; the moral and legal status of abortion and reproductive technologies; euthanasia and its alternatives; the risks and promises of biotechnology; justice and access to health care and medicines; patents and advertisement of pharmaceutical products.

### **PHIL 321 - Existentialism**

*Credits: (3)*

An examination of important aspects of existentialism with readings in such philosophers as Kierkegaard, Nietzsche, Heidegger and Sartre. Some attention will also be given to the impact of these philosophical movements upon contemporary literature, religious thought and psychology.

### **PHIL 325 - Neuroscience and Ethics**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* NQR

An introduction to the interdisciplinary field of neuroethics, which explores both what the sciences of the mind can tell us about the nature of morality and how we should ethically respond to neuroscientific advances.

### **PHIL 330 - Ethics and Data Science**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR This course is an introduction to some of the ethical and societal problems that are posed by recent developments in data science, artificial intelligence, and the pervasiveness of the Internet in everyday life. The course begins by introducing students to the nature of information and data, to two major normative ethical theories (consequentialism and deontology), and to some common biases and fallacies concerning probability and statistics. We will then explore moral issues concerning privacy and freedom in connection with big data and the Internet. What, if anything, justifies the right to privacy? How does privacy relate to autonomy and to property rights? Are traditional justifications of the right to privacy still adequate in the age of big data and social media? How does the

right to freedom of speech interact with "echo chambers" and the spread of disinformation online? The course concludes by surveying a number of ethical problems posed by machine learning and artificial intelligence, such as: Should machine learning algorithms be transparent or interpretable by humans? How do biases arise in algorithms, and how can they be prevented or corrected? How do we make sense of questions of moral accountability in cases in which machines are autonomous? How will automation affect the nature of human labor, and how will it affect inequality? Should we be worried about the creation of a "superintelligence" that could destroy humanity?

### **PHIL 335 - Philosophy of Language**

*Credits: (3)*

*Prerequisite(s):* PHIL 210 or PHIL 301 or consent of instructor

A survey of recent philosophical questions about language and meaning. Topics such as the following will be considered: reference, analyticity, speech acts, and semantic and syntactic theories. Focus will be on such figures as Russell, Austin, Quine, and Wittgenstein.

### **PHIL 345 - Philosophy of Mind**

*Credits: (3)*

*Prerequisite(s):* One course in Philosophy, excluding PHIL 210 and PHIL 301.

*Domain (Anchored):* NQR

Critical analysis of contemporary theories concerning the nature of consciousness, the concept of the person and personal identity, and some theories of the relation of the mind to the body.

### **PHIL 350 - Theory of Knowledge**

*Credits: (3)*

*Prerequisite(s):* One course in Philosophy, excluding PHIL 210 and PHIL 301.

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR An examination of contemporary philosophical theories about such topics as the nature of knowledge, criteria for truth, perception, meaning, knowledge, validation of belief and skepticism.

### **PHIL 360 - Feminist Metaphysics**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI, NQR The course "Feminist Metaphysics" focuses on the metaphysical issues arising in feminist philosophy. Specific topics include: the nature of social construction, the metaphysics of sex and gender, queer identities, gender essentialism, and the role of truth and objectivity in the pursuit of justice and equality for women. The course will be of interest to those studying contemporary metaphysics and its social/political applications, as well as to those in gender and women's studies wanting to have rigorous accounts of key concepts in feminist thinking.

### **PHIL 375 - Metaphysics**

*Credits: (3)*

*Prerequisite(s):* One course in Philosophy, excluding PHIL 210 and PHIL 301.

A study of competing philosophical accounts of the nature of reality and the basic constituents of ontology. Topics may include persons, events, material objects, properties, propositions, and possible worlds.

### **PHIL 403 - Advanced Topics in Value Theory**

*Credits: (3)*

*Prerequisite(s):* Three courses in philosophy or consent of instructor

*College Curriculum:* COLL 400

A study of selected normative and theoretical problems in moral philosophy, such as the justification of ultimate moral principles, theories of social justice, or freedom and moral responsibility.

This course may be repeated for credit if there is no duplication of topics

### **PHIL 415 - Advanced Topics in Metaphysics and Epistemology**

*Credits: (3)*

*Prerequisite(s):* Three courses in Philosophy or consent of instructor

*College Curriculum:* COLL 400

An advanced study of selected topics on the nature of reality and our knowledge of it. Students are expected to write research papers, present material, and discuss course topics in seminar fashion.

This course may be repeated for credit if there is no duplication of topics

### **PHIL 422 - Great Philosophers**

*Credits: (3)*

*Prerequisite(s):* Three courses in Philosophy or consent of instructor

*College Curriculum:* COLL 400

*Domain (Anchored):* ALV

A systematic study of the thought of a great philosopher such as Descartes, Spinoza, Hume or Wittgenstein. The particular philosopher to be studied is designated each time the course is offered.

This course may be repeated for credit

### **PHIL 431 - Advanced Seminar in Philosophy**

*Credits: (3)*

*Prerequisite(s):* Three courses in philosophy or consent of the instructor.

*College Curriculum:* COLL 400

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion.

This course may be repeated for credit

### **PHIL 432 - Advanced Seminar in Philosophy**

*Credits: (3)*

*Prerequisite(s):* Three courses in philosophy or consent of the instructor.

*College Curriculum:* COLL 400

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion.

This course may be repeated for credit

### **PHIL 441 - Independent Study in Philosophy**

*Credits: (1-3)*

*Prerequisite(s):* Senior standing or eight courses in philosophy and departmental approval prior to registration

*Domain (Anchored):* ALV

Individually supervised study of special topics. (Description of requirements available on philosophy department website.)

This course may be repeated for credit

### **PHIL 442 - Independent Study in Philosophy**

*Credits: (1-3)*

*Prerequisite(s):* Senior standing or eight courses in philosophy or departmental approval prior to registration

*Domain (Anchored):* ALV

Individually supervised study of special topics. (Description of requirements available on philosophy department website.)

This course may be repeated for credit

### **PHIL 460 - Advanced Logic**

*Credits: (3)*

*Prerequisite(s):* PHIL 301 or consent of instructor

*Domain (Anchored):* NQR

Systematic investigation of topics in logic drawn from such areas as system construction, proof theory, modal and deontic logic, and abstract set theory.

### **PHIL 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* Departmental approval prior to registration

Students wishing to do Honors work in philosophy should submit a written request to the chair by February 15 of their junior year. Students should see the department chair for a detailed statement of the requirements of the Honors program and the specification of the information that is to be included in the written request for Honors study.

Note: See section on Major Honors program for general requirements and procedures.

### **PHIL 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* Departmental approval prior to registration

*Domain (Anchored):* ALV

Students wishing to do Honors work in philosophy should submit a written request to the chair by February 15 of their junior year. Students should see the department chair for a detailed statement of the requirements of the Honors program and the specification of the information that is to be included in the written request for Honors study.

Note: See section on Major Honors program for general requirements and procedures.

## **Physics**

### **Program**

Traditionally, many physics undergraduates continue in graduate school in pursuit of Ph.D. degrees in physics or engineering. Previous students who have completed a physics major also enter a variety of other fields, including among many others, archaeology, astronomy and astrophysics, biology, mathematics, computer science, high school teaching, law, medicine, environmental sciences, operations research, technical sales, industrial management, engineering and oceanography. Because physicists are scientific generalists, undergraduate work in physics followed by specialization in other areas has become one of the preferred preparations for many activities that are setting new directions in society. The requirements for major in physics are relatively flexible, and are designed to prepare people for either graduate work in physics or for later specialization in other areas.

Information on the program can be obtained through the World Wide Web at the address [www.wm.edu/physics](http://www.wm.edu/physics).

## Graduate Program

The department offers the degrees of Master of Science and Doctor of Philosophy. Degree requirements and a full description of graduate courses in physics can be obtained through the World Wide Web at [www.wm.edu/physics](http://www.wm.edu/physics) or you may request application forms by e-mail at [grad@physics.wm.edu](mailto:grad@physics.wm.edu) or by writing to the Chair of the Graduate Admission Committee in Physics.

## Programs and Course Descriptions

### Programs

- [Physics \(BS in Physics\)](#)
- [Physics, Minor](#)

### Physics (BS in Physics)

Students will select one of the following options:

- [Physics, BS](#)
- [Physics, Engineering Physics & Applied Design, BS](#)
- [Physics, Premed, BS](#)

## Physics, BS

### Required Credit Hours: 34

(Honors and the Premed track have additional requirements. See below.)

### Major Computing Requirements:

The departmental computer proficiency requirement is satisfied through the completion of course work demonstrating programming ability. This is typically satisfied by completion of PHYS 256. Students may petition the Physics Undergraduate Committee to satisfy the requirement by another course or a senior/honors research project that demonstrates computational proficiency.

### Major Writing Requirements:

- PHYS 451 - Physics Research Credits: (1-3)
- PHYS 452 - Physics Research Credits: (1-3)
- or
- PHYS 495 - Honors Credits: (3)
- PHYS 496 - Honors Credits: (3)

### Core Requirements:

Students completing a major in physics must take the following courses. Substitutions for these requirements must be approved by the departmental undergraduate committee and the chair. The requirement of senior project or Honors insures that all majors will engage in independent research during the senior year. Because of the extensive facilities available through the graduate program of the department, the senior projects generally deal with problems at the frontiers of physics. It is only through being actively involved in such pursuits that a student can appreciate the nature of the discipline.

- PHYS 101 - General Physics I Credits: (3)  
or
- PHYS 101H - General Physics I - Honors Credits: (3)
- PHYS 101L - General Physics I Laboratory Credits: (1)
- PHYS 102 - General Physics II Credits: (3)  
or
- PHYS 102H - General Physics II - Honors Credits: (3)
- PHYS 102L - General Physics II Laboratory Credits: (1)
- PHYS 201 - Modern Physics Credits: (4)
- PHYS 208 - Classical Mechanics of Particles and Waves I Credits: (4)
- PHYS 251 - Experimental Atomic Physics Credits: (2)
- PHYS 252 - Electronics Credits: (2)
- PHYS 313 - Quantum Mechanics I Credits: (3)
- PHYS 401 - Electricity and Magnetism I Credits: (3)

**Two of the Four Courses:**

- PHYS 303 - Classical Mechanics of Particles and Waves II Credits: (3)
- PHYS 314 - Quantum Mechanics II Credits: (3)
- PHYS 402 - Electricity and Magnetism II Credits: (3)
- PHYS 403 - Statistical Mechanics and Thermodynamics Credits: (3)

**Additional Requirements:**

- PHYS 451 - Physics Research Credits: (1-3)
- PHYS 452 - Physics Research Credits: (1-3)  
or
- PHYS 495 - Honors Credits: (3)
- PHYS 496 - Honors Credits: (3)

**Additional Information:**

Students who plan to attend graduate school in physics should take all of the courses listed above including the courses below. To prepare for some engineering or professional programs it may be appropriate to substitute courses or elect additional courses.

Suitable mathematics courses should also be taken, including the MATH courses listed below.

- PHYS 256 - Practical Computing for Scientists Credits: (3)
- PHYS 254 - Introduction to Mathematical Physics Credits: (3)
- PHYS 303 - Classical Mechanics of Particles and Waves II Credits: (3)
- PHYS 314 - Quantum Mechanics II Credits: (3)
- PHYS 402 - Electricity and Magnetism II Credits: (3)
- PHYS 403 - Statistical Mechanics and Thermodynamics Credits: (3)
- PHYS 351 - Scientific Instrumentation Laboratory Credits: (2)
- PHYS 352 - Experimental Modern Physics Credits: (2)
  
- MATH 111 - Calculus I Credits: (4)
- MATH 112 - Calculus II Credits: (4)

- MATH 212 - Introduction to Multivariable Calculus Credits: (3)
- MATH 213 - Multivariable Calculus for Science and Mathematics Credits: (4)
  
- MATH 302 - Ordinary Differential Equations Credits: (3)
- MATH 211 - Linear Algebra Credits: (3)

## **Physics, Engineering Physics & Applied Design, BS**

### **Core Requirements (45 Credits):**

This concentration is designed for students interested in research and development in applied sciences and advanced technology. It also aims to provide preparation for material science and engineering graduate programs.

- PHYS 101 - General Physics I Credits: (3) or
- PHYS 101H - General Physics I - Honors Credits: (3)
  
- PHYS 101L - General Physics I Laboratory Credits: (1)
  
- PHYS 102 - General Physics II Credits: (3) or
- PHYS 102H - General Physics II - Honors Credits: (3)
  
- PHYS 102L - General Physics II Laboratory Credits: (1)
  
- PHYS 201 - Modern Physics Credits: (4)
- PHYS 208 - Classical Mechanics of Particles and Waves I Credits: (4)
- APSC 251 - Introduction to Engineering Design Credits: (3)
- PHYS 252 - Electronics Credits: (2)
- PHYS 313 - Quantum Mechanics I Credits: (3)
- PHYS 351 - Scientific Instrumentation Laboratory Credits: (2)
- APSC 301 - Mechanics of Materials Credits: (3)
- APSC 304 - Energy and Thermodynamics Credits: (3)
- PHYS 401 - Electricity and Magnetism I Credits: (3)
- Either
- PHYS 471 - Capstone Engineering Design Senior Project Credits: (3)
- PHYS 472 - Capstone Engineering Design Senior Project Credits: (3)
- or
- APSC 471 - Capstone Engineering Design Senior Project Credits: (3)
- APSC 472 - Capstone Engineering Design Senior Project Credits: (3)
- or
- EPAD 495 - Honors Credits: (3)
- EPAD 496 - Honors Credits: (3)
- and
- APSC 401 - Research in Applied Science Credits: (1-3)
- and/or
- APSC 402 - Research in Applied Science Credits: (1-3)
- or
- PHYS 455 - Supplementary Senior Research Credits: (1-3)

In addition, one elective

- APSC 327 - Introduction to Laser Biomedicine Credits: (3)
- APSC 422 - Introduction to Materials Characterization Credits: (3)
- APSC 427 - Biomedical Materials and Devices Credits: (3)
- APSC 428 - Scanning Probe Nanoengineering: Visualization and Manipulation of Matter at Atomic Scales Credits: (3)
- APSC 457 - Computational Materials Design Credits: (3)
- PHYS 302 - Fluid Mechanics Credits: (3)
- PHYS 411 - Nanomaterials: Synthesis, Properties and Applications Credits: (3)

## Physics, Premed, BS

### Core Requirements:

An alternative concentration for those who are planning to fulfill the requirements for entering medical school consists of the Physics courses listed below. A minimum of 30 credits in physics must be completed. In addition, this concentration requires the Chemistry/Biology courses listed below for a minimum of 42 credits.

- PHYS 101 - General Physics I Credits: (3)
- PHYS 101L - General Physics I Laboratory Credits: (1)
- PHYS 102 - General Physics II Credits: (3)
- PHYS 102L - General Physics II Laboratory Credits: (1)  
or
- PHYS 107 - Physics for the Life Sciences I Credits: (3)
- PHYS 107L - Physics for the Life Sciences I Lab Credits: (1)
- PHYS 108 - Physics for the Life Sciences II Credits: (3)
- PHYS 108L - Physics for the Life Sciences II Lab Credits: (1)
  
- PHYS 201 - Modern Physics Credits: (4)
- PHYS 208 - Classical Mechanics of Particles and Waves I Credits: (4)
- PHYS 251 - Experimental Atomic Physics Credits: (2)
- PHYS 252 - Electronics Credits: (2)
- PHYS 313 - Quantum Mechanics I Credits: (3)
- PHYS 401 - Electricity and Magnetism I Credits: (3)
- PHYS 451 - Physics Research Credits: (1-3)
- PHYS 452 - Physics Research Credits: (1-3)
  
- CHEM 209 - Organic Chemistry II Credits: (3) or CHEM 207 and
- CHEM 253 - Organic Chemistry Laboratory II Credits: (1)  
and
- CHEM 208 - General Chemistry II and Intro. to Inorganic Chemistry Credits: (3) or CHEM 205 - Advanced Freshman Chemistry - Credits: (3) and
- CHEM 254 - General Chemistry Laboratory II Credits: (1)  
and
- BIOL 204 - Introduction to Organisms, Ecology, Evolution Credits: (3) and
- BIOL 204L - Introduction to Organisms, Ecology, Evolution Laboratory Credits: (1)  
or
- BIOL 203 - Introduction to Molecules, Cells, Development Credits: (3) and

- BIOL 203L - Introduction to Molecules, Cells, Development Laboratory Credits: (1)

## Physics, Minor

### Required Credit Hours: 20

#### Core Requirements:

- PHYS 101 - General Physics I Credits: (3)
- PHYS 101L - General Physics I Laboratory Credits: (1)
- PHYS 102 - General Physics II Credits: (3)
- PHYS 102L - General Physics II Laboratory Credits: (1)
- PHYS 201 - Modern Physics Credits: (4)
- Three other Physics courses (two of which are numbered above 201).

## Course Descriptions

### Engineering Physics & Applied Design

#### EPAD 495 - Honors

*Credits: (3)*

*Prerequisite(s):* APSC 251, an overall and major GPA of 3.0, and consent of the instructor.

*Corequisite(s):* PHYS 351

A full-year sequence focused on a year-long team-based faculty-mentored applied design project. Students admitted to Honors will fully participate in a team capstone EPAD project (PHYS/APSC 471 and 472), and in addition will conduct independent research and design work that contributes toward the group project goals. Students are also required to contribute an individual single-authored chapter(s) to the final team report, as well as to present a comprehensive oral examination on their work to an honors committee. If successfully completed, this course will satisfy the College writing requirement. In addition to the EPAD track major course requirements, Honors students will be required to complete two credit hours of independent research during their senior year (APSC401/402 and PHYS455) for their individual research contributions. For College provisions governing the Admission to Honors, see the catalog section titled Honors and Special Programs.

#### EPAD 496 - Honors

*Credits: (3)*

*Prerequisite(s):* APSC 251, an overall and major GPA of 3.0, and consent of the instructor.

*Corequisite(s):* PHYS 351

*College Curriculum:* COLL 400

A full-year sequence focused on a year-long team-based faculty-mentored applied design project. Students admitted to Honors will fully participate in a team capstone EPAD project (PHYS/APSC 471 and 472), and in addition will conduct independent research and design work that contributes toward the group project goals. Students are also required to contribute an individual single-authored chapter(s) to the final team report, as well as to present a comprehensive oral examination on their work to an honors committee. If successfully completed, this course will satisfy the College writing requirement. In addition to the EPAD track major course requirements, Honors students will be required to complete two credit hours of independent research during their senior year (APSC401/402 and PHYS455) for their individual research contributions. For College provisions governing the Admission to Honors, see the catalog section titled Honors and Special Programs.

## Physics

### **PHYS 100 - Concepts and Questions in Physics**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions, concepts, theories and discoveries in physics and astronomy for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **PHYS 101 - General Physics I**

*Credits: (3)*

*Corequisite(s): MATH 111 - MATH 112 recommended*

*Domain (Anchored): NQR*

PHYS 101-102 is a two-semester calculus-based sequence designed to develop an understanding of the fundamental concepts of physics for students considering majoring in one of the sciences or mathematics. Emphasis in Physics 101 is placed upon Newtonian mechanics and applications. Co-registration in the laboratory PHYS 101L is not required, but strongly encouraged. Students may receive credit for only one of PHYS 101, 101H, or 107.

### **PHYS 101H - General Physics I - Honors**

*Credits: (3)*

*Prerequisite(s): MATH 111 or Permission of Instructor*

*Domain (Anchored): NQR*

PHYS 101H is an honors section of PHYS 101 that is open to students who have a good preparation for and a strong interest in physics. Physics 101H offers a more in-depth treatment of topics covered in PHYS 101, and includes more sophisticated examples. Prior exposure to calculus will be assumed. Co-registration in the laboratory PHYS 101L is not required, but strongly encouraged. Students may receive credit for only one of PHYS 101, 101H, or 107.

### **PHYS 101L - General Physics I Laboratory**

*Credits: (1)*

*Corequisite(s): PHYS 101 / PHYS 101H, PHYS 102 /PHYS 102H*

Laboratory techniques in general physics.

Two and one half laboratory hours. There is a fee associated with the laboratory.

### **PHYS 102 - General Physics II**

*Credits: (3)*

*Prerequisite(s): PHYS 101 Corequisite(s): MATH 111 - MATH 112 recommended*

*Domain (Anchored): NQR*

PHYS 101-102 is a two-semester calculus-based sequence designed to develop an understanding of the fundamental concepts of physics for students considering majoring in one of the sciences or mathematics. Emphasis in Physics 102 is placed upon thermodynamics, electricity and magnetism, waves, optics, and applications. Co-enrollment in the laboratory PHYS 102L is strongly encouraged. Students may receive credit for only one of PHYS 102, 102H, or 108.

### **PHYS 102H - General Physics II - Honors**

*Credits: (3)*

*Prerequisite(s): MATH 112*

PHYS 102H is an honors section of PHYS 102 that is open to students who have a good preparation for and a strong interest in physics. Physics 102H offers a more in-depth treatment of topics covered in PHYS 102, and includes more sophisticated examples. Prior exposure to calculus will be assumed. Co-

registration in the laboratory PHYS 102L is not required, but strongly encouraged. Students may receive credit for only one of PHYS 102, 102H, or 108.

### **PHYS 102L - General Physics II Laboratory**

*Credits: (1)*

*Corequisite(s):* PHYS 101 /PHYS 101H, PHYS 102 /PHYS 102H)

Laboratory techniques in general physics.

Two and one half laboratory hours. There is a fee associated with the laboratory.

### **PHYS 107 - Physics for the Life Sciences I**

*Credits: (3)*

*Domain (Anchored):* NQR

PHYS 107-108 is a two-semester algebra-based sequence designed to cover the fundamental concepts of physics for students in the life sciences, including pre-meds. Emphasis is placed on Newtonian mechanics, fluids and waves. High school science as well as algebra and trigonometry are assumed. Co-registration in the laboratory PHYS 107L is not required, but strongly encouraged. Students may receive credit for only one of PHYS 101, 101H, or 107.

Note:

PHYS 101

### **PHYS 107L - Physics for the Life Sciences I Lab**

*Credits: (1)*

*Corequisite(s):* PHYS 107, PHYS 108

Laboratory techniques in physics for the life sciences.

Two and one half laboratory hours. There is a fee associated with the laboratory.

### **PHYS 108 - Physics for the Life Sciences II**

*Credits: (3)*

*Prerequisite(s):* PHYS 107

*Domain (Anchored):* NQR

PHYS 107-108 is a two-semester algebra-based sequence designed to cover the fundamental concepts of physics for students in the life sciences, including pre-meds. Emphasis is placed on thermodynamics, electric and magnetic fields, simple circuits, optics and some modern physics. High school science as well as algebra and trigonometry are assumed. Co-registration in the laboratory PHYS 108L is not required, but strongly encouraged. Students may receive credit for only one of PHYS 102, 102H, or 108.

### **PHYS 108L - Physics for the Life Sciences II Lab**

*Credits: (1)*

*Corequisite(s):*

PHYS 107, PHYS 108

Laboratory techniques In physics for the life sciences.

Two and one half laboratory hours. There is a fee associated with the laboratory.

### **PHYS 121 - Physics of Music**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV Basic concepts of physics, particularly acoustics, needed for an understanding of the properties of sound and music. The course will be in the form of a workshop and students will participate in the performance of experiments which illustrate the ideas.

**PHYS 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in physics and astronomy. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

**PHYS 155 - Freshman Research**

*Credits: (1-3)*

*Prerequisite(s):* Instructor Permission

Research opportunity for Freshmen having an unusually strong background in Physics. Students will work with an individual faculty member on a research project.

**PHYS 171 - Planetary and Stellar Astronomy**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV, CSI This course is intended for anyone interested in learning about planetary and stellar astronomy. (Galactic astronomy and cosmology are covered in PHYS 172: Stellar and Galactic Astronomy and Cosmology.) In addition to our coverage of the scientific ground of the subject, we will also discuss the technological advances that have made major discoveries possible. Along the way, we will include two interludes of a week's duration each that will allow us to explore the wider historical context of the material, via exploration of historical periods that have important Astronomy events in them and also connections to Theater through analysis of the play "Galileo" by Bertolt Brecht and Copenhagen by Michael Frayn.

**PHYS 172 - Stellar and Galactic Astronomy and Cosmology**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV, CSI Star classifications, stellar evolution and stellar remnants, distance scales in the universe, galactic structure and evolution, galactic superclusters. The past history of the universe and the experimental evidence for the big bang. The beginning and the end of the universe. Included will be discussions of the historical ramifications of the discoveries of the early 20th century and the philosophical implications of study of the beginning of the universe (or universes).

**PHYS 177 - Astronomy Laboratory (Lab)**

*Credits: (1)*

*Prereq/Corequisite(s):* PHYS 171 or PHYS 172

*Domain (Anchored):* NQR

A series of experiments is undertaken with the goal of understanding both the scientific method of measurement and the laws of nature as they apply to astronomy.

Two and one-half laboratory hours There is a fee associated with the laboratory.

**PHYS 201 - Modern Physics**

*Credits: (4)*

*Prerequisite(s):* PHYS 101, PHYS 102 or PHYS 107, PHYS 108

*College Curriculum: COLL 200*

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI 20th-century developments in physics. Relativity theory; the nature of space

and time, the paradox of the twins, the equivalence of mass and energy. Introductory quantum theory; the particle nature of light, the wave nature of electrons, atomic and molecular structure, the structure of the nucleus and the discovery of new particles. This course is appropriate for all those majoring in science or mathematics.

### **PHYS 208 - Classical Mechanics of Particles and Waves I**

*Credits: (4)*

*Prerequisite(s):* PHYS 201 with a grade of C- or better

*Prereq/Corequisite(s):* MATH 212 or MATH 213

The simple harmonic oscillator, coupled oscillations and normal modes, variational methods, Lagrangian and Hamiltonian mechanics, central forces. Overview of relevant mathematical methods.

### **PHYS 212 - Undergraduate Seminar**

*Credits: (1)*

Discussion of contemporary research in physics. Faculty members give survey talks during the first part of the semester. During the second part, students give talks based on their reading and research.

May be repeated for credit. Formerly: **PHYS 309**

### **PHYS 213 - Introduction to Modern Optics**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV This course introduces the basic optics concepts and their applications, such as geometrical optics and optical instrumentation design; wave optics and interaction with matter; quantum optics and lasers. Connections to visual arts are explored and practiced.

### **PHYS 251 - Experimental Atomic Physics**

*Credits: (2)*

*Prerequisite(s):* PHYS 101L or PHYS 107L, PHYS 102L or PHYS 108L *Corequisite(s):* PHYS 201

*Domain (Anchored):* NQR

Fundamental experiments in atomic physics. Modern scientific methods and instruments are used in such classic experiments as the measurement of the speed of light, the Millikan oil drop experiment, the photoelectric effect and optical spectroscopy.

### **PHYS 252 - Electronics**

*Credits: (2)*

*Prerequisite(s):* PHYS 102 / PHYS 102L or PHYS 108 / PHYS 108L

*Domain (Anchored):* NQR

Introduction to electronics, with an emphasis on analog circuits. Theory, design, simulation, debugging, and application of circuits using passive and active components.

### **PHYS 254 - Introduction to Mathematical Physics**

*Credits: (3)*

*Prerequisite(s):* MATH 212 or MATH 213

Vector analysis, complex variables, matrices, series solutions of differential equations, orthogonal functions and partial differential equations.

Formerly: **PHYS 301**

### **PHYS 255 - Sophomore Research**

*Credits: (1-3)*

*Prerequisite(s):* Instructor Permission

Research opportunity for Sophomores having an unusually strong background in Physics. Students will work with an individual faculty member on a research project.

### **PHYS 256 - Practical Computing for Scientists**

*Credits:* (3)

*Prerequisite(s):* MATH 112 or MATH 132

*Domain (Anchored):* NQR

This course will focus on breaking scientific problems into algorithmic pieces that can be solved using computational methods in MATLAB. Root finding, linear and non-linear equations, numerical modeling, optimization, random processes, graphical data presentation and fitting, scientific documentation preparation.

### **PHYS 302 - Fluid Mechanics**

*Credits:* (3)

*Prerequisite(s):* (PHYS 102 or PHYS 102H or PHYS 108) and (MATH 212 or MATH 213)

This course will provide a first introduction to the topic of fluid mechanics and dynamics. Topics that will be covered are properties of fluids, dimensional analysis, fluid statics, elementary fluid dynamics, conservation of mass and momentum, flows in different settings, geofluid concepts and aerodynamics. The impact of fluids on society will also be addressed.

### **PHYS 303 - Classical Mechanics of Particles and Waves II**

*Credits:* (3)

*Prerequisite(s):* PHYS 208

Scattering, rigid body rotation, inertia tensor, noninertial frames, continuum mechanics and wave motion, special relativity, nonlinear dynamics and chaos.

### **PHYS 313 - Quantum Mechanics I**

*Credits:* (3)

*Prerequisite(s):* PHYS 201, PHYS 208

Fundamentals of non-relativistic quantum mechanics, solutions of the Schrodinger equation in one and three dimensions, symmetry, identical particles.

### **PHYS 314 - Quantum Mechanics II**

*Credits:* (3)

*Prerequisite(s):* PHYS 201, PHYS 208

Perturbation theory and other approximate methods, applications of quantum mechanics for atomic, solid state and nuclear physics.

### **PHYS 351 - Scientific Instrumentation Laboratory**

*Credits:* (2)

Design and construction of digital circuits. Computer-based control of digital devices used in experimental research.

### **PHYS 352 - Experimental Modern Physics**

*Credits:* (2)

Experiments in atomic, nuclear, solid state and elementary particle physics.

### **PHYS 355 - Junior Research**

*Credits:* (1-3)

*Prerequisite(s):* Instructor Permission

Research opportunity for Juniors having an unusually strong background in Physics. Students will work with an individual faculty member on a research project.

### **PHYS 357 - Careers in Physics**

*Credits: (1)*

Presentations and discussion of a wide spectrum of career options for physics graduates. Invited speakers from private enterprises, the public sector, and nonprofit organizations will describe opportunities and experiences in their professions.

Course may be repeated for credit when the instructor determines there will not be duplication of material.

### **PHYS 401 - Electricity and Magnetism I**

*Credits: (3)*

*Prerequisite(s):* PHYS 208

Development of the theory of electricity and magnetism including electrostatics, magnetostatics and Maxwell's equations.

### **PHYS 402 - Electricity and Magnetism II**

*Credits: (3)*

*Prerequisite(s):* PHYS 401

Continued development of the theory of electromagnetism, Maxwell's equations, electromagnetic waves and radiation, and special relativity.

### **PHYS 403 - Statistical Mechanics and Thermodynamics**

*Credits: (3)*

*Prerequisite(s):* PHYS 201

Introduction to quantum statistical mechanics and thermal physics. Definitions of accessible quantum states, entropy, free energy, temperature and partition function for noninteracting systems. Derivation and interpretation of the physical and thermodynamic properties of classical and quantum gases, solids, thermal radiation and diffusive equilibrium.

### **PHYS 404 - Quantum Physics: Research Applications**

*Credits: (3)*

*Prerequisite(s):* PHYS 313, PHYS 314

Applications of quantum physics to modern research topics. The course will focus on areas (to be determined by the instructor) such as : electronic and magnetic properties of solids, atomic and optical physics, or nuclear and particle physics.

May be repeated for credit when the instructor determines that there will not be a duplication of material

### **PHYS 411 - Nanomaterials: Synthesis, Properties and Applications**

*Credits: (3)*

*Prerequisite(s):* PHYS 201

Use of physical and chemical methods to synthesize nanoparticles of 0-dimensional, 1-dimensional (nanotubes, nanowires, nanorods, and nanofibrils), and 2-dimensional (nanoribbons and nanosheets) morphologies. Synthesis and assembly of particles with shapes, hierarchical particles and Janus particles. Chemical, physical, mechanical, optical, thermal, electrical and magnetic properties of nanomaterials. Characterization of nanomaterials based on microscopy and spectroscopy. Interfacial properties of particles and dispersion, liquid-state processing of nanoparticles and self-assembly. Applications: multi-functional nanocomposites, meta-materials, plasmonics, photovoltaics, drug delivery, medical diagnostics and therapy.

### **PHYS 451 - Physics Research**

*Credits: (1-3)*

*College Curriculum: COLL 400*

Independent study including bibliographic and experimental or theoretical research and a research paper. The student will be required to submit a preliminary draft of the research paper during the first semester and will be expected to work closely with an advisor both in the actual research and in preparation of an acceptable report. If satisfactorily completed, this course will meet the departmental writing requirement.

### **PHYS 452 - Physics Research**

*Credits: (1-3)*

*College Curriculum: COLL 400*

Independent study including bibliographic and experimental or theoretical research and a research paper. The student will be required to submit a preliminary draft of the research paper during the first semester and will be expected to work closely with an advisor both in the actual research and in preparation of an acceptable report. If satisfactorily completed, this course will meet the departmental writing requirement.

### **PHYS 455 - Supplementary Senior Research**

*Credits: (1-3)*

This course is intended for senior research unrelated to the regular capstone courses. Research is supervised by a faculty member. This course does not satisfy the COLL 400 requirement.

### **PHYS 471 - Capstone Engineering Design Senior Project**

*Credits: (3)*

*Prereq/Corequisite(s): APSC 251*

A full-year sequence focused on engineering design processes, professional practices and expectations (e.g. communication, teamwork, and ethics), project management, introduction technical business and entrepreneurial practices, design communication, and an overview of careers opportunities in applied physics and engineering. The centerpiece of the project is a year-long team-based faculty-mentored applied design project. The course includes a 75 minute weekly classroom meeting, weekly team meetings with mentors, and the expectation substantial out-of-class involvement.

*Cross-listed with: APSC 471*

### **PHYS 472 - Capstone Engineering Design Senior Project**

*Credits: (3)*

*Prerequisite(s): PHYS 471*

*College Curriculum: COLL 400*

A full-year sequence focused on engineering design processes, professional practices and expectations (e.g. communication, teamwork, and ethics), project management, introduction technical business and entrepreneurial practices, design communication, and an overview of careers opportunities in applied physics and engineering. The centerpiece of the project is a year-long team-based faculty-mentored applied design project. The course includes a 75 minute weekly classroom meeting, weekly team meetings with mentors, and the expectation substantial out-of-class involvement.

*Cross-listed with: APSC 472*

### **PHYS 476 - Modern Astrophysics**

*Credits: (3)*

*Prerequisite(s): PHYS 303, PHYS 313 Corequisite(s): PHYS 401*

An introduction of modern astrophysics. Topics may include stellar characteristics and evolution, galactic structure, cosmology, general relativity and the tools and techniques of astronomy and astrophysics.

### **PHYS 481 - Topics in Physics**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor

May be repeated for credit when the instructor determines that there will not be a duplication of material.

### **PHYS 482 - Topics in Physics**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor

May be repeated for credit when the instructor determines that there will not be a duplication of material.

### **PHYS 495 - Honors**

*Credits: (3)*

Students admitted to Honors study in physics will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of the literature of physics; (b) the preparation and presentation by April 15 of an Honors essay based on the student's own research, or part of a major research project; (c) satisfactory completion of a comprehensive oral examination on essay and related topics. If successfully completed this course will satisfy the College writing requirement. In addition to the major course requirements, the department requirements for Honors specify PHYS 314 and PHYS 403 , as well as either PHYS 303 or PHYS 402 , and either PHYS 351 or PHYS 352 . Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **PHYS 496 - Honors**

*Credits: (3)*

*College Curriculum:* COLL 400

*Domain (Anchored):* NQR

Students admitted to Honors study in physics will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of the literature of physics; (b) the preparation and presentation by April 15 of an Honors essay based on the student's own research, or part of a major research project; (c) satisfactory completion of a comprehensive oral examination on essay and related topics. If successfully completed this course will satisfy the College writing requirement. In addition to the major course requirements, the department requirements for Honors specify PHYS 314 and PHYS 403 , as well as either PHYS 303 or PHYS 402 , and either PHYS 351 or PHYS 352 . In applying for Honors, students must submit a proposal to the undergraduate committee during the semester preceding enrollment.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **Psychological Sciences**

### **Description of Curriculum**

Courses numbered 310-318 are lecture courses, intended for both majors and non-majors. Courses numbered 350-395 are lecture courses intended primarily for majors, although non-majors interested in the subject matter may enroll. Courses numbered 401-409 are practica courses, in which students gain practical experience. They are intended primarily for majors, although non-majors with appropriate qualifications can enroll. Courses numbered 410-422 are seminar-sized laboratory courses intended primarily for majors. Each of these courses provides students with advanced training in the scientific methods of a particular subdiscipline within psychology. Courses numbered 440-469 are seminars, and audiences for these courses will vary from course to course. Contact individual instructors for details. All students preparing for graduate study in Psychology, whether or not they are majors, are advised to obtain

practical experiences in areas appropriate to their interest. Students can petition for a graduate class to count as an upper level elective course. **Students must obtain instructor and Dean's approval to enroll in a graduate level course.**

## Programs and Course Descriptions

### Programs

- [Psychology \(BA in Psychology\)](#)
- [Psychology \(BS in Psychology\)](#)
- [Psychology, Minor](#)

### Psychology (BA in Psychology)

**Required Credit Hours: 36**

#### Major Computing Requirement:

- PSYC 301 - Elementary Statistics Credits: (4)

#### Major Writing Requirement:

To fulfill the Major Writing Requirement majors must earn a grade of "C-" or better in either:

- PSYC 302 - Experimental Methods Credits: (4) or
- Any advanced research course in psychology

#### Major Requirements:

The Psychology major is intended to provide the student with a breadth of knowledge from natural and social science perspectives. Course offerings are categorized accordingly: in general, odd numbered courses reflect a natural perspective while even numbered courses reflect a social perspective.

#### Core Courses:

Introductory Package (take all of the following):

- PSYC 201 - Introduction to Psychology as a Natural Science Credits: (3)
  - PSYC 202 - Introduction to Psychology as a Social Science Credits: (3)
  - PSYC 301 - Elementary Statistics Credits: (4) \*
  - PSYC 302 - Experimental Methods Credits: (4)
- \*Statistics courses in other departments may not be substituted for PSYC 301

#### Electives:

##### Breadth Requirement

Take at least two from each category:

##### Social Science

- PSYC 310 - Developmental Psychology Credits: (3)
- PSYC 312 - Personality Theory Credits: (3)
- PSYC 314 - Social Psychology Credits: (3)
- PSYC 318 - Abnormal Psychology Credits: (3)

#### Natural Science

- PSYC 311 - Cognitive Psychology Credits: (3)
- PSYC 313 - Physiological Psychology Credits: (3)
- PSYC 315 - Foundations of Learning and Memory Credits: (3)
- PSYC 317 - Sensation & Perception Credits: (3)

#### **Depth Requirement**

Take at least two of the following courses (one must be numbered above 440):

- PSYC 350 - Community Psychology and Prevention Credits: (3)
- PSYC 351 - Evolutionary Psychology Credits: (3)
- PSYC 352 - Cross-Cultural Psychology Credits: (3)
- PSYC 353 - History and Systems of Psychology Credits: (3)
- PSYC 354 - Motivation and Emotion Credits: (3)
- PSYC 355 - Cognitive Science Credits: (3)
- PSYC 356 - Health Psychology Credits: (3)
- PSYC 358 - First Language Acquisition Credits: (3)
- PSYC 360 - Adult Development Credits: (3)
- PSYC 362 - Sexuality Credits: (3)
- PSYC 370 - Psycholinguistics Credits: (3)
- PSYC 402 - Exceptional Children Credits: (3)
- PSYC 404 - Practicum in Community Psychology and Prevention Credits: (3)
- PSYC 406 - Service Learning in Developmental Psychology Credits: (3)
- PSYC 440 - Perception & Representation in Art and Architecture Credits: (3)
- PSYC 442 - Psychology of Decision Making Credits: (3)
- PSYC 443 - Psychology of Humor Credits: (3)
- PSYC 445 - Psychopharmacology Credits: (3)
- PSYC 447 - Cognitive Neuroscience Credits: (3)
- PSYC 450 - Psychology of Religion Credits: (3)
- PSYC 451 - Seminar in Evolutionary Psychology Credits: (3)
- PSYC 452 - Close Relationships Credits: (3)
- PSYC 453 - Infancy Credits: (3)
- PSYC 454 - Shame & Self-Respect Credits: (3)
- PSYC 455 - Autobiographical Memory Credits: (3)
- PSYC 456 - Stereotypes and Prejudice Credits: (3)
- PSYC 457 - Plastic Brain Credits: (3)
- PSYC 470 - Topics in Psychology Credits: (1-4)
- PSYC 480 - Seminar Credits: (3)
- PSYC 490 - Directed Readings in Psychology Credits: (1-3)
- PSYC 491 - Research in Psychology Credits: (1-3)
- PSYC 498 - Internship Credits: (1-3)

\*At least 29 credits must be other than practicum courses (PSYC 402, 404, 406 and 408)

\*\*Up to 3 credit hours of Independent Study (PSYC 490 or 491) may be applied toward the advanced elective credits

#### **Advanced Research**

Take one of the following courses:

- PSYC 410 - Research in Developmental Psychology Credits: (4)

- PSYC 411 - Cognition and Thinking Credits: (4)
- PSYC 412 - Research in Personality Credits: (4)
- PSYC 413 - Research in Physiological Psychology Credits: (4)
- PSYC 414 - Research Methods in Social Psychology Credits: (4)
- PSYC 415 - Research in Animal Cognition Credits: (4)
- PSYC 417 - Research in Sensation & Perception Credits: (4)
- PSYC 418 - Research in Abnormal Psychology Credits: (4)
- PSYC 422 - Behavior Modification Credits: (4)

## Psychology (BS in Psychology)

Candidates for the B.S. degree in Psychology must complete the B.A. degree requirements and three courses that are chosen from among the following departments and programs: Applied Science, Biology, Chemistry, Computer Science, Data Science, Geology, Kinesiology & Health Sciences\*, Mathematics, or Physics. This is in addition to satisfying the COLL 200 and knowledge domain requirements. None of these three courses may be a COLL 100 or a COLL 150 course nor may they be taken on a Pass/Fail basis. All courses must be at least 3 credits, and one course must be numbered 200 or above. Note:

\*Courses in Kinesiology and Health Sciences must have an NQR attribute to qualify for the B.S.

An interdisciplinary degree in Neuroscience is also available. Please refer to the Neuroscience section of this catalog.

## Psychology, Minor

Psychology Minors must take at least 21 credits of Psychology, including two Introductory (PSYC 201 & 202), two courses from Social Science (310, 312, 314, 318) and two courses from Natural Science (311, 313, 315, 317), and one or more advanced courses (numbered between 350 and 480). Minors may take more credits in psychology if they desire but are not required to complete Elementary Statistics (PSYC 301) or Experimental Methods (PSYC 302).

Students may declare a psychology minor in any semester. The Declaration of Minor form must be filled out no later than six weeks prior to graduation (see <https://www.wm.edu/offices/registrar/forms/index.php>).

To Declare a Minor, download the Declaration of Minor Form from the Registrar's website, fill it out, and drop it off at the Psychological Sciences Office (ISC Room 1137) to be signed. Pick up the form from the Office a couple of days later and take it over to the Registrar's Office.

Below is a breakdown of the psychology courses available for minors to choose from, arranged into three sections.

**Note:** Requirements for the Psychology Minor are determined by the course catalog that was in effect at the time you formally declared (see <https://www.wm.edu/offices/registrar/coursecatalchedules/index.php>).

### 1. Introductory Package (take both of these):

- PSYC 201 - Introduction to Psychology as a Natural Science Credits: (3)

- PSYC 202 - Introduction to Psychology as a Social Science Credits: (3)

## **2. Electives (pick at least 2 from each category):**

### **Social Science**

- PSYC 310 - Developmental Psychology Credits: (3)
- PSYC 312 - Personality Theory Credits: (3)
- PSYC 314 - Social Psychology Credits: (3)
- PSYC 318 - Abnormal Psychology Credits: (3)

### **Natural Science**

- PSYC 311 - Cognitive Psychology Credits: (3)
- PSYC 313 - Physiological Psychology Credits: (3)
- PSYC 315 - Foundations of Learning and Memory Credits: (3)
- PSYC 317 - Sensation & Perception Credits: (3)

## **3. Advanced Courses (pick one or more courses to make up 3 credits):**

- PSYC 350 - Community Psychology and Prevention Credits: (3)
- PSYC 351 - Evolutionary Psychology Credits: (3)
- PSYC 352 - Cross-Cultural Psychology Credits: (3)
- PSYC 353 - History and Systems of Psychology Credits: (3)
- PSYC 354 - Motivation and Emotion Credits: (3)
- PSYC 355 - Cognitive Science Credits: (3)
- PSYC 356 - Health Psychology Credits: (3)
- PSYC 358 - First Language Acquisition Credits: (3)
- PSYC 360 - Adult Development Credits: (3)
- PSYC 362 - Sexuality Credits: (3)
- PSYC 370 - Psycholinguistics Credits: (3)
- PSYC 402 - Exceptional Children Credits: (3)
- PSYC 404 - Practicum in Community Psychology and Prevention Credits: (3)
- PSYC 406 - Service Learning in Developmental Psychology Credits: (3)
- PSYC 440 - Perception & Representation in Art and Architecture Credits: (3)
- PSYC 442 - Psychology of Decision Making Credits: (3)
- PSYC 443 - Psychology of Humor Credits: (3)
- PSYC 445 - Psychopharmacology Credits: (3)
- PSYC 447 - Cognitive Neuroscience Credits: (3)
- PSYC 450 - Psychology of Religion Credits: (3)
- PSYC 451 - Seminar in Evolutionary Psychology Credits: (3)
- PSYC 452 - Close Relationships Credits: (3)
- PSYC 453 - Infancy Credits: (3)
- PSYC 454 - Shame & Self-Respect Credits: (3)
- PSYC 455 - Autobiographical Memory Credits: (3)
- PSYC 456 - Stereotypes and Prejudice Credits: (3)
- PSYC 457 - Plastic Brain Credits: (3)
- PSYC 470 - Topics in Psychology Credits: (1-4)
- PSYC 480 - Seminar Credits: (3)

## Required Credit Hours: 21

3 Credits	PSYC 201
3 Credits	PSYC 202
12 Credits	PSYC 310-330
3 Credits	PSYC 350-480
21 Credits	Total

New course numbers effective for Fall 2011 are reflected above.

## Course Descriptions

### Psychology

#### **PSYC 100 - Critical Questions in Psychology**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Psychology for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **PSYC 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Psychology. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **PSYC 201 - Introduction to Psychology as a Natural Science**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): NQR*

*Domain (Reaching Out):* CSI A study of basic principles of behavior, in sensation and perception, conditioning and learning, drives and motivation, response mechanisms and cognitive processes.

#### **PSYC 202 - Introduction to Psychology as a Social Science**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out):* NQR An examination of basic concepts in abnormal, developmental, personality and social psychology, normality and deviation, behavior modification, stages of development, personality traits, motives, attitudes and social perceptions.

#### **PSYC 301 - Elementary Statistics**

*Credits: (4)*

*Prerequisite(s):* PSYC 201 or PSYC 202 *Corequisite(s):* PSYC 301L

*College Curriculum: MATH*

An introduction to statistics, both descriptive and inferential, including analysis of variance and correlation. Hypothesis testing and the analysis of research data are strongly emphasized.

There is a fee associated with the laboratory.

### **PSYC 302 - Experimental Methods**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301 *Corequisite(s):* PSYC 302L

An introduction to empirical research with emphasis upon the methods by which psychological data are obtained. The course will consider naturalistic and correlational methods as well as experimental techniques.

Note: Please note other statistics courses cannot be used to replace PSYC 301 as a prerequisite for this course. There is a fee associated with the laboratory.

### **PSYC 310 - Developmental Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 202

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR A survey of human development from prenatal development through adolescence with emphasis on perceptual, cognitive, and socioemotional processes.

### **PSYC 311 - Cognitive Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 201

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

The course examines human cognition. Topics include: perception, action, attention, memory, thinking, and language. Students will be introduced to the major theoretical perspectives and important empirical research findings from related fields of cognitive psychology, cognitive science and cognitive neuroscience.

### **PSYC 312 - Personality Theory**

*Credits: (3)*

*Prerequisite(s):* PSYC 202

*Domain (Anchored):* CSI

A survey of contemporary theory in the field with emphasis upon its empirical foundations and future possibilities.

### **PSYC 313 - Physiological Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 201

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

Physiological basis of behavior with emphasis on mechanisms in perception, learning, emotion and motivation.

### **PSYC 314 - Social Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 202

*Domain (Anchored):* CSI

This course examines the effects of social context on the behavior of the individual, with emphasis on prominent theories and research. Topics include social perception, attitude organization and change, the

social consequences of individual motives, interpersonal influence, and the application of social psychology to contemporary social issues.

### **PSYC 315 - Foundations of Learning and Memory**

*Credits: (3)*

*Prerequisite(s):* PSYC 201

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* CSI Explores the basis of complex human and animal behavior from a general-process approach seeking to understand evolved processes of learning that apply to many different situations. Topics: why behavior changes, classical and instrumental conditioning, punishment, biological basis of learning, and animal cognition.

### **PSYC 317 - Sensation & Perception**

*Credits: (3)*

*Prerequisite(s):* PSYC 201

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

Survey of topics with specific emphasis on the perceptual experiences in the mind and brain.

### **PSYC 318 - Psychopathology**

*Credits: (3)*

*Prerequisite(s):* PSYC 202

*Domain (Anchored):* CSI

A survey of behavior pathology including the neuroses and psychoses and their relationship to current conceptions of normal personality.

### **PSYC 350 - Community Psychology and Prevention**

*Credits: (3)*

*Prerequisite(s):* PSYC 202

This course explores community psychology and the role of illness prevention and health promotion in mental health. Contemporary prevention theory emphasizing an ecological and developmental approach to understanding risk and protective factors is presented. State-of-the-art model programs and community-based approaches are highlighted.

### **PSYC 351 - Evolutionary Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202

An approach to psychological science based on the assumption that human brains/minds were designed by natural selection to solve adaptive problems faced recurrently by our distant ancestors, with important implications for understanding behavior in contemporary environments.

### **PSYC 352 - Cross-Cultural Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 202

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Additional Domain (if applicable):* NQR

This course is intended to introduce students to the field of crosscultural psychology. Students will learn about the contributions of cross-cultural research to the field of psychology, and how crosscultural

research has expanded our understanding of the applicability of prevalent psychological theories to non-Western populations.

*Cross-listed with:* APIA 352

### **PSYC 353 - History and Systems of Psychology**

*Credits:* (3)

*Prerequisite(s):* PSYC 201, PSYC 202

From Greek Philosophy to the present with special emphasis on the 19th and 20th centuries. The rise of the major systems: Existential and Humanistic Psychology, Structuralism, Functionalism, Gestalt Psychology, Psychoanalysis, Behaviorism. Some current issues such as the "cognitive revolution," dialectics, genetic epistemology and phenomenological research will be discussed.

### **PSYC 354 - Motivation and Emotion**

*Credits:* (3)

*Prerequisite(s):* PSYC 201, PSYC 202

Theories and facts of motivation and emotion and consideration of their differences. Emphasis on theory and research.

### **PSYC 355 - Cognitive Science**

*Credits:* (3)

*Prerequisite(s):* PSYC 311 or PSYC 313

This course surveys a variety of theoretical and methodological approaches to the scientific study of intelligent thought and behavior in humans, other animals and machines. We will address questions like: how does the mind work? Can computers be conscious? Does language shape thought? Students will explore possible answers to these questions and others by approaching them from the fields of philosophy, computer science, neuroscience, linguistics and cognitive psychology.

### **PSYC 356 - Health Psychology**

*Credits:* (3)

*Prerequisite(s):* PSYC 201, PSYC 202

*Domain (Anchored):* CSI

An overview of psychological theory, research and practice concerning the prevention, treatment, and progression of illness and the promotion of health. Specific topics include changing health habits, stress, pain, chronic and terminal illness, and the health-care delivery system.

### **PSYC 358 - First Language Acquisition**

*Credits:* (3)

*Prerequisite(s):* LING 220 or ANTH 204 or PSYC 202

Introduction to the study of how children acquire their first language. Topics include: the perception and production of speech; word learning; combining words into sentences; communicative competence; theories and methods of investigation.

*Cross-listed with:* LING 358

### **PSYC 360 - Adult Development**

*Credits:* (3)

*Prerequisite(s):* PSYC 201 and PSYC 202

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR The purpose of this course is to provide an interdisciplinary overview of current theory and research on the entire adult lifespan from young adulthood to midlife to older adulthood. Throughout the semester we will examine and synthesize conceptual frameworks and

empirical evidence related to physiological, psychological, and social dimensions of adult development and aging. In addition to substantive goals, this course is intended to develop critical thinking and writing, comprehension of empirical research, and active discussion and active listening skills.

### **PSYC 362 - Sexuality**

*Credits: (3)*

*Prerequisite(s):* PSYC 201 and PSYC 202

The study of behaviors associated with courtship and reproduction with an emphasis on humans. Topics include biological and environmental determinants of sexual behavior, physiology and psychology of sexual response, and gender differences.

### **PSYC 370 - Psycholinguistics**

*Credits: (3)*

*Prerequisite(s):* LING 220

Introduction to the interdisciplinary study of how humans acquire, produce and comprehend language. Topics include sentence processing and representation; speech perception, word retrieval, theories and methods of investigation.

*Cross-listed with:* LING 370

### **PSYC 402 - Exceptional Children**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 310

A consideration of the problems involved in providing psychological programs for the care of exceptional children. An overview of relevant research and treatment techniques will be combined with practical experience in field settings with exceptional children.

### **PSYC 404 - Practicum in Community Psychology and Prevention**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 320

Supervised learning experiences provide opportunities to relate theoretical knowledge with the delivery of psychological services in the community. Students combine practicum with readings tailored to their placement. A wide range of community based psychological training opportunities is available. One lecture hour, field trips, and four-eight hours/week in the community.

### **PSYC 406 - Service Learning in Developmental Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 310

Students will engage in a service learning experience that involves five or more hours per week of observation and volunteer work at various community organizations (or field placements) for children or adolescents. Classroom meetings will involve discussion of the philosophy of service learning and will provide students with a forum to share their field observations in the context of assigned readings that address various developmental issues and theory.

### **PSYC 408 - Service Learning in Clinical Psychology**

*Credits: (3)*

This course considers issues that arise when implementing clinical psychological approaches within diverse communities, especially those communities traditionally underserved by our healthcare system. Students engage in service with a local organization that seeks to address mental health needs. Classroom discussions cover topics at the intersection of social justice and clinical/counseling psychology, with an eye toward understanding and addressing the factors that maintain inequality in mental health treatment.

**PSYC 410 - Research in Developmental Psychology**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 310 *Corequisite(s):* PSYC 410L  
*College Curriculum:* COLL 400

An examination of contemporary issues in developmental research. Research methods are considered in conjunction with a review of current literature in areas such as early socialization, cognitive development and behavior problems. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours There is a fee associated with the laboratory.

**PSYC 411 - Cognition and Thinking**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 311 *Corequisite(s):* PSYC 411L  
*College Curriculum:* COLL 400

An examination of the research and theory that helps describe and explain the structure and function of the mind. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours There is a fee associated with the laboratory.

**PSYC 412 - Research in Personality**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 312  
*Corequisite(s):* PSYC 412L  
*College Curriculum:* COLL 400

An overview of research methods in the study of personality. Specific research topics such as achievement, motivation, aggression, anxiety, cognitive styles, intelligence and abilities, interpersonal attraction, locus of control, personology, self concept and gender differences will be reviewed in detail. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours There is a fee associated with the laboratory.

**PSYC 413 - Research in Physiological Psychology**

*Credits: (4)*

*Prerequisite(s):* PSYC 301, PSYC 302, PSYC 313 *Corequisite(s):* PSYC 413L  
*College Curriculum:* COLL 400

An advanced course in physiological psychology with emphasis on the anatomical and neurochemical basis of learning and memory. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours There is a fee associated with the laboratory.

**PSYC 414 - Research Methods in Social Psychology**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 314  
*Corequisite(s):* PSYC 414L  
*College Curriculum:* COLL 400

This course concerns the methods used in contemporary social psychology. The primary emphasis is on laboratory experimentation, but other methods, including field research are considered. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours There is a fee associated with the laboratory.

**PSYC 415 - Research in Animal Cognition**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 301, PSYC 302, PSYC 315. *Corequisite(s):* PSYC 415L

*College Curriculum:* COLL 400

An examination of psychological mechanisms in animals that subserve such cognitive processes as perception, attention, working and reference memory, associative learning, spatial navigation, time perception, counting, concept learning and primate cognition. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours There is a fee associated with the laboratory.

### **PSYC 417 - Research in Sensation & Perception**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 317. *Corequisite(s):* PSYC 417L

*College Curriculum:* COLL 400

The course is concerned with the processes by which persons come to understand their environment. It considers what changes in the environment stimulate the senses and how the nervous system operates on this change to form projections about the real world. Students will be required to develop and complete an empirical research project on a course-related topic.

Three lecture hours, two laboratory hours. There is a fee associated with the laboratory.

### **PSYC 418 - Research in Psychopathology**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 318 *Corequisite(s):* PSYC 418L

*College Curriculum:* COLL 400

This course will cover an in depth study of issues and approaches to classifying and understanding the origins of selected adult mental disorders. Students will also be required to develop and complete an empirical research project on a course-related topic.

There is a fee associated with the laboratory.

### **PSYC 422 - Behavior Modification**

*Credits: (4)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302, PSYC 318 *Corequisite(s):* PSYC 422L

*College Curriculum:* COLL 400

This course will acquaint students with both techniques and research issues in behavior modification. Laboratory sessions will be devoted to gaining experience with the processes described and to preparing and implementing individual research projects.

Three lecture hours, two laboratory hours. There is a fee associated with the laboratory.

### **PSYC 440 - Perception & Representation in Art and Architecture**

*Credits: (3)*

*Prerequisite(s):* PSYC 311 or PSYC 313

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course will cover visual perception and representation in art and architecture. Primarily, we will examine perception and representation of 3-D structure on the 2-D plane. Specific topics include balance, shape, form, growth, space, light, color, movement, dynamics, and expression. Artworks will be critiqued with respect to the visual information provided to provide depth and multi-dimensional structure and/or dynamics. A secondary literature on the relation between space and thought will be examined with respect to architecture. We will consider selected readings on space and function and on the relation between body and space, particularly with respect to the recent embodied cognition movement within Psychology.

### **PSYC 442 - Psychology of Decision Making**

*Credits: (3)*

*Prerequisite(s):* For Psychology: PSYC 201, PSYC 202, PSYC 301, PSYC 302. for Business: BUAD 231 and senior social standing. Enrollment will be split 13 from Business and 13 from Psychology

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment.

Applications to business decisions and policy making will be considered.

*Cross-listed with:* BUAD 442

### **PSYC 443 - Psychology of Humor**

*Credits: (3)*

This course covers theories (e.g., Psychoanalytic, Incongruity, Evolutionary) and applications of humor, and will feature research on cognitive, emotional, developmental, and social aspects of the complex stimulus of humor and the reflex-like laughter response. Students may never laugh again.

### **PSYC 444 - Language and Social Cognition**

*Credits: (3)*

*Prerequisite(s):* LING 220 or PSYC 201 or PSYC 202

This course examines the connection between one's ability to attribute thoughts and intentions to others (so-called "theory of mind") and language. Both linguistic and mindreading abilities seem to share similar profiles of acquisition: important linguistic and mindreading milestones occur around the same time in the course of development; delays in one correlate with delays in the other; both abilities seem to be uniquely human. Why should theory of mind and language develop together? Could language be instrumental in developing a theory of mind? In turn, is theory of mind instrumental in acquiring language? This course examines the relation between language and theory of mind utilizing data from a variety of different methods and populations, including adults, preschoolers, infants, Deaf populations, Neurodiverse individuals, individuals with language impairments, emerging languages, and non-human species. We will synthesize evidence from the last 40 years of research in the domains of language and theory of mind, working toward building a model of the relation between the two. Course is open to juniors and seniors.

*Cross-listed with:* LING 430

### **PSYC 445 - Psychopharmacology**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 313

The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions. Students will gain an in-depth view of neuro-transmitter systems and the mechanisms by which drugs act on these systems to alter behavior.

### **PSYC 447 - Cognitive Neuroscience**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 313, PSYC 311

This course examines neuroanatomy from a behavioral point of view. Students will learn how different parts of the brain organize into functional circuits that control various aspects of behavior, cognitive function, and emotions.

### **PSYC 450 - Psychology of Religion**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202

Examines the works of William James, Freud, Jung and Gordon Allport in light of current psychological

theory and research, emphasizing religious development and the nature, modes and consequences of individual religious experience.

**PSYC 451 - Seminar in Evolutionary Psychology**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 351

An in-depth examination of selected topics in psychological science from an Evolutionary-Psychology perspective.

**PSYC 452 - Close Relationships**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 314

Examines the scientific body of knowledge concerning the development, maintenance, and deterioration of friendships and romantic relationships. Specific topics include attraction, romantic love, models of relationship satisfaction and individual differences in approaches to close relationships.

**PSYC 453 - Infancy**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 310

This seminar explores human development during the first two years of life. Course will cover historical and contemporary perspectives of perceptual, cognitive, and social development.

**PSYC 454 - Shame & Self-Respect**

*Credits: (3)*

This seminar explores the psychology of shame in its constructive role of enforcing ideals and honor as well as its miscarriage in the form of deep self-loathing. Discussion will be informed by readings in psychological texts as well as classic novels.

**PSYC 455 - Autobiographical Memory**

*Credits: (3)*

*Prerequisite(s):* PSYC 201 and PSYC 202

Autobiographical memory contains memories of our personal experiences. This seminar class will examine the unique developmental, cognitive, neural, and social properties of these memories. Classes will also examine the consequences of a dysfunctional autobiographical memory for various psychopathologies.

**PSYC 456 - Stereotypes and Prejudice**

*Credits: (3)*

*Prerequisite(s):* PSYC 201 and PSYC 202

This seminar will examine the causes and consequences of stereotypes, prejudice, and discrimination from a social psychological perspective. We will review classic and contemporary literature on these topics and apply this work to current societal issues. At the end of the class, you should have a strong understanding of the major theoretical perspectives that have sought to explain stereotyping and prejudice, as well as a grasp on the experimental methods used to explore important research questions in the field.

**PSYC 457 - Plastic Brain**

*Credits: (3)*

*Prerequisite(s):* PSYC 311 or PSYC 313

This is a seminar course that focuses on brain changes that occur as a result of development, injury, disease, or some other event such as surgical or therapeutic intervention. A background in Cognitive

Psychology or Physiological Psychology is required. We will review content from texts and journal publications. Class participation, class presentation/discussion leadership, and three papers are required.

**PSYC 470 - Topics in Psychology**

*Credits: (1-4)*

*Prerequisite(s):* PSYC 201, PSYC 202, as determined by individual professor

Courses concerning special topics not covered in detail in regular course offerings.

Courses may be repeated for credit if the topic varies

**PSYC 480 - Seminar**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202

Special topics of interest to staff and students will be discussed in seminar fashion.

Course may be repeated; contents will vary but the credit each time is the same; three hours

**PSYC 490 - Directed Readings in Psychology**

*Credits: (1-3)*

*Prerequisite(s):* PSYC 201, PSYC 202

Individual supervised readings on special topics. Usually for advanced students. A student must have permission of a faculty supervisor before registering.

Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration

**PSYC 491 - Research in Psychology**

*Credits: (1-3)*

*Prerequisite(s):* PSYC 201, PSYC 202

Individually supervised empirical investigations in the various areas of psychology. A student must have permission of a faculty supervisor before registering. This course does not meet the advanced research course requirement for the psychology major.

Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration

**PSYC 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302

Supervised research in the student's special area of interest; (b) presentation by May 1 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.

Note: See the Department Honors section of the catalog or [http:// fsweb.wm.edu/charles](http://fsweb.wm.edu/charles).

**PSYC 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* PSYC 201, PSYC 202, PSYC 301, PSYC 302

Supervised research in the student's special area of interest; (b) presentation by May 1 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest.

Note: See the Department Honors section of the catalog or [http:// fsweb.wm.edu/charles](http://fsweb.wm.edu/charles).

**PSYC 498 - Internship**

*Credits: (1-3)*

This course is designed to allow students to gain practical experience. The internship includes readings in

relevant areas and a written report. The student must have a faculty member willing to supervise the internship, and a site willing to host it. A departmental handout describes the requirements in greater detail. Application required.

## Public Health

### Public Health Program

The goal of Public Health is to protect, preserve, and promote the health of communities and populations. Public Health problems can best be solved through a full understanding of the complex relationships between disease processes and the social determinants of health, and such an understanding depends on concepts and skills drawn from many different liberal arts disciplines.

The Public Health Minor includes a number of different tracks from which students can choose. The Public Health Fundamentals track provides a broad based introduction to Public Health issues and core areas, and is well suited for students with a general interest in Public Health, or for students who intend to pursue post-graduate work in a health-related field. Additional tracks provide options for students who wish to do more targeted exploration within Public Health's core areas, or at the intersection of Public Health with related disciplines. These tracks include: 1) Global Health; 2) The Environment & Public Health; 3) Health, Wellness, & Society; 4) Data & Public Health; and 5) Health Equity & Justice.

Descriptions of tracks are below.

All Public Health Minor tracks include required courses in Public Health and Epidemiology. In these courses, students explore the ways social, political and economic forces influence the health of populations, and develop skills that facilitate analysis of disease distribution in populations. All students also complete a culminating seminar, and participate in an experiential learning activity. The experiential learning activity must be approved by a Public Health Minor coordinator.

Public Health Minor tracks:

**Public Health Fundamentals:** This track provides a broad-based foundation in the core areas of Public Health and the disciplines that inform it. This track is well suited for students who wish to complement their major course of study with a comprehensive introduction to the theories, tools, and concepts of Public Health.

**Global Health:** The coursework in this track introduces students to international health and development issues through a Public Health lens. Students will investigate the social, economic, political, and environmental determinants of global health inequity, and the programs and policies used to address it.

**The Environment & Public Health:** This track supports the exploration of environmental issues as they relate to human health and disease, with an emphasis on Environmental Health and climate change. Students have the opportunity to blend foundational courses in Public Health with courses related to environmental policy, ethics, and science.

**Health, Wellness, & Society:** This track emphasizes the multidimensional nature of health, with a focus on the social, cultural, and behavioral determinants of human health. Students will explore personal and community-based practices that promote health, and the theoretical underpinnings of these practices.

**Data & Public Health:** This track introduces students to the foundations of Public Health and Data Science, and is appropriate for students interested in the intersection of health, computing, and statistics (the three pillars of Health Data Science, a growing field).

**Health Equity & Justice:** This track introduces students to issues in health equity and health opportunity. Students will learn about the intersectionality of health with wealth, race/ ethnicity, gender, disability, and other axes of identity. Elective courses will provide additional foundation in these critical social issues.

**Declaration Process:** To declare the Public Health Minor, students will meet with one of the coordinators to discuss the track requirements, and to complete a declaration form. The declaration form will require students to specify which track they will complete. Students are encouraged to declare this minor as early as possible, to ensure they complete all requirements in sequence.

## Program and Course Descriptions

### Program

- Public Health, Minor

### Public Health, Minor

The Public Health minor has 6 tracks from which to choose:

- Public Health Fundamentals (22 Credits)
- Global Health (19 Credits)
- The Environment and Public Health (19 Credits)
- Health, Wellness, and Society (20 Credits)
- Data and Public Health (19 Credits)
- Health Equity and Justice (19 Credits)

### All Tracks Include:

#### Core Requirements

- KINE 270 - Foundations of Epidemiology Credits: (3) and
- KINE 280 - Foundations of Public Health Credits: (3)

#### Experiential Learning & Culminating Experience

- ELA-Experiential Learning Activity - To fulfill this non-credit bearing requirement , students must complete 30 hours (minimum) of a hands-on experience related to Public Health, as verified by a site supervisor. Students need to receive approval from Minor coordinators before the experience. Eligible experiential activities include Public Health-related research with faculty members, volunteer projects on or off campus, internships, service trips, study abroad or study away experiences, or course-based experiential learning. An approved ELA must be completed for students to receive Instructor Permission to register for PBHL 400.
- PBHL 400 - Public Health Minor Seminar (1) This seminar will serve as a culminating experience for the Public Health Minor, and an opportunity for students from different tracks to collaborate. In the seminar, students from different tracks will engage in class discussions and written assignments to integrate content from coursework and the ELA, and to juxtapose it within Public Health research and practice.

To register for PBHL 400, students must have completed core and track requirements and an approved ELA. They may have a maximum of 6 credits of elective requirements remaining.

## **Public Health Minor Tracks**

### **Public Health Foundations (22 Credits)**

This group of courses provides a broad-based foundation in the core areas of Public Health and the disciplines that inform it. This track is well suited for students who wish to complement their major course of study with a comprehensive introduction to the theories, tools, and concepts of Public Health.

#### **Public Health Foundations Track Requirements (6-7 Credits)**

- BIOL 106 - Disease, Biomedicine, and Biomedical Research Credits: (3)
- CHEM 150 - Emerging Diseases (4)
- KINE 290 - Introduction to Global Health Credits: (3)
- KINE 323 - Health Policy Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)

#### **Public Health Foundations Track Electives (9-10 Credits)**

##### **Statistics (3-4 Credits)**

- BIOL 327 - Introduction to Biostatistics Credits: (3-4)
- ECON 307 - Principles and Methods of Statistics Credits: (3)
- KINE 394 - Statistics and Evaluation Credits: (3)
- MATH 106 - Elementary Probability and Statistics Credits: (3)
- MATH 351 - Probability and Statistics for Scientists Credits: (3)
- PSYC 301 - Elementary Statistics Credits: (4)
- SOCL 353 - Quantitative Research Methods Credits: (3)

##### **Social and Behavioral Aspects of Health (3 Credits)**

- AMST 350 - Social Determinants of Health (3)
- ANTH 309 - Medicine and Culture Credits: (3)
- KINE 300 - The Social and Behavioral Sciences in Health Credits: (3)
- SOCL 362 - Medical Sociology Credits: (3)

##### **Ethics and Health (3 Credits)**

- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- PHIL 303 - Ethics Credits: (3)
- PHIL 315 - Biomedical Ethics Credits: (3)
- PHIL 325 - Neuroscience and Ethics Credits: (3)

### **Global Health (19 Credits)**

The coursework in this track introduces students to international health and development issues from a Public Health lens. Students will investigate the social, economic, political, and environmental determinants of global health inequity, and the programs and policies used to address it.

#### **Global Health Track Requirements (3 Credits)**

- KINE 290 - Introduction to Global Health Credits: (3)

#### **Global Health Track Electives (9 Credits)**

No more than 6 credits may be taken in a single department.

- ANTH 309 - Medicine and Culture Credits: (3)
- ANTH 363 - Culture and Cuisine: The Anthropology of Food Credits: (3) or SOCL 340 - Food and Global Health (3)
- BIOL 106 - Disease, Biomedicine, and Biomedical Research Credits: (3)
- EDUC 360 - Globalization and Education Credits: (3)
- ENSP 202 - Global Environmental Challenges: Climate Change Credits: (3) or GEOL 212 - Global Climate Change (3)
- KINE 405 - Maternal, Neonatal, and Child Health Credits: (3) or KINE 369 - Methods and Analysis in International Community Health and Development (3)
- SOCL 311 - Birth, Sex, Death: Population and Society Credits: (3)
- SOCL 313 - Globalization and International Development Credits: (3) or SOCL 205 - Global Social Problems (3)

### **The Environment & Public Health (19 Credits)**

This group of courses supports the exploration of environmental issues as they relate to human health and disease, with an emphasis on Environmental Health and climate change. Students have the opportunity to blend foundational courses in Public Health with courses related to environmental policy, ethics, and science.

#### **The Environment & Public Health Track Requirements (6 Credits)**

- GEOL 212 - Global Climate Change Credits: (3) or
- ENSP 202 - Global Environmental Challenges: Climate Change Credits: (3)  
and
- KINE 325 - Environmental Issues in Public Health Credits: (3)

#### **The Environment & Public Health Track Electives (6 Credits)**

- AMST 350 - Addressing Environmental Challenges (4)
- BIOL 318 - Conservation Biology Credits: (3)
- CHEM 150 - Emerging Diseases (4)
- CLCL 100 - Why Water Matters (4)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)
- ENSP 249 - Ecotherapy (3)
- ENSP 249 - Campus Park Rx (1)
- ENSP 249 - Re-wilding (1)
- ENSP 250 - Landscapes of Disease (1)
- ENSP 302 - Philosophic History of American Environmentalism Credits: (3)
- ENSP 303 - Issues in Environmental Ethics Credits: (3)
- GEOL 110 - Earth's Environmental Systems: Physical Geography Credits: (3)
- GEOL 305 - Environmental Geology Credits: (3)
- GEOL 316 - Environmental Geochemistry Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3) or SOCL 427 - Energy, Environment, and Development (3)

### **Health, Wellness, and Society (20 Credits)**

This track emphasizes the multidimensional nature of health, with a focus on the social, cultural, and behavioral determinants of human health. Students will explore personal and community-based practices that promote health, and the theoretical underpinnings of these practices.

### **Health, Wellness, & Society Track Requirements (4 Credits)**

- KINE 300 - The Social and Behavioral Sciences in Health Credits: (3)
- INTR 110 - Wellness Applications Credits: (1)

### **Health, Wellness, & Society Track Electives (9 Credits)**

Take a total of three (3) classes totaling at least nine (9) credits, with no more than one (1) class from menu A.

#### **A. Psychological and Behavioral Determinants of Health**

- ECON 150 - Economics of Bad Behavior (4)
- ENSP 249 - Ecotherapy (3)
- PSYC 318 - Abnormal Psychology Credits: (3)
- PSYC 356 - Health Psychology Credits: (3)
- RELG 100 - Meditation and the Mind (4)
- RELG 382 - Buddhism and Science Credits: (3)

#### **B. Social and Cultural Determinants of Health**

- ANTH 309 - Medicine and Culture Credits: (3)
- PSYC 350 - Community Psychology and Prevention Credits: (3)
- KINE 415 - Public Health: Health Equity, Sustainability, and Well-Being in a Global Age Credits: (3)
- SOCL 332 - Families and Health Credits: (3)
- SOCL 426 - Sociology of Mental Illness Credits: (3)

### **Data and Public Health (19 Credits)**

This track introduces students to the foundations of Public Health and Data Science, and is appropriate for students interested in the intersection of health, computing, and statistics (the three pillars of Health Data Science, a growing field).

#### **Data & Public Health Track Requirements (6 Credits)**

- DATA 141 - Programming for Data Science Credits: (4) or
- CSCI 140 - Computational Problem Solving in Data Science Credits: (4)  
and
- DATA 201 - Introduction to Data Science Credits: (3) or
- CSCI 146 - Reasoning Under Uncertainty Credits: (3)

#### **Data & Public Health Track Electives (6 Credits)**

##### **A. Take One (1) of the Following Courses (3 Credits)**

- BIOL 106 - Disease, Biomedicine, and Biomedical Research Credits: (3)
- KINE 290 - Introduction to Global Health Credits: (3)
- KINE 300 - The Social and Behavioral Sciences in Health Credits: (3)
- KINE 323 - Health Policy Credits: (3)
- KINE 325 - Environmental Issues in Public Health Credits: (3)

##### **B. Take One (1) of the Following Courses (3 Credits)**

- BIOL 325 - Introduction to Quantitative Biology Credits: (3)
- BIOL 327 - Introduction to Biostatistics Credits: (3-4)
- BUAD 462 - Healthcare Informatics Credits: (3)
- ECON 456 - Economics of Health Care Credits: (3)

- GIS 201 - Introduction to Geographic Information Systems and Spatial Analysis Credits: (3)
- KINE 369 - Methods and Analysis in International Community Health and Development Credits: (3)
- MATH 351 - Probability and Statistics for Scientists Credits: (3)

### **Health Equity and Justice (19 Credits)**

The coursework in this track introduces students to issues in health equity and health opportunity. Students will learn about the intersectionality of health with wealth, race/ ethnicity, gender, disability, and other axes of identity. Elective courses will provide additional foundation in these critical social issues.

#### **Health Equity & Justice Track Requirements (3 Credits)**

- AMST 350 - Social Determinants of Health (3) or SOCL 440 - Social Inequalities & Health (3)
- KINE 300 - The Social and Behavioral Sciences in Health Credits: (3)
- KINE 415 - Public Health: Health Equity, Sustainability, and Well-Being in a Global Age Credits: (3)
- SOCL 332 - Families and Health Credits: (3)

#### **Health Equity & Justice Track Electives (9 Credits)**

Take 3 courses (9 credits), with no more than 6 credits from a single department.

- AFST 205 - Introduction to Africana Studies Credits: (3) or SOCL 432 - Sociology of Sexualities (3) or GSWS 290 - Introduction to LGBTIQ (3)
- AMST 208 - Dis/Ability Studies Credits: (4)
- ANTH 371 - The Idea of Race Credits: (3) or SOCL 425 - Blacks in American Society (3)
- GSWS 306 - Women, Gender and Culture Credits: (3) or GSWS 304/SOCL 304 - Gender in Society (3) or GSWS 205 - Introduction to Gender, Sexuality, & Women's Studies (3)
- SOCL 203 - Institutions and Inequality Credits: (3) or SOCL 204 - Contemporary Social Problems In the US (3) - SOCL 310 - Wealth, Power, and Inequality (3)
- SOCL 337 - Immigration, Assimilation and Ethnicity Credits: (3)

## **Course Descriptions**

### **Public Health**

#### **PBHL 400 - Public Health Minor Seminar**

*Credits: (1)*

*Prerequisite(s):* Instructor permission is required.

This seminar will serve as a culminating experience for the Public Health Minor, and an opportunity for students from different tracks to interact and collaborate. In the seminar, students from different tracks will engage in class discussions and assignments to integrate content from Public Health coursework and experiential learning, and juxtapose it within Public Health research and practice. Students will also collaborate to design and present multilevel interventions to respond to domestic and global Public Health challenges. Prior to registering for the seminar, students must have completed an Experiential Learning Activity (ELA) that has been approved by a Public Health Minor co-director. Registration requires Instructor permission.

### **PBHL 410 - Special Topics in Public Health**

*Credits: (1-3)*

Exploration of a particular topic in Public Health. If there is no duplication of topic, courses with this number may be repeated for credit. Based on the specific course content, credits will count towards the appropriate category of the minor. Some topics may have pre-requisites or co-requisites.

### **PBHL 498 - Internship**

*Credits: (1-3)*

This course is designed to allow students to gain practical experience in public health. The internship includes readings in relevant areas and a written report. The student must have a faculty member willing to supervise the internship, and a site willing to host it. Requires written permission from the supervising faculty member and co-Directors.

## **Public Policy**

Public Policy is an interdisciplinary major that focuses on analytical decision making to study diverse subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems. It emphasizes quantitative and economic analysis, the study of political institutions that produce policy, and the examination of specific policy areas such as environment and health. The Public Policy major draws on coursework primarily from Economics and Government, but also on courses in Psychology, Sociology, Law, Philosophy, and others. Graduates from the undergraduate Public Policy program pursue a wide array of careers in public service, policymaking and politics, finding employment in governments at all levels, consulting firms that work with governmental clients, regulated industries as well as non-profits. Public Policy graduates regularly pursue graduate studies in business administration, economics, environmental studies, health policy and administration, law, political science, psychology, public administration, public policy analysis, social work, sociology and urban affairs. In addition to preparing Public Policy majors to be participants in the policy process, an important goal is also to teach students to be well-informed, capable citizens.

In addition to the interdisciplinary major, the Public Policy offers other opportunities for students interested in public policy, such as:

### **Internships**

A variety of internships are available to students. Internships provide a unique experience that enable students to apply their academic studies to a professional setting. These internships are sometimes done for course credit, monetary compensation or purely for the experience. Typically, internships involve some supervision from a faculty member. Course credit is available for internships, either through Public Policy or Interdisciplinary Studies 491: Public Affairs Internship course (1 credit). See the section in Requirements for Degrees for more information on internships.

### **Accelerated Bachelor of Arts/Sciences and Master of Public Policy**

W&M undergraduate students are able to earn both a Bachelor's degree and a Master of Public Policy in five years. Candidates interested in this accelerated degree path must apply to and gain acceptance in their junior year. See the Graduate Program Catalog for full details.

## **Program and Course Descriptions**

### **Program**

- Public Policy (BA in Public Policy)

## **Public Policy (BA in Public Policy)**

### **Required Credit Hours: 33 (From Courses Below)**

In addition, the implicit requirements of ECON 101 and ECON 102 add six more credits for the major.

### **Major Computing Requirement:**

The Major Computing Requirement is fulfilled by completion of one course listed under “Statistics” and one course listed under “Second Methods Course” in the Common Core of the public policy concentration.

### **Major Writing Requirement:**

The 490-level courses satisfy the Major Writing Requirement by achieving a grade of at least C-.

### **Common Core:**

A major in Public Policy shall consist of a minimum of 33 semester hours selected from the courses listed below. Students take seven common core courses as follows:

#### **Required of All Students:**

- ECON 303 - Intermediate Microeconomic Theory Credits: (3)
- PUBP 201 - Introduction to Public Policy Credits: (3)

#### **Political Institutions (Choose One):**

- GOVT 351 - Bureaucracy Credits: (3)
- GOVT 353 - The Politics of States and Localities Credits: (3)
- GOVT 370 - The Legislative Process Credits: (3)
- GOVT 371 - The Presidency Credits: (3)
- GOVT 372 - American Legal Process Credits: (3)

#### **Applied Economics (Choose One):**

- ECON 321 - Economics of the Public Sector Credits: (3)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3)

#### **Ethics (Choose One):**

- PHIL 215 - Right and Wrong in the Contemporary World Credits: (3)
- PHIL 303 - Ethics Credits: (3)
- PHIL 305 - Social and Political Philosophy Credits: (3)
- PHIL 310 - Philosophy of Law Credits: (3)

#### **Statistics (Choose One):**

- BUAD 231 - Statistics Credits: (3)
- ECON 307 - Principles and Methods of Statistics Credits: (3)
- MATH 351 - Probability and Statistics for Scientists Credits: (3)
- SOCL 353 - Quantitative Research Methods Credits: (3) (Spring)

#### **Second Methods Course (Choose One):**

- ECON 308 - Econometrics Credits: (3)

- GOVT 301 - Research Methods Credits: (3)
- GOVT 302 - Quantitative Methods Credits: (3)
- GOVT 307 - Political Polling and Survey Analysis Credits: (3) (Fall)
- SOCL 352 - Research Design Credits: (3) (Fall)

### **Electives:**

Students may choose a minimum of any four courses (12 credits) to fulfill the electives portion of their major. While there are several topic areas represented, students are free to choose any courses on the list to fulfill the requirements. In addition, students may petition the Undergraduate Public Policy Committee to have a course that is not listed be approved for major elective credit.

- BUAD 440 - International Business Management
- BUAD 442 - The Psychology of Decision Making Credits: (3) (Cross listed with PSYC 442)
- BUAD 492 - Marketing and Strategy (3)
- ECON 304 - Intermediate Macroeconomic Theory Credits: (3)
- ECON 308 - Econometrics Credits: (3) (if not taken for core)
- ECON 311 - Money and Banking Credits: (3)
- ECON 321 - Economics of the Public Sector Credits: (3) (if not taken for core)
- ECON 322 - Environmental and Natural Resource Economics Credits: (3) (if not taken for core)
- ECON 341 - American Economic History Credits: (3)
- ECON 362 - Regulation of Markets Credits: (3)
- ECON 382 - Comparative Economics Credits: (3)
- ECON 383 - Survey of Development Economics
- ECON 407 - Cross Section Econometrics Credits: (3)
- ECON 408 - Time-Series Econometrics Credits: (3)
- ECON 412 - Stabilization Policy
- ECON 420 - Economics of Information Credits: (3)
- ECON 422 - Applied Environmental Economics Credits: (3)
- ECON 451 - Labor Market Analysis Credits: (3)
- ECON 452 - Income Distribution and Human Resources
- ECON 456 - Economics of Health Care Credits: (3)
- ECON 460 - Economic Analysis of Law Credits: (3)
- ECON 461 - Industrial Organization: Theory, Evidence and Cases Credits: (3)
- ECON 475 - International Trade Theory and Policy Credits: (3)
- ECON 476 - International Finance and Open Economy Macroeconomics Credits: (3)
- GOVT 302 - Quantitative Methods Credits: (3)
- GOVT 307 - Political Polling and Survey Analysis Credits: (3)
- GOVT 324 - U.S. Foreign Policy Credits: (3)
- GOVT 328 - International Political Economy Credits: (3)
- GOVT 353 - The Politics of States and Localities Credits: (3)
- GOVT 355 - Southern Politics Credits: (3)
- GOVT 360 - Building the American Welfare State Credits: (3)
- GOVT 370 - The Legislative Process Credits: (3)
- GOVT 371 - The Presidency Credits: (3)
- GOVT 372 - American Legal Process Credits: (3)
- GOVT 373 - Civil Rights and Civil Liberties Credits: (3)
- GOVT 374 - Political Behavior Credits: (3)
- GOVT 404 - Seminar: International Politics Credits: (4)
- GOVT 435 - Seminar: Political Economy of the Newly Industrializing Countries Credits: (4)

- GOVT 454 - Seminar: The Politics of Metropolitan Areas Credits: (4)
- GOVT 455 - Seminar: Education Policy and Politics in the United States Credits: (4)
- GOVT 465 - Seminar: Public Opinion and Voting Behavior Credits: (4)
- GOVT 470 - Seminar: Congress and the President Credits: (4)
- MATH 323 - Operations Research: Deterministic Models Credits: (3)
- MATH 424 - Operations Research: Stochastic Models Credits: (3)
- PSYC 350 - Community Psychology and Prevention Credits: (3)
- PSYC 442 - Psychology of Decision Making Credits: (3)
- PSYC 450 - Psychology of Religion Credits: (3)
- SOCL 302 - Criminology Credits: (3)
- SOCL 306 - Urban Sociology Credits: (3)
- SOCL 307 - Sociology of Education Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 311 - Birth, Sex, Death: Population and Society Credits: (3)
- SOCL 313 - Globalization and International Development Credits: (3)
- SOCL 337 - Immigration, Assimilation and Ethnicity Credits: (3)
- SOCL 340 - Sociology of Mental Health (3)
- SOCL 352 - Research Design Credits: (3)
- SOCL 362 - Medical Sociology Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)
- SOCL 429 - Deviance and Social Control Credits: (3)
- PUBP 390 - Topics in Public Policy Credits: (3) (as well as 300 and 400 level Topics courses in Economics, Government, History, Psychology and Sociology provided that the course has a strong public policy focus)
- PUBP 490 - Independent Study Credits: (3)
- (as well as independent study in Economics, Government, History, Psychology and Sociology, provided that the project has a strong public policy focus)
- PUBP 491 - Advanced Topics in Public Policy Credits: (3)
- PUBP 495 - Honors Credits: (3)
- PUBP 496 - Honors Credits: (3)

### **Capstone Experience:**

At least 3 credits selected from:

- PUBP 490 - Independent Study Credits: (3)
- PUBP 491 - Advanced Topics in Public Policy Credits: (3)
- PUBP 495 - Honors Credits: (3)
- PUBP 496 - Honors Credits: (3)
- or other approved capstone experience with permission of the Director

### **Accelerated Bachelor of Arts and Master of Public Policy**

W&M undergraduate students are able to earn both a Bachelor's degree and a Master of Public Policy in five years. Candidates interested in this accelerated degree path must apply to and gain acceptance in their junior year. See Graduate Catalog for full details.

## **Course Descriptions**

### **Public Policy**

**PUBP 101 - Survey of Public Policy**

*Credits: (1)*

This 1-credit course introduces students to the interdisciplinary field of public policy. Students learn about the field through a series of guest lectures from faculty members who teach core or elective requirements for the Public Policy major.

**PUBP 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Public Policy. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

**PUBP 201 - Introduction to Public Policy**

*Credits: (3)*

This course introduces students to a wide range of topics important to an understanding of the field of public policy and to further study of the subject. Topics include: What public policy is and why governments pursue policies; the interplay between equity and efficiency; the tools by which public policies are carried out; the processes by which policy is adopted; and how public policies are evaluated for their effectiveness.

**PUBP 324 - Economics of US Health Policy**

*Credits: (3)*

*Prerequisite(s): ECON 101*

Economics plays an important role in the design of public policies that address problems in the U.S. healthcare system. Economic theory and analysis can point public policymakers to the underlying causes of problems, help to design policy solutions, and evaluate the effects of implemented policies. This course provides an introduction to the use of economics to address major health policy problems. After a review of the U.S. healthcare system's general structure and historical development, the course focuses on two major topics: how is healthcare financed, and what drives growth in healthcare spending? In both areas, we will examine economic analysis of past, present, and future public policy to improve financial access to healthcare and lower the rate of growth of healthcare spending.

*Cross-listed with: ECON 324*

**PUBP 390 - Topics in Public Policy**

*Credits: (3)*

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester.

This course may be repeated for credit

**PUBP 391 - Seminar-Short Course in Public Policy**

*Credits: (1-3)*

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester.

This course may be repeated for credit

**PUBP 395 - Diplomacy Lab**

*Credits: (1-3)*

Course for students accepted into the State Department's Diplomacy Lab program. Separate sections will be offered for each of the Diplomacy Lab projects. Instructor permission required.

*Cross-listed with: INRL 395*

### **PUBP 396 - Non-Capstone Independent Study**

*Credits: (1-4)*

Directed readings/research course conducted on individual or group basis on various topics in public policy which do not rise to the level of a capstone experience. No more than 4 credits may be taken in this course.

### **PUBP 419 - Social Network Analysis**

*Credits: (3)*

*Prerequisite(s):* PUBP 201 and (BUAD 231 or ECON 307 or MATH 351 or SOCL 353)

*College Curriculum:* COLL 400

A social network is a collection of actors (people, organizations, countries, etc.) and the relationships that connect them (friendships, trust, advice-giving, financial exchanges, common membership in an organization, trade relationships, etc.). Social network analysis (SNA) is a discipline that revolves around the realization that actors do not make decisions in isolation; rather, they are influenced by those with whom they have relationships. It is increasingly being used in the field of public policy and related disciplines. In this course, students will learn how to perform SNA and will use it to conduct their own research project.

### **PUBP 455 - Health Policy Lab**

*Credits: (3)*

*Prerequisite(s):* Permission of Instructor. For Public Policy majors, the pre-requisites are PUBP 201, ECON 303, and the second methods requirement (ECON 308, GOVT 301, GOVT 302 or SOCL 353). For Economics majors, the pre-requisites are ECON 303 and ECON 308.

*College Curriculum:* COLL 400

This is an experiential learning course in which students will work in teams to conduct research projects related to a pressing health policy issue for an actual external "client" - either a public-sector organization or a nonprofit entity. With guidance from the instructor, teams will research an issue, pose research questions, identify a problem and analyze possible solutions. Teams will present their results to the client in a formal briefing and submit a written report incorporating client feedback.

*Cross-listed with:* ECON 455

### **PUBP 490 - Independent Study**

*Credits: (3)*

*College Curriculum:* COLL 400

Directed readings/research course conducted on individual or group basis on various topics in public policy. The course will count as the student's Public Policy capstone and will fulfill the upper-level writing requirement. As a capstone, the final project must synthesize existing research and apply critical analysis to a public policy issue, conduct public policy research and analysis in an applied setting; or create original scholarship on a public policy issue. In addition, the student must demonstrate that he or she can communicate the results of his/her study effectively with diverse audiences. The course may not be taken more than twice.

The course may not be taken more than twice

### **PUBP 491 - Advanced Topics in Public Policy**

*Credits: (3)*

Seminar classes, normally 10-15 junior or senior public policy majors, focusing on specific topics in public policy. Topics vary by section and semester to semester.

### **PUBP 495 - Honors**

*Credits: (3)*

Students admitted to the Public Policy Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading a selected bibliography; (b) satisfactory completion by April 15th of an original scholarly essay; and (c) satisfactory performance on a comprehensive oral examination. A student who completes the Honors essay but does not achieve Honors may be given credit for Public Policy 490.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **PUBP 496 - Honors**

*Credits: (3)*

*College Curriculum:* COLL 400

Students admitted to the Public Policy Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading a selected bibliography; (b) satisfactory completion by April 15th of an original scholarly essay or public policy analysis; and (c) satisfactory performance on a comprehensive oral examination. A student who completes the Honors essay but does not achieve Honors may be given credit for Public Policy 490. Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **PUBP 498 - Internship**

*Credits: (3)*

This course may be repeated for credit.

## **Religious Studies**

### **Areas of Study**

#### **Introductory Studies in Religion:**

- RELG 100 - Critical Questions in Religious Studies
- RELG 201 - Religions of the World: The Human Religious Experience
- RELG 203 - History and Religion of Ancient Israel
- RELG 204 - Christian Origins
- RELG 210 - Introduction to the History of Christianity
- RELG 211 - Introduction to the History of Jewish Thought
- RELG 212 - Introduction to Islam
- RELG 213 - Introduction to Hinduism
- RELG 214 - Introduction to Buddhism
- RELG 215 - History of Religion in East Asia
- RELG 221 - Religion and Ethics

#### **Biblical Studies:**

- RELG 203 - History and Religion of Ancient Israel
- RELG 204 - Christian Origins
- RELG 205 - Reading the Bible in Hebrew I
- RELG 301 - Reading the Bible in Hebrew II
- RELG 302 - Torah

- RELG 303 - Poets and Prophets
- RELG 304 - The Biblical Prophetic Books

**Studies in Asian Religions:**

- RELG 213 - Introduction to Hinduism
- RELG 214 - Introduction to Buddhism
- RELG 215 - History of Religion in East Asia
- RELG 361 - Modern Hinduism
- RELG 364 - Yoga and Tantra
- RELG 367 - Himalayan Religion
- RELG 369 - Hindu Sacred Texts
- RELG 380 - Buddhist Philosophy
- RELG 382 - Buddhism and Science

**Studies in Islam:**

- RELG 212 - Introduction to Islam
- RELG 317 - Women in Islam: Tradition and Change
- RELG 318 - Islam in the Modern World
- RELG 325 - Understanding Muslim Ethics

**Studies in Religious Ethics:**

- RELG 221 - Religion and Ethics
- RELG 325 - Understanding Muslim Ethics

**Studies in Western Religious History and Thought:**

- RELG 332 - Religion and Society in the Middle Ages
- RELG 334 - The Protestant and Catholic Reformations
- RELG 335 - Modern Jewish and Christian Thought
- RELG 350 - Eastern Christianity

**Studies in American Religion:**

- RELG 326 - Judaism in America
- RELG 345 - Religion, Colonialism, and Nationalism in North America
- RELG 346 - Religion & Politics in the United States
- RELG 347 - New Religious Movements in America
- RELG 348 - African American Religions
- RELG 349 - American Immigration and Religion

**Judaic Studies:**

- RELG 211 - Introduction to the History of Jewish Thought
- RELG 302 - Torah
- RELG 303 - Poets and Prophets
- RELG 304 - The Biblical Prophetic Books
- RELG 309 - The Holocaust
- RELG 310 - Topics in Judaic Studies
- RELG 311 - Modern European Jewish History
- RELG 315 - Judaism before the Rabbis
- RELG 316 - Rabbis and Fathers

- RELG 326 - Judaism in America
- RELG 327 - Dating, Sex, Love, and Marriage: Gender and Judaism Throughout History

### **Special Studies:**

- RELG 208 - Topics in Religious Studies
- RELG 308 - Topics in Religious Studies
- RELG 310 - Topics in Judaic Studies
- RELG 481 - Independent Study in Religion
- RELG 482 - Independent Study in Religion
- RELG 495 - Honors
- RELG 496 - Honors

## **Programs and Course Descriptions**

### **Programs**

- [Religious Studies \(BA in Religion\)](#)
- [Religious Studies, Minor](#)

## **Religious Studies (BA in Religion)**

### **Requirements for Major**

The Religious Studies major provides in-depth study of religious traditions, spiritualities, and experiences within a variety of historical, cultural, and social contexts. Courses expose students to diverse worldviews and interdisciplinary methods. Consultation with a department advisor is expected.

### **Required Credit Hours: 31**

### **Core Requirements:**

(RELG 201 is not required for the major.)

- RELG 391 - Theory and Method in the Study of Religion Credits: (4)  
\*which students may take in their Junior year or Senior year

### **Major Writing Requirement:**

Students can fulfill the Major Writing Requirement by completing RELG 391 with a C- grade or better.

### **4 Courses From Group A:**

- Two courses from 210, 211, or 212
  - RELG 210 - Introduction to the History of Christianity Credits: (3)
  - RELG 211 - Introduction to the History of Jewish Thought Credits: (3)
  - RELG 212 - Introduction to Islam Credits: (3)
- AND
- Two courses from 213, 214, or 215
  - RELG 213 - Introduction to Hinduism Credits: (3)
  - RELG 214 - Introduction to Buddhism Credits: (3)
  - RELG 215 - History of Religion in East Asia Credits: (3)

### **2 Courses from Group B:**

- RELG 203 - History and Religion of Ancient Israel Credits: (3)  
• or RELG 204 - Christian Origins Credits: (3)
  
- RELG 221 - Religion and Ethics Credits: (3)
- RELG 222 - Religion in North America Credits: (3)

### **Additional Requirements:**

- 2 additional courses in the 300 or 400 range
- RELG 201 - Religions of the World: The Human Religious Experience - Credits: (3) or 1 additional course in Religious Studies at any level

## **Religious Studies, Minor**

### **Required Credit Hours: 18**

### **Core Requirements:**

18 credit hours, which must include one from each group below and two courses in the 300 or 400 range. Consultation with a departmental advisor is expected.

- RELG 210 - Introduction to the History of Christianity Credits: (3) or
- RELG 211 - Introduction to the History of Jewish Thought Credits: (3) or
- RELG 212 - Introduction to Islam Credits: (3)
  
- RELG 213 - Introduction to Hinduism Credits: (3) or
- RELG 214 - Introduction to Buddhism Credits: (3) or
- RELG 215 - History of Religion in East Asia Credits: (3)

## **Course Descriptions**

### **Religious Studies**

#### **RELG 100 - Critical Questions in Religious Studies**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Religious Studies for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **RELG 150 - First-Year Seminar**

*Credits: 4*

*College Curriculum: COLL 150*

An exploration of a specific topic in Religious Studies. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

#### **RELG 201 - Religions of the World: The Human Religious Experience**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

An introduction to the comparative study of religion in human experience, intellectual thought, and social life in an array of different cultural and historical contexts. The course explores the role of religion in society, politics, and intellectual thought in an array of different contexts and from multiple methodological and theoretical perspectives used in the humanities and social sciences. By journeying together through seminal texts, ritual practices, art forms, myths, ethics, philosophies, and experiences of the sacred, we will arrive at a deepened understanding of religion in the world while also (re)-considering our own cultural assumptions and gaining a clearer understanding of our particular identities and histories. Specific religious traditions and themes may vary from semester to semester. No prerequisites.

### **RELG 203 - History and Religion of Ancient Israel**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV An exploration of the origins and development of the ancient nations of Israel and Judah in their cultural and historical contexts. The course examines archaeological, epigraphic, and literary evidence from Mesopotamia, Canaan, and Egypt to understand both the history and worldview of the ancient Israelites. The Hebrew Bible is explored in depth as document in dialogue with but not identical to the religious beliefs and practices of ancient Israel.

### **RELG 204 - Christian Origins**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV A study of the emergence of Christianity from its beginnings as a sect of Second Temple Judaism to its establishment in the Mediterranean world under Constantine I.

### **RELG 205 - Reading the Bible in Hebrew I**

*Credits:* (3)

*Prerequisite(s):* HBRW 102

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible. This course introduces the student to methods of modern biblical interpretation.

*Cross-listed with:* HBRW 201

### **RELG 208 - Topics in Religious Studies**

*Credits:* (3)

Selected topics and issues in Asian Religions, Islam, Ethics, and Western Religious History and Thought. Consult the schedule for the topic descriptions in up-coming semesters.

Note: This course may be repeated for credit if there is no duplication of topic Formerly: **(Formerly RELG 307)**.

### **RELG 210 - Introduction to the History of Christianity**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course is designed to engage students with some of the key topics and seminal moments in the history of Christianity. We will begin with the life of Jesus and the competing stories that surrounded it.

We will end with contemporary issues that involve Christianity and will discuss some of the grand theories of religion in the broad context of modern globalization. Thus, the course will move through two consecutive parts. In the first part, we will cover early forms of Christianity, major theological disputes that involved emperors, bishops, and monks throughout the Mediterranean and into the far East. In the following part, we will bring the story of Christianity to current times and will discuss the relevance of Christianity to such highly contested topics as the future of Europe, American political life and culture, progressive secularization, and unification of culture throughout the world.

### **RELG 211 - Introduction to the History of Jewish Thought**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A study of the biblical origins of Judaism followed by an examination of representative literature from critical periods in the history of Jewish thought: rabbinic, medieval and modern.

### **RELG 212 - Introduction to Islam**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A study of the origins, major ideas, practices, institutions and development of Islam within the context of Muslim history.

### **RELG 213 - Introduction to Hinduism**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An introduction to the Hindu religious traditions, exploring the diversity of religious thought and practice among Hindus today and throughout history. The course will include topics such as: key historical developments; core teachings as found in major primary texts (the Vedas, Upanishads, Bhagavad Gita, Ramayana, works of devotional poet-saints, etc.); the divine pantheon (mythology and imagery of Shiva, Vishnu, the Goddess, etc.); rituals, festivals, and practices of lived Hinduism; the role of Orientalism, colonialism, and Indian nationalism in modern Hinduism; and contemporary social and political issues relating to Hinduism in post-independence India (e.g., Hindu nationalism, communal violence, caste/untouchability).

### **RELG 214 - Introduction to Buddhism**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* A study of the history, doctrines, practices, and various manifestations of the Buddhist tradition. The course begins with the social and religious context out of which the Buddha emerged, progresses to an exploration of Buddhism's philosophical basis, and traces the spread of Buddhism from India and its later developments in Nepal and Tibet, Southeast Asia, and China and Japan.

### **RELG 215 - History of Religion in East Asia**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Introduction to the religious systems of China, Korea and Japan, including the literatures, histories, thought patterns and practices of the major schools of Confucianism, Daoism, Buddhism and Shintoism.

### **RELG 221 - Religion and Ethics**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This is an introductory level, lecture-based, yet interactive, course that explores the complex, everyday intersections between religious beliefs and ideas on the one hand and ethical reasoning and behavior on the other, across a variety of religious traditions. The course examines ethical issues cross-culturally and from a variety of disciplinary approaches including philosophical, theological, anthropological, psychological, philological and others. While this is not a comparative religions class, we will try our best, given constraints of time, to familiarize ourselves with some of the core beliefs, practices and ethical foundations of some of the major (most widely followed) religious traditions of the world.

Throughout the course, we will examine texts, interpretations, arguments and cultural practices of various religious communities and reflect about what they offer us as resources, and challenges, for thinking about the best way to live a happy and meaningful human life. The ethical teachings of religious traditions will invite and challenge us to carefully, critically and emphatically examine the different ways in which religious traditions have shaped everyday human life across the globe in the past and continue to do so today. We shall also attend to the ways in which religious and ethical beliefs and practices compare with each other.

### **RELG 222 - Religion in North America**

*Credits:* (3)

This course covers a range of religious traditions, practices, and interactions in North America over a wide historical period.

### **RELG 250 - Readings in Religious Texts**

*Credits:* (1-3)

*Prerequisite(s):* Completion of 202-level language. Consent of the instructor is required

Reading and interpretive study of religious texts in their original languages. Among the languages are Arabic, Greek, Hebrew, Latin and Sanskrit.

### **RELG 278 - Deciphering Ancient Egypt**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course will explore the cultural history of ancient Egypt by reaching beyond kinglists and royal chronicles to gain insight into societal dynamics of class, gender, sexuality, and ethnicity from the rich visual repertoire of Egypt's hieroglyphic writing system and art. Students will read Egyptian literary texts in translation but also develop the ability to read short statements and captions written in Egyptian hieroglyphs. Particular attention will be given to the Old and Middle Kingdoms, when the foundations of Egyptian art and literature were first established.

*Cross-listed with:* ANTH 343 and CLCV 209 and HIST 278

### **RELG 279 - Deciphering Ancient Egypt, Part 2**

*Credits:* (3)

*Prerequisite(s):* ANTH 343 or CLCV 209 or HIST 278 or RELG 278

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This spring-semester course continues the survey of ancient Egyptian cultural history that we began during the fall semester in COLL 200 "Deciphering Ancient Egypt" (Part 1); completion of that course is therefore a prerequisite for enrollment in this one. Whereas the fall-semester course focused upon the foundational aspects of Egyptian cultural history during the Old and Middle Kingdoms, this spring-semester course will instead challenge the popular view of Egyptian culture as static by highlighting the innovations of the New Kingdom through the Late Period, when Egypt underwent rapid theological, demographic, and economic transformations that resulted in an increasingly cosmopolitan society and a crisis of collective identity. Students will continue to develop their basic understanding of Egypt's hieroglyphic writing system in order to access the many layers of meaning conveyed in the art and literature of this era. So radical were the changes to the human condition during the first millennium BCE that a leading Egyptologist has even referred to Egypt's New Kingdom as the "threshold to the modern world!"

*Cross-listed with:* ANTH 344 and CLCV 210 and HIST 279

### **RELG 280 - Ancient Egyptian Inscriptions: Royal, Biographical, and Religious Texts**

*Credits:* (3)

*Prerequisite(s):* (ANTH 343 or CLCV 209 or HIST 278 or RELG 278) and (ANTH 344 or CLCV 210 or HIST 279 or RELG 279)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Reading of ancient Egyptian royal inscriptions, biographies and religious texts.

*Cross-listed with:* ANTH 345 CLCV 215 HIST 478

### **RELG 281 - Middle Egyptian Texts: Fiction and Poetry**

*Credits:* (3)

*Prerequisite(s):* (ANTH 343 or CLCV 209 or HIST 278 or RELG 278) and (ANTH 344 or CLCV 210 or HIST 279 or RELG 279)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

Reading of ancient Egyptian fiction and poetry.

*Cross-listed with:* ANTH 346 CLCV 216 HIST 479

### **RELG 301 - Reading the Bible in Hebrew II**

*Credits:* (3)

*Prerequisite(s):* HBRW 201 or RELG 205

Further readings and analyses of selected biblical passages.

*Cross-listed with:* HBRW 202

### **RELG 302 - Torah**

*Credits:* (3)

A study of the first five books of the Jewish and Christian Bibles, including questions of their composition, literary genres, historical setting, and their place in the communities that preserved them.

### **RELG 303 - Poets and Prophets**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Ancient Israel and Ancient Greece are two of the most influential ancient "places" for our understanding of the modern world. However, and even though they flourished at

roughly the same time and not so very far away from each other, they are rarely studied together. This course examines what the study of both can help us see about each that might otherwise be harder to see. Our discussions will proceed more or less chronologically from the thirteenth century B.C.E. to the conquests of Alexander in the fourth century, dealing throughout with crucial issues in the study of history, memory, ethnic identity, and especially myth.

*Cross-listed with:* CLCV 303

### **RELG 304 - The Biblical Prophetic Books**

*Credits:* (3)

We will apply techniques of contemporary literary theory to the narratives and poetry of some of the prophetic books of the Hebrew Bible. A study of the function and message of the prophetic books of the Hebrew Bible.

### **RELG 308 - Topics in Religious Studies**

*Credits:* (3-4)

*Prerequisite(s):* Often a prerequisite

Selected topics and issues in Asian Religions, Ethics, Islam, and Western Religious History and Thought. Consult the schedule for topic descriptions in up-coming semesters.

Note: This course may be repeated for credit if there is no duplication of topic

### **RELG 309 - The Holocaust**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV A study of religious and ethical aspects of the destruction of European Jews under Nazi rule. Readings include descriptions of these events and responses by Jews and Christians focusing on meaning, religious self-understanding, responsibility and divine and human justice. Open to juniors and seniors only (except during summer sessions).

### **RELG 310 - Topics in Judaic Studies**

*Credits:* (3)

*Prerequisite(s):* There is often a prerequisite or consent of instructor required.

A study of selected topics in Jewish history, life and thought. Consult the bulletin for topic description in up-coming semesters.

### **RELG 311 - Modern European Jewish History**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

Blood Libels. Expulsion from Spain. The Inquisition. Pogroms. The Holocaust. It is easy to take a lachrymose view of Jewish history, highlighting persecution throughout the ages. This course seeks to overturn the stereotype of Jewish history as one reduced to a tale of oppression. Through rich primary sources such as diaries, letters, newspaper articles, and memoirs, this course introduces students to the major themes, actors, and movements of European Jewish history, from the eighteenth century through the fall of communism. We will explore political, social, economic and religious developments, as well as how these events impacted the personal and inner lives of ordinary and extraordinary Jews. This class assumes no previous knowledge of Judaism or Jewish history.

### **RELG 313 - Paul, Pharisee & Apostle**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* In this course we explore the person, life, work, thought and legacy of the early Jewish and Christian figure known as Paul of Tarsus.

### **RELG 314 - The Gospel of John**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* An examination of the Fourth Gospel's narrative in light of issues raised by the academic study of early Judaism and Christianity.

### **RELG 315 - Judaism before the Rabbis**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course examines the religion of Judaism as it existed in Palestine and the Mediterranean world during the Hellenistic and early Roman periods (ca 331 BCE ñ 73 CE).

*Cross-listed with: CLCV 221*

### **RELG 316 - Rabbis and Fathers**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* In this course we will trace the developments of rabbinic Judaism and catholic Christianity from the destruction of the Jewish temple in 70 CE to the Muslim conquest of Caesarea in 640 CE, with a particular focus on the way each religion interpreted their scriptures. In the first half we track the rise of each group, as well as the posture of 2nd century catholic Christianity toward the Jews. In the second half, we make a detailed comparison of the ways in which each group interpreted their sacred literature, giving special attention to (a) talmudic and midrashic literature among the rabbis, (b) Old Testament commentary and hermeneutical treatises among the catholics, (c) the interpretive philosophies of four major figures of the period (Rabbi Ishmael, Rabbi Akiva, Origen and Augustine) and (d) each group's views of the other, as espoused in the Babylonian Talmud (on Jesus) and Eusebius' Ecclesiastical History (on Jews of the apostolic age).

### **RELG 317 - Women in Islam: Tradition and Change**

*Credits: (3)*

*Domain (Anchored): ALV*

A study of the changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period and in the contemporary Islamic experience.

*Cross-listed with: GSWS 317*

### **RELG 318 - Islam in the Modern World**

*Credits: (3)*

This course focuses on sociopolitical circumstances underlying the dynamism and diversity of modern Islamic thought. Special emphasis will be given to political aspects of modern Islamic thought.

### **RELG 320 - Pagans and Christians in the Roman World**

*Credits: (3)*

This course considers the encounter between Roman religious and political institutions and the rise of Christianity, from the first through the fourth centuries A.D. Primary emphasis on Roman response to Christianity, from persecution to conversion, through Roman and Christian sources.

*Cross-listed with: CLCV 320*

### **RELG 324 - Religion and Social Criticism**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

In this course, we explore how religious beliefs and practices both shape, and offer grounds for critiquing, society and the sensibilities, moral choices and commitments of its people. In this course, divided into two parts, we shall study i) how religiously-informed theories and forms of reasoning, critically evaluate cultural norms and moral practices and ii) how lived experiences and cultural practices offer grounds for critical assessments of religiously informed ethical ideals and practices.

### **RELG 325 - Understanding Muslim Ethics**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This course is designed to help students understand the ethical lives of Muslims qua religious beings: their views about the good life, their understanding of God and the varied ethical implications they have drawn by taking seriously God's existence and the existence of revelations and prophets. In short, this class is a window onto the range of ways in which Muslims in different cultural and social settings have reasoned about a good life. We will read a wide range of primary and scholarly sources to examine how Muslims justify particular moral positions, the values they hold dear and the variety of ways in which, and methods by which, they conceptualize a flourishing human life at the personal, social, cultural and political levels. We will try to understand how Muslims argue about things that matter to them as religious and moral beings. We shall learn about the legal, philosophical, moral, political and exegetical dimensions of their individual and communal lives. We will do this by focusing on a limited range of important ethical topics such as war and conflict, political governance, the environment, gender, sex and marriage, biomedical issues, inter-faith relations and others. Throughout, we will think comparatively about how Muslim understandings and behaviors about such issues challenge, contradict or deepen other ways of reasoning about the good life.

### **RELG 326 - Judaism in America**

*Credits: (3)*

A study of the arrival of the Jews in America, the development of the religion in the new world, and the contemporary Jewish experience in America.

### **RELG 327 - Dating, Sex, Love, and Marriage: Gender and Judaism Throughout History**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

Early readings will ground us in what Jewish law, as detailed in the Torah, Mishnah, and Talmud have to say about sex, sexuality, marriage, and family. Thereafter, we will study how Jews of all genders interact with the legacies of these laws in their modern lives. Primarily organized thematically, we will be skimming the surface of the vast field that is gender and Judaism. The course readings will introduce us to

major themes and issues within Jewish communities; individual projects will enable students to delve into more narrow topics that reflect their interests.

### **RELG 331 - What is Love? Reflections from the Islamic Tradition**

*Credits: (3)*

*Domain (Anchored): ALV*

This seminar will examine some of the most profound and influential writings about love from the Islamic intellectual and poetic traditions. Perhaps more than any other civilization, the literary and philosophical traditions of Islamic civilization have been "love-centric." In this course we will closely read and discuss various philosophies and theories of love from the mundane to the mystical. Through readings and discussions of the works of Ibn Hazm, 'Attar, al-Ghazali, Ibn al-Farid, Rumi, Amir Khusro, Ibn 'Arabi, Hafez and more, students will become familiar with the various "schools of love" of the Islamic tradition, the role of love in Islamic philosophy, theology, and mysticism, as well as the various social practices and norms surrounding love and its expression in the various Muslim societies. We will also cover the prominent belles-lettres tradition of "love literature" in Arabic and Persian and the influence of this literature on Western literature from the Medieval period to the present day.

### **RELG 332 - Religion and Society in the Middle Ages**

*Credits: (3)*

*Prerequisite(s):* RELG 210 or consent of instructor

A study of Christianity from 600-1500 C.E., with special attention to the eastern and western European cultural and social settings of medieval Christian thought, belief, life and institutions. The course emphasizes primary sources, discussion, writing and qualifies for Med-Ren major.

### **RELG 334 - The Protestant and Catholic Reformations**

*Credits: (3)*

A study of personalities, institutional changes and theological movements in European and British Christianity from the Reformation through the 18th century. Includes Lutheranism, Calvinism, Anabaptism, Protestant Radicalism, the Roman Catholic Reformation, the English Reformation and Methodism and the Evangelical Revival.

### **RELG 335 - Modern Jewish and Christian Thought**

*Credits: (3)*

*Domain (Anchored): ALV*

A critical examination of important texts in modern Jewish and Christian thought concerning the nature, origin, interpretation, and justification of religion. Texts selected from the writings of Moses Mendelssohn, Abraham Geiger, Mordecai Kaplan, Rudolf Bultmann, John A. T. Robinson, Joseph Fletcher, Rosemary Radford Ruether, Gustavo Gutierrez, and John Spong.

### **RELG 337 - African Ritual and Religious Practice**

*Credits: (3)*

*Domain (Anchored): CSI*

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa. The symbolic, aesthetic, and political implications of ritual, as well as the transforming significance of religious practice, will be explored.

*Cross-listed with:* AFST 341, ANTH 337

### **RELG 339 - Spiritual But Not Religious**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI This course examines the historical development of modern-day conceptions of "spirituality" and investigates spirituality's complex relationships with "religion," secularism, neoliberalism, and consumerism. In particular, we seek to understand the phenomenon of a rapidly increasing number of Americans who identify as "spiritual, but not religious." In exploring the rise and meaning of "spirituality," the class will give special emphasis to the historical influences of consumer capitalism, the liberal political tradition, colonialism, orientalism and, relatedly, the modern reform of Asian religions such as Buddhism and Hinduism. To see the ways in which modern-day "spirituality" is intertwined with secularism, scientism, race, class, neoliberalism, and consumerism, we will examine how "spirituality" is differently constructed and understood by evangelical Christians, atheists/non-believers, and contemporary practitioners of yoga, meditation, mindfulness, transhumanism, indigenous traditions, and nature (eco-) spiritualities.

### **RELG 340 - Spiritual But Not Religious**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course examines the historical development of modern-day conceptions of "spirituality" and investigates spirituality's complex relationships with "religion," secularism, neoliberalism, and consumerism. In particular, we seek to understand the phenomenon of a rapidly increasing number of Americans who identify as "spiritual, but not religious." In exploring the rise and meaning of "spirituality," the class will give special emphasis to the historical influences of consumer capitalism, the liberal political tradition, colonialism, orientalism and, relatedly, the modern reform of Asian religions such as Buddhism and Hinduism. To see the ways in which modern-day "spirituality" is intertwined with secularism, scientism, race, class, neoliberalism, and consumerism, we will examine how "spirituality" is differently constructed and understood by evangelical Christians, atheists/non-believers, and contemporary practitioners of yoga, meditation, mindfulness, transhumanism, indigenous traditions, and nature (eco-) spiritualities.

### **RELG 344 - Religion and Sports in the U.S.**

*Credits:* (3)

*College Curriculum:* COLL200, COLL 350

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV Religions and sports are both indications of cultural values. When we look at the place of religions, sports, and their intersections in our lives and history, we can learn about the priorities of our culture. Some of those priorities might make us proud; others might make us uncomfortable. This course treats religions and sports as intertwined cultural phenomena that deserve our attention because, through this, we can learn much about our cultural context, social systems, and underlying values. We will start with the question of whether sport is in itself a religion, and then we will then turn to religious traditions and social issues. We will examine religion's role in patterns of belonging and marginalization by exploring race, ethnicity, gender, sexual orientation, and immigration status. Throughout, we will look at the historical and cultural factors that bring religion and sport together. In order to deepen your understanding of justice, equity, and the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing, we will explore historical, anthropological, and ethical approaches to multiple intersections of religion and sport in the U.S. At the end of this course, you will be able to describe religions and sports as disciplinary systems and show how these systems create and sustain cultural values.

### **RELG 345 - Religion, Colonialism, and Nationalism in North America**

*Credits:* (3)

*College Curriculum:* COLL 350

*Domain (Anchored):* CSI

An investigation of the role of religion in colonial and national identity in the New World. Emphasis on a diversity of perspectives including Native Americans, slaves, and women.

### **RELG 346 - Religion & Politics in the United States**

*Credits:* (3)

*College Curriculum:* COLL 200, COLL 350

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV A critical investigation of the relationship between religion, politics, and social identities in the United States, historically and today. Course topics may include: the contested meaning of, and diversity of appeals to, "religious freedom" (the "free exercise" of religion) in America; the separation of church and state ("disestablishment," its history, and challenges to it); key Supreme Court cases impacting the place and shifting meaning of "religion" in American society; the influence of white Christian nationalism and the Religious Right in American politics; effects of settler colonialism and U.S. state actions upon Native American and African-American cultural and religious life; the relationship between race and religion; Islamophobia, anti-Semitism, and challenges faced by religious minorities in the U.S.; and American discourses of multiculturalism, tolerance, and religious pluralism.

### **RELG 347 - New Religious Movements in America**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV A study of new and alternative religions, past and present, with an emphasis on cultural context, historical development, and tensions with political and religious authorities.

### **RELG 348 - African American Religions**

*Credits:* (3)

An historical, thematic, and theoretical overview of African American religions from enslavement through contemporary Caribbean and African migrations.

*Cross-listed with:* AFST 348

### **RELG 350 - Eastern Christianity**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course surveys the history of the major Christian churches and communities in the East. We will explore topics like East/West ecclesiastical divisions and controversies, mysticism, the theological and social role of pillar saints, holy warriors, holy fools, vampires, and witches. The discussion of Orthodox communities and their theologies will throw light on the formation of secular culture and the role of the Orthodox churches in contemporary politics and society.

### **RELG 361 - Modern Hinduism**

*Credits:* (3)

*College Curriculum:* COLL 200, COLL 300

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV An introduction to the study of Hinduism in modern India, exploring the way in which Hindu religiosity has both influenced and been influenced by political, social, economic, and environmental issues specific to the modern age (circa 1800 to the present-day). Our study of modern Hinduism will emphasize: (1) the impacts of British colonialism, (2) the social realities of caste, untouchability, and gender, (3) Hindu nationalism (and Hindu-Muslim relations) in Indian social and political life, and (4) effects of and responses to climate change and environmental exploitation. Other topics may include: patriarchy, gender roles, and feminism in modern India; the shared freedom struggles

of African Americans and colonized South Asians; key figures in colonial-era Hindu reform efforts; Partition and its impacts; diaspora Hinduism (e.g., Hindus in modern America); transnational neo-Hindu guru-led movements; ethnographic studies of lived Hinduism in modern India; and impacts upon traditional Hindu religiosity of globalization, neoliberalism, and rapid urbanization.

### **RELG 362 - Magic, Science, and Religion**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR This interdisciplinary course explores different understandings of and interactions between the realms of "magic," "science" and "religion" across a range of historical and cultural contexts. Drawing together materials from the fields of religious studies, anthropology, history of science, philosophy, science studies, and the natural sciences, the course will examine and problematize standard narratives of modernity by (a) interrogating modern understandings of religion, science, rationality, and disenchantment, (b) exploring the historical origins and development of our dominant (science-based) modern Western episteme, and (c) examining unconventional ways of knowing and alternative understandings of the sacred, rationality, and enchantment. Topics may also include: classic theories of magic, science, and religion; experiences of the extraordinary, uncanny, and non-rational; the roles of magic, science, and religion in practices and discourses of colonialism; the modern-day authority of science and the marginalization of other ways of knowing; debates regarding the nature and varieties of human consciousness; issues surrounding the method, practice, and ideology of science; and intersections of religion, magic, and science in neuroscience, quantum physics, paranormal phenomenon, and popular culture.

### **RELG 363 - Sociology of Religion**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course explores systems of belief, rituals, organizations and movements. It examines factors that influence religiosity, as well as the ways religion affects (and is affected by) other social institutions, such as the economy, politics and the educational system.

*Cross-listed with:* SOCL 363

### **RELG 364 - Yoga and Tantra**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course traces the historical development of the traditions of Yoga and Tantra in South Asia and examines modern-day understandings and practices of Yoga and Tantra in the West. We will discuss contemporary debates and controversies surrounding Yoga and Tantra, while also investigating the origins of these traditions and how they came to be perceived and practiced in the way they are today. Special attention will be given to: key primary texts of the Hindu yogic traditions; the different historical forms of yogic and tantric meditation, asceticism, and "magic;" colonial/orientalist perceptions of these traditions; and the intertwined roles of consumer culture, scientism, and "spirituality" in modern yoga. The course is anchored in an investigation of larger theoretical questions regarding the (ritual) use of the body and altered forms of consciousness in religious-spiritual practices of disciplining and transforming the self. Additional topics may include: traditional Buddhist and modern-day secular practices of mindfulness; sexuality and transgression in yogic-tantric practice; the role of the guru in South Asian yogic and tantric traditions; the influence of Yoga and Tantra in modern occultism and the Human Potential Movement; psychedelic drugs and mystical experience; and the links between yoga and Hindu nationalism in modern-day India.

**RELG 365 - Feminine Power and Female Voices in Hindu Traditions**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course critically engages notions of feminine power and agency as it is conceived in Hindu metaphysics and theologies while simultaneously engaging the voices of empowered Hindu women across time—from the ancient Upanishads, to the medieval poet-saints, to contemporary female gurus.

**RELG 367 - Himalayan Religion**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course examines the variety of religious orientations in Tibet and the histories and signature practices of Tibet's four Buddhist orders. It investigates the religious-political rule of the Dalai Lamas historically and in current-day China, India, and the west.

**RELG 369 - Hindu Sacred Texts**

*Credits:* (3)

An intensive study of selected significant writings from the Hindu traditions, focusing on the Bhagavad Gita and the Upanishads. This course will explore key philosophical concepts and their impact in both India and the West.

**RELG 378 - Psychology of Religion**

*Credits:* (3)

*Prerequisite(s):* PSYC 201 and PSYC 202

Examines the works of William James, Freud, Jung and Gordon Allport in light of current psychological theory and research, emphasizing religious development and the nature, modes and consequences of individual religious experience.

*Cross-listed with:* PSYC 450

**RELG 380 - Buddhist Philosophy**

*Credits:* (3)

*Domain (Anchored):* ALV

This course examines Indian and Tibetan Buddhist analyses of personal identity, the nature of the world, and how we come to have knowledge of both. It additionally explores Buddhist ethical responses to selfless persons and an empty world.

**RELG 382 - Buddhism and Science**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* ALV

*Domain (Reaching Out):* NQR This course will examine modern Buddhists' claims on cosmology, the individual, and the nature of consciousness, investigating the strategies Buddhists utilize to construct and negotiate the boundaries between Religion and Science. We will draw material from across the Asian Buddhist world, analyzing debates between Śri Lankan monks and Christian missionaries on the structure of the universe, Tibetan and western efforts to demonstrate the compatibility between the Buddhist doctrine of emptiness and quantum physics, and the contemporary attempt to map Buddhist meditators' brains. The course assumes no prior knowledge of Buddhism; we will study classical Buddhist perspectives at every turn.

### **RELG 391 - Theory and Method in the Study of Religion**

*Credits: (4)*

*Prerequisite(s):* 6 credits of any RELG course

*College Curriculum:* COLL 400

This course surveys the dominant methods of studying religion and the theories on which they are based. The perspectives may include the anthropological, feminist, historical, literary, philosophical, phenomenological, political, psychological and sociological.

### **RELG 481 - Independent Study in Religion**

*Credits: (1-3)*

*Prerequisite(s):* Consent of chairperson

A program of extensive reading, writing and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

### **RELG 482 - Independent Study in Religion**

*Credits: (1-3)*

*Prerequisite(s):* Consent of chairperson

A program of extensive reading, writing and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

### **RELG 495 - Honors**

*Credits: (3)*

Students admitted to senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chair, (b) presentation of an Honors essay acceptable to the examining committee and submitted two weeks before the last day of classes of the student's graduating semester, and (c) satisfactory performance in an oral examination based on the Honors essay and related background. Consult the chair for eligibility, admission and continuance requirements.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

### **RELG 496 - Honors**

*Credits: (3)*

Students admitted to senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chair, (b) presentation of an Honors essay acceptable to the examining committee and submitted two weeks before the last day of classes of the student's graduating semester, and (c) satisfactory performance in an oral examination based on the Honors essay and related background. Consult the chair for eligibility, admission and continuance requirements.

Note: For College provisions governing the Admission to Honors, see catalog section titled Honors and Special Programs.

## **Sociology**

### **The Sociology Program**

Sociology majors graduate with a wide range of knowledge and skills that serve them well in a variety of possible careers. All sociology majors gain valuable skills in our rigorous theory and research methods course sequence, which emphasizes both quantitative and qualitative approaches. This depth of training

makes sociology majors outstanding candidates for careers in teaching, business, advocacy, public service and administration, law, medicine, journalism, international development and many other professions. In addition, sociology majors regularly pursue graduate study in sociology, social work, education, media studies, public health, public policy, law, business and urban/regional planning. Optional course concentrations within the major provide the opportunity for students to target careers related to global issues; medicine and public health; law and criminal justice; and social/policy change. Sociology minors and those who take sociology courses as part of their exploration of the liberal arts benefit from the wide range of topics covered in our courses. For additional information see our web site at <https://www.wm.edu/as/sociology/>.

## Programs and Course Descriptions

### Programs

- [Sociology \(BA in Sociology\)](#)
- [Sociology, Minor](#)

### Sociology (BA in Sociology)

#### Required Credit Hours: 33

#### Major Computing Requirement:

- SOCL 353 - Quantitative Research Methods Credits: (3)

#### Major Writing Requirement:

- SOCL 494W - Senior Capstone Seminar Credits: (3) or
- SOCL 495 - Honors Credits: (3) and
- SOCL 496 - Honors Credits: (3)

#### Concentrations:

Students should declare one of the following concentrations in Sociology: Generalist Sociology; Globalization; Health, Medicine, and Well-Being; Criminology, Law, and Society; or Social Problems, Policy, and Justice.

#### Generalist Sociology Concentration Requirements:

- SOCL 351 - Sociological Theory Credits: (3)
- SOCL 352 - Research Design Credits: (3)
- SOCL 353 - Quantitative Research Methods Credits: (3)
- SOCL 354 - Qualitative Sociology Credits: (3)
- SOCL 494W - Senior Capstone Seminar Credits: (3) or
- SOCL 495 and 496

#### Additional Requirements:

Students also must take at least six additional courses, four must be numbered 300 and above (including one 400 other than the Capstone). A maximum of three credits of independent study from the courses listed below (exclusive of SOCL 495-SOCL 496) may count towards the Sociology major. If a student wishes to count additional independent study credits toward the Sociology major, he/she must obtain

approval from the Chair of the Sociology Department. If pursuing one of the Concentrations listed below, please refer to those lists of electives.

- SOCL 480 - Readings in Sociology Credits: (1-3)
- SOCL 481 - Readings in Sociology Credits: (1-3)
- SOCL 490 - Independent Research Credits: (1-4)
- SOCL 498 - Internship Credits: (3)
- SOCL 499 - Internship Credits: (3)

### **Globalization Concentration Requirements:**

For a Globalization Concentration, follow the Generalist Concentration requirements and take at least three of your six electives from the following (or other special topics or COLL courses in the concentration approved by the Department Chair):

- SOCL 205 - Global Social Problems Credits: (3)
- SOCL 313 - Globalization and International Development Credits: (3)
- SOCL 314 - The Politics of Global Health Credits: (3)
- SOCL 408 - Migration in a Global Context Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)
- SOCL 431 - Comparative Race Relations Credits: (3)

### **Health, Medicine, and Well-being Concentration Requirements:**

For a Concentration in Health, Medicine, and Well-being, take at least three of your six electives from the following (or other special topics or COLL courses in the concentration approved by the Department Chair):

- SOCL 311 - Birth, Sex, Death: Population and Society Credits: (3)
- SOCL 314 - The Politics of Global Health Credits: (3)
- SOCL 332 - Families and Health Credits: (3)
- SOCL 362 - Medical Sociology Credits: (3)
- SOCL 410 - Food and Society Credits: (3)
- SOCL 412 - Social Inequality and Health Credits: (3)
- SOCL 426 - Sociology of Mental Illness Credits: (3)

### **Criminology, Law and Society Concentration Requirements:**

For a Concentration in Criminology, Law and Society, take at least three of your six electives from the following (or other special topics or COLL courses in the concentration approved by the Department Chair):

- COLL 100 - Self Help and Therapeutic Culture (4)
- SOCL 302 - Criminology Credits: (3)
- SOCL 366 - Asian American Demography and Law Credits: (3)
- SOCL 429 - Deviance and Social Control Credits: (3)
- SOCL 433 - Crime and Justice in America Credits: (3)
- SOCL 434 - Race and Crime Credits: (3)
- SOCL 435 - Crime and the Life Course Credits: (3)

### **Social Problems, Policy & Justice Concentration Requirements:**

For a Concentration in Social Problems, Policy and Justice, take at least three of your six electives from the following (or other special topics or COLL courses in the concentration approved by the Department Chair):

- SOCL 100 - Social Justice (4)

- SOCL 203 - Institutions and Inequality Credits: (3)
- SOCL 204 - Contemporary Social Problems In the US Credits: (3)
- SOCL 306 - Urban Sociology Credits: (3)
- SOCL 307 - Sociology of Education Credits: (3)
- SOCL 308 - Environmental Sociology Credits: (3)
- SOCL 310 - Wealth, Power, and Inequality Credits: (3)
- SOCL 337 - Immigration, Assimilation and Ethnicity Credits: (3)
- SOCL 361 - Social Movements and Social Change Credits: (3)
- SOCL 364 - Sociology of Work Credits: (3)
- SOCL 409 - Immigration, Citizenship, and Border Studies Credits: (3)

### **Recommended Course Sequence:**

Here are two suggested tracks for students to take to fulfill this curriculum. The first is for a student who begins Sociology courses in the freshman year. The second is for a student who does not begin Sociology courses until the sophomore year.

#### **Track 1 - Freshman Year:**

- One 200 or 100 or 150 level Sociology course (3 - 4) and
- SOCL elective (3)

#### **Track 1 - Sophomore Year:**

- SOCL 351 - Sociological Theory Credits: (3) and
- SOCL 352 - Research Design Credits: (3) and
- SOCL elective (3) and
- SOCL elective (3)

#### **Track 1 - Junior Year:**

- SOCL 353 - Quantitative Research Methods Credits: (3) and
- SOCL 354 - Qualitative Sociology Credits: (3) and
- SOCL elective (3)

#### **Track 1 - Senior Year:**

The department will offer multiple Senior Capstone Seminars in the academic year. The topics and professors for these courses will vary year to year. The department chair will inform rising seniors, prior to their registration for their senior fall semester of their capstone choices. Rising seniors will then express their preferences to the department chair. Prerequisites for these capstone courses are SOCL 351, SOCL 352, SOCL 353, and SOCL 354. Exceptions to these prerequisites may be made on a case-by-case basis by the department chair. A student completing Sociology Honors is not required to take a senior capstone seminar.

- SOCL 494W - Senior Capstone Seminar Credits: (3) and
- SOCL elective (3)

#### **Track 2 - Sophomore Year:**

- One 200 level Sociology course (3) and
- SOCL elective (3)

#### **Track 2 - Junior Year:**

- SOCL 351 - Sociological Theory Credits: (3) and

- SOCL 352 - Research Design Credits: (3) and
- SOCL 353 - Quantitative Research Methods Credits: (3) and
- SOCL 354 - Qualitative Sociology Credits: (3) and
- SOCL elective (3)

**Track 2 - Senior Year:**

(See Track 1 - Senior Year above for information on the Senior Year Capstone course.)

- SOCL 494W - Senior Capstone Seminar Credits: (3) and
- SOCL elective (3) and
- SOCL elective (3) and
- SOCL elective (3)

## **Sociology, Minor**

### **Required Credit Hours: 18**

#### **Core Requirements:**

You may count one of the following toward your 18 credits:

- SOCL 100 - Big Ideas in Sociology Credits: (4)
- SOCL 150 - First Year Seminar Credits: (4)
- or any 200 level course in Sociology  
The remaining five courses must be at the 300 level or above. These courses must include one of the following core courses:
- SOCL 351 - Sociological Theory Credits: (3)
- SOCL 352 - Research Design Credits: (3)
- SOCL 353 - Quantitative Research Methods Credits: (3)
- SOCL 354 - Qualitative Sociology Credits: (3)

## **Course Descriptions**

### **Sociology**

#### **SOCL 100 - Big Ideas in Sociology**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and integrative concepts in Sociology, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **SOCL 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Sociology. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **SOCL 203 - Institutions and Inequality**

*Credits: (3)*

*Domain (Anchored):* CSI

This course will focus on various institutions in the United States with particular attention paid to the ways that institutional arrangements both reflect and recreate inequality in American society. In addition the course will explore how the seemingly individual attributes of race, class, and gender operate within these larger social arrangements reinforcing already existing systems of advantage and disadvantage.

### **SOCL 204 - Contemporary Social Problems In the US**

*Credits: (3)*

*Domain (Anchored):* CSI

This course explores problems in society and their social construction. Explores how sociologists approach issues such as inequality by race, class and gender. Other topics covered may include violence, environmental degradation and social deviance.

### **SOCL 205 - Global Social Problems**

*Credits: (3)*

*Domain (Anchored):* CSI

This course Introduces students to the sociological analysis of social problems with an emphasis on the impacts of globalization. Specific topics covered may include economic development and wealth inequality, global warming, global health, and gender inequalities.

### **SOCL 240 - Special Topics In Sociology**

*Credits: (1-3)*

Selected topics in sociology. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration. This course may be repeated for credit if topic varies.

This course may be repeated for credit If topic varies

### **SOCL 250 - Principles of Sociology**

*Credits: (3)*

*Domain (Anchored):* CSI

This course is an introduction to sociology. It examines historical traditions, classical writers and their theories and basic sociological concepts. Sociological research is used to illustrate how sociologists help us understand the relationships between the social world and the individual.

### **SOCL 302 - Criminology**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* NQR This course examines justice and civility in law and law enforcement. Two interrelated parts are explored: (1) the creation and administration of criminal law; and (2) the development of patterns of behavior that violate criminal laws.

### **SOCL 304 - Gender in Society**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This course explores different theoretical approaches to gender and its intersections with other sources of inequality such as race, class and age. Possible topics include: gender

and sexuality, masculinities, gender and the body, and inequalities in the workplace and home.  
*Cross-listed with:* GSWS 304

### **SOCL 306 - Urban Sociology**

*Credits:* (3)

*Domain (Anchored):* CSI

This course examines the emergence of cities, particularly urbanization in the U.S. Explores urban structure from ecological and social perspectives, selected problems associated with urban growth including housing, segregation, education, crime and politics.

### **SOCL 307 - Sociology of Education**

*Credits:* (3)

*Domain (Anchored):* CSI

This course examines education as an institution that perpetuates inequality but also serves as a pathway for social mobility. It explores current educational issues such as equality of educational opportunity by race, class and gender, school segregation, and school accountability.

### **SOCL 308 - Environmental Sociology**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR This course examines why some environmental risks gain attention while others are ignored, how communities and individuals respond to environmental hazards, how environmental concern is measured, characteristics of the environmental movement and whether our society can become sustainable.

### **SOCL 309 - Media and Society**

*Credits:* (3)

*Domain (Anchored):* CSI

This course examines the media as an institution that influences and is influenced by other institutions. Possible topics include: media industries as complex organizations, media influence on politics, audience reception of media content, and the implications of new media technologies.

### **SOCL 310 - Wealth, Power, and Inequality**

*Credits:* (3)

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR This course explores inequality and how it is created and maintained. It takes an in-depth look at class and stratification in society, examining inequality in income, wealth, prestige, and power, and the cultural and economic systems that maintain it.

### **SOCL 311 - Birth, Sex, Death: Population and Society**

*Credits:* (3)

*Domain (Anchored):* CSI

This course examines debates about the effects of population growth on the environment, food supplies, distribution of resources, and standards of living. It explores the causes and consequences of population growth, composition, and distribution in economically developed and underdeveloped areas.

### **SOCL 313 - Globalization and International Development**

*Credits:* (3)

*Domain (Anchored):* CSI

This course examines the impact of globalization on the social, cultural and economic development of "non-Western" societies. Case studies will emphasize interconnections between global processes and local people. Possible topics: global economy, transnational migration, human rights, gender, and racial/ethnic diasporas.

*Cross-listed with:* LAS 313

### **SOCL 314 - The Politics of Global Health**

*Credits:* (3)

*College Curriculum:* COLL 300

This course critically examines the construction and institutionalization of global health using a sociological lens. We analyze concepts and cases related to colonialism; gender and social structure; neoliberalism; environmental health; international institutions; global health data and metrics; intellectual property and pharmaceutical access; and structural inequalities.

### **SOCL 315 - Gender, Sexuality, and the Law**

*Credits:* (3)

This course explores how legal systems construct and regulate gender and sexuality. We will bring the tools from an array feminist, queer, and critical race theory frameworks to bear upon legal arguments to illuminate their limits and contradictions. This course will be anchored in social science theory as well as the lived experiences of marginalized and criminalized populations.

### **SOCL 332 - Families and Health**

*Credits:* (3)

*Domain (Anchored):* CSI

This course introduces students to the sociological study of contemporary families and kinship. We pay particular attention to how gender, work, aging, immigration, neighborhood, medical institutions, and religion impact inequalities and health/wellness through family experience.

### **SOCL 337 - Immigration, Assimilation and Ethnicity**

*Credits:* (3)

*Domain (Anchored):* CSI

This course explores the forces that influence people to leave their own countries for the U.S.; how immigrants and their children adapt to their new surroundings; the role of historical and contemporary immigration on race/ethnic relations.

*Cross-listed with:* APIA 337 and LAS 337

### **SOCL 340 - Special Topics In Sociology**

*Credits:* (1-4)

Selected topics in sociology. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration.

This course may be repeated for credit If topic varies

### **SOCL 350 - Critical Engagement in Context**

*Credits:* (4)

This course will survey a range of critical theories and perspectives about civic engagement, including but not limited to philosophies of citizenship, organizational structure and efficacy, social justice and inequality, social movements, and others. Students will be encouraged to use an interdisciplinary lens for understanding principles and practices of civic engagement in this course, delving more deeply in areas of faculty expertise but covering a range of theoretical and critical perspectives that "complicate" notions of identity, community, and effective engagement depending on social, economic, and global contexts of participation for example.

### **SOCL 351 - Sociological Theory**

*Credits: (3)*

*Domain (Anchored):* CSI

This course explores classical and modern sociological theories and theorists. Examined also is the development of the discipline of sociology during the 19th and 20th centuries.

### **SOCL 352 - Research Design**

*Credits: (3)*

*Domain (Anchored):* CSI

This course introduces students to the logics of sociological research, and the diverse research designs that follow. Specifically, students will be introduced to selected qualitative and quantitative research designs that exemplify alternative logical and empirical traditions in sociological research. Students will learn skills necessary to understand the logic of different underlying methods, evaluate the strengths/weaknesses of quantitative and qualitative approaches, and assess whether research findings support stated conclusions. Attention will also be given to assessing the ethical/political implications of research design.

### **SOCL 353 - Quantitative Research Methods**

*Credits: (3)*

*Prerequisite(s):* Recommended Previous Course: SOCL 352

*College Curriculum:* ACTV, MATH

*Domain (Anchored):* CSI

In this course, students learn how to locate quantitative data, critique sources of data, and prepare data for analysis. Students learn descriptive, inferential, and multivariate explanatory techniques of data analysis, with an emphasis on selecting among these techniques and carrying them out using statistical software. Students learn how to interpret quantitative findings and convey them to a variety of audiences.

### **SOCL 354 - Qualitative Sociology**

*Credits: (3)*

*Prerequisite(s):* Recommended Previous Course: SOCL 352

*College Curriculum:* ACTV

*Domain (Anchored):* CSI

Students examine and learn the strategies of qualitative sociologists by reading excerpts from qualitative works and reflective writings about doing research. Students gain experience gathering a variety of qualitative data by performing ethnographic, comparative historical, archival, interview-based, and/or focus group research.

### **SOCL 361 - Social Movements and Social Change**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV, NQR This course examines different approaches to social change, social movements and collective action. Case studies will be used to explore such topics as; movement formation, strategies and effectiveness, collective identities, counter-cultures, the media and social control.

### **SOCL 362 - Medical Sociology**

*Credits: (3)*

*Domain (Anchored):* CSI

This course examines how health, illness, and health care are shaped by society, and vice versa. It

includes a focus on how cultural and structural factors influence the practice of medicine across contexts, as well as an exploration of the social causes of illness and mortality. Topics include: the social construction of illness, the social organization of medicine around the world, social responses to illness, social foundations of health behaviors, and the link between social stratification and health disparities.

### **SOCL 363 - Sociology of Religion**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): CSI*

*Domain (Reaching Out): ALV* This class explores how religious beliefs, practices, and institutional structures are shaped by gender, race, and sexuality. We pay particular attention to the boundaries of sociological methods and inquiry by listening carefully to related critical theological perspectives.

*Cross-listed with: RLST 363*

### **SOCL 364 - Sociology of Work**

*Credits: (3)*

*Domain (Anchored): CSI*

This course examines the role of work in contemporary society. Social, institutional and cultural influences are explored. Topics examined include: global work issues, paid and unpaid work, gendered segregation of work, discrimination in the workplace, and workplace cultures.

### **SOCL 365 - Economy and Society**

*Credits: (3)*

*Domain (Anchored): CSI*

This course examines economic action through a sociological lens. It includes examinations of early and recent features of capitalist development, the relationship of states and economic actors and institutions, labor and labor movements, and globalization. An introduction to the growing field of economic sociology, students will explore the embeddedness of markets, the importance of networks, and how race, class, and gender impact economic action.

### **SOCL 366 - Asian American Demography and Law**

*Credits: (3)*

*Domain (Anchored): CSI*

This class is designed to introduce you to the field of Asian American Studies. Even though Asian Americans are the fastest growing racial group in the United States, they are often left out of discussions about race relations and racial stratification. In this course, we will study how race/ethnicity influences life in the U.S., with a focus on Asian American communities and identities. We begin with a review of the demographic history of Asians and Asian Americans in the United States in order to situate the Asian American experience within broader social and historical contexts, and to highlight the diversity of Asian American communities and families.

Key to understanding the demographic history of Asian Americans are the immigration and naturalization laws that shaped who could enter the United States, and who could become citizens. Next, we examine the contemporary experiences of Asian Americans in order to address questions of what it means to be American, how racial/ethnic groups are stratified in the U.S., and how Asian Americans establish their ethnic identities. We also examine the role of Asian Americans in challenging and maintaining social boundaries by examining current legal debates on such topics as affirmative action, military naturalization, and immigration/refugee policies.

*Cross-listed with: APIA 366*

### **SOCL 368 - International Community Health and Development**

*Credits: (3)*

*College Curriculum: COLL 300*

*Domain (Anchored): ALV*

This course provides the foundations for projects in engaged scholarship focused on participatory development strategies and community health. It was developed through ongoing work with projects known as Student Organization for Medical Outreach and Sustainability (SOMOS) and Medical Aid Nicaragua: Outreach Scholarship. Both of these projects began as a student initiatives in service learning. The project founders sought a different model for student engagement and articulated concerns about the marginalization of regions, nations, communities, and people and about the arrogance of international development interventions. They expressed skepticism about the value of ungrounded approaches to helping.

### **SOCL 369 - Methods and Analysis in International Community Health and Development**

*Credits: (3)*

*College Curriculum: COLL 300*

This course introduces the core methods and data analysis techniques for projects in engaged scholarship focused on participatory development strategies and community health. It was developed through ongoing work with projects known as Student Organization for Medical Outreach and Sustainability (SOMOS) and Medical Aid Nicaragua: Outreach Scholarship. Both of these projects began as a student initiatives in service learning. The project founders sought a different model for student engagement and articulated concerns about the marginalization of regions, nations, communities, and people and about the arrogance of international development interventions. They expressed skepticism about the value of ungrounded approaches to helping.

Through ongoing partnership efforts in Paraiso, Dominican Republic and Cuje, Nicaragua, we have sought ways to partner effectively and respectfully with residents and communities. We have used basic methods of ethnography, GIS, and social networks analysis (SNA) to collect and analyze data to describe the communities and to understand local arrangements that could support collaboration and collective capacity. Seeking best practices and strategies has resulted in ongoing efforts to develop a refined model of participatory development that relies on community-based participatory research (CBPR) methods and emphasizes community collective decision-making, solidarity, and action over external expertise, direction, and guidance.

*Cross-listed with: KINE 369*

### **SOCL 404 - Modern Organizations**

*Credits: (3)*

*Prerequisite(s): (Course may not be offered regularly.)*

*Domain (Anchored): CSI*

This seminar examines large bureaucratic organizations and interorganizational systems that profoundly shape the character of our society and our lives. Theories are used to improve our ability to analyze, work within and respond to organizations.

### **SOCL 408 - Migration in a Global Context**

*Credits: (3)*

*Domain (Anchored): CSI*

This seminar examines shifting patterns, experiences, and theoretical perspectives of migration in a context of globalization. Emphasis is on the causes and consequences of migration. Topics may include: race, gender, family, work, immigrants' rights, changing notions of citizenship and democracy.

### **SOCL 409 - Immigration, Citizenship, and Border Studies**

*Credits: (3)*

*Prerequisite(s): SOCL 351 or SOCL 352*

*Domain (Anchored):* CSI

In the upper-level seminar, students will use the interdisciplinary lens of border studies to explore the cultural, political, and economic dynamics of immigration and their implications for the larger issues of democratic participation, community, and social membership.

### **SOCL 410 - Food and Society**

*Credits:* (3)

This course explores the social meanings and the structural relations of power that influence production, distribution, and consumption of food. It focuses on developing a sociological understanding of the structure of a globalized, industrialized agriculture and food system and the impacts on farmers, consumers and communities.

### **SOCL 411 - Community Sociology**

*Credits:* (3)

This course interrogates the meaning of community. Course participants will ask questions about what communities are, where they exist, how they change, the conditions under which they flourish (or do not), and how the perspectives on these various questions have changed over time.

### **SOCL 412 - Social Inequality and Health**

*Credits:* (3)

Social conditions such as poverty, social isolation, segregation, and experiences of discrimination are associated with poorer health outcomes across a range of disease mechanisms. This course will cover health outcomes research from a variety of disciplines, with a particular focus on how social inequality—particularly along lines of class, race, gender, and sexual identity—shapes patterns of health and illness. It will draw on such research to understand how individual illnesses and deaths are caused by social factors and use health outcomes as a window for examining the social, cultural, political, and economic contexts in which health inequalities occur.

### **SOCL 420 - Political Ecology of Health & Disease**

*Credits:* (3)

*College Curriculum:* CSI

The course examines the ways in which human societies and individuals shape the planetary landscape, enhance disease outbreaks, and in turn respond. Students learn about this in a variety of places and do a research project on their own or in groups to examine a specific place, how its landscape has changed, and how this has impacted health and disease.

### **SOCL 425 - Blacks in American Society**

*Credits:* (3)

*Domain (Anchored):* CSI

This seminar examines changing economic, political, educational and residential conditions of Blacks in the United States in terms of their historic and contemporary consequences. Explores the diverse experiences of Americans of African descent and intra-group tensions (class and gender related).

*Cross-listed with:* AFST 425

### **SOCL 426 - Sociology of Mental Illness**

*Credits:* (3)

*Domain (Anchored):* CSI

This seminar explores sociological aspects of mental illness and mental health. It examines the social and cultural sources of mental disorders, definitions, types, distribution within society, and sociological factors in the treatment of mental illness.

### **SOCL 427 - Energy, Environment, and Development**

*Credits: (3)*

*Domain (Anchored):* CSI

This seminar examines the role of extractive and agricultural industries in processes of globalization and socioeconomic change. Topics include: the commodification of nature; resource scarcity, and global expansionism; unequal ecological exchange; resource wars; and the end of nature.

### **SOCL 428 - Technology, Science and Power**

*Credits: (3)*

*Domain (Anchored):* CSI

This seminar provides an in-depth exploration of the literature in the sociology of science and technology. Particular attention is given to how race, gender, class, sexuality, and globalization shape the use of technology and the production of scientific knowledge.

### **SOCL 429 - Deviance and Social Control**

*Credits: (3)*

*Prerequisite(s):* Any 200-level sociology course

*Domain (Anchored):* CSI

This seminar examines behavior that violates social norms, yet is not necessarily illegal. The course focuses on social control and the emergence of deviant lifestyles.

### **SOCL 431 - Comparative Race Relations**

*Credits: (3)*

*Domain (Anchored):* CSI

This seminar examines the role of race/ethnicity as factors of social differentiation in various societies using a comparative approach. Topics include: effects of colonialism, consequences of nationalization projects, distribution of societal resources and the assimilation/ pluralism paradigms.

### **SOCL 432 - Sociology of Sexualities**

*Credits: (3)*

*Domain (Anchored):* CSI

This seminar examines how sociologists study sexuality. Topics include: sociological approaches to studying sexuality, the growing prominence of sexual minorities, sexuality throughout life, sexual subcultures, the politics of sexuality, and how sexual norms differ among various social groups.

### **SOCL 433 - Crime and Justice in America**

*Credits: (3)*

*Prerequisite(s):* Any 200 level sociology course or consent of instructor

*Domain (Anchored):* CSI

This interdisciplinary seminar examines the history, culture, social structure, and social processes of justice in the United States. Drawing from literature, history, ethnography, policy analysis, and criminology, the course examines meanings and experiences of crime and justice as American phenomena.

### **SOCL 434 - Race and Crime**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* CSI

*Domain (Reaching Out):* ALV This class uses a sociological lens and examines research addressing racial disparities in criminal justice outcomes. We pay particular attention to the role of public policy in

creating and maintaining racial and ethnic disparities in the US broadly as well as within the criminal justice system specifically.

**SOCL 435 - Crime and the Life Course**

*Credits: (3)*

*Domain (Anchored):* CSI

This course introduces students to the life-course perspective as a theoretical and analytic framework for studying crime and criminal justice. The course will review and evaluate the theoretical, methodological, and practical issues that have emerged from the growing importance of the life-course perspective in the field of criminology.

**SOCL 440 - Special Topics in Sociology**

*Credits: (1-3)*

Selected topics in sociology. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration.

This course may be repeated for credit if topic varies

**SOCL 480 - Readings in Sociology**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor

Independent readings directed toward conceptual topics and substantive areas in sociology. Students will read materials in their own area of interest in consultation with an appropriate faculty member. Readings will not duplicate areas covered in courses offered in the curriculum.

**SOCL 481 - Readings in Sociology**

*Credits: (1-3)*

*Prerequisite(s):* Consent of instructor

Independent readings directed toward conceptual topics and substantive areas in sociology. Students will read materials in their own area of interest in consultation with an appropriate faculty member. Readings will not duplicate areas covered in courses offered in the curriculum.

**SOCL 490 - Independent Research**

*Credits: (1-4)*

*Prerequisite(s):* SOCL 352

This course is designed to permit the sociology concentrator to engage in independent research after completing Sociology 352 (Social Research). Working closely with a department faculty member as an advisor, each student will prepare a substantial research paper.

**SOCL 494W - Senior Capstone Seminar**

*Credits: (3)*

*Prerequisite(s):* SOCL 351 and SOCL 352 and SOCL 353 and SOCL 354

*College Curriculum:* COLL 400

This course is designed as a capstone experience for senior majors. It also fulfills the major writing requirement.

**SOCL 495 - Honors**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor. (Students may opt to begin honors in Spring of junior year.)

Sociology Honors candidates enroll for both semesters of their senior year. Requirements: oral defense of an honors proposal at the end of the first semester; preparation and presentation of a completed Honors project, satisfactory performance in a comprehensive oral examination focusing on the Honors thesis.

### **SOCL 496 - Honors**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor. (Students may opt to begin honors in Spring of junior year.)

*College Curriculum:* COLL 400

Sociology Honors candidates enroll for both semesters of their senior year. Requirements: oral defense of an honors proposal at the end of the first semester; preparation and presentation of a completed Honors project, satisfactory performance in a comprehensive oral examination focusing on the Honors thesis.

### **SOCL 498 - Internship**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor

This course is designed to allow students to gain first-hand knowledge through practical experience in real-world settings. Students will be supervised by and will meet regularly with department faculty members. The internship includes readings in related areas of sociology as assigned by supervising faculty as well as a final paper.

### **SOCL 499 - Internship**

*Credits: (3)*

*Prerequisite(s):* Consent of instructor

This course is designed to allow students to gain first-hand knowledge through practical experience in real-world settings. Students will be supervised by and will meet regularly with department faculty members. The internship includes readings in related areas of sociology as assigned by supervising faculty as well as a final paper.

## **Theatre, Speech, and Dance**

### **Theatre**

When students decide to become theatre majors, they accept the requirements demanded by their art—self-discipline, curiosity, cooperation, and a desire for excellence. Theatre inherently embraces the liberal arts, fusing historical and theoretical studies with creative work. We expect theatre majors to become knowledgeable about all facets of theatrical practice including direction, design, technical production, and performance.

Our undergraduates excel because the department provides major opportunities for students to fulfill high level production assignments and in-depth scholarly research while investigating a variety of theatrical genres. In addition to four main stage productions each year, the department sponsors Senior Directorials (full-length plays directed by advanced students), Director's Workshop (one-act plays directed by intermediate students), and Premiere Theatre (plays written, directed, and acted by students). A distinctive feature of the department is our faculty's deep collaboration with global, ethnic, and interdisciplinary based programs of study such as Africana Studies, American Studies, Asian Studies, Film Studies, Literary & Cultural Studies, and Women's Studies.

The department prepares students to continue working in theatre, to teach, to pursue graduate studies, or to apply lessons learned in other occupations. The immersion in both scholarship and performance at William and Mary provides an excellent basis for any pursuit which demands leadership ability, collaborative skill, practical expertise, and creative intelligence.

## Dance

The Dance Program emphasizes the creative process within a liberal arts setting by providing an environment to stimulate inventive thinking through the language of dance. Students are provided with major opportunities to produce original choreographic work through two main stage concerts and one studio concert each year. Dance offerings include cross-listings in Africana Studies, American Studies, Asian Studies, and Film Studies. Many students study dance for the first time at William and Mary, while others build on previous training. Students pursue studies in dance to develop artistry, performance skills, leadership ability, and critical thinking skills which are essential in many professions and provide a foundation for graduate work and careers in dance.

A Placement Evaluation to determine technique level is offered during orientation week in the fall. Students will be assigned to the technique level for which they are qualified on the basis of previous background and demonstrated technical ability. Those students who place at the 300-level or above will receive exemption for GER 6 (No credit).

## Programs and Course Descriptions

### Programs

- [Dance, Minor](#)
- [Theatre \(BA in Theatre and Speech\)](#)
- [Theatre, Minor](#)

## Dance, Minor

### Required Credit Hours: 22

#### Core Requirements:

A maximum of 16 credit hours in dance technique and Performance Ensemble (DANC 111, DANC 211, DANC 212, DANC 261, DANC 262, DANC 264, DANC 311, DANC 312, DANC 321, DANC 322, DANC 411, DANC 412) may be used toward graduation requirements for those minoring in dance. Non-minors may apply 14 credits of dance technique and Performance Ensemble toward graduation requirements. Please note: This limit does not include other Dance Program courses such as dance history, freshman seminars, composition, practicum, independent projects or Alexander Technique.

- DANC 220 - History of Modern Dance Credits: (3) or DANC 230 - History of American Vernacular Dance Credits: (3)
- DANC 305 - Dance Composition I Credits: (3)
- DANC 306 - Dance Composition II Credits: (3)
- DANC 401 - Group Choreography Credits: (3)
- DANC 401L - Group Choreography Lab Credits: (1)
- DANC 406 - Independent Projects in Dance Credits: (1-3)
- 4 credits from Modern II, III and/or Modern IV
- DANC 211 - Modern II Credits: (2)
- DANC 212 - Modern II Credits: (2)
- DANC 311 - Modern III Credits: (1)
- DANC 312 - Modern III Credits: (1)
- DANC 411 - Modern IV Credits: (1)
- DANC 412 - Modern IV Credits: (1)

- Electives as required

## **Theatre (BA in Theatre and Speech)**

### **Required Credit Hours: 36**

#### **Major Computing Requirement (Select One):**

- THEA 306 - Advanced Stagecraft Credits: (3)
- THEA 309 - Costume Design for the Theatre Credits: (3)
- THEA 310 - Scene Design Credits: (3)
- THEA 312 - Sound Design for the Theatre Credits: (3)
- THEA 314 - Stage Lighting Design Credits: (3)
- THEA 320 - Creativity is Not Just for the Right Brained: The Business of the Performing Arts Credits: (3)

#### **Major Writing Requirement:**

To pass the Major Writing Requirement in Theatre, majors must earn a “paper grade” of “C-” or better in two courses from among the courses listed below. The “paper grade,” a part of the final course grade, will be the average of all short and long papers “weighted” according to the course syllabus. Instructors in these courses will provide a series of opportunities for students to demonstrate their ability to write essays containing sustained and well-developed thought in clear and effective prose. Instructors will comment upon and direct more than one paper in a course or more than one draft of a long paper, thus giving students the chance to benefit from the instructor’s critical assessment.

- THEA 328 - World Theatre History, 500 B.C. to 1750 Credits: (3)
- THEA 329 - World Theatre History, 1750 to the Present Credits: (3)
- THEA 331 - Feminist Theory and Contemporary Theatre Credits: (3)
- THEA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice Credits: (4)
- THEA 336 - African American Theatre History I Credits: (3)
- THEA 337 - African American Theatre History II Credits: (3)
- THEA 410 - Theatre and Society in 20th-Century America Credits: (3)
- THEA 415 - Shakespeare’s Renaissance Theatre Credits: (3)
- THEA 461 - Topics in Theatre History, Theory and Criticism Credits: (3)
- THEA 481 - Dramatic and Theatrical Theory Credits: (3)

#### **Core Requirements:**

Students considering a theatre major are advised to take either THEA 150 or THEA 200 in their freshman year. Students taking THEA 200 may not take THEA 150 for credit and vice versa.

A student majoring in theatre must take:

- THEA 150 - First Year Seminar Credits: (4)  
or
- THEA 200 - Introduction to Theatre Credits: (2)
- THEA 200L - Theatre Production Lab Credits: (1)  
and
- THEA 201 - Acting One Credits: (4)
- THEA 205 - Stagecraft Credits: (3)
- THEA 300 - Fundamentals of Design for the Theatrical Arts Credits: (3)

- THEA 328 - World Theatre History, 500 B.C. to 1750 Credits: (3)
- THEA 329 - World Theatre History, 1750 to the Present Credits: (3)
- THEA 380 - Practicum in Theatre Credits: (1) two credits, at least one must be in a technical area
- THEA 407 - Direction Credits: (3)

**One of the Following:**

- THEA 317 - Fundamentals of Playwriting Credits: (3)
- THEA 331 - Feminist Theory and Contemporary Theatre Credits: (3)
- THEA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice Credits: (4)
- THEA 336 - African American Theatre History I Credits: (3)
- THEA 337 - African American Theatre History II Credits: (3)
- THEA 410 - Theatre and Society in 20th-Century America Credits: (3)
- THEA 415 - Shakespeare's Renaissance Theatre Credits: (3)
- THEA 461 - Topics in Theatre History, Theory and Criticism Credits: (3)
- THEA 481 - Dramatic and Theatrical Theory Credits: (3)

**One of the Following:**

- THEA 309 - Costume Design for the Theatre Credits: (3)
- THEA 310 - Scene Design Credits: (3)
- THEA 312 - Sound Design for the Theatre Credits: (3)
- THEA 314 - Stage Lighting Design Credits: (3)

**One of the Following:**

Students with previous Dance experience should take the Dance Placement Evaluation in the fall to gain permission for intermediate level Modern, Ballet or Jazz courses.

One Dance Technique course any level from the first group below:

- DANC 111 - Modern I Credits: (2)
- DANC 211 - Modern II Credits: (2)
- DANC 212 - Modern II Credits: (2)
- DANC 261 - Intermediate Ballet Credits: (2)
- DANC 262 - Intermediate Ballet Credits: (2)
- DANC 264 - Intermediate Jazz Credits: (2)
- DANC 303 - Alexander Technique Credits: (1)
- DANC 311 - Modern III Credits: (1-2)
- DANC 312 - Modern III Credits: (1-2)
- DANC 333 - South & South East Asian Folklore Performance Credits: (3-4) or
- THEA 333 - South & South East Asian Folklore Performance Credits: (3-4)
- DANC 350 - Introduction to Physical Theatre Credits: (3) or THEA 350
- DANC 411 - Modern IV Credits: (1-2)
- DANC 412 - Modern IV Credits: (1-2)

## **Theatre, Minor**

**Required Credit Hours: 22**

## **Core Requirements:**

- THEA 200 - Introduction to Theatre Credits: (2) and
- THEA 200L - Theatre Production Lab Credits: (1)  
OR
- THEA 150 Introduction to Theatre (4)
  
- THEA 201 - Acting One Credits: (4)
- THEA 300 - Fundamentals of Design for the Theatrical Arts Credits: (3)
- THEA 328 - World Theatre History, 500 B.C. to 1750 Credits: (3)
- THEA 329 - World Theatre History, 1750 to the Present Credits: (3)
- THEA 380 - Practicum in Theatre Credits: (1)
- Electives as required

## **Course Descriptions**

### **Dance**

#### **DANC 100 - Critical Questions in Dance**

*Credits: (4)*

*College Curriculum: COLL 100*

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in Dance for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

#### **DANC 111 - Modern I**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

*Domain (Anchored): ALV*

Designed for the student with little or no dance background. Introduces dance as an art form and as a means of expression through both the study of movement fundamentals and creative work.

Course may be repeated with instructor permission

#### **DANC 150 - First-Year Seminar**

*Credits: (4)*

*College Curriculum: COLL 150*

An exploration of a specific topic in Dance. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion. Sample topics might include various aspects of Dance History (e.g. specific choreographers or movements).

#### **DANC 201 - Reconstructing Moments in History**

*Credits: (4)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* This historical and practical course will explore 20th Century modern dance choreographers and the social, political, and cultural events that shaped their work. Students will also explore short excerpts from historical dance works from notation score and create their own mini-scores using Motif Writing.

#### **DANC 211 - Modern II**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

Designed to strengthen technical skill at an intermediate level. Explores dance as an art form and as a means of expression through both the development of movement skills and creative work.

### **DANC 212 - Modern II**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

Designed to strengthen technical skill at an intermediate level. Explores dance as an art form and as a means of expression through both the development of movement skills and creative work.

### **DANC 220 - History of Modern Dance**

*Credits: (3)*

*Domain (Anchored): ALV*

An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century.

*Cross-listed with: AMST 240*

### **DANC 230 - History of American Vernacular Dance**

*Credits: (3)*

An introduction, through films and lectures, to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom, and jazz by examining the movement styles found in concert jazz, musical theatre, and popular social dances.

*Cross-listed with: AFST 334, AMST 241*

### **DANC 261 - Intermediate Ballet**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

*Domain (Anchored): ALV*

Designed to strengthen technical skill at an intermediate level. Explores ballet as an art form and as a means of expression through both the development of a movement style and creative work.

### **DANC 262 - Intermediate Ballet**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

*Domain (Anchored): ALV*

Designed to strengthen technical skill at an intermediate level. Explores ballet as an art form and as a means of expression through both the development of a movement style and creative work.

### **DANC 264 - Intermediate Jazz**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

*Domain (Anchored): ALV*

Explores jazz dance as an art form and as a means of expression through technical and creative work (choreography, improvisation). The study of various jazz and musical theatre dance styles will reflect the history of jazz and popular music.

### **DANC 301 - Practicum in Dance**

*Credits: (1-3)*

*Domain (Anchored): ALV*

Designed to provide an opportunity for students to fulfill needs in dance-related areas of movement experience such as improvisation, partnering, effort/shape, performance skills, teaching skills, body therapies, interdisciplinary creative work, intensive work with technique, and community outreach activities.

Course may be repeated for a maximum of 6 credits

**DANC 303 - Alexander Technique**

*Credits: (1)*

Designed to provide students with an opportunity to refine and heighten kinesthetic sensitivity. The process of exploring the inherent design of the human body, and cooperating consciously with that design, leads to greater ease, flexibility, power, and expressiveness in all activities.

As space permits, this course may be repeated once for credit

**DANC 305 - Dance Composition I**

*Credits: (3)*

*Domain (Anchored): ALV*

This course introduces elements, methods and structures of dance composition in application to the solo figure. Students will have the opportunity to experiment with movement invention; to cultivate variety, contrast, and originality in their choreographic process; and to expand their personal aesthetic range.

**DANC 306 - Dance Composition II**

*Credits: (3)*

*Prerequisite(s): DANC 305*

*Domain (Anchored): ALV*

This course builds on the compositional elements presented in DANC 305 and offers students the opportunity to develop increasing sophistication and self-direction in their approach to choreography. The inspiration for the studies will be compositional experiments in 20th and 21st century fine and performing arts.

**DANC 311 - Modern III**

*Credits: (1-2)*

*College Curriculum: ARTS*

*Domain (Anchored): ALV*

Designed to challenge the student by introducing complex movement sequences drawn from well-known technical vocabularies.

Course may be repeated twice for credit.

**DANC 312 - Modern III**

*Credits: (1-2)*

*College Curriculum: ARTS*

*Domain (Anchored): ALV*

Designed to challenge the student by introducing complex movement sequences drawn from well-known technical vocabularies.

Course may be repeated twice for credit.

**DANC 313 - Intermediate-Advanced Ballet**

*Credits: (1)*

*College Curriculum: ALV, ARTS*

Designed for the proficient dancer to provide a sound physical and intellectual understanding of ballet technique.

May be repeated for credit.

**DANC 314 - Intermediate-Advanced Ballet**

*Credits: (1)*

*College Curriculum: ALV, ARTS*

Designed for the proficient dancer to provide a sound physical and intellectual understanding of ballet technique.

May be repeated for credit.

**DANC 321 - Performance Ensemble**

*Credits: (1-2)*

*Prerequisite(s): Successful audition*

*Domain (Anchored): ALV*

Designed to provide an opportunity for the advanced dancer to participate in creative work and performance.

Each course may be repeated three times for credit

**DANC 322 - Performance Ensemble**

*Credits: (1-2)*

*Prerequisite(s): Successful audition*

*Domain (Anchored): ALV*

Designed to provide an opportunity for the advanced dancer to participate in creative work and performance.

Each course may be repeated three times for credit

**DANC 330 - Internship in Dance**

*Credits: (1-3)*

Qualified students may receive credit for a structured learning experience in a professional quality dance company or dance festival (e.g., American Dance Festival, Duke University) which provides an opportunity to apply and expand knowledge under expert supervision. Must be approved in advance as well as monitored and evaluated by the faculty.

Course may be repeated for a maximum of 6 credits

**DANC 333 - South & South East Asian Folklore Performance**

*Credits: (3-4)*

*College Curriculum: COLL 200, ACTV, ARTS*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Interdisciplinary journey into the sociocultural history, aesthetics, languages, and performance of indigenous ceremony, ritual, folklore, oral literature, song, dance, and theatre in South and Southeast Asia. Students will learn to sing, dance, act, chant, and analyze material from sacred Hindu epics such as the "Ramayana" and "Mahabharata."

*Cross-listed with: AMES 333 or THEA 333*

**DANC 340 - African-American and South African Movement Exchange**

*Credits: (3)*

*College Curriculum: (ACTV, GER 5, GER 6)*

This is both a practical and lecture-based course that provides an introduction to the aesthetics of 20th and 21st century African-American and South African modern dance pioneers who choreographed and used dance as a means for political and social expression.

**DANC 350 - Introduction to Physical Theatre**

*Credits: (3)*

*College Curriculum: COLL 200, ARTS*

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course is an introduction to storytelling through movement with content inspired by both personal and societal issues. Students will develop skills through a range of physical theatre techniques. As students develop collaborative projects, they will learn to balance individual impulses within an ensemble, use compositional tools, develop physically-inspired characters, shape their environment, and provide feedback to others. Students will present an overview of one physical theatre approach as well as engage with readings, video viewings, discussions, and written responses.

*Cross-listed with:* THEA 350

### **DANC 401 - Group Choreography**

*Credits:* (3)

*Prerequisite(s):* DANC 305 - DANC 306

*Corequisite(s):* DANC 401L

Students explore principles of choreographic invention for small groups and large ensembles. Problems and possibilities for movement invention involving more than one dancer are investigated as an outgrowth of DANC 305 - DANC 306 which concentrates on composition for the solo figure.

### **DANC 401L - Group Choreography Lab**

*Credits:* (1)

Students will apply principles of choreographic invention, rehearsal and performance techniques learned in DANC 401. Emphasis is on the choreography, teaching, rehearsal and studio performance of two original works - one for a small group and one for a large ensemble.

### **DANC 406 - Independent Projects in Dance**

*Credits:* (1-3)

Directed study of the advanced student arranged on an individual basis with credit according to the range of the proposed project. A semester of work could include either a choreographic work or a research project.

### **DANC 411 - Modern IV**

*Credits:* (1-2)

*College Curriculum:* ARTS

*Domain (Anchored):* ALV

Designed for the proficient dancer to provide a sound physical and intellectual understanding of modern dance technique. Concentrates on elements drawn from specific movement theories.

Course may be repeated three times for credit.

### **DANC 412 - Modern IV**

*Credits:* (1-2)

*College Curriculum:* ARTS

*Domain (Anchored):* ALV

Designed for the proficient dancer to provide a sound physical and intellectual understanding of modern dance technique. Concentrates on elements drawn from specific movement theories.

Course may be repeated three times for credit.

### **DANC 460 - Topics in Dance**

*Credits:* (1-3)

Exploration of a topic in dance through readings, writing, discussions, and practice (when applicable).

If there is no duplication of topic, course may be repeated for credit

## Speech

### **SPCH 102 - Fundamentals of Oral Communication**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

An examination of oral communication within a variety of contexts, including interpersonal, small group, public and intercultural communication. The course will focus on techniques to achieve competency and on the development of other communication skills such as listening, participating in discussions and critical thinking.

### **SPCH 201 - Public Speaking**

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

*Domain (Anchored): ALV*

Understanding and application of the principles of public speaking. Analysis of speeches based on organization, content, and delivery.

### **SPCH 201A - Public Speaking**

*Credits: (2)*

Understanding and application of the principles of public speaking. Analysis of speeches based on organization, content, and delivery.

Note: This course is proposed as part of the W&M Jumpstart Data Science program.

### **SPCH 205 - Oral Interpretation of Literature**

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

Students will engage in a highly experiential study of literature through the intensive development of analytical ability and vocal and physical performance skills. Students will study, explore, and perform from the major literary genres of prose, poetry, and drama.

### **SPCH 309 - Argumentation and Debate**

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

Training in the techniques and practices of argumentative speaking, study and analysis of debate propositions, preparation of the brief, research and selection of evidence, and practice in rebuttal and refutation. Lectures and class debating.

### **SPCH 310 - Principles of Group Discussion**

*Credits: (3)*

Study of logical and psychological foundations of discussion as a method of dealing with public questions, considering problems of adjustment, communication and collaborative action in small groups. Emphasis on principles, types and methods of discussion. Lectures and practice participation.

### **SPCH 311 - Fundamentals of Communication Theory**

*Credits: (3)*

An examination of various theories of communication and application of those theories to specific social events. Attention will be given to the function of communication models, the dimension of interpersonal and intra-personal communication, nonverbal elements of communication, and analysis of attitude, change and theory.

### **SPCH 312 - Persuasive Speaking**

*Credits: (3)*

Study of the principles of persuasive speaking, motivation of the audience; the development and organization of the persuasive message; the place of persuasive speeches in persuasive campaigns. Students will give several persuasive speeches.

### **SPCH 410 - Special Topics**

*Credits: (1-3)*

*Prerequisite(s):* SPCH 201 or consent of the instructor

This course will address selected topics relating to communication across interdisciplinary platforms that are not routinely covered by existing courses. Subjects and prerequisites may vary from year to year.

This course may be repeated for credit.

### **SPCH 411 - Independent Studies**

*Credits: (1-3)*

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done.

Course may be repeated for credit.

## **Theatre**

### **THEA 100 - Big Ideas in Theatre, Speech, and Dance**

*Credits: (4)*

*College Curriculum:* COLL 100

An exploration of significant questions and integrative concepts in Theatre, their grounding in the process of scientific discovery and application, and their broader relevance to society. Designed for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word.

### **THEA 150 - First Year Seminar**

*Credits: (4)*

*College Curriculum:* COLL 150

An exploration of a specific topic in Theatre. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion.

### **THEA 180 - Production Laboratory**

*Credits: (1)*

Participation in various aspects of William and Mary Theatre's production program, including acting, directing, technical or orchestral pit assignments; 50 hour minimum per production. Maximum of 4 credits may be applied to the 120 credit graduation requirement. Instructor permission and course contract required.

### **THEA 200 - Introduction to Theatre**

*Credits: (2)*

*Corequisite(s):* THEA 200L Restricted to Freshmen and Sophomores

*College Curriculum:* COLL 200, ACTV, ARTS

*Domain (Anchored):* ALV

*Additional Domain (if applicable):* CSI

This course offers both a theoretical and practical introduction to theatre. We will be thinking about what theatre is and can be, what it means for those who make it (audiences and practitioners alike) and how it gets made. Analysis of different approaches to theatre, including classical models of dramaturgy,

realisms, through to postmodern experiments with form, devising from non-dramatic sources, performance art and community-engaged theatre, accompanies practical applications of playwriting, acting and performance, scenography, theatrical criticism, devising and the participation in production crews through the lab section (200L).

Three class hours plus a minimum of 50 hours working on productions under THEA 200L.

### **THEA 200L - Theatre Production Lab**

*Credits: (1)*

*Corequisite(s):* THEA 200

Supervised by production staff. Practical immersion in the collaborative process of theatre production through work on preparation crews, running crews, costume crews, and/or box office. Students complete a minimum of 50 hours as a member of one or more crews for the mainstage theatre and dance productions.

Lab hours are primarily in the evening and on weekends and are concentrated during the load in period, technical rehearsals, and performances of each show.

### **THEA 201 - Acting One**

*Credits: (4)*

*College Curriculum:* ACTV, ARTS

*Domain (Anchored):* ALV

An introduction to the art and craft of acting. Development of vocal, physical, and improvisational skills through active exercises, play readings, and a rigorous approach to scene and character analysis for individuals and small groups.

### **THEA 203 - Scene Painting**

*Credits: (3)*

*College Curriculum:* ACTV, ARTS

Study of scene-painting techniques and an introduction to basic equipment, supplies, color-mixing, color theory and methods of application. Students prepare exercises and function as scene painters for William and Mary Theatre productions.

Four additional workshop hours required per week in addition to class sessions.

### **THEA 205 - Stagecraft**

*Credits: (3)*

*College Curriculum:* COLL 200

*Domain (Anchored):* NQR

*Domain (Reaching Out):* ALV Study and practice in technical problems, working drawings, construction, rigging, and handling of scenery, properties and backstage organization. Students act as scenic technicians for William and Mary Theatre productions.

Lecture and workshop six hours.

### **THEA 206 - Makeup**

*Credits: (2)*

*College Curriculum:* ACTV, ARTS

Basic principles of makeup for theatre, television and other performance arts; a varied series of projects to develop individual skills and an awareness of how the actor enhances his "living mask" to create imaginative characterizations. Production involvement required.

### **THEA 211 - Theatrical Combat for Stage**

*Credits: (3)*

*College Curriculum:* (ACTV, GER 6)

This course is an introduction to the art of theatrical combat for stage and screen. This course provides a foundation for unarmed stage and screen combat as well as an academic introduction to theatrical weaponry.

### **THEA 213 - Introduction to Stage Lighting**

*Credits: (4)*

*College Curriculum: COLL 200, ACTV, ARTS*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* NQR Methods and materials of stage lighting, with emphasis on the study of the functions and qualities of light, instruments, control equipment, and procedure. Students act as technicians for William and Mary Theatre productions.

### **THEA 220 - Millinery**

*Credits: (2)*

*College Curriculum: ACTV, ARTS*

An introduction to the principles, materials, and techniques basic to the creation of hats and headwear appropriate for stage and street wear. Students will examine research and design, construction, and decoration through a series of projects.

Lecture and studio 2 hours.

### **THEA 222 - Acting Asian American: The Performance of Identity**

*Credits: (4)*

*College Curriculum: COLL 200, ACTV, ARTS*

*Domain (Anchored): ALV*

*Domain (Reaching Out):* CSI Beginning actor training for students who will perform from scripts dramatizing the Asian American community. Scene study involves research and analysis of the script's socio-historical background. The scripts may cover themes such as immigration, colonialism, discriminatory laws, gender stereotypes and hyper-sexualization, the fetish and sex trade, the Japanese American internment, the farm-workers labor movement, the Vietnam War, and Terrorism. Graded course work includes monologue and scene work, analytical and reflective essays, and a public performance celebrating Asian Pacific American Heritage.

*Cross-listed with: APIA 222*

### **THEA 260 - Introduction to Musical Theatre**

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

This is an introductory course in musical theatre history and performance for students entertaining their first experience with acting and singing, or, for those who wish to expand on their previous high school training. The course deals with the exploration and study of musical theatre performers, literature and history through video and recordings, and preparation of musical theatre repertoire for the audition process. Some previous singing or acting experience is suggested.

### **THEA 262 - Solo Performance Art**

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

This class reviews the history of performance art with attention to the manifestos created. Each student will write their own Performance Manifesto, with the class culminating in the creation and public showing of a solo performance work. Time will be spent in and out of class rehearsing and experimenting (the performance process) on how to make the leap from a written manifesto to the act of artistic expression.

**THEA 263 - Body Imaging in Popular Film and Media**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

This course will address how popular screen "embodiments" of women visualize ideologies of discipline and desire. In a culture in which her body has become a representation of the ability to control appetites, size and shape, its rehabilitation has become a project of endless reconstruction, redesign and maintenance. Throughout the course we will draw from feminist film theory, and women's, gender, and cultural studies to explore the intersection of feminism and media culture, and the construction of gender identity.

**THEA 264 - Right Here, Right Now: Site Specific Art**

*Credits: (3)*

*College Curriculum: COLL 200, ARTS*

*Domain (Anchored): ALV*

*Domain (Reaching Out): CSI* Through a series of creative projects, students will investigate and respond to the social, cultural, economic and religious attributes of the Camino de Santiago. Offered onsite in Santiago de Compostela.

**THEA 272 - Creative Problem Solving**

*Credits: (3)*

*College Curriculum: COLL 200*

*Domain (Anchored): ALV*

*Additional Domain (if applicable): CSI*

A deep dive into the murky waters of sticky, undefined problem solving from a variety of viewpoints. Drawing on the expertise of professionals in a wide range of disciplines, this course helps students learn how to identify and solve complex 21st Century challenges.

*Cross-listed with: BUAD 457*

**THEA 300 - Fundamentals of Design for the Theatrical Arts**

*Credits: (3)*

*Prerequisite(s):* THEA 200 or THEA 150 and THEA 205 or permission of instructor *Corequisite(s):* THEA 300L

An introduction to the elements and principles of design and to the methods and materials of visual expression in the theatre.

**THEA 302 - Acting One**

*Credits: (3)*

*Prerequisite(s):* THEA 201 and THEA 200

Concentration on the development of performance skills and the use of the dramatic imagination through character studies and preparation of scenes and monologues from the modern theatre for classroom presentation. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department. An audition may be considered for enrollment if pre-requisites not met.

**THEA 306 - Advanced Stagecraft**

*Credits: (3)*

*Prerequisite(s):* THEA 205

Study and practice of advanced technical practices through lecture, discussion, research and individual

projects. Emphasis is placed on construction, analysis, computer assisted drafting, graphics, material selection, scene shop topography and maintenance, and technical direction.

### **THEA 307 - Costume Patterning and Construction**

*Credits: (3)*

An introduction to the principles and skills basic to patterning and construction of costume garments and accessories for both period and modern production. Students prepare exercises and function as technicians for the William and Mary Theatre productions.

Two class hours, five laboratory hours.

### **THEA 308 - History of Fashion and Clothing**

*Credits: (3)*

History of period costume and clothing from Egyptian to 20th century fashion; lecture, research and field trips.

### **THEA 309 - Costume Design for the Theatre**

*Credits: (3)*

*Prerequisite(s):* THEA 300 or consent of instructor

Principles of designing costumes for theatre are presented through lecture, demonstration and discussion. A series of design projects develops skills in research, sketching and rendering.

### **THEA 310 - Scene Design**

*Credits: (3)*

*Prerequisite(s):* THEA 300 or consent of instructor

A comprehensive exploration of the scenic environment associated with contemporary stage design. In addition to script analysis, period research, and graphic presentation, this course places emphasis on sketching, drafting, perspective rendering, and model building.

Six studio hours.

### **THEA 312 - Sound Design for the Theatre**

*Credits: (3)*

*Prerequisite(s):* THEA 300

An introduction to the tools, techniques, and processes of sound and music for the theatre with a series of exercises and discussions on the structure of audio systems, digital audio editing and playback, play analysis, and the creative enhancement of the dramatic environment.

### **THEA 314 - Stage Lighting Design**

*Credits: (3)*

*Prerequisite(s):* THEA 300 and THEA 213

Theory and technique of stage lighting design, with emphasis on artistic choices made through script analysis and understanding of the qualities and functions of lighting. Includes lighting projects reflecting a number of production styles. Students serve as technicians for William and Mary Theatre productions.

### **THEA 317 - Fundamentals of Playwriting**

*Credits: (3)*

*Prerequisite(s):* THEA 200 and Instructor Permission

*College Curriculum:* ACTV, ARTS

This course is a writing workshop which introduces the student to the fundamentals of the dramatic theory and creative process of playwriting. By the end of the course, students will have composed a one-act play.

This course is the prerequisite for THEA 417, Advanced Playwriting.

### **THEA 319 - Stage and Production Management**

*Credits: (3)*

Discussions, demonstrations, and projects introduce the organizational, technical, and interpersonal skills needed by a theatrical stage manager.

### **THEA 320 - Creativity is Not Just for the Right Brained: The Business of the Performing Arts**

*Credits: (3)*

*Prerequisite(s):* THEA 150 or THEA 200 or consent of instructor

"Never let a good crisis go to waste." The successful business practitioner in the performing arts, whether working for a large or small not-for-profit arts institution or managing their own career/company, is one who embraces and adapts to a state of crisis. In this course we will study what it means to manage the business of the performing arts, whether during relatively stable times or in response to a formidable crisis like Covid19 which can require a complete paradigm shift. Areas explored will include: the mission/vision statement as a guiding principle in artistic decisions; benefits and drawbacks of being a 501c3 not-for-profit; different approaches to marketing, audience development and community outreach; budgeting and the complexities of earned vs. contributed income; and the crucial role of fundraising and grant writing. We will discuss the continued presence of white male supremacy in the performing arts in the U.S., and the responsibilities of arts administrators and managers, as community leaders, to effectively open their doors to all artists and audiences.

### **THEA 328 - World Theatre History, 500 B.C. to 1750**

*Credits: (3)*

*Prerequisite(s):* THEA 150 or THEA 200

*Domain (Anchored):* ALV

An examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, Neoclassical, Restoration, and early 18th-century periods, and including selected non-western theatrical developments such as Noh Theatre and Kathakali.

### **THEA 328W - Survey of Theatre History, 500 B.C. to 1750**

*Credits: (0)*

*Prerequisite(s):* THEA 200 *Corequisite(s):* THEA 328

An examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, Neoclassical, Restoration, and early 18th-century periods, and including selected non-western theatrical developments such as Noh Theatre and Kathakali.

### **THEA 329 - World Theatre History, 1750 to the Present**

*Credits: (3)*

*Prerequisite(s):* THEA 150 or THEA 200

An examination of representative plays and staging practices, focusing on the late 18th century, the Romantic, Modern, and Postmodern periods, and including selected non-western theatrical developments such as Peking Opera, Malaysian, and African forms.

### **THEA 329W - Survey of Theatre History, 1750 to the Present**

*Credits: (0)*

*Prerequisite(s):* THEA 200 *Corequisite(s):* THEA 329

An examination of representative plays and staging practices, focusing on the late 18th century, the Romantic, Modern, and Postmodern periods, and including selected non-western theatrical developments such as Peking Opera, Malaysian, and African forms.

### **THEA 331 - Feminist Theory and Contemporary Theatre**

*Credits: (3)*

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon.

*Cross-listed with: GSWS 331*

### **THEA 331W - Feminist Theory and Contemporary Theatre**

*Credits: (0)*

*Corequisite(s):* THEA 331

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon.

*Cross-listed with: GSWS 331*

### **THEA 332 - Sex & Race in Plays & Films: Pedagogies Towards Freedom & Justice**

*Credits: (4)*

*College Curriculum:* COLL 200, COLL 300, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Study of sexuality, gender, race, ethnicity, and nationality in plays and films dramatizing diverse marginalized and minoritized communities in the United States and selected countries such as France, Iran, Mexico, the Philippines, and Senegal. Alongside the analysis of these works, students will learn pedagogies through which the oppressed may envision, strategize, act, and mobilize towards freedom and justice. This is a multi and interdisciplinary course that employs theatre, film, digital media, curriculum planning, and analytical writing.

*Cross-listed with: AFST 332 AMES 332 APIA 332 GSWS 332*

### **THEA 333 - South & South East Asian Folklore Performance**

*Credits: (3-4)*

*College Curriculum:* COLL 200, ACTV, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI Interdisciplinary journey into the sociocultural history, aesthetics, languages, and performance of indigenous ceremony, ritual, folklore, oral literature, song, dance, and theatre in South and Southeast Asia. Students will learn to sing, dance, act, chant, and analyze material from sacred Hindu epics such as the "Ramayana" and "Mahabharata."

*Cross-listed with: AMES 333 or DANC 333*

### **THEA 334 - History and Performance of Classical Asian Theatres**

*Credits: (3)*

*College Curriculum:* ACTV, ARTS

This is a team taught exploration of the history, theory, and performance of selected theatre genres, dance dramas, and performance traditions indigenous to Asia, with a focused foundation on the theatres of India, Japan, and China. Study commences on the socio-cultural and historical origins of Classical Asian Theatres as they evolve through modern nationhood, colonization, and globalization. Students have the opportunity to experience hands on the fundamentals of performing in selected Asian theatre genres as nearly half of class time is devoted to performance immersion.

### **THEA 335 - Voice Training and the Actor**

*Credits: (2)*

Students will explore techniques to develop the speaking voice for stage performance, including exercises for release of tension, physical alignment, organic breathing, resonance, and timbre. Students will also

study speech sounds through the use of phonetics with the goal of developing clear diction and standardized pronunciations.

### **THEA 336 - African American Theatre History I**

*Credits: (3)*

This course will examine African-American dramatic literature and performance from its origins in indigenous African theatre through significant periods that conclude with the Civil Rights Movement.

*Cross-listed with: AFST 336*

### **THEA 337 - African American Theatre History II**

*Credits: (3)*

This course will examine African-American dramatic literature and performance beginning with the Black Arts Movement through significant periods that conclude with contemporary manifestations.

*Cross-listed with: AFST 337*

### **THEA 339 - August Wilson's American Century Cycle**

*Credits: (3)*

This course is an interdisciplinary investigation of playwright, August Wilson and the dramaturgy of his American Century Cycle, a 10-play chronicle of the Black American experience in the 20th century (1904-1997). The American Century Cycle is "a series of . . . passages" as described by Ira Berlin in *The Making of African America* (2010) into fictionalized elements of a localized Black community that had a significant impact in shaping August Wilson's politics, spirit, and dramaturgy. Students will consider the extent to which Wilson's location specific project explores broader concerns in Black communities and archives attributes of African diasporic culture.

*Cross-listed with: AFST 339*

### **THEA 343 - Puppetry in Performance**

*Credits: (3)*

*College Curriculum: ACTV, ARTS*

*Domain (Anchored): ALV*

This course is an introduction to puppetry and performative objects. We begin with a brief history of puppetry, covering its diverse forms in world cultures and exploring various puppetry techniques and styles. This class will include lectures, readings and videos, and emphasize hands-on performance assignments to explore a variety of manipulation and animation techniques. Students will work both as an individual puppeteer and collaboratively to discover the process of bringing objects/puppets to life through breath, dynamics, gaze and storytelling. They will be creating performances that do not rely on the spoken word/text to communicate to the audience. No previous fine art/performance experience is required.

### **THEA 346 - Nommo Force: Black Acting Theories & Performance**

*Credits: (3)*

Sharrell Luckett and Tia Shaffer define Black acting methods as "ritual, processes, and techniques rooted in an Afrocentric centripetal paradigm where Black theory and Black modes of expression are the nucleus that informs how one interacts with various texts, literary and embodied, and how one interprets and (re)presents imaginary circumstances" (*Black Acting Methods*, 2017, 2). In university training programs across the United States, the acting instrument is neutralized for use in popular references and mainstream performances (Ndounou qtd. in Perkins et. al, 2018, 124). Seldomly, if at all, does such training employ a culturally relevant pedagogy that includes the theoretical contributions or training interventions instituted by Black practitioners (Ndounou 124), nor provides opportunities for actors of the global majority to investigate the ancestral wisdom they carry and fine-tune these cultural instincts, sensibilities, and impulses. *Black Approaches to Acting (Nommo Force: Black Acting Theories & Performance)* adds

parity to actor training at William & Mary, by training actors to identify and use practical elements of African diasporic cultural traditions as performance strategies, and to own and command their inherent Nommo Force. The course encourages Black actors to value the inherent ontology, epistemology, and methodologies they bring to bear on any text and in any performance, audition or rehearsal room.

*Cross-listed with:* AFST 346

### **THEA 350 - Introduction to Physical Theatre**

*Credits:* (3)

*College Curriculum:* COLL 200, ARTS

*Domain (Anchored):* ALV

*Domain (Reaching Out):* CSI This course is an introduction to storytelling through movement with content inspired by both personal and societal issues. Students will develop skills through a range of physical theatre techniques. As students develop collaborative projects, they will learn to balance individual impulses within an ensemble, use compositional tools, develop physically-inspired characters, shape their environment, and provide feedback to others. Students will present an overview of one physical theatre approach as well as engage with readings, video viewings, discussions, and written responses.

*Cross-listed with:* DANC 350

### **THEA 353 - Introduction to Improvisation**

*Credits:* (3)

*Prerequisite(s):* THEA 201

*College Curriculum:* CSI

This course is designed to teach the basics of Theatre Improv to students new to improvisation in theatre or for students who have an interest in learning a formulized technique to improvisation. Improvisation is not only a style of acting by itself, but is a valuable tool for any actor to have in their toolkit.

### **THEA 355 - Theatre Photography**

*Credits:* (3)

*College Curriculum:* ACTV, ARTS

Theory, history, and techniques of photography as applied to the needs of theatrical production. Emphasis will be placed on close-ups and medium shots in available light, and full stage compositions under theatrical lighting. Students must supply their own digital cameras, which must be able to function in manual mode.

### **THEA 360 - Musical Theatre Performance**

*Credits:* (3)

*Prerequisite(s):* Instructor Permission

*College Curriculum:* COLL 400, ACTV, ARTS

*Domain (Anchored):* ALV

Immersion in a Workshop Production of a new or still developing full length musical. Besides the performance of your role in this, the whole class will be involved in dramaturgy from the period of the musical, and contribute to various technical elements of the workshop production. These may include assistance with sound, properties, lighting, or wardrobe. This process, which is designed to be as similar as possible to a professional theatre's Workshop level of production, will involve contributions to staging, choreography, and character development through both dialogue and action.

May be repeated for credit, as repertoire is different each semester

### **THEA 380 - Practicum in Theatre**

*Credits:* (1)

*Prerequisite(s):* THEA 206 for makeup assignments, THEA 300 for assistant design assignments, THEA

201 for acting assignments, THEA 203 for scene painting assignments, THEA 205 for technical production assignments, THEA 307 for costume patterning and construction, THEA 213 for lighting, THEA 320 for theatre administration, and THEA 328 or THEA 329 for dramaturgy assignments. Substantive participation in a major production sponsored by the department and supervised by faculty. The objective is to apply theoretical knowledge to practical in-depth experience. The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.

### **THEA 381 - Intermediate Practicum in Theatre**

*Credits: (1-2)*

*Prerequisite(s):* THEA 380 in the same production area. More intensive work in an area of production where a THEA 380 course has been completed.

The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.

### **THEA 401 - Advanced Acting**

*Credits: (3)*

*Prerequisite(s):* THEA 302

Through research and the preparation of scenes, students will develop techniques for acting in period and nonrealistic plays. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department. An audition might be required for enrollment.

Note: Details available in the departmental office.

### **THEA 407 - Direction**

*Credits: (3)*

*Prerequisite(s):* THEA 152 or THEA 200, THEA 201, THEA 328 or THEA 329, and permission of instructor

Study and practice in the principles of play analysis, play selection, casting, rehearsal techniques and performance. Special emphasis is placed upon the direction of a one-act play for a studio theatre production.

### **THEA 410 - Theatre and Society in 20th-Century America**

*Credits: (3)*

*Prerequisite(s):* THEA 200 or THEA 150 or consent of instructor

A lecture-discussion course on the significant theatrical formations of the century, including African-American, feminist and commercial musical comedy theatres, with an emphasis on the changing relations among performances and social-political contexts.

### **THEA 410W - Theatre and Society in 20th-Century America**

*Credits: (0)*

*Prerequisite(s):* THEA 200 or consent of instructor *Corequisite(s):* THEA 410

A lecture-discussion course on the significant theatrical formations of the century, including African-American, feminist and commercial musical comedy theatres, with an emphasis on the changing relations among performances and social-political contexts.

### **THEA 411 - Independent Studies in Theatre**

*Credits: (1-3)*

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done.

Course may be repeated for credit

**THEA 415 - Shakespeare's Renaissance Theatre**

*Credits: (3)*

This course is concerned with the drama produced in England by Shakespeare and his major contemporaries. Study will seek to foster an historical and theoretical understanding of developments in the theatre of the period and a critical approach to texts.

**THEA 417 - Advanced Playwriting**

*Credits: (3)*

*Prerequisite(s):* THEA 317, consent of instructor

Advanced study of form and content in dramatic writing, accomplished by readings of dramatic theories and plays from diverse genres and media. Students will have composed a full-length script by the end of the course.

**THEA 460 - Topics in Theatre Production and Performance**

*Credits: (1-3)*

Readings, writings, discussions, and practice in an area of theatrical production or performance. Area of study will vary each time the course is offered.

Course may be repeated for credit

**THEA 461 - Topics in Theatre History, Theory and Criticism**

*Credits: (3)*

*Prerequisite(s):* THEA 328 and THEA 329 or consent of instructor

Readings, writings and discussion on a focused period of theatre history or on an aspect of Dramatic Theory and Criticism. Area of study will vary each time the course is offered.

Course may be repeated for credit

**THEA 461W - Topics in Theatre History, Theory and Criticism**

*Credits: (0)*

*Prerequisite(s):* THEA 328 and THEA 329 or consent of instructor *Corequisite(s):* THEA 461

Readings, writings and discussion on a focused period of theatre history or on an aspect of Dramatic Theory and Criticism. Area of study will vary each time the course is offered.

Course may be repeated for credit

**THEA 479 - Performance Seminar**

*Credits: (1-3)*

*Prerequisite(s):* THEA 200 or THEA 152W and THEA 201 and THEA 302, or THEA 200 or THEA 152W and THEA 201 and THEA 407, or consent of instructor

A more advanced course for the student who is primarily interested in musical theatre performance. Fall semester classes concentrate on a performance for the William and Mary Theatre Homecoming Gala, and a public workshop production of a chamber-sized contemporary musical theatre piece with full orchestra each Spring semester. Students have the opportunity to build fully developed characters through a full length performance piece and continue assimilating song as the extension of dialogue.

May be repeated for credit, as repertoire is different each semester

**THEA 480 - Advanced Practicum in Theatre**

*Credits: (3)*

*College Curriculum:* COLL 400

Students will undertake a major responsibility in a main stage production such as designing scenery, lighting, sound, or costumes, stage managing, technical direction, serving as an assistant director or choreographer, or acting in a major role in a production sponsored by the department and supervised by

the faculty. Class work will contain both a research paper and imagery (as appropriate), journal of the production process, and other such documentation as the faculty advisor shall require. Instructor to be assigned based on the student's area of participation.

Note: See the department office for details. Course may be repeated for credit

### **THEA 481 - Dramatic and Theatrical Theory**

*Credits: (3)*

*Prerequisite(s):* Two courses from THEA 201, THEA 317, THEA 328, and THEA 329, or consent of instructor

A survey of the major theories of theatre and drama from Aristotle to the present, with an emphasis on the relationship between theory and theatrical performance.

### **THEA 485 - Production Capstone**

*Credits: (3)*

*Prerequisite(s):* Varies by area of production assignment.

*College Curriculum:* COLL 400

Students will undertake a major responsibility in a main stage production such as designing scenery, lighting, sound, or costumes, stage managing, technical direction, serving as an assistant director or choreographer, or acting in a major role in a production sponsored by the department and supervised by the faculty. Class work will contain both a research paper and imagery (as appropriate), journal of the production process, and other such documentation as the faculty advisor shall require. Instructor to be assigned based on the student's area of participation.

### **THEA 495 - Honors in Theatre**

*Credits: (3)*

Eligible theatre majors a) submit an application for admission to the program in their junior year, b) write an Honors thesis by April 15 of their senior year detailing their scholarly investigation of a selected subject or presenting their ideas on a creative project and c) take a comprehensive oral examination. Consult the chair for eligibility, admission and continuance requirements.

### **THEA 496 - Honors in Theatre**

*Credits: (3)*

*College Curriculum:* COLL 400

Eligible theatre majors a) submit an application for admission to the program in their junior year, b) write an Honors thesis by April 15 of their senior year detailing their scholarly investigation of a selected subject or presenting their ideas on a creative project and c) take a comprehensive oral examination. Consult the chair for eligibility, admission and continuance requirements.

### **THEA 498 - Theatre Internship**

*Credits: (3)*

Qualified students with appropriate course work, usually after their junior year, may receive credit for a structured learning experience in a professional-quality theatre which provides an opportunity to apply and to expand knowledge under expert supervision. This internship must be approved in advance by the theatre faculty; monitored and evaluated by a faculty member. Guidelines available in the department office.

Course may be repeated for credit

## University of St. Andrews Joint Degree Programme

- [Admission to the Joint Programme](#)
- [Academic Regulations](#)
- [System of Grading](#)
- [Requirements for Degrees](#)
- [The Joint Degree Programs](#)

The Joint Degree Programme between William & Mary (W&M) and the University of St Andrews (St Andrews) is one of the few of its kind in the world. Students complete two years at each institution and earn a single degree - a Bachelor of Arts (International Honours) - with the insignias of both institutions. The requirements and restrictions unique to the Joint Programme are spelled out here; otherwise, Joint Programme students have access to the services and are governed by the policies spelled out in the front of this Catalog.

**Mission.** The Joint Programme melds the best aspects of two academic traditions, while offering to students a greater range of academic choices and the opportunity to acquire direct knowledge of two distinct intellectual and national cultures. Existing degree programs in each institution are designed according to contrasting principles: William & Mary offers a broad Liberal Arts education with a majority of study hours devoted to subjects outside the major; St Andrews offers less breadth in a degree characterized by increasing depth in a single discipline. The aim of the curricula in each of the six disciplines will be to offer more breadth than a traditional St Andrews degree as well as more specialization than is usual at William & Mary.

**Programs.** The six participating disciplines at William & Mary have identified significant complementarities with St Andrews. By effectively pooling faculty and courses in Classical Studies, Economics, English, Film Studies, History, and International Relations, the two institutions can offer students a broad range of new academic options unavailable at either institution alone or on traditional study abroad programs. Individual program requirements and William & Mary course offerings are explained below.

### Admission to the Joint Programme

Students apply to the Joint Programme through either William & Mary or St Andrews; they may not apply to the Joint Programme through both institutions. Students apply simultaneously for general admission to William & Mary and for specific admission to the Joint Programme. Applications are due by January 1.

Students may apply early decision to William & Mary, but there is no early admission application to the Joint Degree Programme. Early decision applicants who would also like to be considered for admission to the Joint Degree Programme may submit the Supplement, but the decision for the Joint Degree Programme will not be made until April. Any applicant who accepts an early decision offer will be committed to William & Mary, but may still enroll later in the Joint Degree Programme if admitted.

Because students must spend two full years at each institution and because of the continuance standards specified below, transfer credits from other universities will not be awarded. Prior learning cannot be counted toward general education requirements or requirements specific to the major. Prior learning may only be used to satisfy knowledge objectives, as described below. There can be no concurrent courses, admission during senior year of high school, FlexTrack, or admission as a non-degree seeking student.

The institution to which the student is admitted is the home institution and the one at which the student will spend year one; the other institution is the host institution and the one at which the student will spend year two. Students' interests and courses of study will determine at which institution they spend years three and four, but they must spend one of those years at each institution.

*Transfer from William & Mary into the Joint Programme:* First-year students at William & Mary may apply to transfer into the Joint Programme no later than March 1st of Spring semester. Students applying for a first-year transfer will have to demonstrate that they are on track to complete 30 credit hours at William & Mary (not counting AP, IB, transfer, etc.) before they begin their second year at St Andrews; and they must consult with the appropriate major advisor about enrolling in the appropriate first-year courses in the major during both semesters.

William & Mary students who apply to the Joint Programme after their first year will be admitted only under extraordinary circumstances and with the consent of both W&M and St Andrews; such students will still have to complete two years each at William & Mary and St Andrews, and so will very likely require five years to complete their requirements. Students transferring from William & Mary into the Joint Programme may have to pay an additional entrance fee.

*Transfer from the Joint Programme into William & Mary or St Andrews:*

- Students admitted into the Joint Programme through William & Mary (i.e., whose "home" institution is William & Mary) may, at their request, become regular degree-seeking students at the university provided they meet the normal requirements for continuance.
- Students admitted through William & Mary or through St Andrews who wish to become regular degree-seeking students at St Andrews must petition to transfer, and they will be required to apply via St Andrews' normal admissions process.
- All transfers of W&M home students from the Joint Programme to either William & Mary or St Andrews become effective at the beginning of the semester after the student receives permission or admission to transfer.
- Students admitted through St Andrews who wish to become regular degree-seeking students at William & Mary must apply for transfer admission to William & Mary and should be aware of the following guidelines:
  1. Students are strongly recommended to transfer after their second year in the Joint Degree Programme (i.e. after the first year at William & Mary) so that they may transfer to William & Mary as academic juniors. Transferring at this time will ensure that students are able to meet William & Mary's minimum 60 credit hour residency requirement without extending their time to graduation. Please note that coursework taken at William & Mary as part of the Joint Degree Programme does not count towards the minimum 60 credit hour residency requirement for St. Andrews home students. For this reason, St Andrews home students who transfer to William & Mary may have to complete an additional year at the university.
  2. Students should meet with the Director of Transfer Admission in Undergraduate Admission to discuss their transfer plans. This meeting can be scheduled prior to applying to transfer or after the application is submitted.
  3. In order for St. Andrews home students to be competitive in William & Mary's transfer applicant pool, it is recommended that students have a minimum cumulative program GPA of 3.0.

*Readmission:* Students whose home institution is William & Mary, who are in good standing in the Programme per the [continuance standards](#) below, but who have not been in attendance for one or more semesters must submit an application for readmission to the Dean of Students Office. Normal deadlines

apply; however, readmission is contingent upon discussion with and the recommendation of the Academic Director and the consent of both institutions.

*Summer School:* Joint Programme students may take summer school courses for credit only at William & Mary (including W&M Summer Study Abroad).

**Student Financial Aid.** Financial aid for Joint Programme students is administered in the same way as it is for regular W&M students. In most cases, we are able to meet the full need of Virginia students. The maximum grant for nonresident students is capped at one-quarter of the full cost of education.

**Tuition and Other Expenses.** The fee for the Joint Degree Programme is \$43,900 for the academic year 2022-23, to be charged at \$21,950 each semester. This amount covers tuition and fees with the exception of the following:

- Residence Hall fees and room damage deposit
- Meal Plan fees
- Orientation fee(s)
- Special instructional fees (music, labs, art, activity courses)
- Books and printing fees
- Fines, returned check, and other penalty fees
- Parking
- Transportation
- Summer School tuition
- Personal Expenses
- Commencement Fee

Because of the nature of this Joint Programme, there is no tuition differential based on domicile (for example, there is no in-state tuition rate for Virginia residents). Detailed information on these fees and other tuition policies can be found in the "[Tuition and Other Expenses](#)" chapter of this catalog or on the Bursar's Office website.

## Academic Regulations

*Academic Advising.* Students whose home institution is William & Mary (and host students once they arrive at William & Mary) will be assigned to the Joint Programme advisor in their major; the individual program's designated major advisor will advise the student during both years in residence at the W&M and, via email, when the student is at St Andrews. First-year students are required to attend three advising meetings during each registration period and before they will be permitted to register. Second-year students (i.e., those for whom William & Mary is the host institution) are also required to attend three advising meetings: one when they arrive, one before they register for their second semester, and one at the start of the second semester to determine where they will spend their third and fourth years. Students must also meet with their major advisor at the start of the academic year in which they return to William & Mary, and, if they return for their third year, again before they register for their second semester and before they register for their fourth year. These are minimal requirements; students are encouraged to meet regularly with their Joint Programme major advisor when they are in residence and to communicate via email when they are at St Andrews.

*Academic Records, Confidentiality and Privacy.* Joint Programme students sign a release at the time of matriculation that allows William & Mary and St Andrews to share student record information. The federal laws and university policies explained in the "[Academic Records, Confidentiality and Privacy](#)" section of the "Academic Regulations" chapter at the beginning of this catalog apply to all Joint Programme students while in residence at William & Mary.

Classification of Students. In the Joint Programme, academic classifications are as follows:

- First-year: 0-30 credits earned (0-120 St Andrews credits)
- Second-year: 31-60 credits earned (124-240 St Andrews credits)
- Third-year: 61-90 credits earned (244-360 St Andrews credits)
- Fourth-year: more than 91 credits earned (364 St Andrews credits)

*Enrollment Statuses.* All Joint Programme students must maintain full-time status, with the extraordinary exception of a student forced to take a medical underload (see below). “Full time” at William & Mary is defined as a minimum of 12 credits per semester (15 credits is the norm). “Full-time” at St Andrews is in most cases 60 credits (15 W&M credits) per semester. While at William and Mary, Joint Programme students are permitted to take as few as 12 credits per semester, but only in consultation with their Advisor, as Joint Programme students must have earned 60 W&M credits (240 St Andrews credits) by the end of their second-year Spring semester.

In exceptional circumstances, a student may petition for a medical underload; such petitions will also require the approval of the Academic Director, the Medical Review Committee, and the consent of both institutions. Because underloads might make it difficult to meet continuance standards, only underloads for medical reasons will be possible in the Joint Programme.

Withdrawal or Medical Withdrawal (or Leave) from the Programme is possible consistent with the procedures at the institution in which the student is in residence (students in residence at W&M can find those procedures under “[Registration and Withdrawal](#)” in this Catalog). The student shall, if at all possible, first discuss the withdrawal with the Academic Director and the Dean of Students Office and should be aware that withdrawal might make it difficult to meet [continuance standards](#). Students awarded withdrawal or leave can only be readmitted/reinstated to the institution where the student plans to recommence studies in the Joint Programme, per that institution’s requirements; only then may readmission/reinstatement to the Joint Programme be granted per agreement of both institutions.

## System of Grading

W&M to St Andrews			
William & Mary Letter Grade	Quality Points (W&M)	St Andrews Numeric Grade	Meaning
A	4.0	19.5	Excellent
A	4.0	18.5	
A	4.0	17.5	
A	4.0	16.5	
A-	3.7	15	
B+	3.3	14	
B	3.0	13	Good
B-	2.7	12	
C+	2.3	11.5	
C	2.0	10.5	Satisfactory
C-	1.7	9	
D+	1.3	8	Minimal Pass
D	1.0	7.5	
D-	0.7	7	

F	0.0	0	Fail
W		Not transcribed	Withdraw
WM		Not transcribed	Medical Withdrawal
G		G	Deferred Grade
I		D	Incomplete

St Andrews to W&M			
St Andrews Numeric Grade	William & Mary Letter Grade	Quality Points (W&M)	Meaning
15.5 to 20	A	4.0	Excellent
14.5 to 15.4	A-	3.7	
13.9 to 14.4	B+	3.3	
13.1 to 13.8	B	3.0	Good
12.3 to 13.0	B-	2.7	
11.0 to 12.2	C+	2.3	
10.5 to 10.9	C	2.0	Satisfactory
9.0 to 10.4	C-	1.7	
8.0 to 8.9	D+	1.3	Minimal Pass
7.5 to 7.9	D	1.0	
7.0 to 7.4	D-	0.7	
0 to 6.9	F	0.0	Fail
G	G		Deferred Grade
D	I		Incomplete
V	W or WM	0.0	“Vacat”

*Repeated courses:* Any course in which a student receives an “F” or a “W” or a “V” may be repeated for a grade (grades of “W” are given only at W&M); however, students should be aware that these grades will make it very difficult to meet continuance standards.

*Incomplete Grades:* Grades of “Incomplete” (or “D” at St Andrews) require the approval of the instructor; students must complete outstanding essential coursework while they are still in residence at the institution at which they took the course.

*Pass/Fail and Audit:* Although Joint Programme students may elect to audit a William & Mary course or to take one Pass/Fail, such courses do not count toward credits for the Joint Degree, with the exception of INTR 161, a special Transitions course taught by the Academic Director.

## Continuance Standards

The following are the recommended standards for continuance for Joint Programme students:

Semester	Cumulative GPA (in W&M terms)	Cumulative Credits
1	1.7	12*
2	1.7	24*
3	1.85	45 (180 St Andrews)
4	2.0 **	60 (240 St Andrews)**
5	2.0	72*

6	2.0***	90 (360 St Andrews)
7	2.0	102* (408 St Andrews)
8	2.0	120 (480 St Andrews)

\*Normally, students may take below 15 credits per semester only when they are in residence at William & Mary and when they have devised a plan with their major advisor to make up the credits before beginning the next academic year. Students in residence at St. Andrews are expected to complete 120 (30) credits each year (but see Appeal to Progression to the Third Year below).

\*\*By the end of their fourth semester, students must have accumulated 60 (240) credits; must have completed a COLL 150 with a C- or better; must have passed with a D (7) or better, on their first attempt, all courses in their major subject or required for the major; and, must have earned an average of a C+ (or an 11 at St Andrews) on their first attempt in the following 2nd year courses (Honours Entry courses at St Andrews and their W&M equivalents:

*Classical Studies.* For the Ancient History and Archaeology pathway: At W&M, in both CLCV 217 and CLCV 218 ; at StA, in coursework from two of AN2002, AN2003, CL2003, CL2004;

For the Greek and Latin pathway: At W&M, in coursework within the dept (LATN and GREK); at StA, EITHER LT2001 and LT2002 or LT2003 and LT2004 including one pass at 11.0 or better, OR GK2001 and GK2002 or GK2003 and GK2004 including one pass at 11.0 or better.

*Economics.* At W&M, in both ECON 303 and ECON 304; at StA, in both EC2001 and 2002, as well as passes in EC2203 and EC1003; and students must pass on the first attempt ECON 307 or EC2203 and ECON 331 or E1003.

*English.* At W&M, in ENGL 203 and ENGL 250; at StA, in both EN2003 & 2004;

*Film Studies.* At W&M, in both FMST 302 and FMST 311 (“World Cinema After TV”); at StA, in both FM 2002 and FM 2003 (or FM2001 for students who began prior to 2021-22);

*History.* At W&M, in two History classes, at least one of which should be at 300-level; at StA, in two 2000-level modules with HI-, ME-, MH- or MO-prefixes, including HI2001 (unless HIST 301 already passed);

*International Relations.* At W&M, in two of GOVT 202 , GOVT 303, GOVT 304, GOVT 305 or GOVT 327; and in one of GOVT 324, GOVT 325, or GOVT 328; at St A, in both IR2005 & 2006; and achieve a passing grade on the first try in all other INRL/IR courses.

*Continuance Standard for Cumulative GPA (W&M):* Joint Programme students who do not meet the minimum continuance standards for the regular track at William & Mary at the end of the academic year, regardless of whether they are home or host students, will be placed on academic probation; the general policy will apply except 1) that no official action\* (i.e., the notification that the student is on probation or has been suspended) will be taken until the end of the academic year; and 2) that Joint Programme students will have the academic year after they have been put on probation to achieve the minimum Continuance standard. Students in residence at W&M who have not met the continuance standards for the regular track at the end of a semester will be required to participate in the Academic Intervention Program.

\*Nevertheless, students in residence whose performance at the end of the semester falls below the continuance standards listed above will receive notice from the Academic Director and will be required to meet with the major advisor and the Dean of Students Office to discuss strategies and services available.

Students on probation who do not meet the continuance standards by the end of the academic year will be suspended from William & Mary and required to leave the Joint Programme; if they are home students, they may apply for reinstatement to William & Mary but they may not be reinstated into the Joint Programme. See policies for "[Continuance](#)" and "[Reinstatement](#)" at the front of this Catalog.

*Continuance Standard, Successful Completion of Studies:* If, at the end of the add-drop period in any given semester at William & Mary, a student has dropped or failed to enroll in (a) prerequisite(s) necessary for that student to continue in his or her program, or in the final semester a course required to graduate, that student may be administratively dropped from the Joint Programme.

If, at the end of any given semester, a student's performance makes continuance in the Joint Programme impossible (for example, because the student lacks the prerequisites to advance, or fails in the final semester a course required to graduate), that student may be administratively dropped from the Joint Programme.

(An exception may be made if the student plans to attend summer school and has a note from the major advisor agreeing to the plan and assuring that the necessary courses will be offered, OR if the student receives an exemption per the procedures in "Exemptions from Degrees" below.)

*Continuance Standards, progression, Years 1 and 2:* During the first two ("sub-honours") years, students are expected to carry at least 30 W&M/120 StA hours per year. Of those, 25 W&M/100 StA hours must be earned at each institution. The remaining 10 W&M/40 StA hours may be taken at either institution, including William & Mary summer school or summer study abroad. Courses chosen in Year 2 should show progression: students studying at St Andrews in Year 2 will typically take at least 80 (StA) credits at the 2000 level, and students studying at William & Mary will typically take at least 20 (W&M) credits at or above the 200 level.

*Continuance Standards, progression, Years 3 and 4 (Honours):*

Admission to Honours: Students who fail to achieve the specific standards for progression to the third year may be asked to leave the Joint Programme (see below); however, students whose home institution is William & Mary may continue in the regular track provided they meet the Continuance Standards for cumulative GPA. Students who have not met the continuance standards for progression to the third year but who wish to continue in the Joint Programme may appeal to both the Pro-Dean at St Andrews and the Academic Director at W&M. The appeal must be submitted as soon as grades are published at the end of the fourth semester. In order for the appeal to be considered:

- Students must have earned 30/120 credits in year 1 and at least 23/90 credits in year 2; and
- William & Mary home students must have received grades averaging 10 in their Honours entry courses at St Andrews; St Andrews home students must have received grades averaging "C" (2.0) in the corresponding courses at William & Mary; and
- The respective authorities at both institutions will decide together whether the student will be permitted to continue on probation. If permitted, the student must have earned 90/360 credits by the end of the 3rd year, and must earn grades of at least 13.5 in two 3000- or 4000-level modules in their major subject (if year 3 is spent at St Andrews) or a grade of B in at least two 300- or 400-level courses in their major subject (if year 3 is spent at William & Mary). Students who do not meet these conditions of probation will be asked to leave the Joint Programme.

*Progression in Years 3 and 4:* Students must earn 60 (W&M)/240 (StA) credits, at least 45 (W&M)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000-level at St. Andrews, or at the equivalent level at W&M. Normally, no more than 7.5/30 credits below the 300-level may be taken in a single Honours year.

With the approval of their Program / major advisors at both institutions, students may apply up to six (6) 300- or 400-level credits taken at W&M during the summers before Years 3 and 4 toward the total required Honours credits.

*Continuation for International Students.* Any student in the Joint Degree Programme will be an international student at one, if not at both, institutions. Students should be aware of the requirements for the university's continued sponsorship of their visas, which may include attendance, prompt payment of fees, etc. See <https://www.wm.edu/offices/revescenter/issp/visasandimmigration/index.php> for requirements at W&M, and <http://www.st-andrews.ac.uk/international/information/tier4students-oursharedresponsibilities/> for requirements at St Andrews.

*Religious Accommodations Guidelines.* William & Mary's Guidelines apply to all Joint Programme students in residence. St Andrews does not have these same guidelines: students in residence at St Andrews need to notify their instructors as soon as they discover any conflict between religious observances and required academic activities; students have the responsibility to arrange course schedules to minimize conflicts.

## **Requirements for Degrees**

The undergraduate degree of Bachelor of Arts (International Honours), or BA(IH), combines the breadth and flexibility of a liberal arts degree with a four-year program of in-depth study in one of six disciplines: Classical Studies, Economics, English, Film Studies, History, or International Relations. The Joint Degree Programme requires students to plan carefully with their major advisors a course of study suited to their particular needs and interests.

All Joint Degree Programme students must take a reading-, writing-, and discussion-intensive seminar (COLL 150) during their first year of residence at William & Mary. This seminar satisfies William & Mary's first year seminar and writing proficiency requirements.

William & Mary has identified a series of knowledge-, skills-, and values-objectives critical to a liberal arts education; students in the Joint Programme will work with their major advisors to choose courses offered at both institutions that satisfy these objectives. And Joint Programme students will pursue in depth a major in one of the six disciplines, with opportunity for both independent study and Honors.

The Faculty of Arts & Sciences at William & Mary and the Faculties of the respective Schools at St Andrews determine the degree requirements for the BA(IH), including the regulations for continuance in the Joint Programme. Therefore, the "[Requirements for Degrees](#)" section that appears earlier in this catalog has been modified for this Programme.

## **Test, Transfer, and Pre-Matriculation Credit**

Students in the Joint Programme may not apply credit from College Board Advanced Placement or International Baccalaureate examinations, etc. toward the Joint Degree. However, exam scores may count toward course exemptions and satisfaction of knowledge objectives for breadth as outlined at the front of this catalog.

No transfer credit may be applied toward the Joint Degree, and there is no credit by examination. However, college-level coursework completed post-high school graduation may count toward satisfaction of knowledge objectives for breadth as outlined at the front of this catalog.

With approval of the academic director, credit earned before a student matriculates may count toward satisfaction of knowledge objectives for breadth as outlined at the front of this catalog.

### **Summer School and Study Away**

Joint Programme students may apply summer school courses taken at William & Mary (including W&M summer Study Abroad), toward the BA(IH), as long as 1) the student has earned 60 W&M (240 St Andrews) credits by the end of the Spring semester of their second year, and-except in unusual circumstances -120 W&M (480 St Andrews) credits by the end of the Spring semester of their fourth year; and 2) the student spends two complete academic years in residence at each institution. No other study away may be counted toward the Joint Degree.

### **Requirements for the Baccalaureate Degree, International Honours**

**General Requirements.** 120 W&M credit hours (equivalent to 480 St Andrews credit hours) are required for graduation and a minimum GPA of 2.0 (10.5 St Andrews). **William & Mary home students must complete at least 61 W&M credit hours in residence at W&M.** Students are expected to complete the Joint Degree in four years of full-time study; only in exceptional circumstances (such as medical withdrawal) may the time to degree be extended.

The 72-hour rule does not apply to students in the Joint Degree Programme.

There is no possibility of a double major in the Joint Degree Programme.

### *Credit Hour Limitations in Applied Music, Military Science, Physical Activities, Statistics, and Theatre/Speech/Dance.*

Joint Programme students may not apply credits from courses taken in Applied Music, Military Science, Physical Activities, and Theatre/Speech/Dance toward the Joint Degree, with the following exceptions from Theatre/Speech/Dance, which may be applied to the Joint Degree: THEA 150, THEA 200, THEA 222, THEA 263, THEA 272, THEA 308, THEA 320, THEA 328/THEA 328W, THEA 329/THEA 329W, THEA 331/THEA 331W, THEA 332, THEA 333, THEA 334, THEA 336, THEA 337, THEA 410/THEA 410W, THEA 415, THEA 461/THEA 461W, THEA 481; DANC 100, DANC 111, DANC 150, DANC 201, DANC 211, DANC 212, DANC 220, DANC 230, DANC 261, DANC 262, DANC 264, DANC 303, DANC 305, DANC 306, DANC 333, DANC 350, DANC 401, DANC 406, DANC 460 ; SPCH 205, SPCH 311, and SPCH 410.

Joint Programme students may count only two introductory statistics courses from either institution toward the Joint Degree.

Joint Programme students may apply 3 credits of internship toward the degree.

*Exemption from degree requirements:* Requests for exemption from any Joint Programme degree requirements must be presented to and approved by the Academic Director, and must be supported by documentation (if applicable). Requests will go to the Committee on Degrees at William & Mary and must also be approved by the relevant administrators at St Andrews.

### **Course Specific Requirements**

Joint Programme students are required to complete the university's foreign language, writing, and major computing proficiencies and a first-year seminar (COLL 150). All William & Mary home students in their first year, and host students from StA at W&M in their second year, will take a COLL 150 and a 1-credit course in the Fall that will prepare them for the academic culture at W&M. W&M first year home students will also take, in the Spring semester of their first year, a 1-credit course that will prepare them for their first year abroad.

Joint Programme students will work with their major advisors to choose courses that satisfy the knowledge objectives that underlie William & Mary's existing general education requirements.

**Knowledge objectives:**

- An understanding of the world of nature;
- An understanding of individual and social behavior;
- A general historical knowledge of Western civilization;
- An acquaintance with a non-Western cultural tradition;
- A general knowledge of masterworks, genres and movements in art, music, and literature;
- A general knowledge of major philosophical and religious systems.

**Skills objectives:**

- Critical thinking skills;
- Verbal skills;
- Quantitative skills;
- Scientific skills;
- Aesthetic skills;
- Historical inquiry skills;
- Language skills (i.e., proficiency in a foreign language);
- Information acquisition skills;
- Computer literacy skills.

**Values objectives:**

- Intellectual values;
- Social and civic values;
- Personal values.

**The Major.** Unlike William & Mary undergraduates, who are admitted in an "undeclared" status, BAIH Joint Programme students are admitted to one of the six programs ("majors"), the specifications for which appear at the end of this section. In Year 2, Joint Programme students must complete at least 80 credits at the 2000-level at St. Andrews, or at least 20 credits at the 200-level or above at W&M. In Years 3 & 4, Joint Programme students must complete the equivalent of 45 W&M/180 StA credits in upper division courses (300-400 or 3000-4000) counting toward their major. This means that typically students must take at least 5 upper-division courses in courses counting toward their major at W&M.

A Joint Programme student who wishes to change majors may petition to do so through the major advisor in the prospective department. Such changes are difficult, but when the student has taken the appropriate courses and space permits, the petition maybe granted by the academic directors at both institutions.

Double majors are not possible in the Joint Programme.

Joint Programme students may earn one W&M minor provided they declare the minor through appropriate procedures and successfully complete the requirements as defined by the Catalog and by the department or program.

### **Honors and Special Programs**

Departmental Honors Projects are available in the individual programs and are governed by the stipulations in the “[Requirements for Degrees](#)” section found earlier in this catalog.

Graduation (Latin) Honors will be calculated for Joint Programme students as described in the “[Requirements for Degrees](#)” section and will be reflected on the transcript at both institutions.

Degree Class (I, Ii, Iiii, or III) will be determined for Joint Programme students by the University of St. Andrews and reflected on the transcript at both institutions (see <https://www.st-andrews.ac.uk/study/prospectus/ug-prospectus/>).

## **The Joint Degree Programs**

### **Programs**

- [Classical Studies \(BA \[International Honours\] in Classical Studies\)](#)
- [Economics \(BA \[International Honours\] in Economics\)](#)
- [English \(BA \[International Honours\] in English\)](#)
- [Film & Media Studies \(BA \[International Honours\] in Film & Media Studies\)](#)
- [History \(BA \[International Honours\] in History\)](#)
- [International Relations \(BA \[International Honours\] in History\)](#)

### **Classical Studies (BA [International Honours] in Classical Studies)**

Students will select one of the following:

- [Classical Studies, Ancient History & Archaeology, BA \(International Honours\)](#)
- [Classical Studies, Greek & Latin, BA \(International Honours\)](#)

### **Classical Studies, Ancient History & Archaeology, BA (International Honours)**

#### **The Joint Degree Program in Classical Studies**

Classical Studies majors in the joint degree program will benefit from the integration of the breadth offered by a William & Mary liberal arts education and the depth offered from a St Andrews degree. The departments have complementary strengths in the ancient languages, ancient history, and archaeology. In combination, students are able to craft a flexible program that allows them to investigate the cultures of the Mediterranean world in great depth, from the Bronze Age through Late Antiquity. Both institutions are known for the excellence of their teaching and the research productivity of their faculty, and students are encouraged to do research, fieldwork, and on-site study. Both institutions offer opportunities for travel and immersive experiences around the Mediterranean. The joint degree in Classical Studies offers two pathways: one via an archaeology and ancient history route and the other via a Greek and Latin route.

## Requirements for the Joint Degree in Classical Studies

Note: CLCV, GREK and LATN are the prefixes for Classical Studies courses at W&M; AN, CL, GK, and LT are the prefixes for the Classical Studies courses at St Andrews.

### Required Credit Hours:

- 54 credits in the major (at least 24 of which are completed at W&M in CLCV, GREK, LATN or through cognate courses as approved by the department chair)
- At least 3 W&M credits each must be earned in upper-level (300(0) and 400(0)-level) courses in Art & Archaeology, History and Society, and Literature and Culture, for a total of 9 credits. These credits must be earned outside of courses that are used for other requirements. This requirement may be fulfilled by courses taken at St Andrews for 20 credits or more.
- Study in Greek and/or Latin every semester is optional but recommended for the Ancient History & Archaeology track.
- Progression in Years 3 and 4: students must earn at least 60 (W&M)/240(StA) credits, at least 45 W&M /180 StA in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000 level at St Andrews, or at the equivalent level at W&M\*. Normally, no more than 7.5/30 credits below the 300 level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

### Major Computing Requirement:

At W&M, an Honors Thesis or Independent Study; at St Andrews, any 4000-level course.

### Major Writing Requirement:

A student who satisfies all requirements for the Classics major in either track will also satisfy the Major Writing Requirement.

### Core Requirements:

#### First Year at W&M

- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)
  
- CLCV 227 - History of Ancient Greece Credits: (3) or
- CLCV 228 - History of Ancient Rome Credits: (3)

#### First Year at St Andrews

- AN1001
- AN1002

#### Second Year at W&M

- CLCV 217 - Greek Archaeology and Art Credits: (3)
- CLCV 218 - Roman Archaeology and Art Credits: (3)

#### Second Year at St Andrews

- 40 credits from AN and/or CL at the 2000 level

#### Before Year Three

To proceed to Year 3, students in their second year need a cumulative average of 11 (C+) or better in two of AN2002, AN2003, CL2003, CL2004 at St. Andrews, or a cumulative average of C+ (11) or better in CLCV 217 and CLCV 218 at W&M.

### **Third Year at W&M**

- a course on archaeological or historical theory (CLCV 430 - 439, or another course approved by major advisor and chair)
- courses in LATN, GREK or CLCV 300-400 level

### **Third Year at St Andrews**

- 30 credits from AA3020 or AN3034
- 60 credits from AA, AN, CL 4000 level

### **Fourth Year at W&M**

All JDP students complete a major research project as a capstone experience. In Classical Studies, students may either do an Honors Thesis (CLCV 495 and CLCV 496, 6 credits) or conduct a one-semester research project (CLCV 400, 3 credits). Credits / Units: 3-6

- CLCV 400 - Classical Studies Seminar Credits: (3)
- CLCV 495 - Honors Credits: (3)
- CLCV 496 - Honors Credits: (3)
- courses in LATN, GREK or CLCV 300-400 level

### **Fourth Year at St Andrews**

- 30 credits from CL4999
- 90 credits from AA, CL, AN 4000 level

## **Classical Studies, Greek & Latin, BA (International Honours)**

### **The Joint Degree Program in Classical Studies-Greek & Latin**

Classical Studies majors in the joint degree program will benefit from the integration of the breadth offered by a William & Mary liberal arts education and the depth offered from a St Andrews degree. The departments have complementary strengths in the ancient languages, ancient history, and archaeology. In combination, students are able to craft a flexible program that allows them to investigate the cultures of the Mediterranean world in great depth, from the Bronze Age through Late Antiquity. Both institutions are known for the excellence of their teaching and the research productivity of their faculty, and students are encouraged to do research, fieldwork, and on-site study. Both institutions offer opportunities for travel and immersive experiences around the Mediterranean. The joint degree in Classical Studies offers two pathways: one via an archaeology and ancient history route and the other via a Greek and Latin route.

### **Requirements for the Joint Degree Program in Classical Studies - Greek & Latin**

Note: CLCV, GREK and LATN are the prefixes for Classical Studies courses at W&M; AN, CL, GK, and LT are the prefixes for Classical Studies courses at St Andrews.

#### **Required Credit Hours:**

- A minimum of 61 W&M credits in the major (at least 27 of which are completed at W&M in CLCV, GREK, LATN or through cognate courses as approved by the department chair).
- Students are required to take at least one course (of at least 3 credits at W&M, at least 20 credits at St. Andrews) in their main language each semester (Greek or Latin). They must also

acquire a level of proficiency in the second language (Greek or Latin) equivalent to passing GREK/LATN 102 at W&M or GK/LT 1002 at St. Andrews.

- At least 3 W&M credits each must be earned in upper-level (300(0) and 400(0)-level) courses in Art & Archaeology, History and Society, and Literature and Culture, for a total of 9 credits. These credits must be earned outside of courses that are used for other requirements. This requirement may be fulfilled by courses taken at St Andrews for 20 credits or more.
- Progression in Years 3 and 4: students must earn at least 60 (W&M)/240(StA) credits, at least 45 W&M /180 StA in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000 level at St Andrews, or at the equivalent level at W&M\*. Normally, no more than 7.5/30 credits below the 300 level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

### **Major Computing Requirement:**

At W&M, an Honors Thesis or Independent Study; at St Andrews, any 4000-level course.

### **Major Writing Requirement:**

A student who satisfies all requirements for the Classics major in either track will also satisfy the Major Writing Requirement.

### **Core Requirements:**

#### **First Year at W&M**

- Main language: Latin or Greek 101 - 102 or Latin or Greek 201- 202 or Latin or Greek 300 - 400 (6 -8 credit hours)

#### **First Year at St Andrews**

- Main language (40 credits):
    - EITHER LT1001 and LT1002 or LT1003 and LT1004\*
    - OR GK1001 and GK1002 or GK1005 and GK1006\*
- \*as appropriate to the student's linguistic level and school qualifications

#### **Second Year at W&M**

- Main language: Latin or Greek 201-202; Latin or Greek 300 - 400 (6 credit hours)

#### **Second Year at St Andrews**

- Main language (40 credits):
    - EITHER LT2001 and LT2002 or LT2003 and LT2004\*
    - OR GK2001 and GK2002 or GK2003 and GK2004
- \*as appropriate to student's first-year language modules.

### **Before Year Three**

To proceed to Year 3, students in their second year need a cumulative average of 11 (C+) or better in EITHER LT2001 and LT2002 or LT2003 and LT2004 including one pass at 11.0 or better, OR GK2001 and GK2002 or GK2003 and GK2004 at St. Andrews, or a cumulative average of C+ (11) or better in coursework in the department (LATN and GREK) at W&M.

#### **Third Year at W&M**

- Main language: Latin or Greek 300 - 400 (6 credit hours)

- At least three other 300 - 400 level classes [9 credit hours], to include (as needed) CLCV 300-400 classes in history, literature, archaeology, until 1 each completed in each subspecialty

### **Third Year at St Andrews**

- Main language: EITHER 60 credits in LT4000-LT4989 OR 60 credits in GK4000-GK4989
- 60 further credits in a Classical subject, chosen from:
  - GK4000-GK4989\*
  - LT4000-LT4989\*
  - AA4000-AA4989
  - AN4000-AN4989
  - CL4000-CL4989

\* If student has taken language to W&M 200 level, or St Andrews 2000 level

### **Fourth Year at W&M**

- All JDP students complete a major research project as a capstone experience. In Classical Studies, students may either do an Honors Thesis (CLCV 495 and CLCV 496, 6 credits) or conduct a one-semester research project (CLCV 400, 3 credits)
- CLCV 495 and CLCV 496 Honors Thesis (6 credit hours) or another faculty-mentored research project as approved by the advisor and department chair
- Main language: Latin or Greek 300 - 400 (6 credit hours)
- At least 3 other credits in CLCV, GREK, or LATN (must total 15 credits in upper division courses in the major)

### **Fourth Year at St Andrews**

- Main language: EITHER 60 credits in LT4000-LT4989 OR 60 credits in GK4000-GK4989
- 60 further credits in a Classical subject, chosen from:
  - GK4000-GK4989\*
  - LT4000-LT4989\*
  - AA4000-AA4989
  - AN4000-AN4989
  - CL4000-CL4989
  - One of GK4999 or LT4999

\* If student has taken language to W&M 200 level, or St Andrews 2000 level

## **Economics (BA [International Honours] in Economics)**

### **The Joint Degree Program in Economics**

Economics majors accepted into the joint degree program will benefit from the integration of the breadth offered by a William & Mary liberal arts education and the depth and progression offered from a St Andrews degree. In addition, majors will benefit from the complementary strengths of the two departments. While both economic departments have strengths in applied economic theory, the Economics Department at St Andrews has particular strengths in the areas of dynamic macroeconomics, finance, household economics, competition and innovation and climate change. St Andrews also supports two research centers - the Centre for Dynamic Macroeconomic Analysis and the Centre for Research in Industry, Enterprise, Finance and the Firm. The Department of Economics at William & Mary has particular strengths in the area of health, experimental and international economics. In addition, William & Mary economics faculty are highly visible members of The Schroeder Center for Health Policy, the Thomas Jefferson Program in Public Policy, and the Reves Center for International Studies.

Individuals enrolling in the economics degree will take the following program.

### **Requirements for the Joint Degree Program in Economics**

Note: ECON is the prefix for Economics courses at W&M; EC is the prefix for Economics courses at St Andrews.

#### **Required Credit Hours:**

- 54 ECON credits (at least 21 of which are completed at William & Mary)
- Progression in Years 3 and 4: Students must earn 60 (WM)/240 (StA) credits, at least 45 (WM)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000-level at St. Andrews, or at the equivalent level at W&M.\* Normally, no more than 7.5/30 credits below the 300-level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

#### **Major Computing Requirement:**

- ECON 307 - Principles and Methods of Statistics Credits: (3) or
- EC2203

#### **Major Writing Requirement:**

- ECON 308 - Econometrics Credits: (3) or
- EC3301

#### **Core Requirements:**

All majors in the joint program are required to take the following:

##### **First Year**

- ECON 101 - Principles of Microeconomics Credits: (3) \* OR
- EC1002
  
- ECON 102 - Principles of Macroeconomics Credits: (3) \* OR
- EC1001
  
- EC 1003 (for St Andrews home students)  
\* St Andrews students with a strong high school background in economics may take EC1004 (20) instead of BOTH EC1002 and EC1001. This can only be done with permission of advisor and after successful completion of an online test.

##### **Second Year**

- ECON 303 - Intermediate Microeconomic Theory Credits: (3) OR
- EC2001
  
- ECON 304 - Intermediate Macroeconomic Theory Credits: (3) OR
- EC2002
  
- ECON 307 - Principles and Methods of Statistics Credits: (3) OR

- EC2203
- EC1003 (20) (EC1003 for W&M Home Students).

To advance to Honours study, students must average a C+ (11) on the first attempt in ECON 303 and 304, or in EC 2001 and 2002, and they must pass on the first attempt ECON 307 or EC 2203 and EC1003.

### **Third Year**

- ECON 308 - Econometrics Credits: (3) OR
- EC3301
  
- At W&M, at least an additional 12 credits in Economics elective courses, or
- At St Andrews, normally another 100 credits in EC3302-EC3309; EC4401-EC4425; EC4427-EC4429.

### **Fourth Year**

- Any ECON course with a COLL 400 designation
  
- or
  
- ECON 490 - Independent Study in Economics Credits: (3-4) or
- ECON 495 - Honors Credits: (3) and
- ECON 496 - Honors Credits: (3)
  
- or
- EC4498 (20) or EC4499 (40) - Dissertation (St Andrews)
  
- At W&M, at least an additional 9-12 credits in Economics elective courses, or
- At St Andrews, normally another 80 or 100 credits in EC3302-EC3309; EC4401-EC4425; EC4427-EC-4429.

## **English (BA [International Honours] in English)**

### **The Joint Degree Program in English**

The Joint Degree Program in English Language and Literature allows students to gain from both the St Andrews in-depth and progressive approach to the study of English and the more broad-based and interdisciplinary William & Mary approach. The joint degree program in English provides distinctive opportunities for the development of writing skills, increased sensitivity to language, awareness of the aesthetic and intellectual enjoyments of literature, and an understanding of the cultural values reflected in literature. Students will be exposed to a range of historical periods and critical approaches to literature. They can also take creative writing classes. The program serves students who are seeking to teach; students who are preparing for graduate study in English; students who desire a rich intellectual and aesthetic experience in advance of professional study in fields such as law, medicine and business; and students who choose English simply because they enjoy the disciplined study of literature and language. All English majors in the joint program have the opportunity to work on an independent research project as part of their degree, either by writing a dissertation at St Andrews or by taking a senior research seminar at William & Mary. A student who chooses to spend Year 4 at William & Mary may qualify to work on a senior honors project either in literature or creative writing.

## Requirements for the Joint Degree Program in English

Note: ENGL is the prefix for English and CRWR is the prefix for Creative Writing courses at W&M; EN is the prefix for English courses at St Andrews.

### Required Credit Hours:

61 credits toward the major, at least 21 of which are completed at William & Mary. At least 45 W&M / 180 StA credits must be completed in upper division courses in Years 3 and 4.

Progression in Years 3 and 4: Students must earn 60 (WM)/240 (StA) credits, at least 45 (WM)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000-level at St. Andrews, or at the equivalent level at W&M.\* Normally, no more than 7.5/30 credits below the 300-level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

Additionally, to proceed to Year 3, students need a cumulative average of 11 (C+) or better in EN2003 and EN2004, or in ENGL 203 and ENGL 250.

### Major Writing Requirement:

A student who satisfies all requirements for the English major will also satisfy the Major Writing Requirement.

### Core requirements:

All majors in the joint program are required to take the following:

#### First Year

- ENGL 250 - Interpreting Literature Credits: (3) and
- ENGL 204 - British Literature II Credits: (3) at W&M; OR
- EN1003 (Culture and Conflict: An Introduction to 19th and 20th Century Literature) and
- EN1004 (Explorers and Revolutionaries 1680-1830) at St Andrews

#### Second Year

- ENGL 250 - Interpreting Literature Credits: (3) and
- ENGL 203 - British Literature I Credits: (3) at W&M; OR
- EN2003 (Medieval and Renaissance Texts) and
- EN2004 (Drama: Reading and Performance) at St Andrews

#### Note:

A single course can be used to satisfy no more than two of the following requirements.

#### One Course or Module in American Literature:

- ENGL 207 - American Literature: Themes and Issues Credits: (3)
- ENGL 361 - Early American Literatures Credits: (3)
- ENGL 362 - Literatures of American Nationalism and the Crisis of Slavery Credits: (3)
- ENGL 363 - Literatures of Emancipation, Reconstruction, and Incorporation Credits: (3)
- ENGL 364 - American Modernism to the 1960s Credits: (3)
- ENGL 365 - Early Black American Literature Credits: (3)

- ENGL 366 - Modern African-American Literature Credits: (3)
  - ENGL 371 - Topics in American Literature Credits: (3)
  - ENGL 383 - Topics in American Literature Before 1920 Credits: (3)
  - ENGL 414A - African American Women Writers Credits: (3)
  - ENGL 417B - The Harlem Renaissance Credits: (3)
- or
- EN3210 (St Andrews)
  - EN4370 (St Andrews)
  - EN4409 (St Andrews)
  - EN4418 (St Andrews)
  - EN4419 (St Andrews)

**One Course in a Single Author or Auteur:**

- ENGL 419 - Study of a Single Author or Auteur Credits: (3)
  - ENGL 419A - Jane Austen Credits: (3)
  - ENGL 419B - Hemingway: The Man and the Myth Credits: (3)
  - ENGL 419C - Edith Wharton and Her Milieu Credits: (3)
  - ENGL 420 - Studies in Chaucer Credits: (3)
  - ENGL 421 - Studies in Shakespeare Credits: (3)
  - ENGL 426 - Studies in Milton Credits: (3)
- or
- EN3111 (St Andrews)
  - EN3112 (St Andrews)
  - EN4347 (St Andrews)
  - EN4361 (St Andrews)
  - EN4366 (St Andrews)
  - EN4414 (St Andrews)
  - EN4416 (St Andrews)
  - EN4421 (St Andrews)

**One Course Each in Upper-Level/Honours:**

Courses in two of the three period groups a.) Medieval, b.) Renaissance, and c.) 18th-19th century (for a total of two courses); this requirement may be covered as follows at W&M/St Andrews:

**Medieval**

- ENGL 315 - Beowulf Credits: (3)
  - ENGL 316 - Arthurian Literature Credits: (3)
  - ENGL 317 - Topics in Old English Literature Credits: (3)
  - ENGL 322 - Medieval Literature Credits: (3)
  - ENGL 381 - Topics in British Literature Before 1700 Credits: (3)  
(depending on the topic)
- or
- EN3111 (St Andrews)
  - EN3112 (St Andrews)
  - EN3113 (St Andrews)
  - EN4311 (St Andrews)
  - EN4312 (St Andrews)
  - EN4314 (St Andrews)

- EN4315 (St Andrews)
- EN4316 (St Andrews)
- ME3502 (St Andrews)

### **Renaissance**

- ENGL 323 - Early Modern British Literature Credits: (3)
- ENGL 324 - Renaissance and Restoration Credits: (3)
- ENGL 325 - English Renaissance Drama Credits: (3)
- ENGL 381 - Topics in British Literature Before 1700 Credits: (3)  
(depending on the topic)  
or
- EN3141 (St Andrews)
- EN3142 (St Andrews)
- EN3143 (St Andrews)
- EN4341 (St Andrews)
- EN4342 (St Andrews)
- EN4343 (St Andrews)
- EN4344 (St Andrews)
- EN4345 (St Andrews)
- EN4346 (St Andrews)
- EN4347 (St Andrews)
- EN4348 (St Andrews)
- EN4350 (St Andrews)
- EN4351 (St Andrews)

### **18th-19th Century**

- ENGL 332 - Enlightenment and Sensibility Credits: (3)
- ENGL 333 - The Rise of the Novel Credits: (3)
- ENGL 341 - Romanticism and Revolution Credits: (3)
- ENGL 343 - English Novel, 1832-1900 Credits: (3)
- ENGL 382 - Topics in British Literature Between 1700 and 1900 Credits: (3)  
or
- EN3161 (St Andrews)
- EN3162 (St Andrews)
- EN3163 (St Andrews)
- EN3164 (St Andrews)
- EN3165 (St Andrews)
- EN3166 (St Andrews)
- EN4361 (St Andrews)
- EN4362 (St Andrews)
- EN4363 (St Andrews)
- EN4364 (St Andrews)
- EN4365 (St Andrews)
- EN4367 (St Andrews)
- EN4368 (St Andrews)
- EN4369 (St Andrews)
- EN4370 (St Andrews)
- EN4372 (St Andrews)

- EN4374 (St Andrews)
- EN4423 (St Andrews)

### **One Course on Constructions of Race**

Courses in literature and expressive culture by people of color and those that take race as a central conceptual category for critical examination can be counted toward this requirement. This requirement may be satisfied in combination with one of the courses that satisfy the American literature, single author/auteur, or period groups requirements above.

Courses typically satisfying this requirement are listed below, but other courses may satisfy on a one-time basis when content is appropriate.

- ENGL 365 - Early Black American Literature Credits: (3)
- ENGL 366 - Modern African-American Literature Credits: (3)
- ENGL 371A - Transnational Asian American Literature Credits: (3)
- ENGL 414A - African American Women Writers Credits: (3)
- ENGL 417 - Topics in Race, Ethnicity, and Nationality Credits: (3)
- ENGL 417A - Literature of the Americas Credits: (3)
- ENGL 417B - The Harlem Renaissance Credits: (3)
- ENGL 423 - Topics in Post-Coloniality Credits: (3)

or

- EN3213 (St Andrews)
- EN4372 (St Andrews)
- EN4374 (St Andrews)
- EN4424 (St Andrews)
- EN4433 (St Andrews)
- EN4435 (St Andrews)

### **One Dissertation Module:**

- ENGL 475 - Research Seminar in English Credits: (4) or
- ENGL 495 - Honors Credits: (3) and
- ENGL 496 - Honors. Credits: (3)
- OR  
EN 4399 (St Andrews)

## **Film and Media Studies (BA [International Honours] in Film and Media) in Film and Media Studies)**

### **The Joint Degree Program in Film Studies**

The aims and objectives of the Joint Degree in Film Studies remain grounded in film: to introduce students to the construction of the image, the history of various national cinema movements, the shape of the international film industry, and the theoretical approaches that can be applied to film. However, our collaboration will also allow students to explore the interrelated fields of television, print, radio, and other media as aesthetic and cultural practices and forms. This study of contemporary and historical media will allow students to understand the way representation affects our understanding of gender, sexuality, national identity, racial and ethnic identities, and the influence of global markets and politics. All Film Studies majors in the joint program have the opportunity to work on an independent research project as

part of their degree, either by writing a dissertation at St Andrews or by pursuing an Honors Thesis or Independent Study at William & Mary.

## **Requirements for the Joint Degree Program in Film Studies**

Note: FMST is the prefix for Film & Media Studies courses at W&M; FM is the prefix for Film Studies courses at St Andrews.

### **Required Credit Hours:**

- 58 credits toward the major, at least 21 of which are completed at W&M
- Progression in Years 3 and 4: Students must earn 60 (WM)/240 (StA) credits, at least 45 (WM)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000 level at St. Andrews, or at the equivalent level at W&M.\* Normally, no more than 7.5/30 credits below the 300 level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

### **Major Computing Requirement:**

The major computing requirement is satisfied by FM 2002 at St Andrews or FMST 302 at W&M.

### **Major Writing Requirement:**

A student who satisfies all requirements for the Film Studies major will also satisfy the Major Writing Requirement.

### **Core Requirements:**

All Film Studies majors in the joint program are required to take the following:

#### **First Year**

At William & Mary:

- FMST 250 - Introduction to Film and Media Studies Credits: (3)
- FMST 310 - World Cinema before TV (3)

At St Andrews:

- FM1001 - Key Concepts in Film Studies
- FM1002 - Film History and Historiography

#### **Second Year**

At William & Mary:

- FMST 302 - Theories of Film & Media Credits: (3)
- FMST 311 - World Cinema since TV Credits: (3)

At St Andrews:

- FM2002 - Film Theory, Culture, Entertainment
- FM2003 - Screen Cultures Today: Media & Methods

#### **Before Year Three**

To proceed to Year 3, students at St Andrews need a cumulative average of 11 (C+) or better in FM 2003 (FM 2001 prior to 2021-22) and FM 2002. At W&M, students need a cumulative average of 11 (C+) or better in FMST 302 and FMST 311.

### **Years Three and Four**

In years 3 & 4, students must satisfy the following distribution requirements in the major (some of these distribution requirements may be satisfied in year 2 at W&M, but students will still need to meet the 45 credit total required in years 3 & 4):

One course in a national cinema or a comparative course in global cinema. At W&M, a 3 credit course selected from the following:

- CHIN 280 - East Asian Cultures Through Film Credits: (3)
  - CHIN 360 - Introduction to Chinese Cinema Credits: (3)
  - FMST 330 - Topics in Global Media Credits: (3)
  - FREN 310 - French Cinema Credits: (3)
  - FREN 393 - Topics in French/Francophone Cinema Credits: (3)
  - GRMN 220 - German Cinema. (Taught in English) Credits: (3)
  - HISP 320 - Topics in Hispanic Cinema Credits: (3)
  - JAPN 280 - East Asian Cultures Through Film Credits: (3)
  - JAPN 311 - Japanese Cinema Credits: (3)
  - JAPN 330 - Japanese Popular Culture Credits: (3)
  - RUSN 309 - Topics in Russian Cinema (Taught in English) Credits: (3)
  - RUSN 340 - Russian Media Culture (Taught in Russian) Credits: (3)
  - RUSN 380 - Russian Cinema: 'The Most Important Art' (Taught In English) Credits: (3)
- At St Andrews:
- FM4107
  - FM4111
  - FM4204
  - FM4206
  - FM4207
- 2-3 W&M credits in a course on Media in Practice (that is, with a production component): FMST 370
  - A research seminar at W&M (FMST 401), or a 4000-level course at St Andrews besides the dissertation
  - An Honors thesis or Independent Study at W&M, or a dissertation module at St Andrews (FM 4099)
  - Additional elective credits to satisfy the total credit requirement of 45/180 credits approved for your major in years 3 and 4 (see above under required credit hours).

## **History (BA[International Honours] in History)**

### **The Joint Degree Program in History**

St Andrews and William & Mary offer similarly demanding and prestigious undergraduate programs in their Departments of History. Undergraduates studying history through the joint degree program will benefit from the complementary attractions of these two high-quality programs. St Andrews has great strengths in the study of medieval and early modern Europe, in the history of Scotland, England, and the British Empire, and in Middle Eastern studies. William & Mary has a robust concentration in the history of early America, nineteenth and twentieth-century America and Europe, with strong offerings in early modern Europe, Latin America, Africa, and Asia. In addition to the opportunity to concentrate intensively in a particular field at our two universities, students in the joint degree program find their experience enhanced by exposure to two different pedagogical approaches, as the lecture- and discussion-based

courses at William & Mary contrast effectively with the quite traditional approach of small seminar-based courses at St Andrews. Students culminate their education with a significant research project geared towards producing a sophisticated work of high-caliber scholarship.

### **Requirements for Degree:**

Note: HIST is the prefix for History courses at W&M; HI, ME, MH, and MO are prefixes used for History courses at St. Andrews.

#### **Required Credit Hours:**

- A minimum of 54 credits.
- Progression in Years 3 and 4: Students must earn 60 (WM)/240 (StA) credits, at least 45 (WM)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000-level at St. Andrews, or at the equivalent level at W&M.\* Normally, no more than 7.5/30 credits below the 300-level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

#### **Core Requirements:**

- Two courses in American history, which together offer significant chronological coverage (6 credits at W&M; 40-60 credits at St Andrews).
- Two courses in European or Scottish history, which together offer significant chronological coverage (6 credits at W&M; 40-60 credits at St Andrews). Students are strongly encouraged, though not required, to take courses in both European and Scottish history.
- Two courses in non-Western history, which together offer significant chronological coverage (6 credits at W&M; 40-60 credits at St Andrews).
- In order to progress to Honours study (year 3), at W&M a C+ (11) average in two HIST courses, at least one of which should be at 300-level; at StA, a C+ (11) average in two 2000-level modules with HI-, ME-, MH-, or MO- prefixes, including HI2001 (unless HIST 301 already passed).
- One upper-level class designated as a colloquium at W&M. Each colloquium has the letter "C" directly after its course number (for example, HIST 490C). Students will ordinarily take this in years 3 or 4.
- A historical methods course, to be taken in Spring semester of the second year (at St. Andrews, HI 2001: "History as a Discipline;" at W&M, HIST 301, "The Historian's Craft.")
- All joint degree students complete a fourth-year capstone experience which involves extensive, independent, faculty-mentored research. For students spending their fourth year at W&M, this normally takes the form of a one-semester Independent Study (3 W&M credits) or two-semester Honors Thesis (6 W&M credits), though in some cases a second capstone seminar (HIST 490C/491C) may be substituted. For students spending their fourth year at St Andrews, the capstone experience is typically a one-semester Honours Project (30 credits at St Andrews), though in some cases students may pursue the Honours Dissertation or Recording the Past project.
- In addition, the Joint Degree in History requires four or more semesters of foreign language study, in a language other than the student's native language. Given offerings at the two institutions, these languages include Arabic, Chinese, French, German, Italian, Latin, Russian, and Spanish.

#### **Additional Language Information**

- Students must complete successfully at least four courses in a single language: two courses in year 1 of the program, and two courses in year 2 at the partner institution (all courses must be taught in the target language-no courses in translation).
- Language courses taken prior to matriculation into the Joint Degree Programme do not count toward this requirement.
- Courses must build on each other and, if students are continuing with a language studied in high school, must begin at/above the level completed prior to matriculation into the Joint Degree Programme.
- Students are strongly encouraged, though not required, to continue language study beyond the required courses in order to build toward genuine linguistic and cultural fluency, and are particularly encouraged to explore courses at and above the 300-/3000 level. Honours-level language courses taken during years 3 and/or 4 of the program may be counted toward the required honours-level courses in the major.
- In rare cases, students may be permitted to switch to a new language during or after year 1 of the program. In such cases, they must complete four progressive courses in the new language. Students who have not been able to complete the requirement by the end of year 2 may be able to complete any remaining modules/courses during year 3.

At St Andrews, students will typically take sub-honors courses in years 1 or 2, and honors-level courses in years 3 or 4. Students will discuss the level of courses they take at W&M with the advisor, depending on their backgrounds in history and language, and to ensure that they complete the requisite number of upper-division courses.

## **International Relations (BA [International Honours] in International Relations)**

### **The Joint Degree Program in International Relations**

The International Relations major in the Joint Degree Programme at the University of St Andrews and the College of William & Mary builds on the distinctive strengths of both universities. Students will master the most important theoretical approaches to the study of world politics, and they will learn how the international system operates as well as the major challenges it faces. Majors in the program will take courses from a range of disciplines—in particular, politics, economics, and history—and they will learn how to integrate insights from these diverse approaches to the study of international relations. Topics and issues covered include international security, world trade and finance, environmental politics, human rights, terrorism, regional and ethnic conflict, and the impact of globalization. Students will benefit in particular from exposure to the different modes of analysis pursued at the two universities—more scientific at William & Mary, more philosophical at St Andrews. Together the two universities offer the broad spectrum of courses needed for a solid foundation in the study of world politics. All International Relations majors in the joint program will pursue an independent study project as part of their degree, either by writing a dissertation at St Andrews or by taking a senior research seminar at William & Mary.

### **Requirements for the Joint Degree Program in International Relations**

NOTE: W&M courses carry the prefix of the participating departments (e.g., GOVT, HIST, ECON, SOCL). Courses at St Andrews carry the prefixes IR, EC, or MO.

### **Required Credit Hours: 54**

A minimum of 54, at least 45 of which (180 in St Andrews equivalents) must be taken in courses numbered 300 or above in Years 3 & 4.

Progression in Years 3 and 4: Students must earn 60 (WM)/240 (StA) credits, at least 45 (WM)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000-level at St. Andrews, or at the equivalent level at W&M.\* Normally, no more than 7.5/30 credits below the 300-level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

W&M home students must take a total of at least 61 credits (out of their 120 credits to graduate) at W&M (or W&M summer school).

As detailed in the schedules below, there will be a range of courses required in the joint degree program. The IR advisor at both institutions will work closely with each student to ensure that they are taking the courses they need to take in order to excel at the next level and at the host institution.

All majors in the Joint Degree Programme are required to take the following courses (normally “OR” indicates “anti-requisites,” or courses that duplicate material and cannot be repeated for credit.

## **Year 1**

Courses at St Andrews carry the prefixes IR, EC, or MO; W&M courses carry the prefix of the participating departments (e.g., GOVT, HIST, ECON, SOCL). All majors in the Joint Degree Programme are required to take the following courses (normally “OR” indicates “anti-requisites,” or courses that duplicate material and cannot be repeated for credit):

### **Year 1 at W&M**

- GOVT 204 - Introduction to International Politics Credits: (3)
- ECON 101 - Principles of Microeconomics Credits: (3)
- HIST 192 - Global History since 1500 Credits: (3)
- GOVT 203 - Introduction to Comparative Politics Credits: (3)
- ECON 102 - Principles of Macroeconomics Credits: (3)
- INRL 300 - International Relations in Disciplinary Perspectives Credits: (4)

### **Year 1 at St Andrews**

#### Modern History

- MO1007 - The Early Modern Western World (c. 1450 - c. 1770) (HIST 111)
- MO1008 - Themes in Late Modern History (c. 1776 - 2001) (HIST 192)

OR

#### Economics

- EC1001 - Macroeconomics (ECON 102)
- EC1002 - Microeconomics (ECON 101)

AND

- IR1005 - Concepts in Global Politics (GOVT 204)
- IR1006 - Foreign Policy and Diplomacy in Global Politics (GOVT 203)

### **Year 1 for Honors Preparation**

Strongly recommended for students who want to do Honors at W&M in Year 4: an IR Methods Course. Students who do not take an IR Methods Course in Year 1 at W&M, and who spend both years 2 and 3 at St. Andrews, must take EC 2003 at St. Andrews if they want to pursue an Honors thesis in year 4 at W&M.

Available Methods courses:

- BUAD 231 - Statistics Credits: (3)
- GOVT 301 - Research Methods Credits: (3)
- GOVT 302 - Quantitative Methods Credits: (3)
- GOVT 307 - Political Polling and Survey Analysis Credits: (3)
- ECON 307 - Principles and Methods of Statistics Credits: (3)
- SOCL 352 - Research Design Credits: (3) [SOCL 250 prerequisite]
- SOCL 353 - Quantitative Research Methods Credits: (3) [SOCL 250 prerequisite]

## Year 2

- GOVT 327 - Theory and History in International Relations Credits: (3)
- HIST 192 - Global History since 1500 Credits: (3) (unless student took MO1008 at St Andrews)
- INRL 300 - International Relations in Disciplinary Perspectives Credits: (4)

One of the following:

- GOVT 202 - Introduction to Political Theory Credits: (3)
- GOVT 305 - Contemporary Political Theory Credits: (3)  
OR IR2005

One of the following:

- GOVT 324 - U.S. Foreign Policy Credits: (3)
- GOVT 325 - International Organization Credits: (3)
- GOVT 328 - International Political Economy Credits: (3)  
OR IR2006

Research Methods Course - one of the following:

- BUAD 231 - Statistics Credits: (3)
- GOVT 301 - Research Methods Credits: (3)
- GOVT 302 - Quantitative Methods Credits: (3)
- GOVT 307 - Political Polling and Survey Analysis Credits: (3)
- ECON 307 - Principles and Methods of Statistics Credits: (3)
- ECON 308 - Econometrics Credits: (3)  
OR MT1007 or EC 2003.

[Students may also take PSYC 302, SOCL 352, or SOCL 353, but these courses have prerequisites that make it unlikely a second year JDP student will qualify.]

To advance to Honours study, students must average a C+ (11) in two of GOVT 202, 303, 304, 305, or 327; and in one of GOVT 324, 325, or 328 at WM; OR in IR 2005 and 2006 at St Andrews, and achieve a passing grade on the first try in all other INRL/IR courses.

## Years 3 and 4:

Students must earn 60 (W&M)/240 (StA) credits, at least 45 (W&M)/180 (StA) in Honours courses - that is, courses in the major at the 300(0) - 400(0) level. Students must take 30/120 credits at each university. Of the total 60/240, 22.5/90 should be at the 4000-level at St. Andrews, or at the equivalent level at

W&M.\* Normally, no more than 7.5/30 credits below the 300-level may be taken in a single Honours year.

\*Some 300 level courses at W&M will count towards this requirement. See your major advisor for a list.

The 30 W&M credits may be selected from the following:

At least one of the following:

- GOVT 330 - The Politics of European Integration Credits: (3)
  - GOVT 334 - Russian and Post-Soviet Politics Credits: (3)
  - GOVT 335 - The Politics of Eastern Europe Credits: (3)
  - GOVT 336 - Governments and Politics of China and Japan Credits: (3)
  - GOVT 337 - Politics in Africa Credits: (3)
  - GOVT 338 - Latin American Politics and Government Credits: (3)
  - GOVT 339 - Middle Eastern Political Systems Credits: (3)
- Additional International Relations courses at W&M may be chosen from the following (or from others chosen in consultation with an advisor):
- ANTH 331 - Culture and Society in the Modern Middle East and North Africa Credits: (3)
  - ANTH 333 - Anthropology of Islam Credits: (3)
  - ANTH 335 - Peoples and Cultures of Africa Credits: (3)
  - ANTH 338 - Native Cultures of Latin America Credits: (3)
  - ANTH 342 - Peoples and Cultures of East Asia Credits: (3)
  - ANTH 350 - Special Topics in Anthropology Credits: (3-4) (approved topics only)
  - ANTH 445 - Issues in Anthropology Credits: (3)
  - BUAD 417 - International Finance Credits: (3)
  - ECON 300 - Topics in Economics Credits: (1-3) (approved topics only)
  - ECON 341 - American Economic History Credits: (3)
  - ECON 342 - Global Economic History Credits: (3)
  - ECON 346 - Comparative Economic Inequality in Multiracial Societies Credits: (3)
  - ECON 382 - Comparative Economics Credits: (3)
  - ECON 400 - Topics in Economics Credits: (3-4)
  - ECON 474 - Regional Economic Integration Credits: (3)
  - ECON 475 - International Trade Theory and Policy Credits: (3)
  - ECON 476 - International Finance and Open Economy Macroeconomics Credits: (3)
  - ECON 481 - Microeconomics of Development Credits: (3)
  - ECON 483 - Macroeconomics of Development Credits: (3)
  - ECON 484 - Economics of Growth Credits: (3)
  - GOVT 310 - Game Theory and Politics Credits: (3)
  - GOVT 311 - European Politics Credits: (3)
  - GOVT 312 - Politics of Developing Countries Credits: (3)
  - GOVT 322 - Global Environmental Governance Credits: (3)
  - GOVT 324 - U.S. Foreign Policy Credits: (3)
  - GOVT 325 - International Organization Credits: (3)
  - GOVT 326 - International Law Credits: (3)
  - GOVT 328 - International Political Economy Credits: (3)
  - GOVT 329 - International Security Credits: (3)
- Additional courses from GOVT 330-339, as listed above
- GOVT 391 - Topics in Government Credits: (3) (approved topics only)

- GOVT 403 - Seminar: Comparative Politics Credits: (4)
- GOVT 404 - Seminar: International Politics Credits: (4)
- GOVT 433 - Seminar: Theories of the International System Credits: (4)
- GOVT 435 - Seminar: Political Economy of the Newly Industrializing Countries Credits: (4)
- GOVT 482 - Seminar: Geostrategic Thought Credits: (4)
- GOVT 491 - Seminar: Topics in Government Credits: (4)
- HIST 304 - History of Brazil Credits: (3)
- HIST 306 - Terror, Human Rights, and Memory in Latin America Credits: (3)
- HIST 309 - The Caribbean Credits: (3)
- HIST 311 - Topics in History Credits: (1-4) (approved topics only)
- HIST 312 - Topics in History Credits: (1-4) (approved topics only)
- HIST 316 - Pan-Africanism: History of a Revolutionary Idea Credits: (3)
- HIST 317 - History of Modern South Africa Credits: (3)
- HIST 319 - The Nuclear World Credits: (3)
- HIST 325 - The Rise and Fall of Apartheid Credits: (3)
- HIST 327 - The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics Credits: (3)
- HIST 330 - America and China: U.S.-China Relations since 1784 Credits: (3)
- HIST 331 - Modern Japanese History Credits: (3)
- HIST 332 - Modern Korean History Credits: (3)
- HIST 333 - Modern Chinese History Credits: (3)
- HIST 334 - Nation, Gender, and Race in South Asia Credits: (3)
- HIST 341 - United States Immigration History Credits: (3)
- HIST 352 - America in the World, 1763-1900 Credits: (3)
- HIST 353 - America in the World, 1901-Present Credits: (3)
- HIST 370 - History of Britain 1783 to the Present Credits: (3)
- HIST 373 - East Central Europe Credits: (3)
- HIST 378 - History of Russia since 1800 Credits: (3)
- HIST 384 - History of Germany since 1918 Credits: (3)
- HIST 386 - History of France, 1800 to the Present Credits: (3)
- HIST 413 - Topics in History Credits: (3) (approved topics only)
- HIST 414 - Topics in History Credits: (3) (approved topics only)
- HIST 490C - Capstone Seminar Credits: (4) (approved topics only)
- HIST 491C - Capstone Seminar Credits: (4) (approved topics only)
- PSYC 470 - Topics in Psychology Credits: (1-4) (approved topics only)
- RELG 309 - The Holocaust Credits: (3)
- RELG 317 - Women in Islam: Tradition and Change Credits: (3)
- RELG 318 - Islam in the Modern World Credits: (3)
- SOCL 313 - Globalization and International Development Credits: (3)
- SOCL 340 - Special Topics In Sociology Credits: (1-4) (approved topics only)
- SOCL 408 - Migration in a Global Context Credits: (3)
- SOCL 427 - Energy, Environment, and Development Credits: (3)
- SOCL 440 - Special Topics in Sociology Credits: (1-3) (approved topics only)
- SOCL 480 - Readings in Sociology Credits: (1-3) OR
- SOCL 481 - Readings in Sociology Credits: (1-3)

For modules that can be taken at St. Andrews in year 3, see the current year catalogue or consult advisor.

## **Year 4**

Students must also take **one** of the following:

- GOVT 495 - Senior Honors Credits: (3) AND
- GOVT 496 - Senior Honors Credits: (3) \*\*  
OR
- INRL 495 - Senior Honors in International Relations Credits: (3) AND
- INRL 496 - Senior Honors in International Relations Credits: (3) \*\*  
OR
- INRL 480 - Independent Study in International Relations Credits: (1-3) (Must be 3 credits)  
OR
  - 400-Level Seminar with COLL 400 designation (approved topics only)
- OR
  - IR 4099 at St Andrews

\*\*Honors theses have a prerequisite of a research methods course completed before the Honors research begins.

For other modules that can be taken at St. Andrews in year 4, consult the current year catalogue or consult advisor.

## **Course Descriptions**

### **Interdisciplinary Studies**

#### **INTR 161 - Transitions: W&M**

*Credits: (1)*

This course's academic content will introduce students to some Scottish history and literature: Arthur Herman's *How the Scots Invented the Modern World*, some literature by Walter Scott, Robert Burns, James Hogg, and R.L. Stevenson. It will also fulfill the DIL requirement through assignments that require students to do research online, construct a digital project, and offer a PowerPoint presentation to the class (all students also complete the College Studies course in the summer).

#### **INTR 162 - Transitions: St Andrews**

*Credits: (1)*

This course is part informational and part academic, and is designed for first year Joint Degree Programme students to prepare them for their second year abroad. The course's theme is "Transitions" and looks at people and characters who are experiencing two (or more) different cultures. Along with academic content and assignments, there will be guest speakers on topics relevant to the students' transition and to help answer their questions and address concerns.

## **School of Marine Science/Virginia Institute of Marine Science**

- [Facilities](#)
- [Graduate Study Programs](#)
- [Undergraduate Opportunities](#)
- [Preparatory Studies](#)
- [Graduate Program Information](#)

## **Facilities**

School of Marine Science students participate in graduate studies at an active, year round research facility with approximately 450 scientists, support technicians and staff. The 35-acre main campus of the School of Marine Science/Virginia Institute of Marine Science (SMS/VIMS) is located in Gloucester Point at the mouth of the York River, a major tributary and natural passageway to the Chesapeake Bay and Atlantic Ocean. Various service centers and special programs complement and enhance the student's experience.

## **Graduate Study Programs**

Research at SMS/VIMS emphasizes the study of marine environments from estuaries to the open ocean, with special emphasis on coastal systems. Interdisciplinary programs are encouraged. In addition to teaching and conducting basic research, many faculty members are engaged in applied research of concern to industry and management agencies. Students often find that their assistantship duties and/or research activities offer opportunities that bring them in close contact with other departments at SMS and William & Mary, marine related industries, and state, regional, and federal management agencies.

Based on the primary academic and research disciplines represented at SMS/VIMS, graduate studies are offered in four major areas.

## **Undergraduate Opportunities**

The undergraduate minor in Marine Science, which is jointly offered and administered by the School of Marine Science (SMS)/Virginia Institute of Marine Sciences (VIMS) and Arts & Sciences, provides interested students a coherent experience in this interdisciplinary field. For additional information, as well as the requirements for this minor, please refer to the Marine Science Minor section of this catalog.

Though the courses offered by the School are primarily for graduate students, advanced undergraduates (juniors and seniors) may participate. For instance, Biology, Chemistry, Geology, and Physics majors may enroll in suitable 500-549 lower-level courses with the permission of the instructor. Undergraduates majoring in Chemistry, Geology, Physics, or Biology may work on a marine problem in his or her field of specialization. Consent of the chair of the student's major department is required to take problems courses in marine science.

As in most marine institutions, field research activities are accelerated in the summer. An opportunity exists, for example, for qualified rising junior and seniors to experience the intellectual stimulations and challenges of marine research through the School's Research and Experience for Undergraduates (REU) program, which runs from June through early August. During that period, interns live in a William & Mary residence hall and conduct research at the Gloucester Point campus. Information on applying for the REU program or other summer opportunities at SMS/VIMS is available at the following web address: [https://www.vims.edu/education/college/summer\\_intern/index.php](https://www.vims.edu/education/college/summer_intern/index.php)

## **Preparatory Studies**

Students who are interested in pursuing marine science as a profession should consult with their academic advisor or the Associate Dean of Academic Studies, School of Marine Science, early in their college careers to identify an academic program that will prepare them for graduate study in marine science. Students interested in Biological Sciences, Aquatic Health Sciences, or Fisheries Science should have a strong background in basic science, including a suite of contemporary biology courses, physics and chemistry (through organic), and mathematics through calculus and differential equations. The prospective Chemical, Geological or Physical Oceanography student should have an undergraduate degree with appropriate course work in chemistry, geology or related geophysical science, physics, meteorology, mathematics or engineering, and a solid quantitative background. Course work in statistics and competence with computers are particularly important.

## **Graduate Program Information**

For graduate admission, review information for prospective students (see <https://www.vims.edu/education/graduate/admissions/index.php>). Degree requirements and a full description of courses in marine science, review the electronic catalog at <https://www.vims.edu/education/graduate/graduatecatalog/index.php> .