

— THE UNDERGRADUATE SCHOOLS —



WAKE FOREST
UNIVERSITY

BULLETIN OF

Wake Forest College and the
School of Business of Wake Forest University



Announcements for 2017-2018

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THE UNDERGRADUATE SCHOOLS

Wake Forest College *and the School of Business of Wake Forest University*

ANNOUNCEMENTS FOR 2017/2018

www.wfu.edu

The course offerings and requirements of the undergraduate schools are continually under examination, and revisions are expected. This Bulletin presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

Every effort is made to provide advance information of any changes.

The Academic Calendar

Fall Semester 2017

August 23	Wednesday	*Residence Halls open for new students
August 24	Thursday	Orientation for new students
August 25	Friday	*Residence Halls open for returning students
August 28	Monday	Classes begin
September 4	Monday	Labor Day – classes are in session, staff holiday
September 11	Monday	**Last day to add
October 2	Monday	**Last day to drop
October 12-15	Thursday-Sunday	Fall Break
October 23	Monday	Mid-term grades due 12:00 noon
November 22-26	Wednesday—Sunday	*Thanksgiving Holiday
November 27	Monday	Classes resume
December 8	Friday	Classes end
December 9	Saturday	Reading Day
December 11-16	Monday—Saturday	Examinations
December 17	Sunday	*All Residence Halls close at 9:00 a.m.
December 20	Wednesday	Grades due 12:00 noon
December 18—Jan. 12		Winter Recess

Spring Semester 2018

January 13	Saturday	*Residence Halls open
January 15-16	Monday-Tuesday	Orientation for new students
January 17	Wednesday	Classes begin
January 31	Wednesday	**Last day to add
February 15	Thursday	Founders' Day Convocation
February 20	Tuesday	**Last day to drop
March 3—11	Saturday—Sunday	*Spring Break
March 12	Monday	Classes resume
March 12	Monday	Mid-term grades due, 12:00 noon
March 30	Friday	Good Friday Observance Holiday
May 2	Wednesday	Classes end
May 3, 8		Reading days
May 4-5, 7, 9-11		Examinations
May 15	Tuesday	Grades due for graduating seniors 12:00 noon
May 20	Sunday	Baccalaureate
May 21	Monday	Commencement
May 22	Tuesday	Grades due for non-graduating students 12:00 noon

*Consult *Residence Life and Housing* for schedule of opening and closing times.

**For courses taught in less than the full term's duration (e.g., 7.5 week classes) proportional drop and add deadlines are available on the Academic Services calendar on the Registrar's web site.

Number of class meetings:

Fall 2017:	42 MWF / 28 TTh / 29 MW / 27 WF / 28 MF;
Spring 2018:	42 MWF / 28 TTh / 29 MW / 28 WF / 27 MF.

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The University

Wake Forest University is characterized by its devotion to liberal learning and professional preparation for men and women, its strong sense of community and fellowship, and its encouragement of free inquiry and expression.

Wake Forest Institute was founded in 1834 by the Baptist State Convention of North Carolina. The school opened its doors on February 3 with Samuel Wait as principal. Classes were first held in a farmhouse on the Calvin Jones plantation in Wake County, North Carolina, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894, followed by a two-year medical school in 1902. Wake Forest was exclusively a college for men until World War II, when women were admitted for the first time.

In 1941 the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine. In 1946, the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem. The late Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the campus and building funds were received from many sources. From 1952 to 1956, the first 14 buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or “old” campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a university in 1967. The School of Business Administration, first established in

1948, was named the Charles H. Babcock School of Business Administration in 1969 and admitted its first graduate students in 1971. In 1972, the school enrolled only graduate students and the name was changed to the Charles H. Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980, the Department of Business and Accountancy was reconstituted as the School of Business and Accountancy; the name was changed to the Wayne Calloway School of Business and Accountancy in 1995. On July 1, 2009, the Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business (now named Wake Forest University School of Business).

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses. In 1997, the medical school was renamed the Wake Forest University School of Medicine; its campus is now known as the Bowman Gray Campus. The School of Divinity was established in 1999.

Wake Forest honors its Baptist heritage in word and deed. The University will fulfill the opportunities for service arising out of that heritage. Governance is by an independent Board of Trustees; there are advisory boards of visitors for the College and each professional school. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for Wake Forest University Baptist Medical Center, which includes the hospital and the medical school.

The College, School of Business, School of Law, the Graduate School, and the School of Divinity are located on the Reynolda Campus in northwest Winston-Salem and the Wake Forest University Charlotte Center in Charlotte, NC.

The Wake Forest School of Medicine is about four miles away, near the city's downtown. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The School of Divinity offers the master of divinity degree.

The Wake Forest School of Business offers a four-year bachelor of science degree, with majors in accountancy, business and enterprise management, finance, and mathematical business (offered jointly with the Department of Mathematics); and three graduate degree programs, master of science in accountancy (MSA), master of arts in management (MA), and master of business administration (MBA).

The School of Law offers the juris doctor and master of laws in American law degrees. The school also offers a joint JD/MBA degree with the School of Business.

In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The School of Medicine and the School of Business offer a joint MD/MBA program.

The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics. The Graduate School also offers an MFA in documentary film and dual degree programs with the School of Medicine and the School of Business.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 321 acres; its physical facilities consist of over 80 buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The main Quadrangle, Hearn Plaza, is named for Wake Forest's twelfth president,

Thomas K. Hearn Jr., who served from 1983 to 2005. Manchester Plaza, named for benefactors and Wake Forest parents Doug and Elizabeth Manchester, is located on south campus. The Reynolda Gardens complex, consisting of about 128 acres and including Reynolda Woods, Reynolda Village, Reynolda Gardens, and Reynolda House & Museum of American Art, is adjacent to the campus. The Graylyn International Conference Center is nearby.

Wait Chapel, named in memory of Samuel Wait, the first president of the College, seats 2,250. The Wait Chapel tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of 48 bells.

Wingate Hall, named in honor of prior President Washington Manly Wingate, houses the Department for the Study of Religions, the School of Divinity.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices including the President's Office, Provost Office, Office of the Dean of the College, the Center for Global Programs and Studies, the Office of Personal and Career Development, the offices of the University Chaplain, and a large dining facility for the Reynolda Campus.

The *Benson University Center* houses the Student Union and is the central hub for student activities, services, and events. The bottom floor of Benson is the home to Pugh Auditorium movie theater, Wells Fargo bank, and several food venues including formal dining. Benson is also home to the LGBTQ Center, located on the 2nd floor.

The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, it has reading and reference rooms for study.

Carswell Hall houses the Department of Communication and a large multimedia lecture area, the Annenberg Forum.

Winston Hall houses the biology department; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as class rooms and special research facilities. The *Olin Physical Laboratory* houses the physics department.

Harold W. Tribble Hall accommodates primarily humanities departments and the women's, gender, and sexuality studies program, and has seminar rooms, a philosophy library, and a multimedia lecture area, DeTamble Auditorium.

The *Museum of Anthropology* houses the anthropology department and North Carolina's only museum dedicated to the study of world cultures.

The *Calloway Center for Business, Mathematics and Computer Science* was named in honor of former trustee Wayne Calloway. The building houses the Departments of Mathematics and Statistics and Computer Science in *Manchester Hall*, and the Departments of Politics and International Affairs, Economics and Sociology in *Kirby Hall*.

Farrell Hall broke ground in April 2011 and is home to the School of Business, officially opening in November 2013.

William B. Greene Jr. Hall houses psychology, German and Russian, and Romance languages.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama, and music. Off its main lobby is the *Charlotte and Philip Hanes Gallery* for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. Adjacent to the art wing is a dance studio for performances and rehearsals. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *Worrell Professional Center* houses the School of Law. Recent additions to Worrell in 2016 provided a new home for instruction in the Department of Health and Exercise Science.

The *William N. Reynolds Gymnasium* has courts for indoor sports, a swimming pool, and Student Health Services. Adjacent are sports fields, *Kentner Stadium*, the *Manchester Athletic*

Center, and the *Kenneth D. Miller Center*. The addition of the *Sutton Center* to W. N. Reynolds Gymnasium opened in 2016 and provides a large venue for wellbeing, social, and academic gatherings.

Alumni Hall, formerly the *University Services Building* houses University advancement, residence life and housing, and parking and transportation.

The *Porter B. Byrum Welcome Center* is at the entrance to Wake Forest. The building allows prospective students and their families an opportunity to learn more about the University and to meet with admissions staff.

A social center, *The Barn*, is built to resemble a North Carolina farm barn. It offers opportunities for concerts, performances, and student-sponsored events.

The Wake Forest campus has a wide variety of housing options available to students. *Babcock Hall*, *Bostwick Hall*, *Collins Hall*, *Davis Hall*, *Efrid Hall*, *Huffman Hall*, *Johnson Hall*, *Kitchin Hall*, *Luter Hall*, *Martin Hall*, *North Campus Apartments*, *Palmer Hall*, *Piccolo Hall*, *Polo Hall*, *Poteat Hall*, *Student Apartments*, *South Hall*, *Taylor Hall* and the newest *Dogwood and Magnolia Residence Halls* opened in August 2013 and are coeducational by floor, wing, or apartment. In January 2014 the North Dining facilities opened adjacent to the new residence halls providing several alternative dining options to the north side of campus.

McCreary Field House opened in 2016, providing indoor practice facilities and weightlifting for Wake Forest Football. The *Haddock Golf Center* and *Dianne Daily Golf Learning* are contained within the *Arnold Palmer Golf Complex*, serving as the home to Wake Forest Golf. The *Haddock Golf House* finalized construction in 2016, relocating from its previous location on campus that had stood since 1988.

Information Systems

Information Systems supports the instruction, research, and administrative needs of Wake Forest University through computing and telecommunications services. The campus computer network offers high-speed wired and wireless connectivity

from all campus buildings and in some outdoor areas.

All undergraduate students are required to have a laptop with minimum configuration requirements to be able to handle all academic software. Students have the choice to bring their own device from home or purchase a laptop through the WakeWare program. These laptops are specially selected Apple and Dell models at a negotiated price with an extended warranty.

Visit the WakeWare website at wakeware.wfu.edu for more information about purchasing, prices, support, and financial aid grants. All students are able to download academic software at software@WFU to their personally-owned computer. Visit software.wfu.edu to view available software and downloading instructions.

Information Systems maintains an extensive array of online information systems that support University admissions, student registration, grade processing, payroll administration, finance and accounting services, and many other administrative and academic applications. In addition, the Wake Forest Information Network (WIN) provides the University community with features like faculty, staff, and student directories; online class registration; electronic access to view payroll and tax information; and vehicle registration.

Students also have access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is also a member of EDUCAUSE, a national consortium of colleges and universities concerned with computing issues.

The University's computing resources serve both academic and administrative needs. Wake Forest's network infrastructure includes a ten Gigabit per second Ethernet backbone, a mixture of 100 Megabit and one Gigabit per second switched connectivity to the desktop, and pervasive wireless connectivity in all campus buildings. Linux and Windows-based servers

provide for administrative computing needs and services. A mix of Linux systems and Windows-based systems provide for communication and collaborative tools, the Learning Management System, website hosting, various research needs and print services. A Linux supercomputing cluster provides supercomputing services for math, computer science, physics, biology and other scientific research applications. These systems are available to students, faculty, and staff 24 hours a day through the Wake Forest University network.

Wake Forest has a 10 gigabit Ethernet connection to North Carolina Research and Education Network (NCREN) for Internet access. NCREN is the Internet service provider for the majority of North Carolina colleges and universities in North Carolina. Through this connection, Wake Forest has access to additional extensive supercomputing facilities located throughout the state of North Carolina as well as access to all the premiere research networks in the world, including Internet2 and the National Lambda Rail. Wake Forest works closely with NCREN on other advanced network and Internet technologies.

All residence hall rooms are equipped with cable TV programming, Wi-Fi and the capability for VoIP technology. Students needing local phone service and voicemail in their residence hall room, may request a VoIP phone by contacting Residence Life and Housing after their arrival on campus at 336.758.5185 or housing@wfu.edu.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Information Systems offers cable TV service that includes HD and music channels to students in residence halls. The channel lineup can be found at is.wfu.edu.

Information Systems provides assistance online at is.wfu.edu, by telephone at 336-758-HELP (4357) and supports walk-in customers at the Service Desk located on the main floor of the Z. Smith Reynolds Library. The Service Desk provides general information technology assistance and laptop repair for students, faculty and staff. Hours of operation are posted online at <http://is.wfu.edu/help/service-desk>. Students have 24-hour access to online support resources

at is.wfu.edu. The Service Desk is a partnership of the Z. Smith Reynolds Library and Information Systems.

Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries. They rank among the top libraries in the Southeast in expenditures per student.

The Wake Forest University libraries include the Z. Smith Reynolds (ZSR) Library, which is located on the Reynolda Campus and supports the undergraduate College, the Wake Forest School of Business programs, the Graduate School of Arts and Sciences, and the School of Divinity. The Professional Center Library, in the Worrell Professional Center on the Reynolda Campus, serves the School of Law. The Coy C. Carpenter Library serves the Wake Forest School of Medicine and is located on the Bowman Gray Campus.

The three library collections total over 2.5 million titles, including more than 80,000 electronic journals as well as e-books and streaming media. The ZSR Library serves as a congressionally designated selective federal depository. The three libraries share an online catalog, which also provides access to electronic resources, journals and databases. Through interlibrary loan service, students, faculty and staff may obtain materials from other libraries at no charge.

The Z. Smith Reynolds Library provides comprehensive reference and research services in-person and online. Subject specialist library faculty work with individual classes across the disciplines on research papers and one-on-one with students at all phases of the research process. Library faculty also teach elective courses in the fundamentals of research and information literacy and upper-level courses geared towards research in the disciplines, specific aspects of book history, and in current issues in information.

Special Collections & Archives (SCA) in Z. Smith Reynolds Library is the repository for the

Baptist Historical Collection of North Carolina (also known as the Ethel Taylor Crittenden Collection), Manuscripts, Rare Books, and the University Archives. The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists, as well as the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. SCA's Manuscripts include the papers of alumnus Harold Hayes, editor of *Esquire* magazine in the 1960s–1970s, the Maya Angelou works for theater, television and screen, and the records of the Dolmen Press. The Rare Book Collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the 19th and 20th centuries. Among the collections are works of Mark Twain, Gertrude Stein, William Butler Yeats, T.S. Eliot and publications of the Hogarth Press. SCA maintains the University Archives which serves as the primary repository for the historical records of Wake Forest University. The University Archives collects, describes, preserves and exhibits University records that contain historical, administrative, legal, or fiscal value. The records include documentation of the student experience, departmental records, and the papers of faculty and alumni. All are welcome to use SCA collections, many of which are available online, and to visit the Research Room, which hosts frequent and changing exhibits.

Facilities in the Z. Smith Reynolds Library include a walk-in location managed by Information Systems where faculty, students, and staff can bring their laptops for general assistance and repair. The library has group study rooms that are equipped with large display screens and white boards. These rooms can be booked online at zsr.wfu.edu/studyrooms. Public use computers are available on the fourth floor and media viewing stations are available in Reynolds Wing Room 403. The Writing Center is located in the library, and faculty and tutors are accessible to students throughout their writing process. The library has a 118-seat auditorium for use by Wake Forest community groups for programs, lectures, and film screenings. The ZieSta Room, a space for students

to take a break from studying to nap or rest in comfortable loungers, is located on the mezzanine level of the 24 hour reading room.

The library is open continuously during the fall and spring semesters 24 hours a day from Sunday through Thursday. When the library is not on its 24-hour schedule, two study rooms are available around the clock, and are located near the entrance to the library. After hours entrance to the library is provided only to individuals with a WFU provided keycard. The study room on one side houses a Starbucks. A full description of the Z. Smith Reynolds Library resources and services is found at <http://zsr.wfu.edu>.

Accreditation

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404.679.4500 for questions about the accreditation of Wake Forest University.

The Wake Forest School of Medicine is a member of the Association of American Medical Colleges and is fully accredited by the Liaison Committee on Medical Education, the joint accrediting body of the Association of American Medical Colleges and the American Medical Association. The Wake Forest University Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA). For more information on the accreditation status of the program, visit the ARC-PA website (www.arc-pa.org/Acc_Programs/acc_programs.html) or the medical school website (www.wfubmc.edu/Academic-Programs/Physician-Assistant-Program/Accreditation.htm). The School of Law is a member of the Association of American Law Schools, the American Bar Association, and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. Wake Forest University School of Business is accredited by the Association to Advance Collegiate School of Business. The program in counseling leading to

the master of arts in education degree is accredited by the Council for the Accreditation of Counseling and Related Educational Programs. The Divinity School is accredited by the Association of Theological Schools in the United States and Canada (ATS).

Wake Forest University is a member of many of the major institutional organizations and associations at the national, regional, and statewide levels, including the following: The American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction, and the North Carolina Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

The Undergraduate Schools

The undergraduate schools, Wake Forest College and the Wake Forest School of Business, are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools.

The Higher Education Act requires that institutions of higher education make available by October 15 of each year a copy of the Equity in Athletics Disclosure Act annual report to any student who requests one. Please contact the Athletic Department to request a copy of this document.

Non-Discrimination Statement

Wake Forest University is committed to diversity, inclusion and the spirit of Pro Humanitate. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following persons have been designated to handle inquiries regarding the University's non-discrimination policies:

Tanya Jachimiak

Title IX Coordinator

jachimtl@wfu.edu

Reynolda Hall – Suite 2

Winston-Salem, NC 27106

336-758-7258

Angela Culler

Assistant Vice President, HR Services

Section 504/ADA Coordinator

culleraa@wfu.edu

2958 Reynolda Road

Winston-Salem, NC 27106

336-758-4010

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

Wake Forest College

Wake Forest College of Wake Forest University is the center of the University's academic life; through it, the University carries on the tradition of preparing men and women for personal enrichment, enlightened citizenship, and professional life.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Statement of Mission and Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of six constituent parts: Wake Forest College, the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, the School of Business and the School of Divinity. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and utilizing knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from

private sources of support, it is determined to chart its own course in the pursuit of its goals. As a co-educational institution it seeks to “educate together” persons of both sexes and from a wide range of backgrounds--racial, ethnic, religious, geographical, socio-economic and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

Honor System

Wake Forest University upholds the ideals of honor and integrity. The Honor System is central to University life; its essence is a commitment by each person to do what is right and abide by community standards. Each student is pledged to be trustworthy in all matters, and a violation of that trust is an offense against the community as a whole. In the specific terms of the Honor Code, a student pledges in all phases of life not to cheat, plagiarize, engage in other forms of academic or social misconduct, deceive, or steal. The strength of the Honor System derives from the commitment of each and every student to uphold its ideals.

The undergraduate student conduct system is jointly administered by the Office of the Dean of the College, the Office of the Dean of Student Services, and the Judicial Council. Complete details are available at the Offices of the Dean of the College and the Dean of Students.

Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, tablets, personal computers, laptops, smart phones, computer networks, computer peripherals, and software, whether used for academic, administration, research or other purposes. This also includes use of University data or access to computer systems by personal devices such as computers, tablets, and smart phones by faculty, staff, students and guests. The policy extends to any use of University facilities to access computers elsewhere.

Wake Forest University provides each of its students and faculty with an email account. Outside of the classroom, email is an important means of communication between faculty, staff, and students. It is the responsibility of the student to regularly monitor his or her Wake Forest email account for University communications.

Basic Principles. The University's computing resources are for administrative, instructional, educational, and research use by the students,

faculty, staff, vendors and contractors of Wake Forest University. Ethical standards which apply to other University activities (Honor Code, Social Regulations and Policies, and all local, state, and federal laws) apply equally to use of University computing resources.

As in all aspects of University life, users of the University's computing resources should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing resources as they are in all other domains.

Use of campus resources is restricted to authorized users. For the purposes of this policy, an "authorized user" is defined as an individual who has been assigned a login ID and authentication credentials such as a password for use of computing resources. Authorized users are responsible for the proper use of the accounts assigned to them under their login ID and authentication credentials. Users are also responsible for reporting any activities which they believe to be in violation of this policy, just as students are responsible for reporting Honor Code violations.

Use of these resources must be done:

- *In a manner consistent with the terms under which they were granted access*
- *In a way that respects the rights and privacy of other users; so as not to interfere with or violate the normal, appropriate use of these resources; and*
- *In a responsible manner and consistent with University policies and the workplace and educational environment.*

For faculty, staff, vendors, contractors, and other non-students, limited personal use of University issued computing resources is authorized so long as it does not impact University computers, network, or interfere with work related activities and is not prohibited by this or other policies.

For students, personal activity is allowed as long as it does not interfere with other University computers or network bandwidth and is not prohibited by this or other policies.

Systems Monitoring. This statement serves as notice to all users of campus computing resources that regular monitoring of system activities occurs and users should have no expectation of privacy while on the WFU network or computer systems. Only people engaged in supporting University computing resources are authorized to perform monitoring of systems and only for systems under their control.

Policy Violations. Suspected violation of this policy will be handled through the appropriate University process or office, such as administrative procedures, The Honor and Ethics Council, the Graduate Council, Dean's office, or Human Resources.

Violation of this policy may result in one or more of the following, in addition to any other actions deemed appropriate by the applicable authority:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to use the University's computing resources.*
- *Suspension of one's ability to send or receive email.*
- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

Locating Computing Policy Information and Policy Updates.

The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources". These policies may be updated, shortened, or expanded from time to time. Full policies can be reviewed online by searching on "Policies" at <http://is.wfu.edu>.

Student Complaints

Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, actions, or inaction of the staff or faculty affecting a student. There are mechanisms in place for the reporting and resolution of complaints regarding specific types of concern (student conduct, honor system, bias, grade dispute, harassment and discrimina-

tion, for instance), and these should be fully used where appropriate. Students are encouraged to seek assistance from faculty advisers, deans' offices in the College or Business School, or the Office of the Dean of Students when evaluating the nature of their complaints and deciding on an appropriate course of action.

The complaint process outlined below is meant to answer and resolve issues arising between individual students and the University and its various offices. A complaint cannot be filed on behalf of another person. A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event.

For complaints in the academic (i.e., classroom) setting, the student should talk personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department (in the Wake Forest School of Business, this would be the dean) for assistance. The chair (or dean) will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. If the student's complaint is not resolved by these procedures he/she should consult with the Office of Academic Advising for assistance. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, taking input from all parties, and reach a final decision concerning resolution.

For complaints outside the academic setting, the student should talk personally with or send a written complaint explaining the concern directly to the individual involved. Should the student and individual be unable to resolve the concern, the student may then turn to the appropriate administrative channel for assistance, which may be an immediate supervisor, department head, or Dean. The immediate supervisor, department head, or dean will meet or communicate with both parties, seek to understand their individual

perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the vice president with administrative responsibility for the issue that is the subject of the concern. The vice president will study the matter, work with the parties, and reach a final resolution. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the Office of the Dean of Students.

History and Development

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well

is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

The brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

Chronological History of Wake Forest University

1834	Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by the Baptist State Convention of North Carolina. Samuel Wait, president	1967	James Ralph Scales, president
1838	Named Wake Forest College	1967	Change of name to Wake Forest University
1845	William Hooper, president	1969	Charles H. Babcock Graduate School of Management established
1849	John Brown White, president	1983	Thomas K. Hearn Jr., president
1854	Washington Manly Wingate, president	1984	Sesquicentennial anniversary
1879	Thomas Henderson Pritchard, president	1986	Established governing independence from the Baptist State Convention of North Carolina
1884	Charles Elisha Taylor, president	1995	School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy
1894	School of Law established	1997	Change of name to Wake Forest University School of Medicine
1902	Two-year School of Medicine established	1999	Divinity School founded
1905	William Louis Poteat, president	2005	Nathan O. Hatch, president
1921	First summer session	2009	The Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business (now named Wake Forest University School of Business)
1927	Francis Pendleton Gaines, president	2011	Opening of new Admissions and Welcome Center
1930	Thurman D. Kitchin, president	2013	Opening of Farrell Hall and Dogwood Residence Hall and Magnolia Residence Hall on North Campus
1941	Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital	2017	Opening of Wake Downtown – biomedical sciences and engineering programs and the Maya Angelou Residence Hall
1942	Women admitted as undergraduate students		
1950	Harold Wayland Tribble, president		
1956	Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation		
1961	Graduate School of Arts and Sciences established		

Procedures

Students are responsible for familiarizing themselves with the portions of this bulletin that pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on any submitted standardized tests, written portion of the application, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of 16 units of high school credit. These should include 4 units in English, 3 in mathematics, 2 in history and social studies, 2 in a single foreign language, and 1 in the natural sciences. An applicant who presents at least 12 units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

Application

An application is secured from the Office of Undergraduate Admissions in person, online at www.wfu.edu/admissions or by mail

(P.O. Box 7305, Winston-Salem, North Carolina 27109-7305). It should be completed and returned to that office no later than January 1 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned no later than November 15.

The admission application requires records and recommendations directly from secondary school officials. Submission of standardized test scores is optional. If submitting scores, they should be sent directly to the University by the official testing service. A nonrefundable \$60 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. The University reserves the right to reject any application without explanation.

A \$500 nonrefundable admission deposit is required of all regularly admitted students and must be sent to the Office of Undergraduate

Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees and is nonrefundable. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make a nonrefundable admission deposit within two weeks of notification. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

Wake Forest has a binding early decision plan for students who have decided conclusively that Wake Forest is their first college choice. Students may apply after completion of the junior year but no later than November 15. While early decision applicants may submit regular decision applications to other institutions, Wake Forest must be the applicant's first choice and only early decision application. Students, parents, and school coun-

selors must sign the Early Decision Agreement stating that the applicant will enroll if admitted and will withdraw all applications to other colleges upon acceptance to Wake Forest. Early decision applicants are notified on a rolling basis, typically six to eight weeks after the application is completed. A \$500 enrollment deposit is due within two weeks of acceptance notification.

Admission of Students with Disabilities

Wake Forest College will consider the application of any qualified student, regardless of disability, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for undergraduate students, please contact the director of the Learning Assistance Center, at 336.758.5929 or refer to Disability Services under Campus Life on the Wake Forest website.

Advanced Placement, International Baccalaureate, and CLEP

Advanced Placement and International Baccalaureate credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and International Baccalaureate (IB) subject tests. Students are not allowed to exempt divisional core requirements through the Advanced Placement Examination, the College Level Examination, or the International Baccalaureate subject tests. Although students who successfully complete AP or IB exams earn credit towards the 120 hours needed for graduation, such credit courses do not satisfy the divisional requirements as the student must complete the required divisional courses while enrolled at Wake Forest. Students are permitted to take courses at Wake Forest for which they have received Advanced Placement or International Baccalaureate credit. Students must

contact the Registrar's Office in order to be allowed to do so. When this happens, students lose the AP or IB credit but the notation remains on the transcript.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of business.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. Transfer students must be eligible for readmission to the last college attended and must supply a Dean's Statement(s) from all colleges attended. The Dean's Statement addresses any disciplinary action that may have been taken against the student for academic or non-academic reasons. The student must have an overall average of at least C on all college work attempted.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. To earn a baccalaureate degree from Wake Forest University, a minimum of half of the degree requirements must be completed at Wake Forest, the senior year and one other.

Additionally, all students must reside in on-campus housing for a minimum of three years. All or part of this requirement can be fulfilled by on-campus residency at a previous institution. Housing is guaranteed for admitted transfer students for whom this requirement has not been met. See page 28 "Housing" for more information.

Student Health Information and Immunization Form

All new students are required to complete this form. It must be received by the Student Health Service before June 30 for new students entering fall semester or before January 1 for new students entering spring semester. This form requires

information in regards to documentation of immunizations required by the University and the State of North Carolina. This form is located at <http://shs.wfu.edu/forms/>.

Immunization Policy

NORTH CAROLINA STATE LAW (G.S. 130A-152) requires documentation of certain immunizations for students attending a North Carolina college or university. Wake Forest University adheres to the State Law, also requiring WFU students to provide documentation of immunizations. Students must submit certification of these immunizations **PRIOR TO REGISTRATION**.

Documentation should be on or attached to the completed "Health Information & Immunization form" provided by the Student Health Service in order to assure correct identification of the student. The form is located at shs.wfu.edu/forms/. Acceptable documentation is a statement signed by the appropriate official(s) having custody of the records of immunization, such as a physician, county health department director. The State statute applies to all students except those registered in off-campus courses only, attending night or weekend classes, or taking a course load of four credit hours or less.

The American College Health Association recommendations and **North Carolina State law** require certification in accordance with the following.

Required:

1. **Tetanus/Diphtheria/Pertussis.** Students must document **three doses** of a combined tetanus diphtheria vaccine (DTaP, Td, or Tdap) of which one must be a Tdap after May 2005.
2. **Rubeola (Measles).** Students must document **two doses** of live virus measles vaccine given at least 30 days apart, on or after their first birthday unless (a) they were born prior to January 1, 1957 or (b) they have documentation of a titer indicating they are immune.
3. **Rubella (German measles).** Students must document that they have had one dose of live virus vaccine on or after their first birthday unless (a) they have documentation of a titer indicating they are immune, or (b) they will be 50 years old before they enroll. History of the

disease is **not** acceptable.

4. **Mumps.** Students must document **two doses** of live virus mumps vaccine given at least 30 days apart, on or after their first birthday unless (a) they were born before January 1, 1957 or (b) they have documentation of a titer indicating they are immune. History of the disease is **not** acceptable.
5. **Polio.** Students must document that they have had a total of three doses of trivalent polio vaccine if they are less than 18 years of age when they enroll. One of these doses must be after the age of four years.
6. **Hepatitis B.** Students are required to document three doses of Hepatitis B vaccine if born on or after July 1, 1994. The first and second doses must be at least 28 days apart. The third dose must be at least 56 days (or eight weeks) after the second dose and at least 16 weeks after the first dose; the third dose cannot be given any earlier than 24 weeks of age. Regardless of age Hepatitis B vaccine is recommended for all students.
7. **Tuberculosis test (PPD or TB blood test).** Required within 6 months of the University registration date for (a) students who may have been exposed to tuberculosis or have signs or symptoms of active tuberculosis disease or (b) students who have lived more than 30 days in a country other than those designated as low risk for tuberculosis by Centers for Disease Control (CDC). If the student's tuberculosis test is positive, chest x-ray results and record of treatment must be documented.

Recommended:

1. **Varicella.** The two-dose series is recommended. Discuss with your health care provider.
2. **Meningococcal.** CDC recommends routine vaccination with quadrivalent meningococcal conjugate vaccine at age 11 or 12 years, with a booster dose at age 16 years. For adolescents who receive their first dose at age 13-15 years, a one-time booster dose should be administered after age 16 years. Persons who receive their first dose at age 16 years do not need a booster dose.
3. **Human Papillomavirus Vaccine (HPV/Gardasil).** A three-dose series.

4. Pneumovax. A vaccine which prevents illness from a strain of bacteria that can cause pneumonia and death. This vaccine is recommended for individuals 19 and older who have asthma or smoke. It is also recommended for those ages 2-64 with any of the following conditions: diabetes, sickle cell disease, lung disease, cochlear implants, CSF leaks, or conditions or medication which lower resistance to infection.

5. Hepatitis A. A two-dose series.

Immunizations required under North Carolina law must be documented within 30 days following registration. After that time, students with incomplete documentation of immunizations will not be permitted to attend classes. Please note that some series require several months for completion.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

Charges are due in full on August 1 for the fall semester and December 1 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive an official transcript or diploma, or to register for classes.

If the University deems it necessary to engage the services of a collection agency or attorney to collect or to settle any dispute in connection with an unpaid balance on a student account, the student will be liable for all collection agency and/or attorney's fees, reasonable expenses, and costs incurred.

Tuition

	Per Semester	Per Year
Full-time	\$24,373	\$48,746
Part-time	\$2,020/semester hour*	
Activity Fee	\$93	\$186
Student Health Fee	\$195	\$390
Audit Fee	\$75/semester hour	

* Students must receive approval prior to the start

of classes for part-time study.

Students should expect an increase yearly in tuition. Students must obtain approval for part-time status prior to the beginning of the semester from the Office of Academic Advising to be eligible for part-time tuition.

Students enrolled in the College or in the School of Business for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theatre, and the Student Health Service. Part-time students are entitled to the use of the libraries, laboratories, and Student Health Service but not to the other privileges mentioned above.

Room Charges

	Per Semester	Per Year
Single rooms and all apartments	\$5,210	\$10,420
Double rooms	\$4,375	\$8,750

Dining Plans

All resident students are required to sign up for a dining plan. Off-campus students may purchase a dining plan, but are not required to do so. All students, regardless of class year, can change (increase or decrease) their meal plan for the fall semester through August 1, adhering to area and class year minimums. **Plan decreases for the fall semester are not allowed** after August 1; however, plan increases will be accepted through the end of the room change period at the beginning of the fall semester adhering to area and class year minimums. Information regarding spring semester meal plan changes will be published by the residence life and housing office prior to the beginning of that semester.

Deacon Dollars

In addition to a dining plan, students may also purchase Deacon Dollars. The Deacon Dollar account is a debit account system on the student ID card that allows purchases throughout campus. An amount of \$1,000 per semester is recommended for campus purchases at the Bookstore, Benson Food Court, Subway,

Dining Plan Options

Meal Plan	Food Dollars	Cost/semester	
All Access	\$400	\$2,999.00	(Available to everyone; Includes 10 Guest Meals)
Black 200 Block	\$400	\$2,546.00	(Available to everyone, including first-year students)
Base 225 Block	\$200	\$2,249.50	(First-year students minimum, available to everyone)
Gold 125 Block	\$700	\$2,207.00	(Available to all upper-class and off-campus students)
Screamin' 100 Block	\$400	\$1,535.00	(Minimum for Quad, Palmer/Piccolo, Dogwood & Magnolia. Also available to Apartments, Road Houses and off campus only)
Apartment Style Plan 50	\$250	\$854.00	(Minimum for all Apartments (including Martin & Polo) and Road Houses. Also available to off-campus students)
Commuter 30 Block**	\$200	\$542.00	(Available to off-campus students only)

**Commuter students only

convenience stores, and all other dining locations.

Other Charges/Fees

An admission application fee of \$60 is required with each application for admission to cover the cost of processing and is nonrefundable.

An admission deposit of \$500 is required for students applying to Wake Forest University. All admissions deposits must be submitted to the director of admissions and are nonrefundable. The applicable deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Individual instruction music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are billed to the student account by Financial Services. The fee is \$325 for ½-hour music classes and \$650 for 1-hour music classes with a maximum fee of \$650 per semester.

Library fees are charged for lost or damaged books and are payable in the library.

A one-time new-student orientation fee of \$270 is charged to all students in the fall semester.

A student health fee of \$390 per year is charged for all full-time Reynolda Campus students.

A tuition deposit of \$500 is required by March 31st of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's fall semester University charges and is nonrefundable.

Returned check fee of \$25 is charged for each returned check or returned DEAC payment by the Office of Financial and Accounting Services.

A study abroad enrollment fee is charged to students enrolled in an Affiliate (non-Wake Forest) program. The fee is 12% of tuition for the semester (\$2,925 per semester for 2016/2017).

Student Health Insurance

Student Health Insurance Premium. Wake Forest University requires health insurance for all full-time, degree-seeking students. Students who demonstrate coverage that meets our criteria may waive the insurance provided by WFU. Students who only need part-time status to complete their degree are eligible for the student insurance. International students will be allowed to waive enrollment in the student insurance, if they are covered by a plan reviewed and approved by the University. Premiums for student health insurance will be determined each year and published on the Wake Forest University website. Complete details and criteria can be found at www.wfu.edu/sip.

Medical Withdrawal or Medical Change to Continuous Enrollment Status. Students enrolled in the health insurance plan may continue coverage for a maximum of one year while on a medical leave or on medical continuous enrollment status approved by the University. Students must intend to return and remain a degree-seeking candidate and remit appropriate premiums. To determine if you are eligible, please contact Student Blue for more information at 800.579.8022.

Motor Vehicle Registration and Fees

All students, both resident and commuter (including those students who reside off campus, in student apartments, theme, and satellite houses), who operate a vehicle on Wake Forest property, day or night (including after 5:00 p.m. weekdays and anytime on weekends), must register their vehicle they operate, whether it is in the student's name or a family member's name. **A student cannot register a vehicle owned or operated by another student and doing so can result in an honor code violation for both parties involved.** Vehicle registration must be completed within 1 business day from the first time the vehicle is brought to campus. To be compliant with the vehicle registration process, permits must be ordered on-line and picked-up from the appropriate location described below. Both the gate pass and parking permit must be adhered to the vehicle it was assigned in accordance with package instructions.

Parking Options

- First-year students are required to register their vehicle and park off campus at the University Corporate Center (UCC) in the designated area, which is adjacent to Bridger Field House.
- Sophomore students are required to register their vehicle and park off campus in Lot Z2, which is located on the north side of Polo Rd. Parking in the sophomore parking lot (Z2) is limited. When lot Z2 is sold out, permits for the overflow lot, adjacent to Bridger Field House, will be the only permits available to sophomores.

- Junior and senior resident students are required to register their vehicle and have the option to park on-campus or the UCC lot.
- Commuting upper-class students are required to register their vehicle and have the options to park on campus (on-campus commuter permits are limited and sold on a first-come first-serve basis), off campus (Winston-Salem First and the designate lot in Reynolda Village) or the UCC lot.
- The UCC parking permit is available to those who ride the shuttle to campus from apartment complexes or students who otherwise reside in off-campus housing and walk or bike to campus between 8:00 a.m. and 5:00 p.m., Monday-Friday. The permits must be placed on the vehicle to be considered registered to park on campus after 5:00 p.m. on weekdays and on weekends.

Fees for parking options can be found online during the vehicle registration process at <https://wfuparking.t2hosted.com/cmn/index.aspx>.

Online Registration and Permit Distribution

All permits can be ordered online at <https://wfuparking.t2hosted.com/cmn/index.aspx>.

WFU IDs are required to pick up permits, if not delivered to a campus P.O. Box.

First Year Students Permit Distribution Information:

- Permits ordered on or before August 20, 2015:
 - **Pickup Date:** Friday, August 21, 2015 - Campus Services Day
 - **Pickup Time:** Between 8:00 a.m. – 4:00 p.m.
 - **Pickup Location:** Benson University Center, Room 409. Look for the “Parking and Transportation” sign. Additional information will be available on alternative transportation (shuttles, Zipcar, etc.) during this time.
- Permits ordered on or before August 23, 2015 or you did not pick up permits at Campus Services Day:
 - **Pickup Date:** Monday, August 24, 2015

- **Pickup Time:** 9:00 a.m. – 3:30 p.m.
- **Pickup Location:** Benson Center, Room 406
- Permits ordered after August 23, 2015 or you did not pick up permits at Campus Services Day or Monday, August 24th.
 - **Pickup Date:** Tuesday, August 25 and thereafter
 - **Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Parking and Transportation Office in Alumni Hall. **Expect long lines and delays for distribution at this location.** Your Wake Forest ID is required to pick up your permit.
 - **First-year students Permits Will Not Be Mailed to a Campus P.O. Box.**

Resident Upper-class Students Permit Distribution Information:

- Permits ordered on or before August 20, 2015:
 - Permits will be available in your Campus P.O. Box.
 - If you met the deadline and your permit is not in your Campus P.O. Box, inquire with Mail Services regarding your P.O. Box.
 - **Permits will not be mailed to a Campus P.O. Box if you did not register online by August 20.**
- Permits ordered between August 21, 2015 and August 23, 2015:
 - **Pickup Date:** Monday, August 24, 2015
 - **Pickup Time:** 9:00 a.m. – 3:30 p.m.
 - **Pickup Location:** Benson Center, Room 406
- Permits ordered after August 23 or you did not pick up permits in Benson Center Monday, August 24:
 - **Pickup Date:** Tuesday, August 25, 2015 and thereafter
 - **Pickup Time:** Monday through Thursday 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Parking and Transportation Office in Alumni Hall. **Expect long**

lines and delays for distribution at this location. Your Wake Forest ID is required to pick up your permit.

Undergraduate commuter, Arts and Science graduate student or divinity student:

- Permits ordered on or before August 23, 2015:
 - **Pickup Date:** Monday, August 24
 - **Pickup Time:** Between 9:00 a.m. and 3:30 p.m.
 - **Pickup Location:** Benson University Center, Room 406
 - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 23 or you did not pick up permits in Benson Center Monday, August 24:
 - **Pickup Date:** Tuesday, August 25, 2015 and thereafter
 - **Pickup Time:** Monday through Thursday 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
 - **Pickup Location:** Parking and Transportation Office in Alumni Hall. **Expect long lines and delays for distribution at this location.** Your Wake Forest ID is required to pick up your permit.

Fines are assessed against any person visiting Wake Forest University and violating parking regulations and range from \$25 to \$250. Visitors are subject to the parking rules and regulations found at <https://wfuparking.t2hosted.com/cmn/index.aspx>. Students are responsible for their visitors. Students will be held financially responsible for citation fines issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitors who plan to park on campus for more than one day require a visitor parking pass. Visitor parking passes can be obtained from the Parking and Transportation office.

The Parking and Transportation office is located in Alumni Hall, Suite 138. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Thursday and 8:30 a.m. and 3:00 p.m. on Friday.

For more information call 336.758.PARK or email parking@wfu.edu.

Refund of Charges Policy and Return of Financial Aid Funds Policies

A student who officially withdraws or officially is granted continuous enrollment status during a semester may be entitled to a refund of certain charges as outlined in the Tuition and Fees Refund Policy. A withdrawal (official or otherwise) or grant of continuous enrollment status also affects financial aid eligibility, as outlined in the federal Return of Title IV Program Funds Policy and the Return of Non-Title IV Program Funds Policy. A student using scholarships, grants, or loans to pay educational expenses, whose account was paid-in-full prior to withdrawal or grant of continuous enrollment status, is likely to owe the University after withdrawal or grant of continuous enrollment status. Procedures for such changes of status are coordinated by the Office of Academic Advising.

Tuition and Fees Refund Policy

A student who officially withdraws or officially is granted continuous enrollment status during a semester may be entitled to an adjustment to tuition and housing depending on the date of withdrawal or grant of continuous enrollment status. If a tuition adjustment results in a credit balance, the student can elect to receive a refund of the credit balance or leave the balance on the account for future terms. Any adjustment of room rent is based on when the student has checked out of his/her residence hall after withdrawing or beginning continuous enrollment status. Unused meal plan funds are refunded on a weekly pro-rata basis. There is no adjustment for mandatory fees after the first day of class. Fees for individual music instruction courses are refunded on the same basis as tuition. Parking registration fees are not refundable if the decal has been placed on the vehicle. Tuition, fees, room rent, and related charges are not refunded for findings of responsibility within the undergraduate student

judicial review process. Return of Title IV funds are handled in accordance with federal law.

Schedule of Adjustments for Withdrawal or Continuous Enrollment Start Date, Fall and Spring Semesters

Official Date	Tuition Refunded
Before classes begin	100% tuition (-) deposit
First week of classes	90%
Second week of classes	75%
Third week of classes	50%
Fourth week of classes	30%
Fifth week of classes	20%
After fifth week of classes	0%

Schedule of Adjustments for Withdrawal or Continuous Enrollment Start Date, Summer Sessions

Official Date	Tuition Refunded
First three class days	100%
Fourth class day	75%
Fifth class day	50%
Sixth class day	25%
After sixth class day	0%

Students are responsible for officially dropping courses to be eligible for a refund. Nonpayment for classes for which a student is registered or non-attendance in a registered class does not release the student from financial obligation and will not drop the student from the class. The Office of Financial Services calculates the refund of charges, and it has available an example of the application of the University Refund of Charges Policy. If charges originally paid by financial aid funds are no longer covered after financial aid funds are returned to the programs, the student is responsible for the remaining balance.

Return of Title IV Program Funds Policy

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws. Wake Forest University's continuous enrollment policy does not exempt

any student from the requirements of the Return of Title IV Funds policy; nor does it extend federal student loan deferment benefits. Title IV Funds subject to return include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Iraq & Afghanistan Service Grant, Teacher Education Assistance for College & Higher Education Grant, Federal Perkins Loan, Federal Direct Loan (subsidized and unsubsidized), and Federal Direct PLUS Loan.

Title IV aid is awarded and paid on a payment period basis. For students enrolled in a single session or module of a payment period (such a summer), the single session or module is the payment period. For students who are awarded Title IV aid based on a reported registration in multiple sessions or modules of a payment period, the payment period is the beginning (start date) of the first session or module through the end (last day of exams) of the last session or module.

The percentage of the payment period completed is determined by dividing the total number of calendar days comprising the payment period (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is: (1) up through the 60% point in time, the percentage of the payment period completed, (2) after the 60% point in time, 100%. The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal or post-grant of continuous enrollment status disbursements). If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

Institutional charges (costs) include tuition and required fees, on-campus room rental, and on-campus meal plan. The federal Return of Title IV

Funds policy requires that federal aid be considered as first applied toward institutional charges, regardless of other non-federal aid received.

Unearned funds, up to the amount of total institutional charges multiplied by the unearned percentage of funds, are returned by the University; the return of Title IV Program funds may be rounded to the nearest dollar for each aid source. The student returns any portion of unearned funds not returned by the University. A student (or parent for PLUS loans) repays the calculated amount attributable to a Title IV loan program according to the loan's terms. If repayment of grant funds by the student is required, only 50% of the unearned amount must be repaid. A student repays a Title IV grant program subject to repayment arrangements satisfactory to the University or the Secretary of Education's overpayment collection procedures.

Funds returned are credited in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teacher Education Assistance for College & Higher Education Grants, and other Title IV funds for which a return of funds is required.

The Office of Student Financial Aid calculates the amount of unearned Title IV grant and loan funds, and has available examples of the application of this federal policy and a copy of the relevant Code of Federal Regulations section (CFR 668.22).

Return of Non-Title IV Program Funds Policy

A student who drops to less-than-full-time enrollment within the timeframe to drop courses as published in the academic calendar loses eligibility for all institutional aid for the entire term. For financial aid purposes, full-time enrollment is defined as twelve or more hours each semester.

The Office of Student Financial Aid calculates the amount of non-Title IV program funds to be returned to the various programs when a recipient withdraws or is granted continuous enrollment status. The return of non-Title IV Program funds may be rounded to the nearest dollar for

each aid source.

Return of funds to various state and private aid programs is determined by specific program rules. If rules allow, state and private loan funds are returned before gift funds. State and private funds may be retained in amounts necessary to satisfy the student's remaining University charges or adjusted need, whichever is larger.

Awards from institutional funds for which all disbursement requirements have not been met by the student prior to withdrawal or change to continuous enrollment status are canceled and no disbursements are made.

Upon withdrawal or change to continuous enrollment status, an adjusted estimated cost of attendance (COA) is established in two parts. For an on-campus student, the first part equals the adjusted tuition and room rental charges (not to exceed the standard allowance, and not including charges that result from a student remaining in his/her room after the date of withdrawal) and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of meal, transportation, and personal living expenses. For an off-campus student, the first part equals the adjusted tuition charge and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of room, meal, transportation, and personal living expenses.

If the adjusted COA is greater than the full semester expected family contribution (EFC), the student retains institutional aid (in the same mix of initially-awarded gift and loan), up to the amount required to meet the adjusted need and not exceeding the initial amount(s). **The EFC represents a best estimate of a family's capacity (relative to other families) to absorb, over time, the costs of education. For a student withdrawing or changing to continuous enrollment status, the full EFC is expected to support educational expenses incurred, prior to any support from aid programs.** For purposes of this calculation, a student who receives only merit-based institutional gift is considered to have an EFC equal to the full semester COA minus the amount of that gift. The order in which each institutional fund is reduced is determined on a case-by-case basis by the aid office, with the

guiding principle being the return of funds to University accounts most likely to be needed by other students.

A student who withdraws or changes to continuous enrollment status after receiving a cash disbursement must repay Wake Forest scholarship funds up to the amount of Title IV funds that the University must return. Fines and other incidental charges not included in the financial aid COA are solely the responsibility of the student. Required returns of funds to all financial aid programs are made prior to the refund to the student.

Housing

All unmarried first-, second-, and third-year students with residential admission status are required to live in the residence halls for six semesters, except (1) when permission is given by the dean of residence life and housing for the student to live with parents; (2) by special arrangement when space is not available on campus; (3) the student is admitted as a non-resident student; or (4) if the student has lost residence hall space because of a Residence Halls Agreement violation or disciplinary action.

Fifth-year and part-time students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing. Wake Forest University does not provide married couple or family housing. Resident undergraduate students are guaranteed campus housing for eight semesters dependent upon space availability.

Residence halls are supervised by the director of residence life, residence life coordinators, and graduate student hall directors.

Visit <http://rlh.wfu.edu>, the residence life and housing website, for more information regarding policies and procedures.

Off-Campus Housing Policy

The University has developed guidelines and policies for those undergraduate students who desire or are required to live off campus. Such policies affect apartment or other multi-family residences as well as single-family residences.

All students who desire to live off campus are required to apply for off-campus housing status on an annual basis.

Each year, information is provided for all undergraduate students on the residence life and housing website, <http://rlh.wfu.edu/off-campus-living>. Conditions may be placed on students who choose to live in single family areas, or students may be denied the ability to live within such a location. Students who desire to reside off campus must obtain approval from the Office of Residence Life and Housing prior to signing off-campus leases.

Please visit the Office of Residence Life and Housing, on campus in Alumni Hall, room 104, or online at <http://rlh.wfu.edu>.

Student Health Service

The Student Health Service's goal is to promote a healthy lifestyle through health education and health maintenance and to take away health related barriers to education. A physician-directed medical staff offers primary care services, urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, and medical information and vaccinations related to travel to international destinations.

Student Health Portal. Students now can make most appointments online through the Student Health Portal. The best way to access this portal is through the SHS website <http://shs.wfu.edu>. This is a secure way to make appointments, view published labs, print off a copy of your immunization history on file, print receipts and securely communicate with our clinic. SHS's primary way to communicate with students will be through their student email account. We send out appointment reminders 24 hours before your appointment and send messages for you to log into the Student Health Portal to view secure messages from the clinic. Students are encouraged to make appointments to be seen at the clinic. If you choose to walk in without an appointment, you will be seen by one of our staff nurses. The nurse will evaluate

you and try to get you in with a medical provider if necessary and if one is available. We cannot guarantee the availability of a medical provider if you choose to come to the clinic without an appointment.

Medical Charges. Most services at SHS are covered by the Student Health Fee. In addition, there are discounted "fee-for-service" charges for medications, laboratory tests, observation care, procedures, and some supplies. Payment can be made by paying cash, check, Deacon One Card, Student Blue Insurance, or the charge can be transferred to the student's account in Office of Financial and Accounting Services. Each student is given a copy of the medical charges incurred on the date of service which can be used for insurance filing. Student Health Service does not participate nor do we file insurance claims on behalf of the patient.

Health Information & Immunization Form.

All new students are required to complete this form. It must be received by the Student Health Service before June 30 for new students entering fall semester or before January 1 for new students entering spring semester. This form requires information in regards to documentation of immunizations required by the University and the State of North Carolina. This form is located at <http://shs.wfu.edu/forms/>.

Confidentiality. Student medical records are confidential. Medical records and information contained in the records may be shared with therapists and physicians who are involved in the student's care, and otherwise will not be released without the student's permission except as allowed by law. Students who wish to have their medical records or information released to other parties should complete a release of information form at the time of each office visit or service.

Class Excuses. The responsibility for excusing students from class rests with the faculty. Consequently the Student Health Service does not issue "excuses" for students. Students who are evaluated at the Health Service are encouraged to discuss their medical situations with their professors. A receipt documenting visits is available to students at checkout. Information concerning hospital-

ization and prolonged illnesses is sent, with the student's permission, to the appropriate Dean.

Student Insurance Program. Health insurance is required as a condition of enrollment for all degree-seeking* students at Wake Forest University. Students who demonstrate comparable coverage to WFU's health insurance plan and meet our criteria may waive the coverage provided by WFU. Information about the policy plan, process instructions and full information regarding eligibility can be found at <http://sip.studentlife.wfu.edu/>.

**Certain part-time students are not eligible.*

Inclement Weather. When the University is closed due to inclement weather, the Student Health Service will have limited staff and will be able to provide care only for injuries and urgent illnesses. Appointments may be rescheduled.

Retention of Medical Records. Student medical records are retained for 10 years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

Academic Calendar

The academic calendar of the College and the School of Business undergraduate program includes a fall semester beginning in August and ending in December, a spring semester beginning in January and ending in early May, and two five-week summer sessions. Semesters are 15 weeks in length, not including the final examination period.

Orientation and Advising

For new students in the College, a required orientation program and a required meeting with the student's lower-division academic adviser precede the beginning of classes and the drop/add period. Some required orientation programs also occur during fall semester of the first year. The lower-division academic adviser provides guidance during and between registration periods until the student declares a major.

During orientation, advisers meet with students both individually and in small groups. A face-to-face meeting with the adviser is required before all subsequent registration periods. Stu-

dents are encouraged to take the initiative in arranging additional meetings at any time to seek advice or other assistance. The lower-division adviser works with the student until the student declares a major, typically during the fourth semester. Then, an adviser in the student's major department is assigned.

Registration

Registration for continuing students in the College and the School of Business undergraduate program begins in March for the fall and the summer terms, and in October for the spring term. Consultation with the academic adviser must be completed before registration. New students entering in the fall term are registered during the prior summer. Readmitted students and those approved for resumption of full- or part-time status, once officially advised, may work with the Office of the University Registrar staff to enroll in classes. Students currently enrolled at the University may register for the summer sessions classes. All tuition and fees must be paid in full to the Office of Financial and Accounting Services by the announced deadlines.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of semester hours earned.

The requirements for classification are as follows:

Sophomore—completion of no fewer than 25 hours toward a degree;

Junior—completion of no fewer than 55 hours toward a degree;

Senior—completion of no fewer than 87 hours toward a degree.

Course Load

Most courses in the College and the School of Business undergraduate program have a value of 3 credit hours, but they may vary from one-half hour to five hours. The normal load for a full-time undergraduate student is 15 credit hours per semester. The maximum credit hours allowed in the College without permission is

17, and the maximum allowed in the School of Business is 18. A student who feels that he or she has valid and compelling reasons to register for more than the maximum hours in a semester must seek permission starting each semester after the second round of registration appointments. Only if the adviser, the appropriate staff of the Office of Academic Advising, and the Committee on Academic Affairs agree that the proposed course load is in the best interest of the student will permission be granted. Non-business or non-accounting majors wishing to take courses in the School of Business must have met the specific courses' prerequisites and have permission of the instructor. Enrollment in the course is subject to space availability.

Twelve hours per semester constitute minimum full-time enrollment for undergraduates at the University. Recipients of Wake Forest scholarships and loans, as well as some types of federal aid, must be enrolled for at least 12 hours. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.

Part-time Students

A student may not register for part-time status (i.e., fewer than 12 hours in a single semester) without specific permission from the Office of Academic Advising by the last day to add a class. Approval for part-time status requires that students pay for such work on a per hour basis. Petitions for part-time status after the last day to add a class will be denied, except in the case of special circumstances, and the student will be required to pay full tuition. Part-time students may be ineligible for campus housing unless an exception is made by the Office of Residence Life and Housing.

Class Attendance

The responsibility for class attendance lies with the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered suffi-

ciently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the appropriate dean in the Office of Academic Advising for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the School of Business.

Students who miss class while acting as duly authorized representatives of the University at events and times approved by the appropriate dean are considered excused. The undergraduate faculties are sensitive to the religious practices of members of the student body. At the beginning of the semester, students who will be absent from class for religious observances should confer with the instructor(s) about the date of the absence. The disposition of missed assignments will be arranged between instructor and student. Students anticipating many excused absences should consult the instructor before enrolling in classes in which attendance and class participation count heavily toward the final grade. For policies pertaining to absences resulting from illness or other extenuating circumstances please see the statement under the Student Health Service in this *Undergraduate Bulletin*.

Auditing Courses

When space is available after the registration of degree-seeking students, others may request permission of the instructor to enter a class as auditors. No additional charge is made to full-time students in the College or the School of Business; for others the fee is \$75 per hour. Permission of the instructor is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor.

Although an auditor receives no credit, a notation of audit is made on the final grade report and entered on the academic record of students who

have met the instructor's requirements. An audit may not be changed to a credit course or a credit course changed to an audit after the first official day of classes for each semester or term.

Dropping a Course

The last day in each term for dropping a class without being assigned a final grade of F is listed in the Academic Calendar available at <http://registrar.wfu.edu/academic-calendar/> and in the front of this bulletin for the current year. A student who wishes to drop any course on or before this date must follow the procedure prescribed by the registrar. After this date, a student who wishes to drop a course must consult his or her academic adviser, the course instructor, and the Office of Academic Advising or the appropriate dean in the School of Business. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of medical or other extenuating circumstances, the grade in the course will still be recorded as F.

Drop/Add of Partial-Semester Courses

Students adding or dropping classes lasting for shorter durations than the full semester and/or that begin after the opening of the semester may add or drop those classes any time prior to the first class meeting, but instructor's permission may be required. The add and drop period for such classes is proportionate to the duration of the course. Consult with the academic services calendar or the Office of the University Registrar for the enforced add and drop dates.

Continuous Enrollment Status

An undergraduate student who needs to interrupt his/her full- or part-time status for personal or medical reasons may petition for continuous enrollment status with the Office of Academic Advising. This status can be approved for one or two semesters. When students approved for continuous enrollment status wish to resume full- or part-time status, they must submit a notification to this effect to the Office of Academic Advising and any other information required by the Com-

mittee on Academic Affairs. See Resumption of Full- or Part-time Status on page [35](#) for more details.

In the case of change to continuous enrollment status granted during an academic term for medical reasons, the student may request that no grades be recorded for that semester. Such requests require the formal support of either the Student Health Service or the University Counseling Center, and the student's standing in courses at the time of departure may be taken into consideration. The Committee on Academic Affairs has final authority on such requests.

A change to continuous enrollment status cannot be finalized until residence hall keys (if applicable) and mailbox keys, along with any other pertinent University property items, have been returned to the appropriate offices. However, the student retains active enrollment status with the University, and retains email and registration privileges, and all applicable University policies will continue to apply. *Wake Forest University's policy on Continuous Enrollment Status does not exempt any student from the requirements of the Return of Title IV Funds policy; nor does it extend federal student loan deferment benefits.*

A continuous enrollment fee will be assessed.

Withdrawal

A student who intends to interrupt full- or part-time status for more than two semesters on a voluntary or medical basis and is not granted continuous enrollment status (see above), or any student who is suspended for academic or judicial reasons, is deemed to have withdrawn from the University.

A student who initially requests continuous enrollment status but who has been in that status for more than two semesters (or one year), is re-classified as withdrawn, will no longer have registration privileges and an email account, and must return the laptop computer (if applicable) and any outstanding library materials. In addition, any student who discontinues class attendance or does not properly resume full- or part-time status, but who has not properly requested continuous enrollment status in advance, will

also be deemed to have withdrawn.

A student who discontinues class attendance during an academic term from the College or the School of Business without officially applying for continuous enrollment status or withdrawal is assigned failing grades in all current courses, and is deemed to have withdrawn. No withdrawal can be finalized until laptop computers (if applicable), connecting cables, Wake Forest University ID cards, residence hall keys (if applicable), mailbox keys, and library materials, along with any other pertinent University property items, have been returned to the appropriate offices.

Withdrawn students do not retain email and registration privileges. Tuition, fees, room rent, and related charges will not be refunded for findings of responsibility within the undergraduate student judicial review process. Return of Title IV funds will be handled in accordance with federal law.

Examinations

Final examinations for each class are scheduled at specific periods during the six final examination days at the end of the term. All examinations are conducted in accordance with the Honor and Ethics System adopted by the student body and approved by the faculty.

Grading

For most courses carrying undergraduate credit, there are twelve final grades: A (exceptionally high achievement), A-, B+, B (superior), B-, C+, C (satisfactory), C-, D+, D, D- (passing but unsatisfactory), and F (failure).

Incomplete Grade Designation. “I” (incomplete) may be assigned only when a student fails to complete the work of a course because of illness or some other extenuating circumstance that is beyond the student’s control. If the work recorded as I is not completed within thirty days after the student begins his or her next semester, the grade is automatically changed to the grade of F.

Not Reported Grade Designation. “NR” (Not Reported) is an administrative designation

assigned by the University Registrar indicating that a faculty member has not reported a grade or grades by the reporting deadline. It is expected that the appropriate earned grade will quickly be reported. However, if the NR grade is not replaced within 45 days after the student enters his or her next semester, the NR is automatically changed to a grade of F.

Grade Points. Grades are assigned grade points per hour for the computation of academic averages, class standing, and eligibility for continuation, as follows:

for each grade of A	4.00 points
for each grade of A-	3.67 points
for each grade of B+	3.33 points
for each grade of B	3.00 points
for each grade of B-	2.67 points
for each grade of C+	2.33 points
for each grade of C	2.00 points
for each grade of C-	1.67 points
for each grade of D+	1.33 points
for each grade of D	1.00 points
for each grade of D-	0.67 points
for each grade of F	no points

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the College makes available the option, under certain conditions, of registering in courses on a pass/fail basis. Courses taken under the pass/fail option yield full credit when passed but, whether passed or not, are not computed in the grade point average. The last day to change from grade mode to pass/fail is the drop date. The last day to change from pass/fail to grade mode is the Friday of the twelfth week of the semester.

A student may count no more than 18 hours taken on a pass/fail basis toward the degree. First-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Second, third, and fourth-year students at Wake Forest may elect no more than 4 pass/fail hours in a given semester. Courses used to fulfill core, quantitative reasoning, cultural diversity, major, minor, or certificate program requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major

requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise and if the student obtains the written or electronic permission of his or her academic adviser and the course instructor. Any student who is eligible to enroll for pass/fail credit must follow the prescribed enrollment process overseen by the Office of the University Registrar.

No courses in the School of Business may be taken pass/fail unless they are offered only on that basis.

Grade Reports and Transcripts

The registrar will announce midterm and final grades in the students' WIN account, usually the day following the faculty grade reporting deadline.

Official transcripts of the permanent educational record will be issued by the registrar upon the student's request, unless there are unpaid financial obligations to the University or other unresolved issues.

Under the Family Educational Rights and Privacy Act (FERPA), the University has the right to inform parents/guardians of dependent students and certain other qualified individuals of the contents of the educational records.

Dean's List

The Dean's List is issued after the end of the fall and spring semesters. It includes all full-time, degree-seeking students in the College and the School of Business who have a grade point average of 3.4 or better for a full-time course load in the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point average system and are based entirely on grades earned in Wake Forest courses. A degree candidate with a cumulative average of not less than 3.8 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.6 for all courses attempted is graduated

with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.4 for all courses attempted is graduated with the distinction *cum laude*. Details are available in the Office of the University Registrar.

Repetition of Courses

A Wake Forest course can be repeated at Wake Forest if the grade earned is C- or lower. In this case, all grades received will appear on the transcript, but the course will be counted only one time for credit. If a student fails a course previously passed, the hours originally earned will not be forfeited. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. A grade of irreplaceable F received in a class as a consequence of an honor violation does not prevent a student from repeating the class, but if the repeat successfully earns credit for the class, both the repeat grade and the irreplaceable F will be included in the cumulative grade point average. Students seeking to repeat WRI 105 must petition the English department.

Probation/Suspension

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as determined by the Committee on Academic Affairs. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, such as failing to attend class regularly, failing to complete papers, examinations, or other work on time, failure to earn more than six grade points in any semester, or failing to maintain a minimum GPA (see Requirements for Continuation).

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with an academic counselor or dean in the Office of Academic Advising, petition the Committee on Academic

Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code and, as a result, suspended from the University or assigned the penalty of “activities suspension” is ineligible to represent the University in any way until the period of suspension is completed and the student is returned to good standing. Such students also may not be initiated into any fraternity or sorority during the time of the sanction.

No student suspended from Wake Forest may take coursework at another institution and have that work transferred to Wake Forest for credit.

Requirements for Continuation

A student’s academic eligibility to continue is determined by the number of hours passed and the grade point average. The number of hours passed is the sum of the hours transferred from other institutions and the hours earned in the undergraduate schools of the University. The grade point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs. To be eligible to continue in the College, students must maintain:

for hours passed	a minimum cumulative GPA of
fewer than 30	1.60
at least 30, fewer than 60	1.70
at least 60, fewer than 90	1.80
90 and above	1.90

Students are responsible for knowing their academic standing at all times. Any student whose

GPA falls below the required minimum will have a grace period of one semester to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn six or fewer grade points in any given semester in courses other than CNS 353; military science courses; MUS 111-129 (ensemble courses); DCE 128; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the student’s control, he or she may appeal to the Committee for an exception.

Any student who is in academic difficulty is urged to seek advice and counsel from his or her academic adviser, from the Office of Academic Advising, from the Learning Assistance Center, and from the University Counseling Center.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service, creates a danger to the safety and well-being of the student or others may be required to withdraw or convert to continuous enrollment status until the problem is resolved.

Resumption of Full- or Part-Time Status

The Committee on Academic Affairs oversees matters affecting students who have been granted continuous enrollment status. A student who has been granted continuous enrollment status for medical or psychological reasons must submit documentation from his or her physician or therapist to either the director of the Student Health Service or the director of the University Counseling Center attesting to his or her readiness to resume a full academic program. The physician or therapist should also provide professional guidance to these directors as to the nature of the student’s ongoing care once a resumption of full- or part-time status has been approved.

For students whose change to continuous enrollment status is based upon mental health needs, it will be understood that a resumption of full- or part-time status generally can be accomplished no earlier than one semester or 90 days in the future depending upon the time of

year in which the student is granted continuous enrollment status. In all such instances, the student's resumption of full- or part-time status is contingent upon a statement from appropriate medical authorities that the medical condition has been sufficiently addressed so that normal study can be resumed.

Any student who has been granted continuous enrollment status and who hopes to receive transfer consideration for work done elsewhere must provide the University with a properly documented statement attesting to his or her good standing at the institution from which the transfer credit would come. (See Transfer Credit rules.) Additionally, an official copy of the student's transcript must be made available to the Office of the University Registrar.

Should a student, upon interruption of full- or part-time status, fail to comply with procedures for a change to withdrawn or continuous enrollment status, "holds" may be placed upon his or her record that will prevent consideration of readmission or resumption of full- or part-time status. Although a resumption of full- or part-time status can normally be approved (subject to medical or psychological approvals as described here), any request for resumption of full- or part-time status to the University may be denied if a student has violated any laws or regulations or has engaged in conduct or exhibited behaviors that have demonstrated a disregard for the rights of others. Notification forms required for resumption of full- or part-time status and deadlines for submission are posted on the Office of Academic Advising website at <http://advising.wfu.edu>.

Deadlines for the receipt of all necessary information are as follows:

Fall Resumption - August 1

Spring Resumption - December 1

Summer Resumption - April 15.

Readmission

The Committee on Academic Affairs oversees the readmission of students who have withdrawn—voluntarily, for medical or psychological reasons, due to academic or judicial suspension, or other-

wise. In making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student. A student who has withdrawn from the University for medical or psychological reasons must submit documentation from his or her physician or therapist to either the director of the Student Health Service or the director of the University Counseling Center attesting to his or her readiness to resume a full academic program. The physician or therapist should also provide professional guidance to these directors as to the nature of the student's ongoing care once readmission has been approved.

Any student who has withdrawn and who hopes to receive transfer consideration for work done elsewhere must provide the University with a properly documented statement attesting to his or her good standing at the institution from which the transfer credit would come. (See Transfer Credit rules.) Additionally, an official copy of the student's transcript must be made available to the Office of the University Registrar.

No student on judicial or academic probation or suspension from the University may take coursework at another institution and have that work transferred to the University for credit. Students whose withdrawals from the University were as the result of an honor or judicial conviction must satisfy fully any sanctions placed upon them prior to being considered for readmission.

Students who have been ineligible to continue for academic reasons must present to the Committee on Academic Affairs an intentional plan to raise their academic standing to acceptable standards. Should a student, upon withdrawal or granting of continuous enrollment status, fail to comply with proper withdrawal or continuous enrollment procedures, "holds" may be placed upon his or her record that will prevent consideration of readmission or resumption of full- or part-time status until such matters are resolved.

Any request for readmission to the University may be denied if a student has violated any laws or regulations or has engaged in conduct or exhibited behaviors that have demonstrated a disregard for the rights of others. Readmission forms and deadlines are posted on the Office of Academic Advising website at <http://advising.wfu.edu>.

Deadlines for the receipt of all necessary information are as follows:

Fall Readmission - August 1

Spring Readmission - December 1

Summer Readmission - April 15.

Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

Courses taken outside the U.S. require, in addition, prior approval from the Center for Global Programs and Studies. Students must obtain program approval and course approval through the Center for Global Programs and Studies.

Transfer Credit

All work attempted in other colleges and universities must be reported to the Office of the University Registrar. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade point average of no less than 2.0, must not be on probation or suspension from Wake Forest, and must obtain departmental approval following the prescribed process overseen by the Office of the University Registrar. For entering transfer students, credit may be accepted from accredited colleges and universities, including two-year colleges. For enrolled Wake Forest students and students readmitted to Wake Forest, transfer credit is accepted only from approved four-year institutions. For transfer hours to be accepted, the grade in any course must be C or better. Courses completed at other colleges or universities with the grade of C- or lower are not awarded transfer hours in Wake Forest. Of the 120 credit hours required for the baccalaureate, the minimum number of credit hours that must be earned in Wake Forest programs depends on whether the transferred courses were taken before or after enrolling at Wake Forest. (Refer to the Requirements for Degrees section of this bulletin for more details.) Courses being considered for transfer that are not based on semester hour credits will not receive a higher conversion value than the value of the Wake Forest course.

After a student enrolls at Wake Forest, courses in art, biology, chemistry, computer science, math-

ematics, philosophy, physics or sociology cannot transfer in to satisfy divisional requirements.

Applications for transfer credit from online and distance learning courses are evaluated on an individual basis. Only those courses approved by the appropriate department chair are accepted. No more than 15 credit hours earned through fully online courses may be applied toward graduation; of these, no more than six credit hours may be transferred from another institution. It is the responsibility of the student to disclose to the Office of the University Registrar whether a class is an online or distance learning class. Undergraduate students in the College may not enroll in any online course for credit during their first two semesters at Wake Forest.

Dual enrollment courses, college level courses taken at institutions other than Wake Forest, are treated as transfer credit if the given course meets the University's standard criteria for transfer credit.

Independent Study, Individual Study, Directed Reading and Internships

Such work is ordinarily reserved for junior and senior students in the undergraduate schools. Any student requesting approval for such a course must possess a cumulative grade point average of at least 2.0 in Wake Forest courses. All such course requests must be approved by the appropriate department. The academic requirements must be completed during the semester in which a student is enrolled.

The number of credit hours the student registers for in an independent study, individual study, directed reading, or internship course may not be changed during the add period unless approved by the sponsoring faculty member.

Undergraduates in Graduate Courses

In exceptional circumstances, undergraduate students may enroll in Wake Forest graduate-level courses. Such students must have junior or senior status and must obtain written permission from the course instructor, the student's adviser, and the associate dean for academic advising. Typically, undergraduate students will not be allowed to take 600-level classes for credit if the related 300-level class is available; undergraduate

students who wish to take a cross-listed course at the graduate level must follow the procedure described above. Graduate programs have no obligation to admit undergraduate students to their courses and do so at their own discretion.

Eligibility for Study Abroad

In order to be eligible for study abroad on a Wake Forest or affiliate program (approved non-Wake Forest program) students must:

1. Have completed two semesters of coursework before beginning the program unless approved by the appropriate dean in the College and the Center for Global Program and Studies,
2. Have a cumulative grade point average of 2.0 or above,
3. Not be on probation or suspension from Wake Forest,
4. Obtain approval of the program from the Center for Global Programs and Studies before applying to any affiliate program (consult a study abroad advisor for the program approval process),
5. Fulfill all required steps of the study abroad process as outlined by the Center for Global Programs and Studies, and
6. Attend a mandatory pre-departure orientation

Students who do not meet the above criteria will not receive credit for any coursework taken outside the U.S. Students who study abroad on affiliate programs must follow all policies on transfer credit as stated in this *Undergraduate Bulletin*.

Note that any student possessing less than a 2.0 cumulative grade point average is not eligible to receive transfer credit from an affiliate study abroad program (See the transfer credit section of this *Undergraduate Bulletin*.)

Scholarships and Loans

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid.

Financial aid programs include institutional, state, and federal scholarship, loan, and work funds. Financial need is a factor in the awarding of most aid. The annual calculation of need, and therefore award amounts, may vary from year to year. Additional information is provided at <http://financialaid.wfu.edu/info-for-aid-recipients/>. IRS Publication 970 describes the possible taxability of scholarship assistance.

Policy on Satisfactory Academic Progress for Financial Aid Eligibility

Federal Financial Aid

Evaluation of students' satisfactory academic progress for purposes of federal financial aid eligibility is made at the end of each term (fall, spring, summer), to determine eligibility for the following term. Evaluation is also made upon students' readmittance and/or return to active status following a period of continuous enrollment status. The Higher Education Act mandates that institutions of higher education establish minimum standards of satisfactory academic progress for students receiving federal aid.

Wake Forest University makes these minimum standards applicable to all aid programs funded by the federal government, and applicable to all coursework taken by a student that is applicable to a bachelor's degree (regardless of the timing of the student's declaration of a major or change in major), all coursework accepted or credited toward a bachelor's degree (transfer hours, Advanced Placement hours, International Baccalaureate hours, College Level Examina-

tion Program hours, etc.), and all other coursework (graduate-level coursework, etc.) taken at Wake Forest while enrolled as an undergraduate student. Certain federal aid programs have higher academic and/or other requirements, which are communicated to recipients. The minimum standards of satisfactory academic progress for federal aid also apply to certain state aid programs, including the Need Based Scholarship for North Carolina residents. To maintain academic eligibility for federal aid, a student must:

Complete the requirements for a bachelor's degree within a maximum number of hours attempted of 180 (including transfer hours, Advanced Placement hours, International Baccalaureate hours, College Level Examination Program hours, etc.). During a semester in which a student drops courses or withdraws or begins continuous enrollment status, the maximum number of hours attempted includes those hours attempted as of the earlier of (1) the withdrawal or continuous enrollment status effective date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

Pass at least two-thirds of those hours attempted in the undergraduate schools of the University (including transfer hours, pass/fail courses, and hours attempted as a visiting or unclassified student). Incompletes count as hours attempted, unless from a non-credit course.

Audited classes do not count as hours attempted. During a semester in which a student drops courses or withdraws, hours attempted includes those hours attempted as of the earlier of (1) the withdrawal or continuous enrollment status effective date, or (2) the last day to drop a course without penalty (as published in the academic calendar). For purposes of this policy, hours attempted also include all instances in which a course is repeated.

Maintain the following minimum cumulative Wake Forest University grade point average on all graded hours attempted in the undergraduate schools of the University (including

courses with a grade of incomplete):

For graded hours attempted of	a minimum cumulative GPA of
fewer than 30	1.60
at least 30, fewer than 60	1.70
at least 60, fewer than 90	1.80
90 and above	1.90

The Wake Forest University grade point average calculation excludes pass/fail courses. In cases where a student repeats a course for which he or she received a grade of C- or lower, the cumulative grade point average is calculated by considering the course as attempted only once, with the grade points assigned reflecting the highest grade received. However, this provision does not apply to any course for which the student has received the grade of an irreplaceable F. During a semester in which a student drops courses or withdraws, all graded hours attempted in the undergraduate schools of the University includes those graded hours attempted as of the earlier of (1) the withdrawal or continuous enrollment effective date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

The policy on satisfactory academic progress applies only to the general eligibility for aid consideration. There are other federally-mandated requirements a student must meet to receive federal aid. For instance, certain federal loan programs also require either the passage of a period of time or the advancing of a grade level between annual maximum borrowing, regardless of general eligibility for aid. Other general student eligibility requirements for a student to receive federal financial aid are listed at www.ed.gov.

A student not meeting the minimum standards of satisfactory academic progress for purposes of federal financial aid eligibility when evaluation is done at the end of each term (fall, spring, summer), is placed in financial aid warning status for the following term of enrollment. The financial aid warning status lasts for one term of enrollment, during which the student may continue to receive federal student aid funds. A student still not meeting the minimum standards after a term in financial aid warning status loses eligibility for the next term of enrollment, unless the student successfully appeals and is placed on

financial aid probation, which may include the approval of an academic plan.

Institutional Financial Aid

Any enrolled student who is meeting the satisfactory academic progress standards for federal financial aid eligibility also meets the satisfactory academic progress standard for institutionally-controlled need-based aid. Students pursuing a first bachelor's degree in the undergraduate schools of the University are considered for institutionally-controlled aid programs. Evaluation of students' satisfactory academic progress for purposes of institutionally-controlled financial aid eligibility is made at the end of each term (fall, spring, summer), to determine eligibility for the following term. Evaluation is also made upon students' readmittance and/or return to active status following a period of continuous enrollment status. Certain institutional aid programs (including some merit-based and talent-based scholarships) have higher academic and/or other requirements that are communicated to recipients. If a student demonstrates financial need as determined by Wake Forest, as the result of losing eligibility for a merit/talent-based scholarship, (s)he then receives need-based aid programs under the same policies as other students not receiving merit/talent-based scholarships. The receipt of athletic aid is governed by NCAA rules. Institutional aid generally is not available for summer sessions.

Wake Forest University makes these minimum standards applicable to all institutionally-controlled aid programs except for certain institutional aid programs (including some merit-based and talent-based scholarships) that have higher academic and/or other requirements that are communicated to recipients; and applicable to all coursework taken by a student that is applicable to a bachelor's degree (regardless of the timing of the student's declaration of a major or change in major), all coursework accepted or credited toward a bachelor's degree (transfer hours, Advanced Placement hours, International Baccalaureate hours, College Level Examination Program hours, etc.), and all other coursework (graduate-level coursework, etc.) taken at Wake Forest while

enrolled as an undergraduate student. To maintain academic eligibility for institutionally-controlled aid, a student must:

Complete the requirements for a bachelor's degree within a maximum number of hours attempted of 180 (including transfer hours, Advanced Placement hours, International Baccalaureate hours, College Level Examination Program hours, etc.). During a semester in which a student drops courses or withdraws or begins continuous enrollment status, the maximum number of hours attempted includes those hours attempted as of the earlier of (1) the withdrawal or continuous enrollment status effective date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

Pass at least two-thirds of those hours attempted in the undergraduate schools of the University (including transfer hours, pass/fail courses, and hours attempted as a visiting or unclassified student). Incompletes count as hours attempted, unless from a non-credit course.

Audited classes do not count as hours attempted. During a semester in which a student drops courses or withdraws, hours attempted includes those hours attempted as of the earlier of (1) the withdrawal or continuous enrollment status effective date, or (2) the last day to drop a course without penalty (as published in the academic calendar). For purposes of this policy, hours attempted also include all instances in which a course is repeated.

Maintain the following minimum cumulative Wake Forest University grade point average on all graded hours attempted in the undergraduate schools of the University (including courses with a grade of incomplete):

For graded hours attempted of	a minimum cumulative GPA of
fewer than 30	1.60
at least 30, fewer than 60	1.70
at least 60, fewer than 90	1.80
90 and above	1.90

The Wake Forest University grade point average calculation excludes pass/fail courses. In cases where a student repeats a course for which he or she received a grade of C- or lower, the cumulative grade point average is calculated by considering

the course as attempted only once, with the grade points assigned reflecting the highest grade received. However, this provision does not apply to any course for which the student has received the grade of an irreplaceable F. During a semester in which a student drops courses or withdraws, all graded hours attempted in the undergraduate schools of the University includes those graded hours attempted as of the earlier of (1) the withdrawal or continuous enrollment effective date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

A student not meeting the minimum standards of satisfactory academic progress for purposes of institutional financial aid eligibility when evaluation is done at the end of each term (fall, spring, summer), is placed in financial aid warning status for the following term of enrollment. The financial aid warning status lasts for one term of enrollment, during which the student may continue to receive institutionally-controlled aid funds. A student still not meeting the minimum standards after a term in financial aid warning status loses eligibility for the next term of enrollment, unless the student successfully appeals and is placed on financial aid probation, which may include the approval of an academic plan.

Appeal Procedure

Denial of aid under the policies for institutional and federal aid may be appealed in writing to the Committee on Scholarships and Student Aid and mailed to P.O. Box 7246, Winston-Salem, NC 27109-7246, or delivered to the Office of Student Financial Aid, Reynolda Hall Room 4. A student's request must include information regarding why the student failed to maintain satisfactory academic progress, and what factors have changed that would allow him/her to demonstrate satisfactory academic progress at the next evaluation.

The Committee may grant a probationary reinstatement to any student, upon demonstration of extenuating circumstances documented in writing to the satisfaction of the Committee. Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following: injury or illness of the student or

immediate family members—statement from physician that injury or illness interfered with opportunity for satisfactory progress; death in family—statement of student or minister; temporary or permanent disability—statement from physician. During a probationary period, students may continue to receive aid. Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required cumulative grade point average.

Scholarships

Scholarships and loans are awarded from funds provided by generous gifts to the University from individuals and organizations. A listing and descriptions of permanent scholarship and loan programs is provided at <http://financialaid.wfu.edu/a-to-z/scholarships/>.

Other Aid Programs

Student employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of 20 hours per week for full-time students. Summer employment may also be available. Interested students should contact the student financial aid office. Federal funding assists Wake Forest in its job location and development activities for students.

Veterans' education benefits are administered by the Department of Veterans Affairs in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by Wake Forest University on veteran and non-veteran students alike. Progress records are furnished to the students, veterans, and non-veterans alike, at the end of each scheduled school term. Additional information is provided at <http://financialaid.wfu.edu/veterans/>.

Outside Assistance

Wake Forest encourages students to apply for outside assistance for which they may be eligible. Students must advise the financial aid office if they receive any assistance from outside organizations, including any local, state, and national

scholarship and loan programs. Outside scholarships count as student resources, becoming part of the package of financial aid. When need calculated under the federal methodology (FM need) is greater than the offered aid package, outside scholarships are allowed to meet that difference. Once the offered aid package equals FM need, any portion of outside scholarship exceeding FM need results in a reduction of need-based student loans and work-study funds. In no case may aid exceed the estimated cost of attendance.

Outside scholarship donors should include on the check the recipient's name and the term(s) for which the scholarship is intended. Checks should be payable to Wake Forest University (or co-payable to Wake Forest University and the student) and sent to the Office of Student Financial Aid, P.O. Box 7246, Winston-Salem, NC 27109-7246. Checks delivered by donors to the student should be forwarded to the aid office. By submitting, or allowing donors to submit, checks to Wake Forest, a student gives permission for Wake Forest to write the Wake Forest University student identification number on the face of the check. If funds are not received by Wake Forest in a timely manner from an outside scholarship donor, the student becomes responsible for payment of charges previously deferred by the anticipated receipt of funds from the donor.

Special Programs

Students in the College are encouraged to apply to special programs, both on and off campus, which complement their abilities and interests. These include the programs described below and the special degrees, minors, and concentrations described in the courses of instruction.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under the Courses of Instruction section of this bulletin.

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements are determined by each department.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education, but not necessarily fulfilling all core requirements for the degree. The Committee on Open Curriculum selects a limited number of students based on their previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the core requirements is designed by the student and his or her Open Curriculum adviser.

Study at Salem College

For full-time students in the fall and spring semesters, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered in the curriculum of the other. An application for the Salem/Wake Forest Exchange Credit program must be approved by the academic adviser and the Office of Academic Advising or the dean of the School of Business. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College under the Exchange Credit program are evaluated as if they were earned at Wake Forest.

Courses that are in the Wake Forest curriculum generally cannot be taken at Salem through this program. In very unusual circumstances, a student may wish to seek assistance in appealing to the Committee on Academic Affairs.

Center for Global Programs and Studies

The Center for Global Programs and Studies (GPS) provides information on study abroad programs, international student and scholar services, the cross-cultural engagement program, and the international studies and global trade and commerce minors. A complete list of services offered by GPS can be found at <http://global.wfu.edu>.

Study Abroad

Students interested in studying abroad should visit GPS for assistance and program information. All students planning to study abroad on a Wake Forest or an affiliate program (approved non-Wake Forest program) are required first to schedule an appointment with a study abroad advisor. All students must submit an online study abroad application. For more information visit <http://studyabroad.wfu.edu> and see the eligibility section of this *Undergraduate Bulletin* on page [38](#).

International

International Students and Scholars

The Center provides support and resources for international students and scholars (ISS) during their time at Wake Forest. Charged with helping students and scholars acculturate and thrive on campus and in the U.S., ISS advisors organize the “Worldwide Wake” pre-orientation program, assist with visa/immigration issues, sponsor activities and seminars throughout the academic year, manage the Friendship Family program, and address individual questions and situations as they arise. Additionally, the international student/scholar advisors collaborate with other Wake Forest offices and departments to foster a campus culture more global in character.

Study Abroad in Wake Forest Programs

Austria (Vienna)

Students have the opportunity to study and live at the Flow House in the 19th District of Vienna (northwest section of the city). Each semester or summer session, a resident professor leads a group of up to 16 students and offers two courses in his or her respective disciplines. Resident professors are chosen from a wide variety of academic departments. In addition, Viennese professors offer courses in the study of German language or literature, Austrian art and architecture, business, music, or history of Austria and Central Europe. Group excursions to Central Europe enhance the learning experience as well as numerous integrative experiences within the city itself. Prior study of German language is recommended but not required. Further information may be obtained from the program director, professor David B. Levy, in the Department of Music and Office of Dean of the College.

Chile (Santiago)

Students have the opportunity to study and live in South America on the Southern Cone Program, which is offered during the spring semester. Students begin the semester in Buenos Aires for

three weeks taking a cultural immersion course at Universidad Torcuato di Tella and living in a homestay. Then they travel to Santiago, Chile, to spend the rest of the semester taking courses at Universidad Diego Portales. A resident professor leads the group of students and offers two courses in his or her respective discipline. Resident professors are chosen from a variety of academic departments. Students experience the Chilean culture through homestays and excursions to locations such as Easter Island and San Pedro de Atacama. This program offers courses in English and Spanish. Prior study of Spanish language is recommended but not required. Further information may be obtained from the program director, professor Peter Siavelis, in the Department of Politics and International Affairs.

Chile (Santiago)

To receive Honors in Latin American and Latino Studies, highly qualified students apply to and are selected to complete the Chile Honors Semester which is offered each fall in Santiago, Chile. The honors designation is a recognition of outstanding scholarship in the area, as evidenced by academic achievement, critical thinking, intellectual initiative and deep familiarity with the culture and peoples of Latin America. Students undertake focused individual research in the country by participating in LAS 380, the Latin-American and Latino Studies Honors Colloquium and pursue other related coursework. Students are required to present research findings from their honors colloquium independent project upon return to campus. Further information may be obtained from the program director, professor Peter Siavelis, in the Department of Politics and International Affairs.

England (Cambridge)

Wake Forest offers a semester program in Cambridge, England, in partnership with the Institute of Economic and Political Studies (INSTEP). The program emphasizes a close student

to faculty teaching relationship with most classes taught in the seminar format with five to 12 students. In addition, intensive courses are offered for qualified students in the supervision format with one to four students (who meet course pre-requisites). Courses are taught by Cambridge University professors and provide a contemporary perspective on economics, business, politics, and international relations. Further information may be obtained from Jessica Francis in the Center for Global Programs and Studies.

England (London)

Students have the opportunity to study and live at the Worrell House in the Hampstead District of London. Each semester or summer session, a resident professor leads a group of up to 14 students and offers two courses in his or her respective discipline. Resident professors are chosen from a wide variety of academic departments. In addition, British professors offer courses in the study of art, history, and theatre of London and Great Britain. Group excursions to museums and theatre performances enhance the learning experience as well as numerous integrative experiences within the city itself. Further information may be obtained from the program director, professor Kathy Smith, in the Department of Politics and International Affairs.

England (London)

In partnership with the Institute of Economic and Political Studies (INSTEP), Wake Forest offers a semester program in London, England. The program emphasizes a close student-to-faculty teaching relationship common to the English system of higher education. Courses are taught by local faculty members, many of whom hold appointments at the London School of Economics and Political Science. Students may choose courses in business, politics, communication, and sociology. Further information may be obtained from Jessica Francis in the Center for Global Programs and Studies.

England (London)

In partnership with Queen Mary University of London, one of the United Kingdom's leading research-focused higher education institutions, Wake Forest's London University Studies

& Internships program provides students the exceptional opportunity to experience London in both academic and professional capacities. From Queen Mary's fully integrated Mile End campus – part of London's historic East End district – students can pursue coursework from dozens of academic departments and gain real world experience through carefully selected internship placements. Further information may be obtained from the Center for Global Programs and Studies.

France (Dijon)

Students have the opportunity to study and live in France. Each fall semester a resident professor leads a group of students and offers a course in French. In addition, students take courses at the University of Burgundy. Students experience French culture through homestays and excursions to locations throughout France such as Paris, Provence, and Strasbourg. A major in French is not required, but FRH 319 or its equivalent or any French course above the intermediate level is required. Further information may be obtained from the program director, professor Sally Barbour, in the Department of Romance Languages.

India (Delhi)

This summer abroad program focuses on the ways in which Indian cultural practices have developed into a hybridized format with elements that sustain some of the traditional components of Indian culture that have been synthesized with global cultural trends. This course examines the issues of sustainability of the cultural ecology of a specific ancient cultural system. The program is based in Delhi; however, there are excursions, including a trip to Ladakh in the Himalayan region of India, and to the "Golden Triangle" of India including the Taj Mahal. Further information may be obtained from professor Ananda Mitra in the Department of Communication.

Italy (Venice)

Students have the opportunity to study and live at Casa Artom situated along the Grand Canal in Venice. Each semester or summer session, a resident professor leads a group of up to 20 students and offers two courses in his or her respective discipline.

Resident professors are chosen from a wide variety of academic departments. In addition, Venetian professors offer courses in the study of Italian language or literature, Italian art and architecture, history, and another course to help students integrate into the local culture. Group excursions throughout Venice and in surrounding cities enhance the learning experience as well as numerous integrative experiences within the city itself. Prior study of Italian language is not required, but may be determined by the resident professor. Further information may be obtained from the program director, professor Peter Kairoff, in the Department of Music.

Japan (Hirakata)

For students wishing to study in Japan, Wake Forest offers a fall and/or spring semester at Kansai Gaidai University. Located in Hirakata, Japan, Kansai Gaidai is situated near three of Japan's most interesting cities—Kyoto, the capital of Japan for 1,200 years; Osaka, the largest commercial city; and Nara, the ancient capital of Japan during the 6th century. Courses in a variety of disciplines including economics, political science, religious studies, sociology, history, art, and communication are offered in English. Japanese language is offered at all levels. No prior knowledge of Japanese is required. Further information may be obtained from Jessica Francis in the Center for Global Programs and Studies.

Peru (Cuzco)

This summer program is an in-depth, hands-on field course exposing students to the rich and varied ecosystems of the tropics, from absolute deserts to glaciers to tropical rain forests. Students travel through the spectrum of tropical ecosystems and are exposed to some of the wildest and most pristine areas left on the planet. The course combines lectures on the history, generation, maintenance, and the future of tropical biodiversity with field projects on a variety of plant and animal topics, from conservation to tree diversity to primate behavior. Permission of the instructor is required. Further information may be obtained from professor Miles Silman in the Department of Biology.

Portugal (Rio Maior)

Students have the opportunity to study European prehistory with hands-on training in the methods that archeologists use to learn about the past. This summer course introduces students to archeological survey methods, mapping techniques, excavation procedures, artifact analysis, and laboratory conservation. It combines lectures and demonstrations with participation in ongoing archeological fieldwork. The Portuguese National Archeological Museum and other institutions will host lectures on special topics. The course is taught in English, and students from all disciplines are welcome to apply. Further information may be obtained from professor Paul Thacker in the Department of Anthropology.

Spain (Barcelona)

This semester program is specifically designed for business, economics, entrepreneurship, and global trade and commerce students, but it also appeals to those students interested in political science and international studies in general. Based at the Autonomous University of Barcelona's Sant Pau Campus (UAB), the program places students the heart of this city of 1.6 million inhabitants. A Wake Forest on-site administrator oversees program administration and Wake Forest's academic center. Courses are primarily taught in English, with no prior knowledge of Spanish required. Students are required to enroll in one course taught in Spanish or Catalan. Housing options include apartments, student residence halls or homestays. Further information may be obtained from Jessica Francis in the Center for Global Programs and Studies.

Spain (Salamanca)

Students have the opportunity to study and live in Spain. Each semester a resident professor leads a group of students and offers a course in Spanish. In addition, students take courses at the University of Salamanca. Students experience the Spanish culture through homestays, or dorms at the University of Salamanca and excursions to locations throughout Spain such as Granada, Madrid, and Seville. A major in Spanish is not required, but one course beyond SPA 212 is required. Further information may be obtained

from the program director, professor Candelas Gala, in the Department of Romance Languages.

Spain (Salamanca)—Internships

Students interested in experiencing the Spanish work environment are encouraged to apply for the Salamanca Summer Internship program. Internships are available during both summer sessions in a wide range of fields (medical, business, teaching, translation/interpretation) and may carry 1.5 or 3 hour credits. Students enroll in an internship course and have the option of taking a conversation course or literature course while in Salamanca. Students live with Spanish families or in dorms at the University of Salamanca. Further information may be obtained from professor Candelas Gala in the Department of Romance Languages.

Additional Summer Programs

Each summer, the University offers a variety of summer study abroad courses led by Wake Forest faculty. There are many types of summer programs including language immersion, field research, specialized academic topics and internships. Wake Forest summer programs are offered throughout Europe, Africa, Asia, and Latin America. Detailed information on summer programs is available on the Center for Global Programs and Studies website <http://studyabroad.wfu.edu>. Further information may be obtained from Michael Tyson in the Center for Global Programs and Studies.

Study Abroad in Affiliate Programs

Students wishing to study abroad on an affiliate program must visit the Center for Global Programs and Studies for assistance and procedures.

Affiliate programs are approved study abroad programs offered through program providers or other universities. GPS maintains an online database of approved Affiliate programs at <http://studyabroad.wfu.edu>. In addition, GPS has a collection of printed materials of approved programs. All students planning to study abroad are required to meet with a study abroad advisor to discuss. The GPS staff advises students regarding their program options. Students will not receive credit for participation on any unapproved study abroad program.

Course Approval Process. Once a student is accepted to a study abroad program, he or she must start the course approval process by scheduling an appointment with a study abroad advisor. In no case may a student undertake study abroad elsewhere without completing this process in advance to the satisfaction of GPS, registrar's office, and the academic departments which oversee course credit approval. Students may not register for fewer than 12 hours or more than 17 hours on a semester study abroad program without the permission of a dean. Department chairs approve specific courses and the number of credit hours earned for those courses.

Grades for approved courses on affiliate study abroad programs will appear on the Wake Forest University transcript, but will NOT be calculated into the Wake Forest grade point average (see section on transfer credit in this *Undergraduate Bulletin*). Students must follow the drop/add policies of the host institution. If the program does not have any relevant policies, then the Wake Forest policy is applied. If a student withdraws from a study abroad program, he or she must notify GPS, the registrar's office, and student financial services; the rules for withdrawal, as stated in this *Undergraduate Bulletin*, also apply. For more information, consult GPS.

Students may request to have scholarship and financial aid applied toward Affiliate programs. Scholarships for study abroad are also available. Additional information is available in GPS and the Office of Student Financial Aid.

Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees.

The bachelor of arts degree is conferred with a major in anthropology, art history, biology, chemistry, Chinese language and culture, classical studies, communication, computer science, economics, English, French studies, German, German studies, Greek, history, Japanese studies, Latin, mathematics, mathematical statistics, music performance, music in liberal arts, philosophy, physics, politics and international affairs, psychology, religious studies, Russian, sociology, Spanish, studio art, theatre, or women's, gender, and sexuality studies.

The bachelor of science degree is conferred with a major in biology, biophysics, chemistry, computer science, health and exercise science, mathematical economics, mathematics, mathematical statistics, or physics.

The bachelor of arts degree is available with a major in elementary education or social studies education. The bachelor of science degree may be conferred in combined curricula in engineering and medical technology.

The School of Business offer undergraduate programs leading to the bachelor of science degree with a major in accountancy, business and enterprise management, finance, or mathematical business.

A student may receive only one bachelor's degree (either the bachelor of arts or the bachelor of science) from Wake Forest.

General Requirements

The basic and divisional course requirements leave students in the College considerable flexibility in planning their courses of study. Students who entered under the bulletins of previous years may make use of new alternative basic and divisional

courses announced in this bulletin while still following their original contract for the required totals thereof. Except for HES 100 and 101, only courses of 3 or more semester hours count towards satisfying basic and divisional requirements.

All students must complete (1) the core requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses, for a total of 120 hours. In general, no more than 12 hours toward graduation may be earned from among all of the following courses: MUS 111-121 and 128-129 (ensemble courses); DCE 128; and elective 100-level courses in health and exercise science. However, majors in music in liberal arts and music performance may count up to 16 hours in these courses toward graduation. A cross-listed course may be taken one time for hours toward graduation, unless otherwise specified by the course description, and no more than three hours in LIB courses may count

All students must earn a minimum cumulative 2.0 grade point average in Wake Forest College and the School of Business. Once enrolled at Wake Forest, a student may subsequently count, at most, 30 hours of credit from sources other than Wake Forest programs toward the graduation requirement of 120 hours. Students who transfer into Wake Forest must subsequently earn at least 60 hours in Wake Forest programs. Except for combined degree curricula, the work of the senior year must consist of courses in Wake Forest programs. Any exceptions must be approved by the Committee on Academic Affairs.

Transfer credits will not be used in calculating a student's GPA. This includes affiliate study abroad programs (approved non-Wake Forest programs). However, work from other institutions accepted in transfer, along with the grade(s) earned, will be recorded on the transcript. Graduation distinctions will be based solely on the Wake Forest GPA.

A student graduates under the requirements of

the bulletin of the year in which he or she enters. However, when a student declares a major or a minor, the requirements for the major or minor that are in effect at the time of declaration will apply. Such requirements might not be congruent with those stated in a given bulletin. Newly admitted majors to the School of Business, will be assigned a catalog year that will reflect their first full academic year as a major in the School. If coursework is not completed within 6 years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

The University issues degrees in August, December, and May. All requirements must be completed and certified before a student will be issued a degree and/or can participate in the commencement exercises. However, students may petition for permission to participate in the commencement exercises if all three of the following conditions are met:

1. The student will have completed at least 112 hours by the end of the spring semester preceding commencement.
2. The student will have a minimum 2.0 cumulative GPA and a minimum 2.0 GPA in the major(s).
3. The student has no outstanding judicial sanctions (unpaid fines, owed community service hours, etc.).

Commencement is a celebration of graduation, but not required for graduation. Participation in commencement is at the discretion of the appropriate Dean. The University reserves the right to refuse participation in commencement in certain circumstances (e.g., unfulfilled sanctions for judicial or honor violations).

No further entries or alterations may be made toward the undergraduate degree once a student has been graduated.

To become a degree candidate, a student must submit an online application for graduation that will prompt a review of the student's academic record to assure that all degree requirements have been met. The application for graduation is available online in WIN. Students who are not enrolled in the term prior to their desired graduation date must contact the Office of the University before the application deadline. The

application deadlines for each graduation date are as follows:

- December graduation: September 1
- May graduation: October 1
- August graduation: May 30

The University conducts one Commencement Ceremony each year in May. Students who have earned their degree the previous August or December are invited to participate in the May ceremony following their graduation.

Core Requirements (Basic and Divisional combined)

The core requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the first two years.

Basic Requirements

All students must complete five required basic courses (unless exempted through procedures established by the departments concerned):

- **FYS 100** (first-year seminar) - to be taken during first year
- **Writing 111** (writing seminar) - to be taken during first year
- **One 200-level foreign language course**
- **Health and Exercise Science 100 and 101**

Foreign Language Placements

All students new to Wake Forest who have studied a foreign language in high school must complete a foreign language placement test in the language(s) studied. Students will not receive credit for a class at a lower level than the level of their placement on the placement exam, unless they:

- a. *register for the class in which they placed;*
- b. *attend a few class meetings;*
- c. *consult with their professor; and*
- d. *successfully appeal their placement to the language placement appeals officers of the department and be reassigned to a lower level course.*

Students may satisfy the requirement with

another foreign language, and may start at the beginning level (111 or 101, depending on the language) offered at Wake Forest.

Students whose primary language (the language of instruction in the student's prior schooling) is other than English are exempt from the basic requirement in foreign language and must fulfill the Division II requirements with a course whose readings do not concentrate on the literature of the student's primary language.

Students whose schooling has been in English but who are fluent in a language not taught at Wake Forest must present the equivalent of a 200-level college course or proficiency in reading and writing in the second language to be exempt from the requirement. Such cases should contact the Office of the Dean of the College. Each case will be referred to a person qualified to make the appropriate determination. If the second language is taught at Wake Forest, the relevant department decides whether the student may complete the requirement in that language or may be regarded as having fulfilled the requirement already. Elective courses in the language or literature of a student's heritage or country of origin are at the discretion of the department offering the course.

Divisional Requirements

All students must complete courses in each of the five divisions of the undergraduate curriculum

(unless exempted through procedures established by the departments concerned or by participation in the Open Curriculum). Together with the basic requirements these courses form the core of Wake Forest's undergraduate liberal arts education.

Students are not allowed to exempt divisional core requirements through the Advanced Placement Examination, the College Level Examination Program or the International Baccalaureate Program, although students who complete AP courses earn credit towards the 120 hours needed for graduation. Departments choose which courses will satisfy divisional requirements. Courses satisfying a divisional requirement are designated (D) after their descriptions in this bulletin. Courses without the (D) designation do not satisfy a divisional requirement.

Special Restrictions

- In divisions requiring more than one course, students may not choose two courses from within the same department.
- One course cannot satisfy the requirements of two divisions. A cross-listed course satisfies a requirement in one division only.
- Language courses at the 200-level do not fulfill the Division II literature requirement.

Additional Requirements

To prepare students for the demands of technology

Division	Departments	Number of Courses Required
I: Humanities	History, Philosophy, Religious Studies	2
II. Literatures	Literatures Written in English (English Department) In English Translation (Classical Languages, East Asian Languages and Cultures, German and Russian, Romance Languages, and the Program in Humanities)	1
III. Fine Arts	Art, Music, Theatre and Dance	1
IV. Social Sciences	Anthropology, Communication, Economics, Education, Politics and International Affairs, Psychology, Sociology	2
V. Math and Natural Sciences	Biology, Chemistry, Computer Science, Mathematics and Statistics, Physics	2

and globalization, Wake Forest guides undergraduate course selections with two further requirements:

Cultural Diversity Requirement. All students must complete at least one course that educates them regarding cultural diversity. This course may be taken at the basic, divisional, or major/minor level, or as an elective. Courses qualified to meet this requirement are designated (CD) after their descriptions in this bulletin.

Quantitative Reasoning Requirement. All students must complete at least one course that requires quantitative reasoning, either as a qualifying course in Division V, as an elective, or as a major or minor course requirement. All courses meeting the requirement are designated (QR) after their descriptions in this bulletin.

Requirement in Health and Exercise Science

Students must complete HES 100 and 101 before beginning additional health and exercise science elective courses, and in any case, before the end of the second year.

Declaring a Major

Students may declare a major after completing 40 hours. Most students declare a major in the spring of their sophomore year. Students declare a major through a procedure established between the academic departments and the registrar's office. Information about this process is distributed prior to the designated declaration period.

If the student is accepted into the major, the department provides an adviser who assists the student in planning a course of study for the junior and senior years. A department that rejects a student as a major must notify the registrar's office and file a written statement indicating the reason(s) for the rejection with the dean of the College.

Students who need to delay the declaration due to insufficient earned hours or other circumstances should consult the registrar's office.

A student wishing to major in accountancy,

business and enterprise management, finance, mathematical business, or the master of science in accountancy should apply to the School of Business. (See the School of Business requirements in this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the initial declaration, a student may not change from one major to another without the written approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser. At least half of the major must be completed at Wake Forest University.

Please Note. For credit in the major, courses taken in many programs of study abroad are not automatically equivalent to courses completed at Wake Forest. If a student wishes to take more than half of his or her courses for the major in study abroad programs, he or she must gain prior approval from the chair of the department. Students should check the Undergraduate Bulletin for additional departmental requirements for the major. Majors are listed alphabetically under Courses of Instruction in this bulletin.

The following majors are recognized:

accounting • anthropology • art history • biology • biophysics • business and enterprise management • chemistry • Chinese language and culture • classical studies • communication • computer science • economics • education • English • finance • French studies • German • German studies • Greek • health and exercise science • history • the interdisciplinary major • Japanese language and culture • Latin • mathematical business • mathematical economics • mathematical interdisciplinary • mathematical statistics • mathematics • music in liberal arts • music performance • philosophy • physics • politics and

international affairs • psychology • religious studies • Russian • sociology • Spanish • studio art • theatre • women's, gender, and sexuality studies

Maximum Number of Courses in a Department

Within the College, a maximum of 50 hours in a major is allowed within the 120 hours required for graduation. For a student majoring in a department with two or more majors, 6 additional hours in the department but outside the student's major are also allowed.

These stipulations exclude required related courses from other departments. For students majoring in English, WRI 111 is excluded. For students majoring in a foreign language, elementary courses in that language are also excluded. These limits may be exceeded in unusual circumstances only by action of the Committee on Academic Advising.

Options for Meeting Major Requirements

To satisfy graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record:

1. A single major
2. A single major and a minor
3. A single major and a double minor
4. A single major and a triple minor
5. A double major
6. A double major and a minor

In order to qualify for options four or six, students must offer a minimum of 135 hours for graduation.

In addition to these options, a student may complete the requirements of one or more foreign area studies programs and/or any of the Romance languages certificates.

Double Majors

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meets all requirements for the major

in both departments. A student may not use the same course to meet requirements in both of the majors. The student must designate one of the two fields as the primary major, which appears first on the student's record and determines the degree to be awarded. Only one undergraduate degree will be awarded, even if the student completes two majors.

Minors

A minor is not required. Students may declare a minor only after declaring at least one major. According to the guidelines listed under Options for Meeting Major Requirements, students choosing either a single or a double major may also choose one or more minors from among the following or from the listing of interdisciplinary minors:

anthropology • Arabic • art history • biology • chemistry • Chinese language and culture • classical studies • communication • computer science • creative writing • dance • economics • education • English • French studies • German • German studies • Greek • health and human services • history • Italian language and culture • Japanese language and culture • journalism • Latin • mathematics • music • philosophy • physics • politics and international affairs • psychology • religious studies • Russian • sociology • Spanish • statistics • studio art • theatre

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Major

Highly qualified students may design an interdisciplinary major, focused on a topic not available as a regular major. The interdisciplinary major consists of courses offered by two or more departments, for a minimum of 42 hours. Students submit a proposal outlining the nature of the major, a list of courses to be included, evidence of a comparable major at another university, if available, and letters from at least two relevant faculty members supporting the proposal, one of whom must agree to be the student's primary adviser. The interdisciplinary major may be declared

after the student completes 40 hours, however planning for the major should begin as early as possible. A second major may not be declared. A minor may be declared; however, courses used in the interdisciplinary major may not also meet requirements in the minor. Students are required to complete an independent senior project, approved and reviewed by the adviser and readers from participating departments. Proposals are reviewed by the Open Curriculum Committee. Visit the interdisciplinary major website for more details.

Interdisciplinary Minors

Interdisciplinary minors are listed alphabetically under Courses of Instruction in this bulletin. The following programs are offered:

African studies • American ethnic studies • cultural resource preservation • East Asian studies • entrepreneurship and social enterprise • environmental science • environmental studies • film studies • global trade and commerce studies • health policy and administration • interdisciplinary humanities • international studies • Jewish studies • Latin-American and Latino studies • linguistics • medieval studies • Middle East and South Asia studies • neuroscience • Russian and East European studies • urban studies • women's, gender, and sexuality studies • writing

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises students. Students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year.

Foreign area studies are listed alphabetically under Courses of Instruction in this bulletin. Italian studies and Spanish studies are offered.

Senior Testing

All seniors may be required to participate in a testing program designed to provide objective evidence of educational development. If the Committee on Academic Affairs decides to conduct such a program, its purpose would be to assist the University in assessing the effectiveness of its programs. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Degrees in Engineering

The College cooperates with engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering accredited by ABET Inc., the engineering organization responsible for accrediting engineering degree programs in the United States. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. For most programs, upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in a specialized engineering field from the engineering school. For Wake Forest's 3-2 program with Vanderbilt University, the bachelor of science degree from Wake Forest is awarded upon successful completion of the first year of study at Vanderbilt.

The curriculum for the first three years must include all the core requirements and additional courses in science and mathematics which will prepare the student for the study of engineering, such as MTH 111, 112, 205, and 251; PHY 113, 114, 215, 230, 262, 265, and 266; CHM 111, 111L. These electives are chosen in consultation with the chair of the Department of Physics.

Five-year Cooperative Degree Program in Latin-American Studies

Wake Forest and Georgetown universities have instituted a five-year cooperative degree program in Latin-American Studies. Under this program, undergraduate students who minor in Latin-American and Latino Studies at Wake Forest may apply to have a limited number of hours from their undergraduate work count toward a master's degree in Latin-American Studies at Georgetown University in Washington, DC. The BA is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose applications are accepted may complete both their BS or BA and MA degrees in a five-year period. To apply for the combined BS/MA or BA/MA, students should declare an interest in the five-year cooperative degree program during their junior year. Students must then complete the regular Georgetown graduate application process and seek formal acceptance to the MA program during their senior year.

The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, professor of politics and international affairs and director of the Latin-American and Latino Studies Program.

Courses of Instruction

Plans of study, course descriptions, and the identification of instructors apply to the academic year 2017-2018, unless otherwise noted, and reflect official faculty action through February, 2017.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar. The courses listed in this bulletin are not necessarily taught every year; their availability is a function of both staffing constraints and student demand. While no guarantees about future scheduling can be made, students are encouraged to alert their advisers and department heads to their needs and desires as soon as they can be foreseen. For an exact list of courses offered in each particular semester and summer, students should consult the course schedules issued by the Office of the Registrar during the preceding term. Course descriptions in this bulletin are brief summaries. Students are encouraged to visit departmental and program websites for more detailed information.

Abbreviations Found in Course Descriptions

(#h)	Indicates the number of hours earned for successful completion of the course. Follows the course title.
P—	A course requires one or more prerequisite courses.
C—	A course requires one or more corequisite courses.
P—POI	Permission of the instructor is required for registration.
P—POD	Permission of the department is required for registration.
(CD)	A course satisfies the cultural diversity requirement.
(D)	A course satisfies a divisional requirement.
(QR)	A course satisfies the quantitative reasoning requirement.

Courses 101-199 are primarily for first-year students and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduate students. Graduate courses are described in the bulletin of the Graduate School.

Academic Community Engagement (ACE)

Coordinator Alessandra Von Burg, Associate Professor of Communication

Academic Community Engagement (ACE) courses connect academic content to community engagement through collaboration with community partners. ACE courses align with the Carnegie Foundation's classification of community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

ACE courses are approved by the ACE Advisory Council based on criteria that include, but are not limited to: reciprocity with community partners co-educators; demonstration of relevant and meaningful community engagement; clear articulation of intended student learning outcomes and community goals; methods of assessment of student outcomes and of community outcomes; and evidence of integration of academic and engagement goals. Faculty teaching ACE courses employ a

variety of methods to engage the community. For more details and a complete list of all ACE-designated courses, refer to the Pro Humanitate Institute website at <http://phi.wfu.edu/>.

African Studies (AFS)

(Interdisciplinary Minor)

Coordinator Associate Professor of History Nate Plageman

The interdisciplinary minor in African studies offers students the opportunity to pursue a multidisciplinary study of Africa. The minor requires a minimum of 15 hours. Candidates for the minor are required to take two core courses, AFS 150 and AFS 250, as well as a 3 hour Wake Forest approved summer study abroad course in Africa. With prior approval, students studying abroad for a semester in Africa on a Wake Forest approved program may be exempted from the required summer study abroad course. Students may select the remaining 9 hours from the list of electives. Students who intend to minor in African Studies are encouraged to consult the coordinator of the program in their sophomore year. It is strongly recommended that AFS 250 be taken in the student's senior year.

Required African Studies Courses

150: Introduction to African Studies. (1.5h) Introduces the ways in which the perceptions and realities of the African continent have been shaped by the forces of history, economics, culture, and politics.

220. Studies in Africa. (3h) This summer study abroad course is a theoretical and practical study of the history, politics, economy, society, and culture of an African country through formal lectures, field trips, and excursions. *Based in Accra, Ghana.*

250. Seminar on Contemporary Issues in African Studies. (1.5h) Interdisciplinary investigation of contemporary issues on the African continent. P—AFS 150

Summer Study Abroad Option (fulfill the minor requirement)

HMN 224. Cross-cultural Encounters in Morocco. (3h) Interdisciplinary study of Moroccan culture, both past and present, and an introduction to a country whose history and geopolitical situation are unique within the Arab region. Group excursions to sites of cultural and historic significance. *Offered in Fez, Morocco, during the summer session.*

Electives for African Studies

The program coordinator maintains a complete list of all elective courses that fulfill the minor, as additional elective courses may have been approved since publication of this bulletin. Students may seek prior approval from the program coordinator, in consultation with the core faculty, for courses which are not listed here but which have a significant African component. No more than 6 hours within a single discipline may count towards the minor. For course descriptions, see the relevant department's listings in this bulletin.

ANT 370. Old World Prehistory. (3h)

ART 104. Topics in World Art. (3h) (*when topic is appropriate*)

BIO 344. African Savanna Ecology and Conservation. (4h)

ECN 258. Economic Growth and Development. (3h)

ENG 337. Studies in 18th-Century British Literature. (3h) (*when topic is appropriate*)

- 356. Literature of the Caribbean. (3h)
- 358. Postcolonial and World Anglophone Literatures. (3h)
- HST 105. Africa in World History. (3h)
- 240. African-American History. (3h)
- 268. African History to 1870. (3h)
- 269. African History since 1850. (3h)
- 336. Gender and Power in African History. (3h)
- 340. Urban Africa. (3h)
- 341. Africans in the Atlantic World, 1750-1815. (3h)
- 378. Race, Memory, and Identity. (3h)
- HMN 223. African and Caribbean Literature. (3h)
- MUS 209. Music of World Cultures. (3h) (*when topic is appropriate*)
- POL 242. Topics in Comparative Politics. (3h) (*when topic is appropriate*)
- 252. Topics in International Politics. (3h) (*when topic is appropriate*)
- 266. Civil Wars: Causes and Consequences. (3h)
- REL 107. Introduction to African Religions. (3h)
- 336. Religious Traditions and Human Rights. (3h)
- 339. Religions of Africa. (3h)
- 345. African-American Religious Experience. (3h)
- 348. Race, Memory, and Identity. (3h)
- 393. Topics in Religions of Africa. (3h)
- SPN 371. Afro-Cuban Cultural Expressions. (3h)

American Ethnic Studies (AES)

(Interdisciplinary Minor)

Director Ana-Maria Wahl

Professor Ulrike Wiethaus

Lecturer Sherriann Lawson Clark

The interdisciplinary minor in American ethnic studies requires 18 hours. The student must take AES 251 (during the second or third year at Wake Forest) and AES 234 or equivalent. At least one additional 3-hour course must be taken from the behavioral and social sciences, and one from the humanities. This structure gives students an understanding of the interdisciplinary nature of American ethnic studies within the context of the traditional liberal arts curriculum.

232. The American Jewish Experience. (3h) Interdisciplinary course exploring Jewish immigration to America with a primary focus on the 19th and 20th centuries.

234. Ethnicity and Immigration. (3h) Exploration of the socio-historical dynamics of the peopling of America in the 19th and 20th centuries. (CD)

236. Multi-Ethnic Dance. (3h) Exploration of the cultural importance of dance in major ethnic groups in American society. Also listed as DCE 236. (CD)

240. Asian-American Legacy: A Social History of Community Adaptation. (3h) Introduces the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the 20th and early 21st centuries. (CD)

251. Race and Ethnic Diversity in America. (3h) Different race and ethnic experiences are examined through an institutional approach that examines religion, work, schooling, marriage patterns, and culture from a cross-cultural perspective. Grand theoretical schemes like the “melting pot” are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups. Also listed as WGS 251. (CD)

265. Culture and Religion in Contemporary Native America. (3h) Interdisciplinary survey of American-Indian culture, including the arts and literature, religions, and historical changes. Emphasizes the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as REL 265 and HMN 285. (CD)

300. American Ethnic Literature and Film. (3h) Through a discussion of cinematic and literary works from the Caribbean, North Africa, and sub-Saharan Africa, this course explores how artists have created a space in which to find their voice and cultural identity within both a global and personal history.

310. Race, Class, and Gender in a Color-blind Society. (3h) Examines issues surrounding race, class, and gender in the U.S. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as EDU 310.

341. Africans in the Atlantic World 1750-1815. (3h) Explores Africans’ experience in the Atlantic world (Africa, Europe, and the Americas) during the era of slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa. Also listed as HST 341. (CD)

357. Studies in Chicano/a Literature. (3h) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Also listed as ENG 357. (CD)

358. The Italian Experience in America. (3h) Explores issues of ethnicity and identity in the Italian-American experience. A central goal is to understand the inter-relationship of social, economic and political factors that impinge on this large European ethnic group.

370. Immigration Practices in the U.S. and the European Union. (3h) Explores the history and theory of immigration practices in the U.S. (after 1800) and the European Union (after its establishment in 1957) and compares the discourses and public policies in the two regions.

387. African-American Fiction. (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as ENG 387. (CD)

389. African-American Poetry. (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as ENG 389. (CD)

390. Special Topics. (1.5h or 3h) American ethnic studies topics of special interest. May be repeated for credit if topic varies.

396. Independent Study. (1h-3h) Independent projects in American ethnic studies which either continue study begun in a regular course or develop new areas of interest. A maximum of 3 hours may apply to the minor. By prearrangement.

Electives for American Ethnic Studies

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department’s listings in this bulletin.

- ANT 374. Prehistory of North America. (3h)
- 377. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry. (3h)
- COM 330. Communication and Conflict. (3h)
- 339. Practices of Citizenship. (3h)
- 340. American Rhetorical Movements to 1900. (3h)
- 341. American Rhetorical Movements since 1900. (3h)
- 350. Intercultural Communication. (3h)
- ECN 246. Urban Economics. (3h)
- 273. Economics for a Multicultural Future. (3h)
- EDU 305. The Sociology of Education. (3h)
- ENG 377. American Jewish Literature. (3h)
- 379. Literary Forms of the American Personal Narrative. (3h)
- 381. Studies in African-American Literature. (3h)
- HMN 285. Culture and Religion in Contemporary Native America. (3h)
- 359. Fathers and Daughters. (3h)
- HST 240. African-American History. (3h)
- 338. Gender, Race and Class since 1800. (3h)
- 341. Africans in the Atlantic World, 1750-1815. (3h)
- 351. Global Environmental History. (3h)
- 358. Race and the Courts. (3h)
- 376. Civil Rights and Black Consciousness Movements. (3h)
- 390. Research Seminar: Race, Class, Gender and Resistance in the American South. (3h)
- 390. Research Seminar: Slave, Narrative and Memory. (3h)
- MUS 203. Jazz. (3h)
- 207. American Music. (3h)
- POL 223. Blacks in American Politics. (3h)
- 224. Racial and Ethnic Politics. (3h)
- 278. Politics and Identity. (3h) (*on-campus only*)
- PSY 357. Cross-Cultural Psychology. (3h)
- 364. Stereotyping and Prejudice. (3h)
- REL 103. Introduction to the Christian Tradition. (3h)
- 345. African-American Religious Experience. (3h)
- SOC 348. Sociology of the Family. (3h)
- 359. Race and Ethnic Relations. (3h)
- 360. Social Inequality. (3h)
- WGS 377. Special Topics: "Ethnohistory of Native-American Women." (3h)
(*in any semester in which this topic is taught*)

Anthropology (ANT)

Chair Steven Folmar

Professor Ellen Miller

Associate Professors Margaret Bender, Steven Folmar, Paul Thacker

Assistant Professors Karin Friederic, Mary Good, Eric Jones, Sherri Lawson Clark

Academic Director of Museum of Anthropology and Assistant Teaching Professor
Andrew Gurstelle

A major in anthropology requires a minimum of 33 hours and must include ANT 111 or 114, 112, 113, 340, 390, and one course from each of the following two groups:

Linguistic Anthropology—150, 333, 350, 353, 354, 355

Methods Courses—315, 354, 368, 380, 381, 382, 383, 384, 387

Students may also count one course from a related department toward their Anthropology major as approved by the major advisor.

Students are encouraged, but not required, to enroll in a course offering intensive field research training.

A minimum GPA of 2.0 in anthropology courses is required at the time the major is declared. A minimum GPA of 2.0 in anthropology courses counted toward the major is required for graduation. Credit toward the major or minor not given for both ANT 111 and ANT 114. Only one course (excluding ANT 111, 112, 113, 114, 150, 340, 390) can be taken under the pass/fail option and used to meet major requirements. A maximum of four hours of course credit from ANT 391, 392, 393, 394, 395, 398, and 399 can be used to meet major requirements. A maximum of six hours of anthropology transfer credit can be used to meet major requirements.

A minor in anthropology requires 18 hours and must include:

Two of the following four anthropology (ANT) courses: 112 (archaeology); 113 (biological anthropology); 114 (cultural anthropology); and 150 (linguistics).

A minimum of 12 hours in anthropology (with up to six hours credit from relevant course offerings of other departments, as approved by the minor advisor).

A minimum of six hours at the 200-level or above.

Only one course (excluding ANT 112, 113, 114, 150) can be taken under the pass/fail option and used to meet minor requirements. Only three hours from ANT 391, 392, 393, 394, 395, 398, and 399 may be used toward the minor. Only three hours from ANT 381, 382, 383, and 384 may be used to meet minor requirements. A minimum GPA of 2.0 in anthropology courses counted toward the minor is required for graduation. Within these guidelines and in consultation with the minor advisor, students may design minor programs with a variety of specific foci. The following are just two examples of how an individual student might design his or her minor. Specific course combinations will vary.

Traditional anthropology minor: ANT 112, 113, 114 plus three additional courses in anthropology

Focus on human and cultural diversity: ANT 113, 114, Human Biological Diversity (ANT 367), Native Peoples of North America (ANT 358), Race and Ethnic Diversity in America (AES 151), African-American History (HST 240)

Honors. To be graduated with the designation “Honors in Anthropology,” highly qualified majors (3.5 GPA in anthropology) should apply to the department for admission to the honors program. Honors students must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

111. People and Cultures of the World. (3h) Representative ethnographic survey of world cultures. Credit toward the major or minor not given for both ANT 111 and ANT 114. (CD, D)

111G. People and Cultures of the World. (3h) Same as ANT 111, but includes coverage of the relationship between geography and culture. Meets the geography requirement for teaching licensure candidates. (CD, D)

112. Introduction to Archaeology. (3h) Overview of the field of archaeology and its place within anthropology. Includes coverage of methods, theory, history of the field, and discussions of major developments in world prehistory. (CD, D)

113. Introduction to Biological Anthropology. (3h) Introduces biological anthropology, including human biology, human variation, human genetics, human evolution, and primatology. (D)

114. Introduction to Cultural Anthropology. (3h) Investigates and interprets the cultural diversity of the world's peoples through an understanding of economic, social, and political systems; law, ritual, symbol, and religion; language and culture; gender, kinship and the family; and globalization and culture change. Credit toward the major or minor not given for both ANT 111 and ANT 114. (CD, D)

150. Introduction to Linguistics. (3h) The social phenomenon of language: how it originated and developed; how it is learned and used; its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; and social issues of language use. Also listed as LIN 150. (CD, D)

190. Introduction to Museum Studies. (3h) Survey of museum history and theory. Covers object collections, curation, exhibit design, and cultural issues in museums. Does not count toward the major or minor in anthropology. (D)

301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h) Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world. Also listed as ESE 325. (CD)

305. Museum Anthropology. (3h) Examines the historical, social, and ideological forces shaping the development of museums, including the formation of anthropological collections and representation, and the intellectual and social challenges facing museums today. P—ANT 111 or 112 or 114, or POI.

307. Collections Management Practicum. (1.5h) The principles of collections management including artifact registration, cataloging, storage, and handling; conservation issues and practices; disaster planning and preparedness; and ethical issues are covered through lectures, readings, workshops, and hands-on use of the Museum's collections.

308. Archaeological Theory and Practice. (3h) Examination of a contemporary archaeological topic through participation in the formulation and implementation of an archaeological research design. Building knowledge relevant to contemporary society through understanding the interdependent nature of archaeological theory and method.

315. Artifact Analysis and Laboratory Methods in Archaeology. (4h) Introduces methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecofact samples. Explores data display tools including computer-based illustration and archaeological photography. P—ANT 111 or 112 or 114, or POI.

318. Prehistory and Archaeology of Europe. (3h) Problem-based survey of the archaeological record of Europe. Complex interrelationships of material culture, economy, ideology, and social life from earliest peopling to the late Iron Age. *Offered only in WFU Study Abroad programs.*

325. Roots of Racism: Race and Ethnic Diversity in the U.S. (3h) Examines biological myths of race and race as a social construction; historical, economic, and political roots of inequalities;

institutions and ideologies that buttress and challenge power relations; and implications of anthropological teaching and research for understanding social class and race discrimination in the U.S. (CD)

327. Global Justice and Human Rights in Latin America. (3h) Examines anthropological understandings of human rights, with emphasis on activism and rights-in-practice in Latin America. Explores how human rights are understood, mobilized, and reinterpreted in specific contexts. Investigates how anthropologists negotiate tensions between culture and rights, universalism and relativism, and advocacy and neutrality. (CD)

329. Feminist Anthropology. (3h) Examines cultural constructions of gender from a cross-cultural perspective and the relationship between feminism and anthropology through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how feminist anthropologists have negotiated positions at the intersection of cultural and human rights. Also listed as WGS 329.

332. Anthropology of Gender. (3h) Focuses on the difference between sex, a biological category, and gender, its cultural counterpart. An anthropological perspective is used to understand both the human life cycle and the status of contemporary women and men worldwide. In section one, topics include evolution and biological development, sexuality and reproduction, parenting, and life cycle changes. The second section takes students to diverse locations, including Africa, South Dakota, China, India, and the Amazon for a cross-cultural comparison examining roles, responsibilities, and expectations, and how these interact with related issues of class and race. (CD)

333. Language and Gender. (3h) Uses an anthropological perspective to examine relationships among language structure, language use, persons, and social categories. Also listed as LIN 333.

334. Peoples and Cultures of South Asia. (3h) Surveys the peoples and cultures of the Indian subcontinent in the countries of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. Reviews major topics of interest to anthropologists, including prehistory, history and politics, religion, social organization, caste, gender, development, and population. (CD)

335. Anthropology of Space and Place in the U.S. (3h or 4h) Course examines the spatial dimensions of culture by focusing on housing disparities in the U.S. Particular attention is paid to the cultural, gendered, economic, political, and regional contexts of housing policies and the impact policies have on children, families and communities. Course includes an optional Service-Learning community asset mapping assignment of a local Winston-Salem neighborhood.

336. Myth, Ritual, and Symbolism. (3h) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. Also listed as REL 304. P—ANT 111 or 114, or POI. (CD)

337. Economic Anthropology. (3h) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior is examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs. P—ANT 111 or 112 or 113 or 114, or POI.

339. Culture and Nature: Introduction to Environmental Anthropology. (3h) Explores humanity's "place" in the cosmos, focusing on different worldviews of nature and culture. Case studies from anthropology, archaeology, and environmental science examine conceptions of technology, resources, environment, and ownership in the context of environmental change, "natural" disasters, and resource scarcity. (CD)

340. Anthropological Theory. (4h) Critical review of the major anthropological theories of humans and society. The relevance and significance of these theories to contemporary anthropology are discussed. P—ANT 112 and 113 and 114, or POI.

342. Development Wars: Applying Anthropology. (3h) Explores the application of anthropological concepts and methods in the understanding of contemporary problems stemming from cultural diversity, including competing social and economic development models and ideologies of terror. Emphasizes conflict and change in developing areas but also considers the urban experience. (CD)

347. Warfare and Violent Conflict. (3h) Seminar focusing on the causes and nature of warfare and violent group interaction across cultures and through time. Compares case studies from around the globe and of varying sociopolitical organization, past and present. Includes explorations of primate behavior, forms of warfare, and competing theoretical explanations for its existence and for particular occurrences.

350. Language, Indigeneity and Globalization. (3h) Taking a global case-study approach, this seminar explores the role language plays in contemporary identity formation and expression, from indigenous to transnational contexts. Addresses relationships among language and colonialism, postcolonialism, nationalism, cultural revitalization, standardization, social and economic inequality, boundary-formation, and processes of cultural inclusion and exclusion. Also listed as LIN 350. (CD)

353. Language in Education. (3h) This seminar explores the role of language in educational contexts; includes the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component. Also listed as EDU 353. (CD)

354. Field Methods in Linguistic Anthropology. (4h) Trains students in basic skills of collecting and analyzing linguistic data at the levels of phonetics-phonology, grammar, lexico-semantics, discourse, and sociocultural context. Students will learn about the research questions that drive linguistic fieldwork as well as the relevant methods, tools, and practical and ethical concerns. Also listed as LIN 354. P—ANT/LIN 150 or POI.

355. Language and Culture. (3h) Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, structuralism, ethnoscience, the ethnography of communication, and sociolinguistics. Topics include: linguistic relativity; grammar and worldview; lexicon and thought; language use and social inequality; language and gender; and other areas. (CD)

358. Native Peoples of North America. (3h) Ethnology and ethnohistory of the indigenous peoples and cultures of North America since European contact. Explores historic and modern cultures, social and political relationships with Euro Americans, and social justice. (CD)

360. Anthropology of Global Health. (3h) A critical introduction to the interdisciplinary field of global health, focusing on contributions from medical anthropology. Compares a diversity of health experiences and evaluates interventions across the globe. Explores how biocultural, political, and economic forces shape patterns of illness and disease with special attention to improving the health of the world's most vulnerable citizens.

361. Evolution of Human Behavior. (3h) The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.

362. Medical Anthropology. (3h) Examines Western and non-Western conceptions of health, illness, the roles of patient and healer, and the organization of health in Western and non-Western cultures. Service learning. P—ANT 111 or 114, or POI. (CD)

- 363. Primate Behavior and Biology.** (3h) Examines the evolution and adaptations of the order Primates. Considers the different ways that ecology and evolution shape social behavior. Special emphasis on the lifeways of monkeys and apes.
- 364. Primate Evolutionary Biology.** (3h) Examines the anatomy, evolution, and paleobiology of members of the order Primates. Emphasizes the fossil evidence for primate evolution. Major topics include: primate origins, prosimian and anthropoid adaptations, patterns in primate evolution, and the place of humans within the order Primates.
- 366. Human Evolution.** (3h) The paleontological evidence for early human evolution, with an emphasis on the first five million years of biocultural evolution.
- 367. Human Biological Diversity.** (3h) Seminar focusing on current issues in human biological diversity. Special emphasis on the nature of human variation, and the relationship between human biological diversity and human behavioral diversity. Students learn what is known about how modern human biological variation is patterned, and investigate how this variation is interpreted culturally.
- 368. Human Osteology.** (4h) Survey and analysis of human skeletal anatomy, emphasizing archaeological, anthropological, and forensic applications and practice. Lab—4 hours.
- 370. Old World Prehistory.** (3h) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. (CD)
- 374. North American Archaeology.** (3h) The development of indigenous cultures in North America from the earliest arrival of people to European contact as outlined by archaeological research, with an emphasis on ecology and sociocultural processes. (CD)
- 377. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry.** (3h) Explores factors that shaped the lives of people in the Southwest with attention to Native American and Hispanic experience. From kivas to casinos, coyotes to cartels, it links archaeological and pre-Hispanic history to contemporary lifeways in the canyons, deserts, and cities of the U.S./North Mexico. Also listed as HMN 268. (CD)
- 378. Conservation Archaeology.** (1.5h) Study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.
- 380. Anthropological Statistics.** (3h) Basic statistics, emphasizing application in anthropological research. (QR)
- 381, 382. Field Program in Anthropological Archaeology.** (3h, 3h) Integrated training in archaeological field methods and analytical techniques for researching human prehistory. Students learn archaeological survey, mapping, excavation, recording techniques, and artifact and ecofact recovery and analysis. P—ANT 111 or 112 or 113 or 114, or POI. (D)
- 383, 384. Field Program in Cultural Anthropology.** (3h, 3h) Comparative study of culture and training in ethnographic and cultural analysis carried out in the field. P—ANT 111 or 112 or 113 or 114, or POI. (CD, D)
- 385, 386. Special Problems Seminar.** (3h, 3h) Intensive investigation of current scientific research within the discipline. Concentrates on problems of contemporary interest.
- 387. Ethnographic Research Methods.** (4h) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Field experience and data analysis. P—ANT 111 or 114, or POI.

390. Student-Faculty Seminar. (4h) Review of contemporary problems in the fields of archaeology, linguistics, and biological and cultural anthropology. Senior standing recommended. P—ANT 112, 113 and 114, or POI.

391, 392. Internship in Anthropology. (1h, 2h, or 3h) Designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—POI.

393. Community-Based Research or Service-Learning in Anthropology. (1h, 2h, or 3h) Semester experience to be taken in conjunction with another anthropology course. Involves the application of anthropological methods and theory within a community-based research project or service-learning framework.

394. Mentored Research in Anthropology. (1h, 2h, or 3h) Undergraduate research mentored by faculty and involving intensive investigation of an anthropological problem. P—POI.

395. Honors Thesis in Anthropology. (1h, 2h, or 3h) Research, analysis, and writing of an Honors Thesis required for graduation with departmental honors to be carried out under the supervision of a departmental faculty member. Senior standing required. P—POI.

398, 399. Individual Study. (1h, 2h, or 3h) Reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—POI.

Art (ART)

Chair John R. Pickel, Hoak Family Fellow

Charlotte C. Weber Professor of Art David M. Lubin

Wake Forest Professor Emeritus Margaret S. Smith

Professor Emeritus Harry B. Titus, Jr.

Wake Forest Harold W. Tribble Professor Page H. Laughlin

Rubin Faculty Fellow and Associate Professor of Art John J. Curley

Professors Bernadine Barnes, David L. Faber, David Finn, Page H. Laughlin

Associate Professors John J. Curley, Morna O'Neill, John R. Pickel

Assistant Professors Chanchal Dadlani, Laura Veneskey, Joel Tauber

Associate Teaching Professors Jennifer Gentry, Leigh Ann Hallberg

Lecturers Maria A. Chiari (Venice), Beatrice Ottersböck (Vienna), Rachel Barnes, (London)

Adjunct Assistant Professors Bryan Ellis, William Willner

Part-time Assistant Professors Lisa Ashe, Beth Fischer

The department offers courses in the history of art, architecture, printmaking, photography, and film from the ancient through modern periods, and the practice of studio art in six areas: drawing, painting, printmaking, sculpture, photography, and video art. Opportunities to supplement the regular academic program of the department include study abroad in Wake Forest residential study centers, changing art exhibitions in the gallery of the Scales Fine Arts Center, a visiting artists program, and internships in local museums and arts organizations. The art department requires a minimum GPA of 2.0 in the major for graduation.

The department offers two majors, art history and studio art, each requiring a minimum of 30 hours. Any student interested in majoring or minoring in art should contact the art department. Students may major in one field and minor in the other by successfully completing a minimum of 13

courses in art, of which at least eight courses must be in the major field and at least four courses in the minor field.

For the art history major. Eight courses are to be in art history and two courses in studio art. The required art history courses include ART 103 or 105, ART 394, one art history seminar, two studio art courses, and one art history course in each of the following three areas: one course with a primary focus before 1400, one course with a primary focus between 1400 and 1800, and one course with a primary focus after 1800. One course must focus on a non-western artistic tradition. In addition, majors must submit a portfolio of written work. For precise instructions, contact the art department.

For the studio art major. Eight courses are to be in studio art and two courses in art history. The required studio art courses include one introductory course in: ART 111 or drawing; painting or printmaking; photography or video art and sculpture. For concentration the studio major requires a three-course sequence and a two-course sequence, each within a different area of study. The remainder of the courses for the major may be fulfilled by courses in any studio area. Studio courses at the 200 level may be repeated once. Studio art majors who are serious about pursuing a career in art are encouraged to take as many art courses as possible in consultation with their advisor. In addition, majors must submit a portfolio of visual work. For precise instructions, contact the art department.

Students interested in enrolling in ART 291S must have taken at least one regular course in studio art in the Art Department. An application must be presented to the studio faculty well before advising and registration, the semester before taking the class. Please see the Individual Study Guidelines in the Art Office or speak to a studio faculty member for more details.

Minors. An art history minor requires four courses in art history and one course in studio art. A minor in studio art requires four courses in studio art and one course in art history. Students may double minor in art history and studio art, but must complete all minor requirements of each.

Honors. Qualified students in both the studio and art history areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of department faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

The department accepts only three courses from a non-Wake Forest program for credit toward the major or minor. Of these three courses, only two may be in the same area of concentration as the major or minor. That is, an art history major or minor may take up to two art history courses and one studio course; a studio major or minor may take up to two studio art courses and one art history course at a non-Wake Forest program. All studio courses taken abroad are assigned ART 210.

Students enrolled at Wake Forest may not take courses in studio art or art history at other institutions to satisfy divisional requirements.

Art History Courses

103. History of Western Art. (3h) Introduces the history of the visual arts, focusing on Europe and the U.S. (D)

104. Topics in World Art. (3h) Examines the visual arts in selected world cultures, with discussions of techniques, styles, broader cultural contexts, and confrontations with varying traditions. Topics may include one or more of the following: the arts of China, Japan, India, Pakistan, Bangladesh, Africa, Islamic cultures, or the indigenous cultures of the Americas. (CD, D)

- 105. The History of World Architecture.** (3h) Examines architectural monuments in selected world cultures with discussions of the planning, siting, design, construction, patronage, historical impact, and broader cultural context. (CD, D)
- 198. Study Abroad - Art History.** (3h) Courses in the history of art associated with Wake Forest study abroad programs. Elective credit only.
- 199. International Studies in Art.** (1h-4h) Offered by art department faculty in locations outside of the U.S. on specific topics in art history or studio art. (D only if taken for 3h or 4h) May be repeated when content differs.
- 203. Islamic Art and Architecture.** (3h) Subjects of study will be drawn from Spain, North Africa, the eastern Mediterranean, Iran, Central Asia, and India, and will focus on selected periods from 650 to the present. (CD, D)
- 204. South Asian Art and Architecture.** (3h) Topics range from the material culture of the Indus Valley civilization to the art of contemporary South Asia. (CD, D)
- 205. The Architecture of Devotion in South Asia.** (3h) Explores architecture associated with the major religions of South Asia, including Buddhism, Hinduism, Islam, Sikhism, and Christianity. Building types include stupas, temples, mosques, shrines, and churches. (CD, D)
- 206. Art and Empire: India and Europe, 1500-1900.** (3h) Examines artistic exchanges between India and various European powers from c. 1500-1900, beginning with the arrival of the Portuguese in Goa and ending with the British imperial era. Readings include primary sources by European and Indian travelers. (CD, D)
- 207. Imperial Islamic Architecture: the Ottomans, Safavids and Mughals.** (3h) Topics include imperially-sponsored monuments; the growth of the capital cities of Istanbul, Isfahan, and Delhi royal court culture; and the role played by royal women and urban elites in creating the architecture of empire. (CD, D)
- 208. Ottoman Art and Architecture.** (3h) Examines the visual culture of the Ottoman empire in Turkey, the Balkans, the Eastern Mediterranean, and North Africa. Emphasis is on the Imperial architecture of Istanbul and the art of the court in the 15th -18th centuries. (CD, D)
- 231. American Visual Arts.** (3h) American art and culture from the Colonial period to 1900 in terms of changing aesthetic standards, social, and historical developments. Includes fine arts, folk arts, material culture, and mass media. (D)
- 232. African-American Art.** (3h) African-American art from the 18th century to the present, with attention to the social and historical context of the works and the artist. (CD, D)
- 233. American Architecture.** (3h) Discussion-based course examining American architecture from 1650 to the present. Alternates in fall semester with ART 288. (D)
- 234. British Art: Nation, Empire, and Identity.** (3h) Examines the central role of art and design in forming national identity in Britain, from Henry VIII to present. Topics include the monarchy and art patronage; the country house; exploration and empire building; political and industrial revolutions; debates about modernity. (D)
- 235. Arts of London.** (3h) A course focused on the collections, exhibits, and architecture of London. The focus of the course will vary depending upon the specialty of the instructor and specific exhibits on view. *Offered in London.* (D)

- 240. Ancient American Art and Architecture.** (3h) Topics dealing with the material remains of the civilizations of North, Central, and South America prior to European contact. (CD, D)
- 241. Ancient Art.** (3h) Survey of architecture, painting, and sculpture from ca. 3000 BCE through the late Roman period. (D)
- 244. Greek Art.** (3h) Survey of architecture, painting, and sculpture from ca. 800 BCE through the Hellenistic period. (D)
- 245. Roman Art.** (3h) Survey of Etruscan and Roman architecture, painting, and sculpture. (D)
- 246. Byzantine Art.** (3h) Art and architecture of the Mediterranean world from the foundation of Constantinople as the New Rome in the 4th century until the fall of the Byzantine Empire to the Turks in 1453. (D)
- 249. The Arts of Medieval Spain.** (3h) This course examines the visual culture of medieval Spain from the “barbarian” invasions of Late Antiquity, to the Islamic conquest, and through the Christian reconquest of the fifteenth century. Within this broad span, a wide array of objects from architecture to the minor arts will be addressed, with particular attention paid to the complex interactions among their Christian, Muslim, and Jewish makers. (CD, D)
- 250. Medieval Art.** (3h) Survey of the major monuments of the medieval world from the fourth to the fifteenth centuries, including Byzantine, Islamic, and European works of art and architecture. (D)
- 252. Romanesque Art.** (3h) Art and architecture from the Carolingian Renaissance through the 12th century. (D)
- 253. The Gothic Cathedral.** (3h) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metal works, and paintings designed for them. (D)
- 254. Luxury Arts in the Middle Ages.** (3h) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course. (D)
- 258. The Printed Image in Early Modern Europe.** (3h) Technical and artistic development of prints, and the information revolution they brought about. Prints by Dürer, Rembrandt, and others. Students will curate an exhibit from the WFU Print Collection. (D)
- 259. The History of Photography.** (3h) Historical and critical survey of photography from its invention in 1826 to the present. Special attention to the medium’s cultural and artistic reception. (D)
- 260. Classics of World Cinema.** (3h) Selected masterpieces of world film 1930-1970. Emphasizes developing skills for viewing, discussing, and writing about motion pictures as visual and dramatic art. Students must register for both 260 and 260L. (D)
- 260L. Classics of World Cinema.** (0h) Group film screening.
- 261. Topics in Film History.** (3h) Variable topics in film history, including genres, major directors, regional or national cinemas, and historical periods. Course may be repeated if topic is different. (D)
- 265. Art and Life in Renaissance Europe.** (3h) Cross-cultural developments in the visual arts in Italy, Flanders, and other European centers in the 15th and 16th century. Topics include the status of artists; the uses of art in the home, the church, and political arena; the economics of art; and art used to disseminate discoveries about science and world explorations. (D)
- 266. Art in the Age of Giotto, Dante, and the Plague.** (3h) Developments in Italian painting, sculpture, and architecture in the 14th century with special attention to the new naturalism of Giotto and the effects of the Great Plague of 1348 on the arts. (D)

- 267. Early Italian Renaissance Art.** (3h) The development of art and architecture in Italy in the 15th century. Special attention is given to the works of Donatello, Botticelli, and Leonardo da Vinci. (D)
- 268. 16th-Century Art in Italy: Magnificence and Reform.** (3h) The development of art and architecture in Rome, Florence, Venice and other cities. Artists studied include Michelangelo, Raphael, and Titian. (D)
- 269. Venetian Renaissance Art.** (3h) Survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.* (D)
- 270. Northern Renaissance Art.** (3h) Survey of painting, sculpture, and printmaking in Northern Europe from the mid-14th century through the 16th century. (D)
- 271. Studies in French Art.** (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the 19th and 20th centuries. *Offered in Dijon.* (D)
- 272. 17th-Century European Art: Politics, Power, and Patronage.** (3h) Examines art and architecture in Baroque Europe in its religious and social context. Artists studied include Caravaggio, Rubens, and Rembrandt. (D)
- 273. 18th-Century European Art: the Birth of the Modern World.** (3h) Examines cultural production in Europe, c. 1680-1800 with particular attention to fine art, and situates the art of the period within a cultural and historical framework. (D)
- 274. 17th-Century Dutch Painting.** (3h) Survey of art, artists and cultural issues of the Dutch Golden Age. Artists include Rembrandt, Hals, Steen and Vermeer. (D)
- 275. History of Landscape Architecture.** (3h) Survey of garden and landscape design from the Roman period through the 20th century. (D)
- 276. Austrian Art and Architecture.** (3h) Study of the development of Austrian art and architecture and its relationship to European periods and styles. Includes visits to sites and museums. *Offered in Vienna.* (D)
- 281. 19th-Century European Art: From Enlightenment to Abstraction.** (3h) Considers artistic production of Europe from the French Revolution to the discussion of abstraction in the early 20th century. Examines the notion of modernity as a cultural ideal and the development of avant-gardes in the interplay between art, society, politics, and economics. (D)
- 282. Modern Art.** (3h) Survey of European and American art from 1890 to 1945. (D)
- 284. Post War/Cold War: Art 1945-2000.** (3h) Survey of European and American art between 1945 and 2000. (D)
- 285. Global Contemporary Art.** (3h) A global perspective on contemporary artistic trends since 1980, including discussions about art criticism, exhibitions and the changing art world. (CD, D)
- 286. Topics in Art and Architectural History.** (3h) Variable topics in art and architectural history, such as historical periods, geographic regions, or specific media. Course may be repeated if topic differs. (D)
- 288. Modern Architecture.** (3h) Survey of European and American architecture from 1900 to the present. Alternates in fall semester with ART 233. (D)
- 298. Contemporary Art and Criticism.** (3h) This discussion-based class examines key works of recent art in a sustained and critical manner. This course is associated with the Student Union Buying trip. General elective credit, but does not count toward the majors or minors in Art.

331. American Foundations. (3h) Interdisciplinary study of American art offered through the Honors program. Also listed as HON 393, 394.

351. Topics in Gender and Art. (3h) Seminar that addresses a range of topics which intersect gender and artistic practice in various cultures and historical periods. Attention will be paid to the role of art in formulating, subverting, or resisting gender norms.

386. Advanced Topics in Art and Architectural History. (3h) Variable topics in art and architectural history focusing on specialized themes, periods, regions or media. Course may be repeated if topic differs. (D)

394. Issues in Art History. (4h) Discussion-based course focusing on critical theory and methods employed by art historians working today as well as by some of the founding figures of the discipline. Intended for art history majors. P—Non-majors, POI.

396. Art History Seminar. (4h) Focused readings, discussion, and research on a topic selected by members of the faculty. P—One course in art history or POI.

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|---|--|
| <i>a. Ancient Art</i> | <i>h. Modern Architecture</i> |
| <i>b. Medieval and Byzantine Art</i> | <i>i. American Architecture</i> |
| <i>c. Renaissance Art</i> | <i>j. Global Art and Architecture (CD)</i> |
| <i>d. Baroque Art</i> | <i>k. Film</i> |
| <i>e. Modern Art</i> | <i>l. Architecture and Urbanism</i> |
| <i>f. Contemporary Art</i> | <i>m. Museums</i> |
| <i>g. American Art and Architecture</i> | <i>n. Special Topics</i> |

Studio Art

All studio art courses 200 and above and 110A-H may be repeated. Prerequisites may be waived with permission of instructor. All studio art courses may be taken with permission of instructor.

110. Topics in Studio Art. (1h-4h) Studio art courses are determined by individual instructors in the following areas: (D)

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|-----------------------|-----------------------|--------------------------|
| <i>a. Drawing</i> | <i>d. Sculpture</i> | <i>g. Special Topics</i> |
| <i>b. Painting</i> | <i>e. Photography</i> | <i>h. Video Art</i> |
| <i>c. Printmaking</i> | <i>f. Digital Art</i> | |

111. Introduction to Studio Art Fundamentals. (4h) Introduces elements and principles of visual language through hands-on experimentation and critical thinking. (D)

112. Introduction to Painting. (4h) Introduces the fundamentals of the contemporary practice of oil painting. No prior painting experience required, although prior studio art experience is recommended. (D)

113. Drawing with Digital Integration. (4h) Introduces principles of art and drawing with integration of digital media. Broadens the scope of studio exploration and critical thinking. Introduces raster and vector graphics software. (D)

114. Introduction to Film and Video Art. (4h) Introduces historical, aesthetic, and technical principles of contemporary video art and film production. Students will work in groups to produce an experimental film and work individually to create a video that focuses on a personal story. (D)

115. Introduction to Sculpture. (4h) Introduces basic sculptural styles and multimedia with emphasis on contemporary concepts. Prior studio experience is recommended. (D)

117. Introduction to Printmaking. (4h) Introduces one or more of the following areas of printmaking: lithography and intaglio. (D)

118. Introduction to Drawing. (4h) Drawing fundamentals emphasizing composition, value, line, and form. (D)

119. Introduction to Photography. (4h) An Introduction to designing, processing and critiquing black and white photographs, including 35mm camera techniques and lighting. (D)

120. Introduction to Digital Photography. (4h) An Introduction to designing, processing, and critiquing digital images printed with digital media. Includes camera techniques and lighting. (Digital SLR camera required). (D)

210. Topics in Studio Art. (1-4h) Used to designate studio art courses taken at other institutions. Studio art courses are determined by individual instructors in the following areas:

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|-----------------------|-----------------------|--------------------------|
| <i>a. Drawing</i> | <i>d. Sculpture</i> | <i>g. Special Topics</i> |
| <i>b. Painting</i> | <i>e. Photography</i> | <i>h. Video Art</i> |
| <i>c. Printmaking</i> | <i>f. Digital Art</i> | |

211. Intermediate Drawing. (4h) Practice and refinement of drawing skills. Emphasis on concept development. P—118 or POI.

212. Painting II. (4h) Continuation of ART 112 with concentrated emphasis on conceptual development and technical exploration. P—ART 112 or POI.

213. Painting III. (4h) Individualized course of study with emphasis on refining the skills and concepts developed in Painting II. P—ART 212 or POI.

214. Film and Video Art: Site-specific. (4h) Continues the historical, aesthetic, and technical exploration of contemporary film and video art production. Students will produce multi-channel video projects that interact with a physical space. P—ART 114 or POI.

215. Public Art. (4h) Covers art that is sited in the public realm. Exercises with various sites, materials, and audiences culminate in a public project. P—ART 115 or POI.

216. Sculpture Fabrication. (4h) Fabrication of small-scale sculpture using wood, fabric, and metal. Projects stress craftsmanship and imagination. P—ART 115 or POI.

217. Intermediate Printmaking. (4h) Continuation of ART 117, with emphasis on idea development. P—ART 117 or POI.

218. Life Drawing. (4h) Introduction to drawing the human figure. P—ART 118 or POI.

219. Darkroom Photography. (4h) Further exploration of traditional black and white photography, camera techniques, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. P—ART 119 or 120 or POI.

221. Advanced Drawing. (4h) Development of a project or series of art works with attention to methodology and material selection. P—ART 211 or POI.

222. Advanced Painting. (4h) Individual study with faculty guidance focusing on developing a body of work for exhibition. Covers various aspects of professional practice including artist statements and proposals, and portfolio development. P—ART 212 or POI.

224. Film and Video Art: Cyberspace. (4h) Continues the historical, aesthetic, and technical

exploration of contemporary film and video art production. Students will produce multi-channel video projects that interact with cyberspace. P—ART 114 or POI.

225. Bodies and Objects. (4h) Explores the social and psychological ramifications of making objects based on the body through casting and other techniques. P—ART 115 or POI.

226. Installation Art. (4h) Exercises to develop an understanding of material, process, and audience as they relate to contemporary art. Major projects for the course are an installation and a design project. P—ART 115 or POI.

227. Advanced Printmaking. (4h) Individual study with faculty guidance. P—ART 217 or POI.

228. Film and Video Art: Theatre Works. (4h) Continues the historical, aesthetic, and technical exploration of contemporary film and video art production. Students will produce single-channel film and video projects for theatre viewing. P—ART 114 or POI.

229. Digital Photography. (4h) Further exploration in designing, printing and critiquing digital photographs, includes lighting and digital camera techniques. P—ART 119 or 120 or POI.

232. Design Studio: Visualization of Ideas. (4h) Employing a variety of different image generating techniques, students produce visual representations, which communicate content based upon specific assigned subjects. Imaging methods may include illustration, typography, photography, video etc. as determined by the instructor.

239. Photography and the Handmade Book. (4h) Explores the editing and sequencing of photographic images to direct the audience through the intimate experience of viewing the handmade book in conjunction with the research and discussion of historical and contemporary bookmaking techniques. P—ART 119 or 120 or POI.

290. Printmaking Workshop. (4h) Workshop exploring relief, intaglio, lithography, and monotype techniques. Open to students at any skill level. *Offered in the summer.*

295. Studio Seminar. (1h-4h) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—POI.

296. Design Studio: Ethics and Aesthetics. (4h) Addresses diverse social, environmental, and economic problems through the design of specific objects and environments in a collaborative studio. A variety of approaches to design development are covered, along with prototyping, testing, and presentation.

397. Advanced Topics in Studio Art. (1-4h) Focus on selected studio projects, critical readings, and discussions on topics selected by members of department faculty. P— POI.

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|----------------|----------------|-------------------|
| a. Drawing | d. Sculpture | g. Digital Art |
| b. Painting | e. Photography | h. Special Topics |
| c. Printmaking | f. Video Art | |

Other Art Courses

287H. Honors in Art History. (3h)

287S. Honors in Studio Art. (4h)

291H. Individual Study. (1.5h, 3h) Independent Study in Art History with faculty guidance. P—POI.

291S. Individual Study. (1h-4h) Independent Study in Studio Art with faculty guidance. P—POI.

293. Practicum. (3h, 4h) Internships in local cultural organizations, to be arranged and approved in advance by the art department. Pass/Fail. P—POI.

297. Management in the Visual Arts. (3h) Provides to both art and business school students the essential skills, pragmatic experiences, and a conceptual framework for understanding the role the visual arts play within the national and international economy. Also listed as BEM 382. General elective credit, but does not count toward the majors or minors in Art. P—Junior or senior standing and POI.

Biochemistry and Molecular Biology (BMB)

(Interdisciplinary Major)

Coordinator, Professor of Biology Gloria Muday

This interdisciplinary major, jointly offered by the Departments of Biology and Chemistry, provides a strong foundation in biological chemistry and molecular biology, and related topics at the interface of these two disciplines. The major is designed to build conceptual understanding and practical and critical thinking skills to address current biological, biochemical, and biomedical challenges. A required research experience, culminating in a senior project, will give students strong experimental skills and provide insight into the experimental approaches and results that demonstrate the function of biological molecules. To graduate with a biochemistry and molecular biology major, students must have a minimum GPA of 2.0 in required and elective BIO, BMB, and CHM courses taken at Wake Forest. At the time of major declaration, students will select a major concentration either in biochemistry or in molecular biology. Policies for transfer credits are set by the biology and chemistry departments as outlined in their bulletin sections.

The biochemistry and molecular biology major requires 49 credits of BIO, BMB, or CHM courses, and students will need to take at least two courses from these requirements each semester for adequate progress in the major. The major requires a broad foundation in chemistry, fulfilled by General Chemistry (CHM 111 and 280 with labs) and Organic Chemistry (CHM 122 or 123 and 223 with labs) and a broad foundation in biology, achieved by taking the biology core courses with labs (BIO 113: Ecology and Evolution, BIO 114: Comparative Physiology, BIO 213: Genetics and Molecular Biology, and BIO 214: Cellular Biology). These biology and chemistry core courses should be completed in the first two years of study. Third year students should complete the BMB core sequence of BMB 370: Biochemistry I and either BMB 372: Molecular Biology or BMB 373: Biochemistry II. The core sequence also includes the BMB 371L: Advanced Biochemistry Lab, BMB 388: Seminar, and either BMB 372L: Molecular Biology Lab or BIO 376: Methods in Molecular Genetics. At least two semesters or summers of research are required, which can be fulfilled by BMB 391 and 392 (as well as BIO 391 and 392 or CHM 390, 391, and 392) for research performed in a laboratory at Wake Forest University or the Wake Forest School of Medicine, or BMB 501 and 502, for an off campus research experience that is previously approved by a member of the BMB faculty. Students are required to write a senior research paper, guided by a faculty member, through enrollment in BMB 395. Major corequisites are MST 112 and PHY 113 and 114, which should also be completed by the end of the third year. Elective courses must be selected from the following list. For course descriptions, see the relevant department's listing in this publication. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. Students choosing the concentration in molecular biology can take any two from the list, while students choosing the biochemistry concentration must take either BMB 376: Biophysical Chemistry or CHM 341: Physical Chemistry and one other elective.

Elective courses:

- BMB 301: Special Topics in Biochemistry and Molecular Biology (3h)
- BMB 376: Biophysical Chemistry (3h)
- BMB 381/BIO 381: Epigenetics (3h)
- BMB 382/BIO 382: Molecular Signaling (3h)
- BIO 317/318: Plant Physiology and Development (3h/4h)
- 326: Microbiology (4h)
- 336/337: Development (3h/4h)
- 351: Vertebrate Physiology (4h)
- 362: Immunology (3h)
- 365: Biology of the Cell (3h)
- 367: Virology (3h)
- 368/369: Cell Biological Basis of Disease (3h/4h)
- 373: Cancer Biology (3h)
- 383: Genomics (3h)
- CHM 324: Medicinal Chemistry (3h)
- 334: Chemical Analysis (4h)
- 341: Physical Chemistry (3h)
- CSC 385/BIO 385: Bioinformatics (3h)
- CSC 387/BIO 387: Computational Systems Biology (3h)
- PHY 307/BIO 307: Biophysics (3h)
- PHY 320: Physics of Biological Macromolecules (3h)

Honors. Highly qualified majors may be eligible to graduate with honors in biochemistry and molecular biology if their research project is of sufficient quality. To be awarded the distinction “Honors in Biochemistry and Molecular Biology,” a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in required and elective BIO, BMB, and CHM courses. Honors students will likely have begun research before their senior year. Students interested in pursuing an honors degree must obtain preapproval from the program coordinator during the fall of the senior year and enroll in BMB 395 during their senior year. The student must prepare an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to, and approved by, an advisory committee. Honors students are also required to make a short oral presentation at the end of their senior year. For additional information, please consult the program coordinator or BMB faculty advisors.

BMB Course descriptions:

301. Special Topics in Biochemistry and Molecular Biology. (3h) Courses in selected special topics in biochemistry and molecular biology. May be repeated for credit if course content differs. P—POI.

370. Biochemistry I: Macromolecules and Metabolism. (3h) Introduces principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed at BIO 370 and CHM 370. *Also offered in Salamanca.* P—CHM 223 or CHM 280 or BIO 214.

371L. Advanced Biochemistry Lab. (1.5h) Emphasizes approaches for isolation and analysis of enzymes. Required for majors in biochemistry and molecular biology and the chemistry major with concentration in biochemistry and recommended for research focused students. Also listed as BIO

371L and CHM 371L. Credit allowed for BMB/BIO/CHM 371L or BIO/CHM 370L, but not both. Lab—4 hours. P—CHM 223 or CHM 280 or BIO 214. P or C—BMB/BIO/CHM 370.

372. Molecular Biology. (3h) Presents molecular mechanisms by which stored genetic information is expressed including the mechanisms for and regulation of gene expression, protein synthesis, and genome editing. Emphasizes analysis and interpretation of experimental data from the primary literature. Also listed as BMB 372. Cannot receive credit for this course and BMB/CHM 373. P—BIO 213 and 214 and BIO/BMB/CHM 370 or POI.

372L. Molecular Biology Laboratory. (1.5h) Introduces modern methods of molecular biology to analyze and manipulate expression of genes and function of gene products. Also listed as BIO 372L. Lab—4 hours. P—BIO 213, BIO 214, and BIO/BMB/CHM 370. P or C—BIO/BMB 372 or BMB/CHM 373.

373. Biochemistry II: Protein and Nucleic Acid Structure and Function. (3h) Examines the structure, function, and synthesis of proteins and nucleic acids and includes advanced topics in biochemistry including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. Also listed as CHM 373. Cannot receive credit for this course and BMB/BIO 372. P—CHM 223 and BIO/BMB/CHM 370.

376. Biophysical Chemistry. (3h) Fundamentals of physical chemistry applied to biological molecules, including thermodynamics, kinetics, quantum mechanics, and spectroscopy. Emphasizes modern experimental approaches used to analyze biological systems. P—CHM 280, BIO/BMB 370, PHY 114. P or C—MST 112.

381. Epigenetics. (3h) Studies the molecular mechanisms for inheritance of genome modifications. Uses primary literature to explore the environmental and developmental signals that influence epigenetic controls of gene expression and disease. Also listed as BIO 381. P—BIO 213 and 214; or POI.

381L. Epigenetics Laboratory. (1h) Lab provides hands-on experiences with genome editing and molecular genetics to address the function and expression of genes. Also listed as BIO 381L. P or C—BIO 381 or POI.

385. Molecular Signaling. (3h) Examines the molecular and biochemical mechanisms by which hormones, neurotransmitters, and other signaling molecules act to change growth, development, and physiological and behavioral responses of organisms with a focus on discussion of primary literature. Also listed as BIO 385. P—BIO 213 and 214, BIO/BMB/CHM 370.

388. Seminar in Biochemistry and Molecular Biology. (1h) Discussions of contemporary research and introduction to the biochemical and molecular biology literature and research skills and approaches Pass/Fail only. P or C—BMB/BIO/CHM 370.

391, 392, 393, 394. Independent Research. (0.5h-2h) Working under the guidance of a faculty member or research staff member, students will conduct an independent research project that involves the collection and analysis of data, and that culminates in a written paper or poster to be submitted to the sponsoring faculty or staff member. (POI).

395. Senior Research Project. (1h) Writing of senior research project or honors thesis. P or C—two of the following: BMB 391/BIO 391/CHM 391, BMB 392/BIO 392/CHM 392, BMB 501, BMB 502, CHM 390. (POI).

501, 502. Off Campus Research Experience Equivalency. Requires approval of advisor. (0 credits).

Bioethics, Humanities and Medicine (BHM)

(Interdisciplinary Minor)

Director, Professor of Philosophy Ana S. Iltis

The interdisciplinary minor in Bioethics, Humanities and Medicine is designed to foster students' understanding of the ethical dimensions of science, health research and health care delivery; to provide students with the knowledge and skills necessary to engage and analyze these dimensions; to facilitate students' integration of their education in the humanities and their understanding of, and approach to, medicine and health care; and to allow students to bring this interdisciplinary knowledge to bear in medical education and practice.

The minor requires 18 hours. No more than three credits counting towards a major and no more than six credits counting towards another minor can also count towards the Bioethics, Humanities and Medicine minor.

Core Courses for the Bioethics, Humanities and Medicine Minor

HMN 370. Medicine and Humanities. (3h) Scholars from the Reynolda and Bowman Gray campuses lead a seminar on ideas and questions at the intersection of medical science and the humanities. Topics include medical history; the expression of disease in literature and art; the ethics of genetics research; the interplay of religion and medicine; and the economics of health care.

PHI 161. Introduction to Bioethics. (3h) A study of ethical issues that arise in health care and the life sciences such as informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources.

or

PHI 367. Philosophical Theories in Bioethics. (3h) A study of the main philosophical approaches to contemporary bioethics. Each approach is examined critically and students explore how each approach informs analysis of contemporary issues in bioethics.

or

BIO 210. Doing the Right Thing: Ethical Decision-making in Biology and Medicine. (3h) Examines contemporary issues in bioethics, including responsible conduct in research, implications of technological advances in biology, environmental issues, and controversies in health care and medical practice..

Electives in the Bioethics, Humanities and Medicine Minor

Students must take six credit hours of courses from Group A and six credit hours of courses from Group B. Courses in Group A must be taken in two different departments. Courses in Group B must be taken in two different departments. For course descriptions, please see the Bulletin of the Undergraduate Schools.

Group A

- ANT 360. Anthropology of Global Health. (3h)
- ANT 362. Medical Anthropology. (3h)
- COM 345. Rhetoric of Science and Technology. (3h)
- COM 355. Survey of Health Communication. (3h)
- COM 356. Health Communication: Patient-Provider. (3h)
- COM 357. Health Communication Campaign. (3h)
- COM 358. Health Communication and Bioethics. (3h)
- COM 370. Special Topics: Family Communication and Health Across the Lifespan. (3h)
- COM 370. Special Topics: Classroom to Community: Enhancing Patient Care with Take the Fight to Cancer. (3h)
- CNS 334. Ethics in Health and Human Services. (3h)
- CNS 335. Health and Human Services in Diverse Society. (3h)
- ECN 240. Economics of Health and Medicine. (3h)
- HES 360. Epidemiology. (3h)
- HPA 150. Introduction to Public Health. (3h)
- SOC 331. The Social and Legal Contexts of Medicine. (3h)
- SOC 335. Sociology of Health and Illness. (3h)
- SOC 336. Sociology of Health Care. (3h)
- SOC 369. Death and Dying. (3h)
- SOC 383. Special Topics Seminar in Medicine and Health Care. (3h)
- WGS 321. Gender and Politics of Health. (3h)
- WGS 350. Biocultural Perspectives on Women and Aging. (3h)

Group B

- BIO 210. Doing the Right Thing: Ethical Decision-making in Biology and Medicine (if PHI 367 is used to fulfill core requirement and if PHI 161 is not used as a Group B elective). (3h)
- HMN 365. Humanities and Nature. (3h)
- HST 113. Health, Disease and Healing in World History. (3h)
- HST 339. Sickness and Health in American Society. (3h)
- PHI 161. Introduction to Bioethics. (if PHI 367 is used to fulfill core requirement and if BIO 210 is not used as a Group B elective) (3h)
- PHI 360. Ethics. (3h)
- PHI 367. Philosophical Theories in Bioethics. (if PHI 161 or BIO 210 is used to fulfill core requirement) (3h)
- PHI 368. Concepts of Health and Disease. (3h)
- REL 307. Magic, Science, and Religion. (3h)
- REL 329. Chinese Medicine. (3h)
- REL 330. Pope, Jefferson & Imam: A Study In Comparative Ethics. (3h)
- REL 362. Topics in Islam: Islamic Bioethics. (3h)

Other courses, including Special Topics courses in a number of departments, may be suitable as electives in the minor. These courses can be counted toward the minor with the approval of the interdisciplinary minor in Bioethics, Humanities and Medicine committee.

Biology (BIO)

Chair Susan E. Fahrbach

Andrew Sabin Family Foundation Presidential Chair in Conservation Biology Miles R. Silman

Charles H. Babcock Chair of Botany William K. Smith

William L. Poteat Professor of Biology Raymond E. Kuhn

Reynolds Professor Susan E. Fahrbach

Professors David J. Anderson, Miriam A. Ashley-Ross, Robert A. Browne, William E. Conner, James F. Curran, Carole L. Gibson, Kathleen A. Kron, Gloria K. Muday, Wayne L. Silver, Clifford W. Zeyl

Teaching Professors A. Daniel Johnson, Pat C. W. Lord

Associate Professors T. Michael Anderson, Erik C. Johnson, Sarah McDonald, Brian W. Tague

Assistant Professors Matthew J. Fuxjager, James B. Pease, Ke Zhang

Assistant Teaching Professors Diana R. Arnett, Anna Kate Lack

Director of Microscopy Glen S. Marrs

Assistant Director of Microscopy Heather Brown-Harding

The department offers programs leading to a bachelor of arts and a bachelor of science degree in biology. Sophomore students electing to major in biology should consult with a major adviser to determine which degree program would be most appropriate for their career objectives. The requirements for completion of each degree program are those in effect at the time of the declaration of the major, as the curriculum and the departmental requirements may change slightly during the student's period of residence.

The requirements for both the BA and BS degree programs are a minimum of 34 hours in biology. A maximum of four hours of research in biology may be applied toward the major, but an additional four hours (BIO 393 and/or 394) may be taken and applied toward graduation as elective hours. A minimum GPA of 2.0 on biology courses taken at Wake Forest is required for graduation with a major in biology. The Biology Department also requires participation in assessment activities as a part of program evaluation. Prospective majors are strongly urged to select either BIO 113 or BIO 114 as their first course in biology. BIO 213 and BIO 214 are more advanced courses and should be taken after BIO 113 and BIO 114. Most prospective majors also should take CHM 111, CHM 111L, CHM 122, and CHM 122L in their first year (CHM 123 and CHM 123L may be substituted for CHM 122 and CHM 122L).

Students pursuing the bachelor of arts (BA) degree are required to take BIO 113, BIO 114, BIO 213, BIO 214, and at least two 300-level four-hour biology courses. Co-requirements for the BA degree are the following courses: CHM 111, CHM 111L, CHM 122, and CHM 122L and an additional three hours in mathematics or the physical sciences at the 200 level or above. These additional three hours cannot be satisfied with courses that are cross-listed between Biology and another department. CHM 123 and CHM 123L may be substituted for CHM 122 and CHM 122L.

Students pursuing the bachelor of science (BS) degree are required to take BIO 113, BIO 114, BIO 213, BIO 214, a research experience (such as BIO 390 or 391 or an equivalent program approved by the major adviser) and at least two 300-level four-hour biology courses. Co-requirements for the BS degree are the following courses: CHM 111, CHM 111L, CHM 122, CHM 122L, CHM 223, CHM 223L, PHY 113 (with lab), PHY 114 (with lab), and an additional three hours in mathematics or the physical sciences at the 200 level or above. These additional three hours cannot be satisfied with

courses that are cross-listed between biology and another department. CHM 123 and CHM 123L may be substituted for CHM 122 and CHM 122L.

A minor in Biology requires 16 hours. A minimum overall GPA of 2.0 must be earned on all Wake Forest biology courses taken to complete a minor. The requirements for the minor are those that are in effect at the time of the declaration of the minor, as the curriculum and the departmental requirements may change slightly during the student's period of residence. A minimum of eight hours must be taken at Wake Forest.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in biology during the Fall Semester of their senior year. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in biology courses. In addition, the student must submit an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to and approved by an advisory committee. Students are also required to make a short oral presentation to the Biology department at the end of Spring Semester. Specific details regarding the honors program, including selecting an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental Undergraduate Studies Committee.

Special Note. Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy the divisional requirement. Entering freshmen may not satisfy the division requirement with courses taken at a community college prior to enrolling in Wake Forest.

101. Biology and the Human Condition. (4h) Basic principles in biology, emphasizing recent advances in biology in the context of their ethical, social, political, and economic considerations. Intended for students with little or no previous experience in biology. BIO 101 is recommended for those who are not pursuing a career in the health professions or planning to continue on in biology. Does not count toward the major or minor in biology. Credit not given for both BIO 101 and 111. Lab—3 hours. (D)

105. Plants and People. (4h) Explores various associations between plants and people, their interrelationships, medical as well as ethical, and the impact of these interrelationships on various societies. Lab—3 hours. (D)

111. Biological Principles. (4h) Study of the general principles of living things with focus on the cellular, organismal, and population levels of biological organization, emphasizing the role of heredity and evolution in these systems. Does not count towards the major or minor in biology. Credit not given for both BIO 101 and BIO 111. Lab—3 hours. (D)

113. Evolutionary and Ecological Biology. (4h) Introduces the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors. Lab—3 hours. (D, QR)

114. Comparative Physiology. (4h) Introduces the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors. Lab—3 hours. (D)

210. Doing the Right Thing: Ethical Decision-Making in Biology and Medicine. (3h) Examines contemporary issues in bioethics, including responsible conduct in research, implications of technological advances in biology, environmental issues, and controversies in health care and medical practice. P—BIO 114 or POI.

213. Genetics and Molecular Biology. (4h) Introduces the principles and processes of heredity, information flow, and gene function. Topics covered include Mendelian genetics, molecular genetics, and the origin of genetic variation. Lab—3 hours.

214. Cellular Biology. (4h) Introduces the principles and processes of cellular biology and their impact on organismal function. Topics include molecular organization of cellular structures, regulations of cellular functions, bioenergetics, and metabolism. Introduces cancer, immunology, and developmental biology. Lab—3 hours. P—BIO 114 and CHM 111, or POI.

255. Bird Taxonomy (Florida). (2h) Immersion in bird taxonomy and ecology, conducted in southern Florida during six days of Spring Break. Two on-campus meetings are followed by a trip to top birding sites in North America, viewing over 100 species and covering most of the world's orders of birds. Out-of-pocket costs for food, transportation, and lodging expected to be \$200 or less. P—POI.

301-306. Topics in Biology. (1h-4h) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

307. Biophysics. (3h) Introduces the structure, dynamic behavior, and function of DNA and proteins, and surveys membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. Also listed as PHY 307. P—BIO 114 or 214, PHY 113, 114, or POI.

311. Ecology and Conservation Biology of Coral Reefs. (3h) In-depth study of the various biotic and abiotic components that come together to structure ecosystem function and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change. P—BIO 113.

312. Ecology and Conservation Biology of Coral Reefs. (4h) In-depth study of the various biotic and abiotic components that come together to structure ecosystem function and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change. Lab component is a one-week field trip over spring break. P—BIO 113.

313. Herpetology. (4h) The biology of reptiles and amphibians, emphasizing the unique morphological, physiological, behavioral and life-history adaptations of both groups, and their evolutionary relationships. The lab consists mostly of field trips, supplemented with lab and field projects. P—BIO 113, 114, and 213.

314. Evolution. (3h) How and why adaptive complexity and biodiversity evolved, illustrated with major events in the history of life on Earth. P—BIO 113 and 213.

315. Population Genetics. (4h) Study of the amount and distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. Lectures introduce theoretical studies, and include discussion of molecular and phenotypic variation in natural populations. Labs make use of computer modeling and simulation, and experiments using populations of fruit flies and other model organisms as appropriate. P—BIO 113 and 213. (QR)

317. Plant Physiology and Development. (3h) Lecture course that examines the growth, development, and physiological processes of plants. Control of these processes is examined on genetic, biochemical, and whole plant levels. P—BIO 114, 213, and 214.

318. Plant Physiology and Development. (4h) Lecture and laboratory course that examines the growth, development, and physiological processes of plants. Control of these processes is examined

on genetic, biochemical, and whole plant levels. Labs consist of structured experiments and an independently designed research project. Lab—3 hours. P—BIO 114, 213, and 214.

320. Comparative Anatomy. (4h) Study of the vertebrate body from an evolutionary, functional, and developmental perspective. Labs emphasize structure and function, primarily through the dissection of representative vertebrates. Lab—3 hours. P—BIO 113 and 114.

321. Parasitology. (4h) Survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—3 hours. P—BIO 113 and 114.

322. Biomechanics. (4h) Analyzes the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems. Lab—3 hours. P—BIO 114.

323. Animal Behavior. (4h) Survey of laboratory and field research on animal behavior. Lab—3 hours. P—BIO 113 and 114.

324. Hormones and Behavior. (3h) Explores the mechanisms of hormonal influences on behavior in a broad range of animals, including humans. P—BIO 114.

325. Chronobiology. (3h) Introduces the field of biological rhythms, covering different types of rhythms, their evolution, and the mechanisms by which such rhythms are generated and regulated at the molecular, cellular, and system levels. P—BIO 213, 214, or POI.

326. Microbiology. (4h) Structure, function, and taxonomy of microorganisms with emphasis on bacteria. Topics include microbial ecology, industrial microbiology, and medical microbiology. Lab emphasizes microbial diversity through characterizations of isolates from nature. P—BIO 213 and 214, CHM 122, or POI.

327. Mycology: Biology of Fungi. (4h) Introduces fungi, their evolution and natural taxonomy; cell and molecular biology; genetics, mating, and development; primary and secondary biochemistry; and their interactions with other organisms and the environment. Lab introduces culturing, microscopic and molecular techniques. Lab 2 hours. P – Biology 113, 114, 213, and 214 or POI.

328. Biology of Aging. (3h) Explores mechanisms of aging, and effects of aging on cellular and physiological processes in a range of organisms. P—BIO 113, 114 and 214; or POI.

330. Land and Natural Resource Management. (3h) Provides a fundamental understanding of land and resource management. The major focus is on federal oversight and policies but state, local, nonprofit, and international aspects are included. P—BIO 113.

331. Invertebrates. (4h) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—3 hours. P—BIO 113 and 114.

333. Vertebrates. (4h) Systematic study of vertebrates with emphasis on evolution, physiology, behavior, and ecology. Lab devoted to systematic, field, and experimental studies. Lab—3 hours. P—BIO 113 and 114.

335. Insect Biology. (4h) Study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—3 hours. P—BIO 113 and 114.

336. Development. (3h) A study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate animals. P—BIO 114, 213 and 214 or POI.

337. Development. (4h) Lecture and laboratory study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate animals. P—BIO 114, 213 and 214 or POI. Lab—3 hours.

338. Plant Diversity. (4h) Explores the evolution of the diversity of flowering and non-flowering plants from the perspective of function and environment in the context of current phylogenetic and biogeographic knowledge. P—BIO 113.

339. Principles of Biosystematics. (4h) Explores the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data, and cladistic biogeography. Lab—3 hours.

340. Ecology. (4h) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—3 hours. P—BIO 113 and 114. (QR)

341. Marine Biology. (4h) Introduces the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—3 hours. P—BIO 113 and 114.

344. African Savanna Ecology and Conservation. (4h) Intensive field course offering an in-depth study of the ecology and conservation of African savannas. Emphasizes savanna structure and function, ecological determinants of the savanna biome and co-evolutionary relationships between plants and large mammalian herbivores. Includes 3 weeks in Tanzania, (2 in Serengeti National Park). *Summer only.* P—Minimum one year of college biology including BIO 113 and POI.

345. Neurobiology. (3h) Introduces the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches are integrated in the study of the peripheral and central nervous systems. P—BIO 114 and 214.

346. Neurobiology. (4h) Introduces the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches are integrated in the study of the peripheral and central nervous systems. Labs emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—3 hours. P—BIO 114 and 214.

347. Physiological Plant Ecology. (3h) Provides a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rainforests. P—BIO 113 and 114.

348. Physiological Plant Ecology. (4h) Provides a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rainforests. Labs introduce students to a broad array of field instrumentation. P—BIO 113 and 114. (QR)

349. Tropical Biodiversity. (4h) Intensive field course in tropical biodiversity. Students travel to major tropical biomes, including deserts, glaciated peaks, and rain forests. Lectures emphasize the basic ecological principles important in each ecosystem; laboratories consist of student-designed field projects. Course location varies yearly. *Offered in the summer only.* P—BIO 113 and 114 and POI.

350. Conservation Biology. (3h) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources are examined. P—BIO 113.

- 351. Vertebrate Physiology.** (4h) Lecture and laboratory course that examines the functional systems that sustain life in vertebrate animals. Lab—3 hours. P—BIO 114 and 214.
- 352. Developmental Neuroscience.** (4h) Focuses on the development of neural structures and the plasticity of the mature nervous system. Attention is given to experimental model systems, particularly *Drosophila melanogaster*. The laboratory features molecular, immunocytochemical, and cell culture techniques for the study of neurons. P—BIO 213 and 214.
- 353. Functional Neuroanatomy.** (3h) Introduction to the gross and cellular anatomical organization of the vertebrate central nervous system. Attention is given to relating structure to function, the anatomical basis of neuropathologies, and modern approaches in neuroanatomy and imaging. P—BIO 114 and 214.
- 355. Biology of Birds.** (4h) Lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, diversity, and population biology of birds, and case studies in conservation biology. P—BIO 113 and 114.
- 356. Ecology and Resource Management of Southeast Australia.** (4h) Intensive field-oriented course focusing on ecosystems, natural resource management and environmental conservation of southeastern Australia. Students travel to major biomes including sub-tropical rainforests, coral reefs and the Australian urban environment. Laboratories are field-based, with some consisting of student-designed field projects. Lab—3 hours. *Taught only in summers in Australia.* P—BIO 113 or POI.
- 357. Bioinspiration and Biomimetics.** (3h) Explores the ways in which biological mechanisms can inspire new technologies, products, and businesses. The course combines basic biological and entrepreneurial principles. Also listed as ESE 357.
- 361. Principles of Biological Microscopy.** (4h) Introduces the fundamentals of biological imaging techniques. Students will explore a variety of microscopic methods as well as image acquisition, post-image processing, and scientific figure creation. Emphasis will be on both a theoretical and practical understanding of microscopic imaging principles. Concepts of experimental design and data critique will be explored through student projects and presentations. P—BIO 114 and 214 or POI.
- 362. Immunology.** (3h) Study of the components and protective mechanisms of the immune system. P—BIO 114 and 214.
- 363. Sensory Biology.** (3h) Lecture course emphasizing sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for BIO 363, 363S, and 364. P—BIO 114 and 214.
- 364. Sensory Biology.** (4h) Lecture and laboratory course emphasizing sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for BIO 363, 363S, and 364. P—BIO 114 and 214.
- 365. Biology of the Cell.** (3h) Lecture course on classic and recent experiments in cell biology. Analysis and interpretation of experimental data from the primary literature is emphasized. P—BIO 213 and 214.
- 365L. Biology of the Cell.** (1h) Laboratory course introducing basic techniques in cell biology, leading to an independent project. Lab—3 hours. P—BIO 213 and 214.
- 367. Virology.** (3h) Introduces viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. P—BIO 114, 213, and 214.

368. The Cell Biological Basis of Disease. (3h) Examines some of the defects in basic cellular mechanisms that are responsible for many diseases. P—BIO 114 and 214.

369. The Cell Biological Basis of Disease. (4h) Examines some of the defects in basic cellular mechanisms that are responsible for many diseases. The labs use advanced microscopic and histological techniques to investigate basic properties of cells. Lab—3 hours. P—BIO 114 and 214.

370. Biochemistry I: Macromolecules and Metabolism. (3h) Introduces principles of biochemistry including structure, function, and biosynthesis of biological molecules; analysis of enzyme function and activity; bioenergetics; and regulation of metabolic pathways. Also listed at BMB 370 and CHM 370. *Also offered in Salamanca.* P—CHM 223 or CHM 280 or BIO 214.

370L. Biochemistry Lab. (1h) Overview of biochemical approaches to study structure and function of macromolecules. Does not count towards the chemistry major with concentration in biochemistry. This course is recommended for pre-health students. Also listed as CHM 370L. Credit allowed for CHM/BIO 370L or CHM/BIO 371L, but not both. Lab—3 hours. P—CHM 223 or CHM 280 or BIO 214. P or C—CHM/BIO 370.

371L. Advanced Biochemistry Lab. (1.5h) Emphasizes approaches for isolation and analysis of enzymes. Required for majors in biochemistry and molecular biology and the chemistry major with concentration in biochemistry and recommended for research focused students. Also listed as BMB 371L and CHM 371L. Cannot receive credit for this course and BIO/CHM 370L. Lab—4 hours. P—CHM 223 or CHM 280 or BIO 214. P or C—BMB/BIO/CHM 370.

372. Molecular Biology. (3h) Presents the molecular mechanisms by which stored genetic information is expressed including the mechanisms for and regulation of gene expression, protein synthesis, and genome editing. Emphasizes analysis and interpretation of experimental data from the primary literature. Also listed as BMB 372. Cannot receive credit for this course and BMB/CHM 373. P—BIO 213 and 214 and BIO/BMB/CHM 370, or POI.

372L. Molecular Biology. (1.5h) Introduces modern methods of molecular biology to analyze and manipulate expression of genes and function of gene products. Also listed as BMB 372L. Lab—4 hours. P—BIO 213 and 214, BIO/BMB/CHM 370. P or C—BIO/BMB 372, BMB/CHM 373 or POI.

373. Cancer Biology. (3h) Analysis of molecular and cellular mechanisms that transform normal cells, trigger abnormal proliferation, and lead to tumor formation. Emphasis is on the biological basis of cancer, with some exploration of clinical and social consequences. P—BIO 213 and 214, or POI.

374. Neuroparmacology. (3h) Introduces how pharmacological agents affect cellular and molecular functions in the nervous system of normal and disease states. Lecture and case studies will be used to examine topics including drugs targeting mood and emotion, memory and dementia, and movement disorders. Drugs of abuse and the neurological basis of addiction will also be evaluated. P—BIO 214.

375. Great Threatening and/or Neglected Diseases of Mankind. (3h) Examines various diseases and, particularly, those found in developing countries. Students will research these diseases, prepare a presentation on them, and write a comprehensive paper of each disease that will include clinical aspects of the diseases, treatments (if any), social and political aspects of the diseases, and evaluate why these diseases remain threats to mankind. P—BIO 213 and 214, or POI.

376. Methods in Molecular Genetics. (4h) A hybrid lecture/laboratory course that gives students a hands-on introduction to a diverse array of techniques commonly used in molecular genetics laboratories. P—BIO 213 and 214, or POI.

- 377. Community Ecology.** (4h) Advanced course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages: life-history, competition, predation, geology, climate, soils, and history. Lectures focus on ecological principles and theory. Labs include local field trips and discussion of the primary literature. Several weekend field trips. Lab—3 hours. P—BIO 113, 114, and 214. (QR)
- 378. Biogeography.** (3h) Study of geographical, historical and ecological influences on the distribution, movements and diversity of organisms. Seminar relies on extensive reading, film, and map work as a basis of class discussions. P—BIO 113.
- 379. Introduction to Geographic Information Systems (GIS).** (4h) Lecture and laboratory course that introduces the concepts and uses of GIS as a mapping and analytical tool. Lectures cover the history of GIS, GIS data structures and sources of data, map projections, GIS tools applications, and resources. Exercises include examples of GIS applications in environmental modeling, sociodemographic change and site suitability analyses. P—BIO 113 or POI.
- 380. Biostatistics.** (3h) Introduces statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. (QR)
- 381. Epigenetics.** (3h) Studies the molecular mechanisms for inheritance of genome modifications. Uses primary literature to explore the environmental and developmental signals that influence epigenetic controls of gene expression and disease. Also listed as BMB 381. P—BIO 213 and 214; or POI.
- 381L. Epigenetics Laboratory.** (1h) Lab provides hands-on experience with genome editing and molecular genetics to address the function and expression of genes. Also listed as BMB 381L. P or C—BIO 381 or POI.
- 382. Molecular Signaling.** (3h) Examines the molecular and biochemical mechanisms by which hormones, neurotransmitters, and other signaling molecules act to change growth, development, and physiological and behavioral responses of organisms with a focus on discussion of primary literature. Also listed as BMB 382. P—BIO 213, 214, and BIO/BMB/CHM 370.
- 383. Genomics.** (3h) Examines the architecture, expression, and evolution of genomes. Uses current primary literature to examine the functional and evolutionary dynamics of genomes and the modern analytic techniques used to investigate genome-wide phenomena. P—BIO 213; or POI.
- 383L. Genomics.** (1h) Introduces analytic methods and interpretation of genomic wide data through practical tutorials. P—BIO 213. P or C—BIO 383; or POI.
- 385. Bioinformatics.** (3h) Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 385 and PHY 385. P—CSC 221 or BIO 213 or POI.
- 387. Computational Systems Biology.** (3h) Introduction of concepts and development of skills for comprehension of systems biology problems, including both biological and computational aspects. Topics may include genome-wide transcriptomic analysis, protein interaction networks, large-scale proteomics experiments, and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 387. P—CSC 221 or BIO 213 and 214; or POI.
- 390. Mentored Research.** (2h) Introduces the technology and techniques of research. Working under the supervision of a faculty member or research staff, students will obtain experience in

experimental design and analysis. The course may be taken as a precursor to BIO 391. Satisfies the research requirement for the BS degree. Pass/Fail option. P—POI.

391, 392. Independent Research. (2h, 2h) Working under the guidance of a faculty member or research staff member, students will conduct an independent research project that involves the collection and analysis of data, and that culminates in a written paper or poster to be submitted to the sponsoring faculty or staff member. The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order. 391 satisfies the research requirement for the BS degree. Pass/Fail option. P—POI.

393, 394. Research in Biology. (2h, 2h) For students who wish to continue research projects beyond BIO 391 and 392. Cannot be counted toward major. The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order. Pass/Fail option. P—POI.

** The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order.*

Chemistry (CHM)

Chair Mark E. Welker

John B. White Professor of Chemistry Willie L. Hinze

Thurman D. Kitchin Professor of Chemistry Dilip K. Kondepudi

William L. Poteat Professor of Chemistry Mark E. Welker

Professors Rebecca W. Alexander, Ulrich Bierbach, Christa L. Colyer, Bradley T. Jones, S. Bruce King, Abdessadek Lachgar, Akbar Salam

Associate Professors Lindsay R. Comstock-Ferguson, Patricia Dos Santos, Amanda C. Jones, Paul B. Jones

Assistant Professor Scott M. Geyer

Teaching Professors Angela Glisan King, Albert Rives

Associate Teaching Professor John Tomlinson

Assistant Teaching Professor and Director of Chemistry Center David Wren

Research Associate Professor George L. Donati

Visiting Assistant Professor Sarmad Hindo, Megan Rudock

Teacher Scholar Postdoctoral Fellow Surya Banks, Annelise Gorensek

The department offers programs leading to the BA and BS degrees in chemistry. The BS degrees are certified by the American Chemical Society. A minimum GPA of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum GPA of 2.0 in their chemistry courses numbered 200 or above. Unless otherwise stated, all chemistry courses are open to chemistry majors and minors on a letter-grade basis only (even those courses not required for the major or minor). Majors are required to complete on a letter-grade basis the required physics, biology, and mathematics courses. The BS programs are designed for those students who plan a career in chemistry at the bachelor or advanced degree level. The BA program is designed for those students who do not plan to do graduate work in the physical sciences but desire a stronger background in chemistry than is provided by the chemistry minor program.

The department will accept transfer courses completed at four-year colleges and universities but will not award transfer credit towards the chemistry major and minor except from schools offering a major in chemistry. These courses must be equivalent in content and level to courses offered at Wake Forest

(as judged by the department). Transfer credit will not be awarded for online lab classes nor for online lecture courses that have co-requisite labs on our campus. Courses taken in summer school elsewhere, or in study abroad programs, must meet these same criteria and receive pre-approval. Advanced courses, 300-level and above, are typically not transferable. Students enrolled at Wake Forest may not take courses in chemistry at other institutions to satisfy divisional requirements.

The bachelor of science degree in chemistry requires 43-45 hours in chemistry and must include the following courses: 111, 111L, 122 or 123, 122L or 123L, 223, 223L, 280, 280L, 334, 334L, 341, 341L, 342, 342L, 361, 361L, 370, 370L or 371L, 381, 382; also 390 or no fewer than 1.5h for 391 and/or 392; two of the following courses: 351, 364, 366, 373, or any chemistry graduate class (POI); also PHY 111 or 113, and 114; MST 112, 205 (or MST 113 and 121 in place of MST 205).

For the **BS major**, the following schedule of chemistry and related courses is typical:

First Year:	CHM 111, 111L, 122, 122L (or 123, 123L); MST 111, 112
Sophomore:	CHM 223, 223L, 280, 280L; PHY 111 or 113, 114; MST 205
Junior:	CHM 341, 341L, 342, 342L, 381, 382, 391 (or 392 or 390), upper-level CHM elective
Senior:	CHM 334, 334L, 361, 361L, 370, 370L or 371L, upper-level CHM elective

The bachelor of science degree in chemistry with concentration in biochemistry

requires 39.5-41 hours in chemistry and must include the following courses: 111, 111L, 122 or 123, 122L or 123L, 223, 223L, 280, 280L, 334, 334L, 341, 341L, 361, 361L, 370, 371L, 373, 381, 382; also 390 or no fewer than 1.5h for 391 and/or 392; one of the following courses: 342, 351, 364, 366, or any chemistry graduate class (POI); also BIO 213, 214; MST 112; and PHY 111 or 113, and 114.

For the **BS major with concentration in biochemistry**, the following schedule of chemistry and related courses is typical:

First Year:	BIO 114; CHM 111, 111L, 122, 122L (or 123, 123L); MST 111, 112
Sophomore:	BIO 213, 214; CHM 223, 223L, 280, 280L; PHY 111 or 113, 114
Junior:	CHM 341, 341L, 370, 371L, 381, 382, 391 (or 392 or 390)
Senior:	CHM 334, 334L, 361, 361L, 373, upper-level CHM elective

The bachelor of science degree in chemistry with concentration in materials chemistry

requires 40-45 hours in chemistry and must include the following courses: 111, 111L, 122 or 123, 122L or 123L, 280, 280L, 334, 334L, 341, 341L, 342, 342L, 361, 361L, 364, 364L, 370, 370L or 371L, 381, 382; also 390 or no fewer than 1.5h for 391 and/or 392; two of the following courses: 223, 351, 366, PHY 354; also PHY 111 or 113, and 114; MST 112, 205 (or MST 113 and 121 in place of MST 205).

For the **BS major with concentration in materials chemistry**, the following schedule of chemistry and related courses is typical:

First Year:	CHM 111, 111L, 122, 122L (or 123, 123L); MST 111, 112
Sophomore:	CHM 280, 280L; 223 (elective); PHY 111 or 113, 114; MST 205
Junior:	CHM 341, 341L, 342, 342L, 364, 364L, 381, 382, 391 (or 392 or 390)
Senior:	CHM 334, 334L, 361, 361L, 370, 370L or 371L, upper-level CHM or PHY elective

The bachelor of science degree in chemistry with concentration in medicinal chemistry and drug discovery requires 40-41.5 hours in chemistry and must include the following courses:

111, 111L, 122 or 123, 122L or 123L, 223, 223L, 280, 280L, 324, 324L, 334, 334L, 341, 361, 361L, 370, 370L or 371L, 381, 382; also 390 or no fewer than 1.5h for 391 and/or 392; one of the following courses: 342, 351, 364, 366, 373 or any chemistry graduate class (POI); also BIO 114, 214; MST 112; and PHY 111 or 113, and 114.

For the **BS major with concentration in medicinal chemistry and drug discovery**, the following schedule of chemistry and related courses is typical:

First Year:	BIO 114; CHM 111, 111L, 122, 122L (or 123, 123L); MST 111, 112
Sophomore:	BIO 214; CHM 223, 223L, 280, 280L; PHY 111 or 113, 114
Junior:	CHM 341, 370, 370L or 371L, 381, 382, 391 (or 392 or 390)
Senior:	CHM 324, 324L, 334, 334L, 361, 361L, upper-level CHM elective

The bachelor of arts degree in chemistry requires a minimum of 34 hours in chemistry and must include the following courses: 111, 111L, 122 or 123, 122L or 123L, 280, 280L, 334, 334L, 341, 341L, 361, 361L, 370, 370L or 371L; two of the following courses: 223, 342, 351, 364, 366, or 373; one of 381, 382, 390, 391, or 392; also MST 112; and PHY 111 or 113, and 114.

For the **BA major**, the following schedule of chemistry and related courses is typical:

First Year:	CHM 111, 111L, 122, 122L (or 123, 123L); MST 111, 112
Sophomore:	CHM 280, 280L; one upper-level CHM elective; PHY 111 or 113, 114
Junior:	CHM 341, 341L, 370, 370L or 371L, one of CHM 381, 382, 390, 391, or 392
Senior:	CHM 334, 334L, 361, 361L, and upper-level CHM elective

Variations in the schedules above are possible to accommodate study abroad and other special circumstances, in which case, the student should consult a member of the faculty in chemistry.

A minor in chemistry requires at least 19 hours in chemistry and must include at least one of: 334, 341, 342, 351, 361, 364, 366, 370, or 373. No more than nine hours of chemistry courses completed elsewhere can be counted toward the minor, and a minimum grade point average of 2.0 in Wake Forest chemistry courses is required to complete the minor.

Honors. Qualified majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. Honors thesis research must be conducted on the Wake Forest University campus with a WFU Chemistry faculty member as research adviser or co-adviser. For additional information, members of the departmental faculty should be consulted.

The Health Professions Program at Wake Forest recommends that students take the following chemistry courses and their associated labs before the end of the third year: 111, 122 or 123, 223, 280. Students interested in this track should see the Health Professions Program adviser for more information.

Course listings specify prerequisites and corequisites, although admission by permission of instructor, POI, may be granted under special circumstances.

108. Everyday Chemistry. (4h) Introduces chemistry to non-science majors. Lab covers experimental aspects of topics discussed in lecture. Does not count towards the major or minor in chemistry. Lab—2 hours. (D, QR)

***111. College Chemistry I.** (3h) Fundamental chemical principles. *Also offered in Salamanca.*
C—CHM 111L. (D, QR) (Offered Fall Only)

***111L. College Chemistry I Lab.** (1h) Covers experimental aspects of basic concepts. Lab—3 hours.
C—CHM 111. (Offered Fall Only)

120. Physics and Chemistry of the Environment. (4h) Covers the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. Consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—3 hours. Also listed as PHY 120. (D, QR)

***122. Organic Chemistry I.** (3h) Principles and reactions of organic chemistry. Students may not receive credit for both CHM 122 and CHM 123. P—CHM 111. C—CHM 122L. (D) (Offered Fall Only)

***122L. Organic Chemistry I Lab.** (1h) Lab—4 hours. P—CHM 111. C—CHM 122. (Offered Fall Only)

***123. Organic Chemistry I Honors.** (3h) Principles and reactions of organic chemistry. Freshmen only, by invitation. P—CHM 111. C—CHM 123L. (D) (Offered Fall Only)

***123L. Organic Chemistry I Honors Lab.** (1h) Lab—4 hours. P—CHM 111. C—CHM 123. (Offered Fall Only)

223. Organic Chemistry II. (3h) Principles and reactions of organic chemistry and introductory biochemistry. P—CHM 122 or 123. (D) (Offered Spring and Fall)

223L. Organic Chemistry II Lab. (1h) Lab—4 hours. P—CHM 122 or 123. P or C—CHM 223. (Offered Fall Only)

280. College Chemistry II. (3h) Advanced study of fundamental chemical principles. P—CHM 111. (D, QR) (Offered Spring Only)

280L. Theory and Methods of Quantitative Analysis Lab. (1h) Emphasizes technique development for accuracy and precision. Lab—4 hours. C or P—CHM 280. (Offered Spring Only)

301, 302. Elective Research. (0h, 0h) P—POI.

311. Current Topics. (1h-4h) Course exploring current topics in chemistry. May be repeated for credit if course content differs. Does not count toward the major or minor in chemistry. P—POI.

324. Medicinal Chemistry I. (3h) An introduction to drug targets, mechanism, design, and synthesis. P—CHM223, CHM370.

324L. Medicinal Chemistry Laboratory. (1.5h) A lab designed to introduce the concept of structure-activity relationships (SAR) using computational, synthetic chemical, physicochemical, and biological techniques. P or C—CHM324.

334. Chemical Analysis. (4h) Theoretical and practical applications of modern methods of chemical analysis. Lab—4 hours (CHM 334L). P—CHM 280L. (Offered Spring Only)

***341. Physical Chemistry I.** (3h) Fundamentals of thermodynamics and phenomenological kinetics, and introductory computational methods. Also offered in Salamanca. P—CHM 280, MST112. P or C—PHY 114. (Offered Fall Only)

***341L. Physical Chemistry I Lab.** (1h) Lab—4 hours. P—CHM 280L, MST 112. P or C—CHM 341, PHY 114.

342. Physical Chemistry II. (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P—CHM 341, MTH 112, and PHY 114. P or C—MST 205 (or MST 113 and 121 in place of 205). (Offered Spring only)

342L. Physical Chemistry II Lab. (1h) Lab—4 hours. P—CHM 280L, CHM 341, MST 112, and PHY 114. P or C—CHM 342.

351. Special Topics in Chemistry. (3h) Courses in selected special topics in chemistry. May be repeated for credit if course content differs. P—POI.

***361. Inorganic Chemistry.** (3h) Principles and reactions of inorganic chemistry. P or C—CHM 341. C—CHM 361L. (Offered Fall only)

***361L. Inorganic Chemistry Lab.** (1h) Lab—4 hours. P—CHM 280L. P or C—CHM 341. C—CHM 361.

364. Materials Chemistry. (3h) A survey of inorganic-, organic-, bio-, and nano-materials, including hybrid materials and applications. P—CHM 341.

364L. Materials Chemistry Lab. (1h) Synthesis of inorganic and organic based materials and their characterization. Lab—4 hours. P—CHM 280L. P or C—CHM 364.

366. Chemistry and Physics of Solid State Materials. (3h) Design, synthesis, structure, chemical and physical properties, and the application of solid state materials. P—CHM 280.

370. Biochemistry I: Macromolecules and Metabolism. (3h) Introduces principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as BIO370 and BMB370. Also offered in Salamanca. P—CHM223 or CHM280 or BIO214.

370L. Biochemistry Lab. (1h) Overview of biochemical approaches to study structure and function of macromolecules. Does not count towards the chemistry major with concentration in biochemistry. This course is recommended for pre-health students. Also listed as BIO 370L. Credit allowed for CHM/BIO 370L or CHM/BIO 371L, but not both. Lab—3 hours. P—CHM 223 or CHM 280 or BIO 214. P or C—CHM/BIO 370.

371L. Advanced Biochemistry Lab. (1.5h) Emphasizes approaches for isolation and analysis of enzymes. Required for majors in biochemistry and molecular biology and the chemistry major with concentration in biochemistry and recommended for research focused students. Also listed as BIO371L and CHM 371L. Cannot receive credit for this course and BIO/CHM 370L. Lab—4 hours. P—CHM 223 or CHM 280 or BIO 214. P or C—BMB/BIO/CHM 370.

373. Biochemistry II: Protein and Nucleic Acid Structure and Function. (3h) Examines the structure, function, and synthesis of proteins and nucleic acids and includes advanced topics in biochemistry including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. Also listed as BMB373. Cannot receive credit for this course and BMB/BIO372. P—CHM223 and BIO/BMB/CHM370.

381, 382. Chemistry Seminar and Literature. (.5h, .5h) Discussions of contemporary research and introduction to the chemical literature and acquisition of chemical information. Can be taken in any order. Pass/Fail only. P—CHM 122 or 123.

390. Chemical Research Experience. (0h or 1.5h) Research experience and written report. Requires pre-approval of research project conducted off the Reynolda campus, by prearrangement. Pass/Fail only. May be repeated for credit.

391, 392. Undergraduate Research. (0.5h-3h) Undergraduate research and written report. Lab—3-16 hours. May be repeated for credit. P—POI.

** The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. (However, either can be repeated independently if warranted.)*

Classical Languages (CLA)

Chair Mary L.B. Pendergraft

Professor Mary L.B. Pendergraft

Associate Professor Michael C. Sloan

Assistant Professors T.H.M. Gellar-Goad, Amy K. Lather, John M. Oksanish

Assistant Teaching Professor Brian M. Warren

Visiting Assistant Professor Dominic Machado

The Department of Classical Languages offers four majors and three minors: majors in Classical Languages, Greek, Latin, and Classical Studies, and minors in Greek, Latin, and Classical Studies. An overall minimum GPA of 2.0 is required for graduation in courses that compose a major in the department.

A major in Classical Languages requires at least 27 hours in the Department. For students emphasizing Latin the following are required: four courses in Latin beyond 153, of which three must be at the 300-level and include 350; at least 12 hours in Greek including at least one course above 154, and CLA 272. For students emphasizing Greek the following are required: four courses in Greek beyond 154, of which three must be at the 300-level and include 325; at least 12 hours in Latin including at least one course above 153, and CLA 261.

A major in Greek requires 27 hours in the department beyond Greek 112 or 113. Twenty-one of these hours must be in Greek courses; Greek 325 and CLA 375 are required.

A minor in Greek requires 15 hours: Greek 153 or 154; two 200- or 300-level courses in Greek; CLA 375; and one additional course in Greek (300-level), Latin, or Classics.

A major in Latin requires 27 hours in the department beyond Latin 153. Eighteen of these hours must be in Latin courses; Latin 350 and CLA 376 are required.

A minor in Latin requires 15 hours: three 200- or 300-level courses in Latin; CLA 376; and one additional course in Greek, Latin (300-level), or Classics.

A major in Classical Studies requires 30 hours. A minimum of 24 hours must be taken in the department. The following are required:

- a. One 200-level course in Greek or Latin (prerequisites to this course do not count toward the 30 required hours);
- b. CLA 375 and CLA 376;
- c. CLA 381;
- d. At least one course from the following: ART 241. (Ancient Art); ART 244. (Greek Art);

ART 245. (Roman Art); HST 308. (Alexander the Great); HMN 280. (Comparative Studies in Classical & Biblical Traditions: Ancient); PHI 232. (Ancient Greek Philosophy); PHI 331. (Plato); PHI 332. (Aristotle); POL 271 (Classical Political Thought); COM 300 (Classical Rhetoric). Other courses may be substituted by permission of the department.

A minor in Classical Studies requires a minimum of 18 hours in the department, of which no more than seven may be in Greek or Latin courses. CLA 375 or 376 and CLA 381 are required.

Major/minor combinations. Within the department no more than six hours of major credit may also count toward a minor.

Honors. Highly qualified majors are invited by the department to participate in the honors program in Latin, Greek, or Classical Studies. To be graduated with the designation “Honors in Latin,” “Honors in Greek,” or “Honors in Classical Studies,” a student must complete an honors research project and pass a comprehensive oral examination. For additional information, members of the departmental faculty should be consulted. (Refer to the section “Honors Study” in this bulletin for minimum college requirements.)

Greek and Latin courses at the 100-level may not be taken pass-fail. Any exception to the policy must arise from exceptional circumstances and must be approved by the Chair of the department.

Greek

111, 112. Elementary Greek. (5h, 5h) Introduction to the language; provides a foundation for reading the ancient authors.

113. Intensive Elementary Greek. (5h) Accelerated introduction to the language; provides a foundation for reading the ancient authors.

153. Intermediate Greek. (3h) Review of grammar; readings in classical authors. P—Greek 112 or equivalent.

154. Intensive Intermediate Greek. (5h) Review of grammar in the context of reading classical authors. P—Greek 113 or equivalent.

211. Introduction to Attic Prose. (3h) Selections from the dialogues of Plato or other Attic prose. P—Greek 153, 154 or equivalent.

312. Greek Poetry. (3h) Selections from the Iliad and the Odyssey or from didactic and lyric poetry. P—Greek 211 or equivalent.

321. Greek Readings. (1.5h or 3h) Designed to meet individual needs and interests. Course may be repeated for a total of six credit hours. P—POL.

325. Advanced Grammar and Composition. (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Greek 211 or equivalent.

331. The Greek New Testament. (3h) Selections from the Greek New Testament. P—Greek 211 or equivalent.

341. Greek Tragedy. (3h) Close study of a selected tragedy or tragedies. P—Greek 211 or equivalent.

342. Greek Comedy. (3h) Close study of a selected comedy or comedies of Aristophanes or Menander. P—Greek 211 or equivalent.

391, 392. Honors in Greek. (1.5h, 1.5h) Directed research for honors paper. P—POD.

Latin

111, 112. Elementary Latin. (3h, 3h) Introduction to the language; provides a foundation for reading in the ancient authors.

113. Intensive Elementary Latin. (5h) Introduction to the language; covers the material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

120. Reading Medieval Latin. (1.5h, 3h) Introduction to post-classical Latin with readings in selected works from late antiquity and the Middle Ages. P—Latin 112 or equivalent.

153. Intermediate Latin. (5h) Review of grammar and selected introductory readings. P—Latin 112, 113 or equivalent.

211. Introduction to Latin Poetry. (3h) Readings from selected poets mainly of the late Republic and early Empire, with an introduction to literary criticism. P—Latin 153 or equivalent.

212. Introduction to Latin Prose. (3h) Readings primarily from the works of Cicero, with attention to their artistry and historical context. P—Latin 153 or equivalent.

316. Roman Lyric Poetry. (3h) Interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P—Latin 200-level or equivalent.

318. Roman Epic Poetry. (3h) Readings in the epics of Vergil and Ovid, with attention to their position in the epic tradition. P—Latin 200-level or equivalent.

321. Roman Historians. (3h) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography. P—Latin 200-level or equivalent.

325. Roman Epistolography. (3h) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid. P—Latin 200-level or equivalent.

326. Roman Comedy. (3h) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques. P—Latin 200-level or equivalent.

331. Roman Elegy. (3h) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. P—Latin 200-level or equivalent.

341. Roman Satire. (3h) Selected readings from Horace, Lucilius, Persius, or Juvenal, with attention to the origin and development of hexameter satire. P—Latin 200-level or equivalent.

343. Latin Readings. (1.5h or 3h) Designed to meet individual needs and interests. Course may be repeated for a total of six credit hours. P—POI.

350. Advanced Grammar and Composition. (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Latin 300-level or equivalent.

360. Seminar in Latin Poetry. (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.

380. Seminar in Latin Prose. (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.

391, 392. Honors in Latin. (1.5h, 1.5h) Directed research for the honors paper. P—POD.

Classics

151. Ethics in Greece and Rome. (1.5h) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is not required.

252. Women, Gender, and Sexuality in Antiquity. (3h) Explores women's roles in the ancient Mediterranean world and the intersections of gender, sexuality, and power in Greek and Roman society through the study of historical, archaeological, artistic, and literary sources, with a variety of theoretical and methodological approaches. A knowledge of the Greek and Latin languages is not required. (CD)

255. Classical Epic: Iliad, Odyssey, Aeneid. (3h) Study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is not required. (D)

259. Vergil and His English Legacy. (3h) Study of Vergil's Eclogues, Georgics, and selected passages of the Aeneid, and their reception by English literature, using translations and original works by writers of the 16th through the 18th centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (D)

261. Greek Myth. (3h) Consideration, principally through close study of selected literary works, of Greek myth from the Classical, Archaic, and Hellenistic periods, and in Roman literature; the course also considers Greek myth's afterlife in the modern period. A knowledge of the Greek language is not required. (D)

263. Greek Tragedy. (3h) Study of the plays of Aeschylus, Sophocles, and Euripides. A knowledge of the Greek language is not required. (D)

264. Greek and Roman Comedy. (3h) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the performance and audiences of comedy and to the differences among and within comic genres. A knowledge of the Greek and Latin languages is not required. (D)

272. A Survey of Latin Literature (in English). (3h) Study of selections from Latin literature in English translation. A knowledge of the Latin language is not required. (D)

374. Special Topics. (1.5h-3h) Special topics in classical literature and culture. May be repeated for credit.

375. The Age of Pericles. (3h) Study of Greek culture in all its aspects during the 5th century. A knowledge of the Greek language is not required. (CD)

376. The Age of Augustus. (3h) Study of Roman culture in all its aspects during the early Empire. A knowledge of the Latin language is not required. (CD)

381. Seminar in Classical Studies. (3h) Offered by members of the faculty on topics of their choice. A knowledge of Greek and Latin languages is not required. May be repeated for credit. P—Any CLA 200-level course or POI.

388. Individual Study. (1.5h or 3h) Course may be repeated for a total of 6 hours. P—POI.

391, 392. Honors in Classical Studies. (1.5h, 1.5h) Directed research for the honors paper. P—POD.

Communication (COM)

Chair Allan D. Louden

University Distinguished Chair in Communication Ethics and Professor Michael J. Hyde

Professors Mary M. Dalton, Sandra Dickson, Michael David Hazen, Woodrow Hood, Marina Krcmar, Allan D. Louden, Ananda Mitra, Randall G. Rogan

Associate Professors Robert J. Atchison, Steven M. Giles, John T. Llewellyn, Alessandra Von Burg, Margaret D. Zulick

Assistant Professors Mollie Canzona, Jennifer Priem, Ron Von Burg

Associate Professor of Practice Justin Green (Debate Coach)

Assistant Professor of Practice Ken Strange, (Associate Debate Coach)

Assistant Teaching Professor Rowena Rowie Jean Louise Kirby-Straker, David Stokes Piercy (Film Production)

Teacher-Scholar Post Doc Sherri Williams

Permanent Part-time Lecturer T. Nathaniel French

Manager of Communication/Media Laboratory Ernest S. Jarrett

Affiliated Teaching Professors Peter Gilbert, Cindy Hill, Cara Pilson

Adjunct Professor of Practice (Bioethics) Richard Robeson

A major in communication requires 30 hours, at least 12 of which must be at the 300-level. All majors are required to take courses 102 or 110, 220 and 225 and should begin their study of communication with these courses. An overall minimum GPA of 2.0 in all communication courses attempted is required for graduation.

The Department of Communication offers its majors the opportunity to concentrate in special areas of study. Communication majors may choose to concentrate in communication science, media studies, or rhetorical studies. Students may also opt to choose courses across the concentrations as a general communication major.

In addition to the major course requirements, COM 102 or 110, 220, and 225, students who want to declare a concentration must successfully complete five courses within a particular concentration. Students may declare two concentrations within the department. The major course requirements remain in effect for those students, and they must take a minimum of 18 hours at the 300-level. Students may not count courses used to meet the required five courses within a particular concentration to fulfill requirements for a second concentration. A list of courses approved to fulfill the concentrations in communication science, media studies, and rhetorical studies is maintained by the communication department. Students declaring a concentration must do so prior to the beginning of their final semester.

A minor in communication requires 18 hours, at least three of which must be at the 300-level, and shall include courses 102 or 110, and 220 or 225. An overall minimum GPA of 2.0 in all communication courses attempted is required for graduation.

COM 280 is open to majors and minors only who satisfy departmental requirements. For three hours of internship credit, students need a minimum of 120 on-site contact hours; applications for internship hours need to be approved by a faculty supervisor and the internship director, or the director of undergraduate studies. Only three hours can count toward a major or minor. Students may enroll in up to three hours of practicum in any semester. Practicum hours need to be approved by supervising faculty. Students can earn a maximum of six hours practicum, only three hours of which may be counted toward a major or minor in communication.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in communication. To be graduated with the designation “Honors in Communication,” students must have a major GPA of 3.8 or above prior to entering their final semester, declare for honors by the week before the last add/drop date, select a paper or creative work and faculty member to work with, submit the final version of paper or creative work to the Undergraduate Committee for acceptance by the Committee and, if accepted, present the work at the award ceremony of the Department of Communication.

100. Introduction to Communication and Rhetoric. (3h) Introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another. (D)

102. Debate and Advocacy. (3h) The use of argumentative techniques in oral advocacy: research, speeches, and debate. (D)

110. Public Speaking. (3h) Study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches. (D)

113. Relational Communication. (3h) Introduction to relational communication theory, research, and principles. (D)

117. Writing for Public Relations and Advertising. (1.5h, 3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Also listed as JOU 286.

120. Introduction to Film and Media Aesthetics. (3h) Introduction to the major theories and aesthetics of motion pictures and other media forms through a study of styles related to writing, directing, cinematography, editing, and sound. (D)

215. Broadcast Journalism. (3h) Introduction to the theory and practice of broadcast journalism. Topics include ethics, technology, and the media as industry, and projects address writing, producing, and performing for radio and television.

216. On-Camera Performance. (3h) Introduces the theory and practice of performing for the camera. Covers basic camera, commercial work, how-to videos, newscasting, and other performance formats.

217. Imagination Project. (3h) The production of short films, digital study guides or E-books and/or other types of multimedia materials on important social, political, cultural and economic issues. Opportunities for students to immerse themselves in a topic and interact with scholars from various disciplines (topics vary each year).

220. Empirical Research in Communication. (3h) Introduction to methodological design and univariate statistics as used in communication research. (QR)

225. Rhetorical Theory and Criticism. (3h) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.

245. Introduction to Mass Communication. (3h) Historical survey of mass media and an examination of major contemporary media issues. (D)

247. Foundations of Digital Media. (3h) Students produce a variety of short-form media projects. P—COM 120.

- 250. Communication in Entrepreneurial Settings.** (3h) Using a fictitious start-up company, students will discover and apply business communication strategies to build new businesses. Also listed as ESE 250.
- 270. Special Seminar.** (1h-3h) Examination of selected topics in communication.
- 280. Communication Internship I.** (1.5h, 3h) Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.
- 282. Debate Practicum I.** (1.5h) Individual projects in debate to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.
- 283. Debate Practicum II.** (1.5h) Individual projects in debate to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.
- 284. Production Practicum I.** (1.5h) Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty adviser. Pass/Fail only. P—POI.
- 285. Production Practicum II.** (1.5h) Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty adviser. Pass/Fail only. P—POI.
- 286. Individual Study.** (1h-3h) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—POI.
- 287. Research Practicum I.** (1.5h) Credit opportunities for students to collaborate with faculty on research projects. Awards credit to students assisting faculty with research initiatives led by the faculty. Projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. Pass/Fail only. P—POI.
- 288. Research Practicum II.** (1.5h) Awards credit to students assisting faculty with research initiatives led by the faculty. Projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. Pass/Fail only. P—POI.
- 300. Classical Rhetoric.** (3h) Study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine.
- 302. Argumentation Theory.** (3h) Examination of argumentation theory and criticism; examines both theoretical issues and social practices.
- 303. Directing the Forensic Program.** (1.5h, 3h) Pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop.
- 304. Freedom of Speech.** (3h) Examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression.
- 305. Communication and Ethics.** (3h) Study of the role of communication in ethical controversies.
- 307. The Prophetic Mode in American Public Discourse.** (3h) Investigates prophetism as a rhetorical act by examining Biblical forms of prophetic speech and investigating how these forms influence American public discourse.
- 308. Speechwriting.** (3h) Examines representative historic and contemporary speechwriting, including composition and delivery of ceremonial, legal, and political speeches. Builds practical knowledge through delivery, discussion and interviews with professional speechwriters.

- 309. Visual Storytelling.** (3h) The course overviews digital media as well as studying the meaning of how visual images are used in our society. The course is designed to look at the changing landscape of visual storytelling.
- 310. Advanced Digital Media.** (3h) Students produce advanced media projects over which they assume significant creative control. P—COM 247.
- 312. Film History to 1945.** (3h) Survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.
- 313. Film History since 1945.** (3h) Survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.
- 314. Media Effects.** (3h) Theory and research on the influences and effects of mass media on audiences. These include reception, cognitive processing, and attitudinal and behavioral influences.
- 315. Communication and Technology.** (3h) Exploration of how communication technologies influence the social, political, and organizational practices of everyday life.
- 316. Screenwriting.** (3h) Introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of genre on screenwriting, and exploration of nontraditional narrative structures. Students complete an original, feature-length screenplay.
- 317. Communication and Popular Culture.** (3h) Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts.
- 318. Culture and the Sitcom.** (3h) Explores the intersection of American culture and the television situation comedy, one of the oldest and most ubiquitous forms of television programming.
- 319. Media Ethics.** (3h) Examines historical and contemporary ethical issues in the media professions within the context of selected major ethical theories while covering, among other areas, issues relevant to: journalism, advertising, public relations, filmmaking, and media management.
- 320. Media Theory and Criticism.** (3h) Critical study of media including a survey of major theoretical frameworks. P—COM 120.
- 321. Communication Technology and Entrepreneurship.** (3h) Explores how an e-commerce business plan can be developed and the specific ways of marketing e-commerce ventures including the options provided by new tools such as social networking applications. Also listed as ESE 340.
- 322. Video Game Theory and Research.** (3h) Examines recent theory and research regarding the uses, processing, and effects of video games.
- 323. Superheroes, Cinema and American Mythology.** (3h) Examines the emergence of superhero films in American cinema as a representation and response to historical and ideological contexts.
- 330. Communication and Conflict.** (3h) Review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.
- 331. Communication, Terrorism, and Hostage Negotiation.** (3h) Examines domestic and international terrorism as grounded in extant communication theory, with emphasis on explicating the role that communication plays in current conceptualizations and responses to terrorism.
- 335. Survey of Organizational Communication.** (3h) Overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.

- 336. Organizational Rhetoric.** (3h) Explores the persuasive nature of organizational messages—dealing with risk, reputation, image, legitimacy and strategic communication—including those exchanged between organizational members and those presented on behalf of the organization as a whole.
- 338. African-American Rhetoric.** (3h) Explores how African Americans have invented a public voice in the 20th century. Focuses on how artistic cultural expression, in particular, has shaped black public speech. (CD)
- 339. Practices of Citizenship.** (3h) Explores the history and theory of citizenship as a deliberative practice linked to the rhetorical tradition of communication with an emphasis on participatory and deliberative skills as part of the process in which communities are formed and citizens emerge as members.
- 340. American Public Discourse I.** (3h) Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents with emphasis on abolition of slavery and women's rights.
- 341. American Public Discourse II.** (3h) Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student protest, and women's liberation.
- 342. Political Communication.** (3h) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.
- 343. Presidential Rhetoric.** (3h) Examines theory and practice of speechmaking and mediated presidential communication.
- 344. Conspiracy Theories in American Public Discourse.** (3h) Study of the role of conspiracy discourse in American public discourse from the nation's founding through modern events.
- 345. Rhetoric of Science and Technology.** (3h) Examination of how scientific and technological discourses function rhetorically in public arenas to affect non-scientific publics' understanding.
- 346. Sport, Media, and Communication.** (3h) Examines the role of sport in society, cultural, and institutional practice. Surveys the values represented by interpersonal and mediated messages regarding key dimensions of sport including competition, ethics, gender, and race.
- 347. Rhetoric of the Law.** (3h) Examination of legal discourses including trial and appeal processes through motions to closing arguments.
- 348. Legal Theory, Practice, and Communication.** (3h) Introduces students to legal education, the legal system and legal analysis. (Co-taught by law and communication faculty). *Summer.*
- 349. Advocacy, Debate and the Law.** (3h) Students develop and critique speeches, debates, trial practice and moot court across a variety of legal speaking venues. (Co-taught by law and communication faculty). *Summer.*
- 350. Intercultural Communication.** (3h) Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. (CD)
- 351. Comparative Communication.** (1.5h, 3h) Comparison of communicative and linguistic processes in one or more national cultures with those of the U.S. Also listed as LIN 351 and INS 349. Credit not given for both COM 351A and INS 349. (CD)

351A. *Japan (CD)*

351C. *Great Britain (CD)*

351E. *China (CD)*

351B. *Russia (CD)*

351D. *Multiple Countries (CD)*

- 352. Interpersonal Seminar.** (3h) Advanced study of theories and research in one or more of the specialized concentrations of interpersonal communication.
- 353. Persuasion.** (3h) Examination of theories and research concerning the process of social influence in contemporary society.
- 354. International Communication.** (3h) In-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems. (CD)
- 355. Survey of Health Communication.** (3h) Examination of theories, research, and processes of health communication in contemporary society.
- 356. Health Communication: Patient-Provider.** (3h) Explores contemporary issues related to communication in health care contexts, notably theories and research on patient-provider communication.
- 357. Health Communication Campaigns.** (3h) Examination of the principles behind designing, implementing, and evaluating a health campaign, including message design and application of media theories for behavior change.
- 358. Health Communication and Bioethics.** (3h) Examination of the problems of justice in health care and the meaning of human dignity in the face of illness and the technologies of treatment.
- 360. Communication and Cultures of India: Immersed in India.** (3h) Examines the different patterns of communication of the people of India through an immersive experience, a journey from the Himalayas to the oceans, studying the connections between the geography, history and cultures of India.
- 370. Special Topics.** (1h-3h) Examination of topics not covered in the regular curriculum.
- 380. Great Teachers.** (1h, 1.5h, 3h) Intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with each teacher during a two- to three-day visit to Wake Forest.

Computer Science (CSC)

Chair Peter Santago

Research Professor Robert J. Plemmons

Professors Jennifer J. Burg, Errin W. Fulp, David J. John, V. Paúl Pauca, Peter Santago

Associate Professors Daniel A. Cañas, Samuel Cho, Stan J. Thomas, Todd C. Torgersen, William H. Turkett Jr.

Assistant Professor Grey Ballard

A bachelor of science (BS) in computer science requires a minimum of 38 hours in computer science and three courses in mathematics. The courses in computer science must include 111, 112, 211, 221, 222, 231, 241, 399, and at least 12 hours in computer science fulfilled with courses at the 300-level or higher. The required courses in mathematics are MST 112, MST 117, and one of the following: MST 121, 205, or 206. MST 113 and either MST 256 or 357 are recommended for students considering graduate work in computer science.

A bachelor of arts (BA) in computer science requires a minimum of 27 hours in computer science and three courses in mathematics or statistics. The courses in computer science must include

111, 112, 221, 241, and 399. The required computer science courses also include three hours at the 191-level or higher, three hours at the 200-level or higher, and six hours at the 300-level or higher. The required courses in mathematics are MST 117; either MST 121, 205, or 206; and one course selected from MST 109, 112, or 256, or any statistics course approved by the Computer Science Department.

A minor in computer science requires a minimum of 17 hours in computer science and MST 117. The courses in computer science must include CSC 111, 112, and 221, three hours at the 191-level or higher, and three hours at the 300-level or higher.

A minimum GPA of 2.0 in the computer science courses that comprise a major or minor in the department is required for graduation.

Students who are enrolled at Wake Forest University may not take courses in computer science at other institutions to satisfy divisional requirements.

Students with a special interest in multidisciplinary work should consider a program of study that combines computer science with another discipline through either a double major or a minor.

Planning for a major or minor in computer science. Students do **not** need prior computer science experience to major in computer science. While not required, students interested in the major are encouraged to:

- take CSC 111 and MST 117 in their freshman year. Students with appropriate experience or AP scores may skip CSC 111 and go straight to CSC 112. Credit is given for CSC 111 with an AP score of 5. With an AP score of 4, students may skip CSC 111 but will not receive credit.
- take CSC 112 and CSC 221 as early as feasible. Completing these courses in the sophomore year provides the most flexibility in scheduling other required courses and electives. While not necessary, completing CSC 111, 112, 221, and MST 117 by the end of the fall semester of the sophomore year provides the best flexibility, especially for the BS.
- consider taking another 200-level course in the sophomore year. Reviewing prerequisites for the 300-level electives may help in the decision regarding which 200-level courses to take early. For example, CSC 241 is a prerequisite for CSC 348 Computer Security.

Honors in Computer Science. Highly qualified majors are invited by the department to apply for admission to the honors program during their senior year. To be graduated with the designation “Honors in Computer Science,” students must satisfactorily complete an honors project and paper and have a minimum GPA of 3.5 in the major and 3.0 in all college course work. Interested students should consult the computer science Honors Program director for details or questions and computer science faculty members for potential honors topics.

101. Overview of Computer Science. (4h) Lecture and laboratory. Overview of computer science. Students are introduced to the core areas of computer science. Topics include data representation, logic, computer organization, pseudo-code, machine/assembly code, higher-level language, algorithms, abstract data types, operating systems, and networks. Algorithms and programming are introduced through analysis of existing code. Lab—2 hours. (D, QR)

111. Introduction to Computer Science. (4h) Lecture and laboratory. Introduction to the basic concepts of computer programming and algorithmic problem solving for students with little or no programming experience. Recommended as the first course for students considering a major or minor in computer sci-

ence; also appropriate for students who want computing experience applicable to other disciplines. Lab—2 hours. (D)

112. Fundamentals of Computer Science. (4h) Lecture and laboratory. Problem solving and program construction using top-down design, data abstraction, and object-oriented programming. Memory addressing, dynamic memory allocation, and linear data structures are introduced. Lab—2 hours.
P—CSC 111 or POI. (D)

165. Problem Solving Seminar. (1h) Weekly seminar designed for students to develop their problem solving skills designing and implementing software. Does not count toward the computer science major or minor. May be taken twice. Pass/Fail. P—CSC 112 or POI.

191. Special Topics. (1h-3h) Topics in computer science that are not covered in regular courses or that give special practice in skills used in other courses. Not to be counted toward the bachelor of science in computer science. May be repeated for up to six hours if the topic changes.

192. STEM Incubator. (1h) An engaging and relevant introduction to STEM (science, technology, engineering, and mathematics) through creative exploration, collaboration, and computational problem-solving. Pass/Fail. May be repeated once.

192h. Honors STEM Incubator. (1h) Leadership role in developing STEM (science, technology, engineering, and mathematics) ideas and applications through scientific exploration, creative collaboration, and computational problem-solving. For students with some programming experience. Pass/Fail. May be repeated once. P—POI.

193. Independent Study. (1h-3h) Independent study directed by a faculty adviser, not to be counted toward the bachelor of science in computer science. May be repeated for up to three hours. Enrollment requires prearrangement with a computer science faculty member and departmental approval. P—POI.

211. Computer Organization. (4h) Lecture and laboratory. Computer organization from the perspective of instructions, including the central processor, busses, input and output units, and memory units. Weekly 2-hour laboratory covers combinational logic, loaders and linkers, assembly language, address computation, and other architecture-related functions. Lab—2 hours. P—CSC 111. (D)

221. Data Structures and Algorithms I. (3h) Analysis, implementation, and application of abstract data structures such as lists, stacks, queues, trees, hash tables, heaps, and graphs. Complexity analysis of algorithms that operate upon these structures. P—CSC 112. P or C—MST 117. (D)

222. Data Structures and Algorithms II. (3h) Study of algorithms, algorithm design strategies, and the derivation of time complexity bounds. Case studies illustrate greedy algorithms, divide and conquer, backtracking, and dynamic programming techniques. An introduction to the classes P, NP, NP-complete, and Turing decidability is included. P—CSC 221 and MST 111 or 112. (QR)

231. Programming Languages. (4h) Lecture and laboratory. Comparative study of programming language paradigms, including imperative languages, functional programming, logic programming, and object-oriented programming. Syntax, semantics, parsing, grammars, and issues in language design are covered. Lab—2 hours. P—CSC 112 and MST 117.

241. Computer Systems. (4h) Lecture and laboratory. Introduction to concepts of operating systems and networks including processor and memory management, concurrency, and protocol-independent data communications. Lab—2 hours. P—CSC 112 and MST 117.

331. Software Engineering. (3h) A study of fundamental topics in software engineering including software processes, agile software development and project management, requirements engineer-

ing, system modeling, design patterns and implementation, and software testing. Students practice software engineering principles through team projects. P—CSC 221.

311. Computer Architecture. (3h) In-depth study of computer system and architecture design. Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures. P—CSC 211.

321. Database Management Systems. (3h) Introduction to database management systems. Topics include data independence, database models, query languages, security, integrity, and transactions. P—CSC 221.

322. Data Management and Analytics. (3h) Management, analysis, and visualization of large-scale data sets. Topics include key-value databases, distributed file systems, map-reduce techniques, similarity measures, link analysis, and clustering. P—CSC 321.

331. Software Engineering. (3h) Study of fundamental topics in software engineering including software processes, agile software development and project management, requirements engineering, system modeling, design patterns and implementation, and software testing. Students practice software engineering principles through team projects. P—CSC 221.

332. Mobile and Pervasive Computing. (3h) Study of the fundamental design concepts and software principles underlying mobile and pervasive computing, including mobile interface design, data management, mobile networks, location aware computing, and mobile security. Involves significant programming on modern mobile platforms. P—CSC 221.

333. Principles of Translators for Compilers and Interpreters. (3h) Study of techniques for translating high-level programming languages to a target language. Typical target languages include Java bytecode and assembly language. Topics include lexical analysis, parsing, intermediate representations, language semantics, code generation, and optimization. P—CSC 211 and 231.

341. Operating Systems. (3h) Study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security. P—CSC 241.

343. Internet Protocols. (3h) Study of wide area connectivity through interconnection networks. Emphasis is on Internet architecture and protocols. Topics include addressing, routing, multicasting, quality of service, and network security. P—CSC 241.

346. Parallel Computation. (3h) Study of techniques for parallel and high performance computing. Topics include an overview of modern high-performance computer design, pipelining, concurrency, data dependency, shared memory, message passing, and graphics processors. Select parallel algorithms and methods for asymptotic scalability analysis are also presented. Assignments may include coding with OpenMP, MPI, and the CUDA library. P—CSC 221.

348. Computer Security. (3h) Introduction to computer security concepts and associated theory. Detailed coverage of the core concepts of access control, cryptography, trusted computing bases, digital signatures, authentication, network security, and secure architectures. Legal issues, security policies, risk management, certification and accreditation are covered in their supporting roles. Students will learn to analyze, design, and build secure systems of moderate complexity. P—CSC 241.

352. Numerical Linear Algebra. (3h) Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to applications. Also listed as MST 326. P—MST 112; and MST 121, 205, or 206. (D)

355. Introduction to Numerical Methods. (3h) Numerical computations on modern computer architectures; floating-point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Also listed as MST 355. P—MST 112; and MST 121, 205, or 206. (D)

361. Digital Media. (3h) Study of the mathematics and algorithms underlying digital sound, image, and video manipulation. Topics may include sampling and quantization, resolution, filters, transforms, data encoding and compression, multimedia file types and transmission, 3D printing, and digital media in multimedia and web programming. P—CSC 112 and MST 111 or 112.

363. Computer Graphics. (3h) Study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—CSC 221; and MST 121, 205, or 206.

365. Image Processing Fundamentals. (3h) Study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis. P—CSC 112; and MST 121, 205, or 206.

371. Artificial Intelligence. (3h) Introduction to problems in artificial intelligence. Topics may include knowledge representation, heuristic search, formal logic, planning, robotics, machine learning, intelligent agents, and pattern recognition. P—CSC 221.

385. Bioinformatics. (3h) Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as PHY 385 and BIO 385. P—CSC 221 or POI.

387. Computational Systems Biology. (3h) Introduction of concepts and development of skills for comprehension of systems biology problems, including both biological and computational aspects. Topics may include genome-wide transcriptomic analysis, protein interaction networks, large-scale proteomics experiments, and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication. P—CSC 221 or POI.

391. Selected Topics. (1h-3h) Topics in computer science that are not studied in regular courses or which further examine topics covered in regular courses. May be repeated if the topic changes. P— any 200-level CSC course and POI.

393. Individual Study. (1h-3h) Independent study directed by a faculty adviser. No more than three hours may be counted toward a computer science major or minor. Enrollment requires pre-arrangement with a computer science faculty member and departmental approval. P— any 200-level CSC course and POI.

399. Computer Science Mastery Exam. (0h) Evaluation of student mastery of core topics in the computer science discipline through standardized testing. Taken during the senior year. Pass/Fail.

Counseling (CNS)

Chair Donna A. Henderson

Professors Samuel T. Gladding, Donna A. Henderson, José Villalba

Associate Professors Philip Clarke, Nathaniel Ivers, Debbie W. Newsome, Mark Scholl

Assistant Professors Erin Binkley, Donald Casares, Michelle Ghoston, Seth Hayden, David Johnson, Jennifer Rogers

Assistant Teaching Professors Cheyenne Carter, Tammy Cashwell, Allison Forti, Bob Nations, Shannon Warden

Clinical Program Manager Carla Emerson

The Department of Counseling offers courses at the graduate and undergraduate levels.

The Health and Human Services minor allows students to learn basic concepts and skills applicable to allied helping fields that are identified as health and human services. The goal of health and human services work is to improve the quality of life for those who are served and facilitate positive changes for individuals and communities. Therefore this minor focuses on knowledge and abilities for the service professions such as counseling, social work, medicine, dentistry, health policy, allied medical sciences, athletic training, physical therapy, and health promotion. Students supplement their major field of study by learning skills related to health and human services.

The minor in health and human services requires a minimum of 15 hours. Each course must be completed with a grade of C or better. Courses taken as pass/fail do not count toward the minor. Students intending to complete this minor should consult with the health and human services minor coordinator early in their sophomore year.

Required CNS courses include:

- 334. Ethics in Health and Human Services. (3h)
- 335. Health and Human Services in a Diverse Society. (3h)
- 337. Skills in Health and Human Services. (3h)
- 340. Professional Orientation to Health and Human Services. (3h)
- 342. Group Procedures. (3h)

334. Ethics in Health and Human Services. (3h) Investigation of the ethical parameters of health and human services work. Topics include least restrictive interventions, privacy, human dignity, integrity and compassionate service. NOHs standards will be studied.

335. Health and Human Services in a Diverse Society. (3h) Covers the range and characteristics of health and human services systems and organization, the populations served and their needs and the models for prevention, maintenance, intervention, rehabilitation and healthy functioning. (CD)

337. Skills in Human Services. (3h) Introduction to communication skills of listening, reflecting, questioning, and problem-solving. These skills will be examined and practiced using role play and simulations.

340. Professional Orientation to Health and Human Services. (3h) Provides an overview of health and human services including history, roles, organizational structures, ethics, standards, specializations, and credentialing. Public policy processes and contemporary issues are also considered.

342. Group Procedures. (3h) A conceptual exploration of the psychological dynamics and interpersonal communication of groups, teams, and systems including structure, leadership models, process and practice, stages of development, techniques, and ethical principles.

353. College Student Development. (2h) A course of study for resident advisers that provides the skills and knowledge necessary to work successfully with college students in a residence environment. Includes student development theory, coping with behavioral problems, crisis management, making connections, mediating conflict, and other issues.

364. Creative Arts in Counseling. (3h) Examines the history, theories, processes, and techniques of using the creative arts in counseling with clients throughout the lifespan. Attention is given to the visual and performing arts such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music. Juniors and seniors only.

396. Independent study. (1h-3h) Independent study with faculty guidance. May be repeated for up to six credit hours. *By prearrangement.*

Cultural Heritage & Preservation Studies (CHP)

(Interdisciplinary Minor)

Coordinator, Associate Professor of History Lisa Blee

The Departments of Anthropology, Art, History, and Music offer an interdisciplinary minor in Cultural Heritage and Preservation Studies which gives students education and experience in the field of historic preservation and cultural heritage studies aimed at the protection and enhancement of archaeological, historical, and architectural resources. The minor provides focused preparation for graduate study and/or employment in museums; preservation, conservation, and other cultural non-profit organizations; and public cultural agencies.

The minor requires 18 hours distributed among at least three departments. Nine hours of credit in core courses are required, distributed across three different departments. A three hour internship or practicum course in one of the affiliated departments is required of all minors. The remaining six hours may be either additional core courses or approved elective courses. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

Core Courses for Cultural Heritage & Preservation Studies (three courses required, distributed across three departments)

- ANT 112. Introduction to Archaeology. (3h)
- 190. Introduction to Museum Studies. (3h)
- ART 105. The History of World Architecture. (3h)
- HST 366. Historic Preservation and Conservation. (3h)
- 367. Public History. (3h)
- MUS 109. Introduction to the Music of World Cultures. (3h)

Electives for Cultural Resource Preservation

- ANT 315. Artifact Analysis and Laboratory Methods in Archaeology. (4h)
- 370. Old World Prehistory. (3h)
- 374. Prehistory of North America. (3h)
- 378. Conservation Archaeology. (1.5h)
- 381, 382. Field Program in Anthropological Archaeology. (3h, 3h)
- ART 203. Islamic Art & Architecture. (3h)
- 204. South Asian Art & Architecture. (3h)
- 205. The Architecture of Devotion in South Asia. (3h)
- 206. Art & Empire: India and Europe, 1500-1900. (3h)
- 207. Imperial Islamic Architecture. (3h)

- 208. Ottoman Art & Architecture. (3h)
- 241. Ancient Art. (3h)
- 245. Roman Art. (3h)
- 250. Medieval Art. (3h)
- 396m. The Art Museum and its Histories. (3h)
- HST 150. History Museums. (1.5h)
- 240. African-American History. (3h)
- 324. Fashion in the Eighteenth Century. (3h)
- 325. English Kings, Queens, and Spectacle. (3h)
- 363. The History of the Slave South. (3h)
- 364. The Making of the Modern South since the Civil War. (3h)
- 370. Topics in North Carolina History. (3h)
- 372. Queer Public Histories. (3h)
- 381. Religious Utopias and the North American Experience. (3h)
- MUS 134/234. Music of Asia. (3h)

Internships approved for Cultural Heritage & Preservation Studies Minors

- ANT 391. Internship in Anthropology. (3h)
- ART 293. Practicum. (3h) (ART majors/minors only)
- HST 395. Internship in History. (3h)
- MUS 279. Internship in Music. (3h)

Students intending to minor in Cultural Heritage & Preservation Studies should consult the program coordinator. Equivalent courses must be approved by the program coordinator.

East Asian Languages and Cultures (EAL)

Chair Alessandra Von Burg

Associate Professor Yaohua Shi

Assistant Professors Andrew Rodekoher, Nicholas Albertson, Qiaona Yu

Professor of the Practice Yasuko T. Rallings

Assistant Professor of the Practice Fengyan Hu

Visiting Assistant Professor Kevin Mulholland

The department offers courses of study leading to majors and minors in Chinese Language and Culture and Japanese Language and Culture respectively. Because of the number of prerequisite courses (CHI or JPN 101, 102, 153, and 201) and the study abroad requirement for the majors, students are encouraged to start the major as early as possible. Requests for substitutions and exceptions to the stated curriculum should be made to the department chair. The requirements for completion of each degree program are those in effect in the bulletin year when the students declare the major or minor.

The major in Chinese Language and Culture requires 31 hours including five advanced language courses beyond 201 (CHI 220, 230, 231, 290, and 296), EAL 275, EAL 375, a course in Chinese history (HST 244, 245, 344), religion (REL 382) or politics (POL 248), and three electives in Chinese literature, film and/or culture (EAL 221, 222, 231, 252, 271, 272, 285). CHI 255 may substitute as an EAL elective course. Study abroad in China or Taiwan is also required. Under special circumstances, a student may substitute an approved intensive immersion program in the U.S. for the study abroad requirement. A minimum C average is required for all courses in the major.

The major in Japanese Language and Culture requires 31 hours including four advanced language courses beyond 201 (JPN 220, 230, 290, and 296), EAL 275, EAL 375, five elective courses—three in Japanese literature, film and/or culture (EAL 219, 241, 253, 270, 285), and two courses in Japanese history (HST 246, 247, 347, 348) and/or Japanese religion (REL 363, 381). JPN 231 may substitute as an EAL elective course. Study abroad in Japan is also required. Under special circumstances, a student may substitute an approved intensive immersion program in the U.S. for the study abroad requirement. A minimum C average is required for all courses in the major.

The minor in Chinese Language and Culture requires six hours of advanced study in the language beyond 201 (CHI 220, 230) plus six elective credit hours of courses in the literature, film and/or culture of China (EAL 221, 222, 231, 252, 271, 272, 285). CHI 255 may substitute as an EAL elective course. Study abroad is highly recommended but not required. A minimum C average is required for all courses in the minor.

The minor in Japanese Language and Culture requires six hours of advanced study in the language beyond 201 (JPN 220, 230) plus six elective credit hours in the literature, film and/or culture of Japan (EAL 219, 241, 253, 270, 285). Study abroad is highly recommended but not required. A minimum C average is required for all courses in the minor.

Study abroad credit transfer. Non-equivalent courses approved as EAL 500 will count toward the major or minor. Courses approved as EAL 520 will count as elective hours toward graduation only.

Honors. Highly qualified majors should apply for admission to the honors program in East Asian Languages and Cultures. To be graduated with the designation “Honors in Chinese Language and Culture” or “Honors in Japanese Language and Culture” following completion of EAL 375, the student must enroll in EAL 376, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall GPA of 3.0 with an average of 3.3 on work in courses taken as part of the major in Chinese or Japanese. For additional information, students should consult members of the department.

East Asian Languages and Cultures (EAL; taught in English)

219. Major Works of Japanese Literature. (3h) A study of major works of Japanese literature from the eighth century to the present, this course examines epic and lyric poetry, novels, drama, travelogues, and satirical pieces chosen both for their central place in the canon and for their insights into Japanese history and culture. (CD, D)

221. Themes in Chinese Literature. (3h) Examines selected themes in Chinese fiction and poetry with an emphasis on the modern and early modern periods. (CD, D)

222. Traditional Chinese Literature. (3h) Surveys the history of the traditional Chinese narrative across a variety of genres and forms such as the classical anecdote, folktale, vernacular story, drama, and novel. (CD, D)

231. Early 20th-century Chinese Modernist Practices. (3h) Explores various Chinese modernist experiments in literature and the arts in the first half of the 20th century. (CD)

241. Gender in Japanese Literature. (3h) A study of how femininity, masculinity, and sexuality are represented in Japanese literature. This course explores changing ideologies of gender, and the literary and political potential of alternative gender and sexual identities, with a focus on modern fiction and poetry. (CD)

251. The Asian-American Experience: Literature and Personal Narratives. (3h) Introduction to the writings and narratives of Asian Americans of South and Southeast Asian descent, including Asian Americans of Chinese, Japanese, Korean, and Indian descent. Explores the process of assimilation, including the effects of immigration and cultural conflict on literary forms of expression, as well as the formation of new cultural identities. (CD)

252. Chinese Cinemas. (3h) Provides a thorough examination of Chinese cinemas from mainland China, Hong Kong, and Taiwan, paying special attention to films' aesthetic responses to historical catastrophe, political upheaval, and social transformation. Examining films' concerns with the narration of history raises further questions regarding national and cultural identity, popular culture and cinematic form, gender and sexuality, exile and diaspora, and revolutionary aesthetics. (CD)

253. Japanese Film: Themes and Methods. (3h) Explores themes, artistic visions, and techniques in a variety of film genres, from historical dramas to contemporary comedies and from realism to fantasy and science fiction. Special focus is given to the films' historical and political context. Directors include Mizoguchi, Ozu, Kurosawa, and Miyazaki. (CD)

270. Contemporary Japanese Culture. (3h) Selected topics in Japanese literature, pop culture, film, animation, and other forms. May be repeated for credit when topic differs. P—POI. (CD)

271. Mass Culture in Modern China. (3h) Inquires into the critical concept of mass and popular culture by looking at newspapers, posters, literature, film, and music, and tracing their sociopolitical, aesthetic, and affective impacts on modern China. (CD)

272. Literature and Film from Taiwan, Hong Kong, and Beyond. (3h) Explores the specific cultural, political, historical, and aesthetic contexts that contributed to the development of Chinese-language writings and film outside the mainland. Also listed as HMN 273. (CD)

275. Survey of East Asian Cultures. (3h) Explores the cultural and historical connections among China, Japan, and Korea. (CD)

285. Contemporary East Asian Cinema. (3h) Examines the depiction of the cultural landscape of contemporary East Asia and the development of a transnational imaginary in recent works of Chinese, Japanese, and South Korean film. Directors include Wong Kar-Wai, Kore-eda Hirokazu, Park Chan-Wook and many others. (CD)

290. Special Topics. (3h) Selected themes and approaches to East Asian literature, drama, culture, and film. Topics to be chosen by staff prior to the term the course is offered. May be repeated for credit. P—POI.

299. Individual Study. (1h-3h) P—POI.

303. Field Research Preparation. (1h) Development of target language (Chinese or Japanese) field research materials and preparation for field research practicum in China, Japan, or Taiwan. P—POI.

304. Field Research Practicum. (2h) Use of target language research materials in a field research project in China, Japan, or Taiwan to investigate aspects of culture and belief systems and to apply specific disciplinary frameworks. *Not offered on the Wake Forest campus.* P—POI.

375. Senior Research Seminar. (3h) Capstone research project required of graduating majors. P— CHI 296 or JPN 296 and EAL 275.

376. Honors Thesis. (3h) Directed research for the honors thesis. P—EAL 375 and POI.

Chinese (CHI)

101, 102. First-year Chinese I & II. (5h, 5h) Two-semester sequence designed to develop students' elementary Chinese communication skills in simple daily life contexts. Reading, writing, listening, and speaking are given equal weight, with emphasis on listening and speaking skills in class. P—for CHI 102 is CHI 101 or equivalent.

153, 201. Second-year Chinese I & II. (5h, 5h) Two-semester sequence designed to develop students' Chinese communication skills in a wide range of daily life contexts, including some work scenarios. Students will gain a basic appreciation of cultural differences. P—for CHI 153 is CHI 102 or equivalent. P—for CHI 201 is CHI 153 or equivalent.

220, 230. Third-year Chinese I & II. (3h, 3h) Two-semester sequence designed to enhance students' Chinese communication skills, with emphasis on accuracy and fluency on various topics at more abstract levels. Students will deepen their understanding of cultural differences. P—for CHI 220 is CHI 201 or POI. P—for CHI 230 is CHI 220 or POI.

231. Fourth-year Chinese I. (3h) Continuation of CHI 230, with emphasis on comprehending and producing more complex and sophisticated Chinese. Students will develop an advanced understanding of cultural differences. P—CHI 230 or POI.

255. Business Chinese. (3h) Communicating in Mandarin Chinese for business purposes. This course will prepare students to start a job search and build business partnerships in Chinese-speaking areas, with emphasis on developing advanced intercultural communicative capability. P—CHI 230 or POI.

290. Reading and Writing Chinese. (3h) Teaches reading and writing skills in Chinese language. Designed to accompany concurrent courses taken abroad in conversational Chinese and to provide a rigorous framework for the study and memorization of Chinese characters. *Not offered on the Wake Forest campus.* May be repeated for credit with POI.

296. Chinese across the Curriculum. (1h) Coursework in Chinese done as an adjunct to specially-designated courses throughout the college curriculum. P—POI.

299. Individual Study. (1h-3h) P—POI.

351. Classical Chinese. (3h) Vocabulary and syntax of the written Chinese language prior to the 20th century, including readings from the 4th century BC authors such as Mencius, along with writings from later centuries. P—POI.

Communication (COM)

351A. Japanese and American Culture: Cross-Cultural Communication. (3h) Explores communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Emphasis is on examining factors leading to miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and COM 351A. Also listed as INS 349. (CD)

International Studies (INS)

349. Japanese and American Culture: Cross-Cultural Communication. (3h) Explores communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Emphasis is on examining factors leading to miscommunication and the development of

techniques for overcoming cultural barriers. Credit not given for both INS 349 and COM 351A. Also listed as COM 351A. (CD)

Japanese (JPN)

101, 102. First-year Japanese I & II. (5h, 5h) Two-semester sequence designed to help students develop their ability to communicate in Japanese at the elementary level. Focuses on developing proficiency in listening, speaking, reading, and writing. P – for JPN 102 is JPN 101 or equivalent.

153, 201. Second-year Japanese I & II. (5h, 5h) Two-semester sequence at the intermediate level. Continues to focus on developing proficiency in listening, speaking, reading, and writing. Expands students' ability to communicate with a broader range of vocabulary and grammar. P – for JPN 153 is JPN 102 or equivalent. P – for JPN 201 is JPN 153 or equivalent.

220, 230. Third-year Japanese I & II. (3h, 3h) Two-semester sequence at the advanced level. Integrates conversation, discussion, presentation, reading, and writing skills with emphasis on written and audiovisual sources. P – for JPN 220 is JPN 201 or equivalent. P – for JPN 230 is JPN 220 or equivalent.

231. Fourth-year Japanese I. (3h) Advanced readings, discussion, presentations, and writing practice on topics in Japanese culture and society, using authentic stories, poetry, films, songs, websites, and other multimedia sources. P – JPN 230 or equivalent.

290. Reading and Writing Japanese. (3h) Teaches reading and writing skills in Japanese language. Designed to accompany concurrent courses taken abroad in conversational Japanese, and to provide a rigorous framework for the study and memorization of Japanese characters. *Not offered on the Wake Forest campus.* May be repeated for credit with POI.

296. Japanese Across the Curriculum. (1h) Coursework in Japanese done as an adjunct to specially-designated courses throughout the college curriculum. P—POI.

299. Individual Study. (1h-3h) P—POI.

East Asian Studies (EAS)

(Interdisciplinary Minor)

Coordinator, Associate Professor of History Robert I. Hellyer

The minor in East Asian Studies provides an opportunity for students to undertake a multidisciplinary study of the art, history, philosophy, politics, religion, and culture of East Asia. It consists of a total of 18 hours. Candidates for the minor are required to take at least one course from three of the four curriculum groupings noted. (See course descriptions under appropriate course listings.) Nine or more of the hours towards the minor must focus on a geographical area—Japan, China, or Korea.

Appropriate credit in various fields of East Asian Studies also may be obtained by study abroad in programs approved by the coordinator. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated adviser to discuss their interests and structure a coherent course of study.

Courses may be chosen from among the list of approved courses. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

311. Special Topics in East Asian Studies. (1h-3h) Intensive survey of one or more important issues in East Asian Studies not included in the regular course offerings. P—POI.

381. Independent Research in East Asian Studies. (1h-3h) Supervised independent research project on a topic related to East Asia. May be repeated for credit. P—Permission of both instructor and coordinator of East Asian Studies.

East Asian Studies Electives Group One: Literature & Humanities

- EAL 219. Major Works of Japanese Literature. (3h)
- 221. Themes in Chinese Literature. (3h)
- 222. Traditional Chinese Literature. (3h)
- 231. Early 20th-century Chinese Modernist Practices. (3h)
- 241. Gender in Japanese Literature. (3h)
- 251. The Asian-American Experience: Literature and Personal Narratives. (3h)
- 252. Chinese Cinemas. (3h)
- 253. Japanese Film: Themes and Methods. (3h)
- 270. Contemporary Japanese Culture. (3h)
- 271. Mass Culture in Modern China. (3h)
- 272. Literature and Film from Taiwan, Hong Kong and Beyond. (3h)
- 275. Survey of East Asian Cultures. (3h)
- 285. Contemporary East Asian Cinema. (3h)
- HMN 219. Survey of Japanese Literature. (3h)

East Asian Studies Electives Group Two: Art, Music, Philosophy, and Study of Religions

- ART 104. Topics in World Art. (3h) (*when focus is East Asia*)
- MUS 134/234. Music of Asia. (3h)
- REL 329. Chinese Medicine. (3h)
- 349. Asian Meditation Practices. (3h)
- 361. Topics in Buddhism. (3h)
- 363. The Religions of Japan. (3h)
- 381. Zen Buddhism. (3h)
- 382. Religion and Culture in China. (3h)
- 391. Topics in East Asian Religions. (3h)

East Asian Studies Electives Group Three: Social Sciences

- COM 351. Comparative Communication. (1.5h, 3h) (*when topic is appropriate*)
- INS 349. Japanese and American Culture: Cross-Cultural Communication. (3h)
- POL 248. Chinese Politics. (3h)
- 260. U.S. and East Asia. (3h)

East Asian Studies Electives Group Four: History

- HST 244. Pre-Modern China to 1850. (3h)
- 245. Modern China since 1850. (3h)
- 246. Japan before 1600. (3h)
- 247. Japan since 1600. (3h)
- 249. Introduction to East Asia. (3h)
- 344. Early Modernity in China. (3h)

347. The Rise of Asian Economic Power since WWII. (3h)
 348. Samurai and Geisha: Fact, Film, and Fiction. (3h)
 352. Ten Years of Madness: The Chinese Cultural Revolution, 1966-1976. (3h)

Economics (ECN)

Chair J. Daniel Hammond

Hultquist Family Professor of Economics J. Daniel Hammond

Reynolds Professor John H. Wood

Hough Family Faculty Fellow and Professor Robert M. Whaples

Professors Allin F. Cottrell, Jac C. Heckelman, James R. Otteson

Associate Professors Frederick H. Chen, John T. Dalton, Amanda Griffith, Sandeep Mazumder

Assistant Professors Justin Burkett, E. Mark Curtis, Christina M. Dalton, Francis X. Flanagan, Veronica Sovero

Assistant Teaching Professor John MacDonald, Todd McFall

Adjunct Professor Jagdeep Bhandari

Adjunct Associate Professor Craig Richardson

Adjunct Lecturer Richard DePoit

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government. Any (3h) economics course satisfies a divisional requirement.

Bachelor of Arts in Economics. The major in economics consists of 30 hours in economics, including ECN 150, 205 or 210, 206, 207 or 211, 209, and at least one course from ECN 222, 252, 274 or 275. A minimum grade of C is required in ECN 150. A minimum grade of C- is required in ECN 205 or 210, 207 or 211, and 209. In addition, students must achieve an overall 2.0 average in economics courses. The student also must make a minimum grade of C- in MST 111 and MST 109 or 256 (or similar course, including ANT 380; BIO 380; BEM 201; HES 262; MST 358; or SOC 271). Students must receive a grade of C or higher in ECN 150 to enroll in ECN 205 or 210, 207 or 211 and/or 209.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

The minor in economics consists of 18 hours, including ECN 150, 205 or 210, and 207 or 211. The mathematics and minimum grade requirements for the minor are the same as for the major.

Honors. Students who have a GPA of at least 3.0 overall and 3.3 in economics, and who complete the research course, ECN 298, will be considered by the department faculty for the graduation distinction "Honors in Economics."

Bachelor of Science in Mathematical Economics. The Department of Economics and the Department of Mathematics and Statistics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative

analysis. The major has the following course requirements: MST 112, 113, 121, 254; ECN 150, 210, 211, 215, 218; one of MST 354, ECN 216 and ECN 217; one of ECN 222, 223, 252, 274 and 275; and two additional (3h) courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and Statistics and the Department of Economics. Prior to declaring the major, students must have a minimum grade of C or AP credit in ECN 150 and MST 112. Graduation requirements include a grade of at least a C- in MST 113, MST 121, ECN 210 and ECN 211.

Students who have a GPA of at least 3.0 overall and 3.3 in courses for the mathematical economics major and who complete the research course, ECN 298 or MST 391 and 392 with a minimum grade of B- will be considered by the faculty for the graduation distinction, "Honors in Mathematical Economics."

150. Introduction to Economics. (3h) Surveys micro and macroeconomic principles. Introduces basic concepts, characteristic data and trends, and some analytic techniques. (D)

205. Intermediate Microeconomics I. (3h) Development of demand and supply analysis, neo-classical theory of household and firm behavior, and alternative market structures. P—ECN 150 and MST 111 or 112. (D)

206. Intermediate Microeconomics II. (3h) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—ECN 205. (D)

207. Intermediate Macroeconomics. (3h) Development of macroeconomic concepts of national income, circular flow, income determination, causes of unemployment, IS-LM analysis, inflation, and growth models. Emphasizes contributions of Keynes and the Keynesian tradition. P—ECN 150 and MST 111 or 112. (D)

209. Applied Econometrics. (3h) An introduction to regression analysis methods used to estimate and test relationships among economic variables. Selected applications from microeconomics and macroeconomics are studied. Emphasis is on examining economic data, identifying when particular methods are appropriate, and interpreting statistical results. P—ECN 150 and MST 109, (or similar course, including ANT 380; BIO 380; BEM 201; HES 262; MST 358; or SOC 271). (D, QR)

210. Intermediate Mathematical Microeconomics. (3h) Mathematically intensive approach to demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P-ECN 150 and MST 112. (D)

211. Intermediate Mathematical Macroeconomics. (3h) Mathematically intensive approach to macroeconomic analysis of national income, unemployment, inflation, and growth. P-ECN 150 and MST 112. (D)

215. Econometric Theory and Methods. (3h) Estimation and inference in relation to quantitative economic models. Methods covered include Ordinary Least Squares, Generalized Least Squares and Maximum Likelihood. P—ECN 150, MST 109 or 357, MST 113 and MST 121. (D, QR)

216. Game Theory. (3h) Introduction to mathematical models of social and strategic interactions. P—ECN 205 or 210 and MST 109. (D)

217. Market Design. (3h) Theoretical analysis of the design of rules and algorithms to allocate scarce resources. Topics include matching markets, such as those for school choice, entry-level labor markets, and kidney exchanges; auctions with applications to the sale of natural resources, financial assets, and advertising; and online platforms. P-ECN 205 or 210. (D)

218. Advanced Topics in Mathematical Economics. (3h) Advanced mathematical techniques such as dynamic programming or lattice theory, and the applications of these techniques to optimization and equilibrium problems in various fields of economics such as growth theory, search theory, and auction theory. P—ECN 210, 211 and MST 111, 112. (D)

219. Behavioral Economics. (3h) This course analyzes ways of decision-making that deviate from the standard economic understanding of rational decision-making. The main focus is on behaviors that fall under the umbrella of prospect theory. P—ECN 205 or 210. (D)

221. Public Finance. (3h) Examines the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt management. P—ECN 209 or 215; and ECN 205 or 210. (D)

222. Monetary Theory and Policy. (3h) Investigates the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—ECN 207 or 211. (D)

223. Financial Markets. (3h) Studies the functions, structure, and performance of financial markets. P—ECN 205 or 210 and 207 or 211. (D)

224. Law and Economics. (3h) Economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—ECN 205 or 210. (D)

225. Public Choice. (3h) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—ECN 209 or 215; and ECN 205 or 210. (D)

226. Theory of Social Choice. (3h) Development of Constitutional Economics in establishing rules for governmental and group decision-making by democratic means. Implications for various voting rules are considered in terms of both positive and normative criteria. P—ECN 205 or 210. (D)

231. Economics of Industry. (3h) Analysis of the link between market structure and market performance in U.S. industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors. Case studies may include automobiles, steel, agriculture, computers, sports, and telecommunications. P—ECN 205 or 210. (D)

232. Antitrust Economics. (1.5h, 3h) Analysis of the logic and effectiveness of public policies designed to promote competition in the U.S. P—ECN 205 or 210. (D)

233. Economics in Sports. (3h) Study of the design of sporting contests with particular attention paid to league governance decisions, measuring competitor productivity, and strategies used by competitors. P—ECN 205 or 210. (D)

235. Economics of Labor Markets. (3h) Theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P—ECN 205 or 210. (D)

236. Economics of Higher Education. (3h) Applies economic theory and data analysis in an investigation of important current issues in higher education. Issues of prestige, admissions, financial aid, access, student and faculty quality, alumni giving and endowments, and externalities will be addressed. P—ECN 209 or 215; and ECN 205 or 210. (D)

240. Economics of Health and Medicine. (3h) Applications of the methods of economic analysis to the study of health and the health care industry. P—ECN 150 and an applied statistics course such as ANT 380, BIO 380, BEM 201, HES 262, MST 109, PSY 311, or SOC 271, or POI. *Offered fall semester only.* (D)

241. Natural Resource and Environmental Economics. (3h) Develops the economic theory of natural resource markets and explores public policy issues in natural resources and the environment. P—ECN 150. (D)

251. International Trade. (3h) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—ECN 205 or 210. (D)

252. International Finance. (3h) The study of the open macroeconomy, with a particular focus on the foreign exchange market and the history of the international monetary system. P—ECN 205 or 210 and 207 or 211. (D)

258. Economic Growth and Development. (3h) Study of the problems of economic growth, with particular attention to the less developed countries of the world. P—ECN 205 or 210 or POL. (D)

260. The Chicago School of Economics. (3h) Study of microeconomic and macroeconomic theory through the writings of economists at the University of Chicago in the forty years following World War II. Chicago economists include Milton Friedman, George Stigler, Gary Becker, Ronald Coase and others. P—ECN 205 or 210 and 207 or 211. (D)

261. American Economic Development. (3h) Application of economic theory to historical problems and issues in the American economy. P—ECN 150. (D)

262. History of Economic Thought. (3h) Historical survey of the main developments in economic thought from the Biblical period to the 20th century. P—ECN 205 or 210 and 207 or 211. (D)

265. Economic Philosophers. (1.5h, 3h) In-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—ECN 205 or 210 and 207 or 211. (D)

266. Economics of Entrepreneurship. (3h) An examination of the economic constraints and opportunities facing entrepreneurs and their impacts on the economy. Blends economic theory with an empirical investigation of the lives and actions of entrepreneurs in the past and the present. Also listed as ESE 371. P—ECN 150. (D)

270. Current Economic Issues. (3h) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomic trends, the distribution of income, minimum wages, immigration, Social Security, war, global climate change, trade, regulation and deregulation, antitrust policy, health care, labor unions, tax reform, educational reform, and others. P—ECN 150. (D)

271. Selected Areas in Economics. (1h, 1.5h, 3h) Survey of an important area in economics not included in the regular course offerings. The economics of housing, education, or technology are examples. Students should consult the instructor to ascertain topic before enrolling. P—ECN 150. (D)

272. Selected Areas in Economics. (1h, 1.5h, 3h) Surveys an important area in economics not included in the regular course offerings. The economics of housing, education or technology are examples. Students should consult the instructor to ascertain topic before enrolling. P—ECN 205 or 210 and 207 or 211. (D)

274. Topics in Macroeconomics. (3h) Considers significant issues and debates in macroeconomic theory and policy. Examples might include a New Classical-New Keynesian debate, currency crises, conversion of federal deficit to surplus, competing models of economic growth, alternative monetary, and fiscal policy targets. P—ECN 207 or 211. (D)

275. Macroeconomic Models. (3h) Development of formal macroeconomic models of both Keynesian and classical types. Involves exploration of comparative statics, dynamic analysis and policy assessment. P—ECN 211. C—MST 113 and 121. (D)

290. Individual Study. (1.5h, 3h) Directed readings in a specialized area of economics. P—POI.

292. College Fed Challenge. (1.5h) This course prepares students to compete in the annual College Fed Challenge competition. Students discuss the state of macroeconomics, with a particular focus on monetary policy. For the competition—which takes place in the fall—students will give a presentation displaying their knowledge of the current state of the economy and advocating the policy actions that they think should be taken by the Federal Open Market Committee. The 1.5 hours of academic credit are awarded in the fall semester, but to qualify students must have been active members of the Fed Challenge team in the preceding spring (a commitment of one hour per week). Pass/Fail only. P—POI.

297. Preparing for Economic Research. (1.5h) Designed to assist students in selecting a research topic and beginning a research project on the selected topic. P—ECN 209 or 215 and POI.

298. Economic Research. (1.5h) Completion of a senior research project. Required of candidates for departmental honors. P—ECN 297 and POD.

Education (EDU)

Chair Adam M. Friedman

Francis P. Gaines Professor Patricia M. Cunningham

Professors Leah P. McCoy, Linda N. Nielsen, Mary Lynn B. Redmond

Associate Professors R. Scott Baker, Ann Cunningham, Adam M. Friedman

Assistant Professors Alan Brown, Dónal Mulcahy, Sarah J. Fick

Assistant Professor of the Practice Brian Calhoun

Associate Professor of the Practice Heidi Robinson

Assistant Teaching Professor Ali Sakkal

Clinical Visiting Instructor Adam Dovico

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students. The Wake Forest education programs are fully accredited by NCATE (National Council for Accreditation of Teacher Education) and by the North Carolina Department of Public Instruction.

Prospective elementary teachers earn a major in education. Prospective secondary teachers of English, mathematics, biology, chemistry, physics, and prospective K-12 teachers of French, German, and Spanish major in that discipline and minor in education. Prospective secondary social studies teachers major in a social studies-related discipline (such as history, political science, economics, sociology, or anthropology), complete content requirements, and minor in education. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure. The state of North Carolina issues the Standard Professional I Class A Teacher's License to graduates who have completed an approved program including the specified courses in their teaching fields and the prescribed courses in education, who meet licensure requirements, and who receive recommendations from the designated officials in their teaching areas and from the licensure officer.

Admission Requirements. Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires Teacher Education Program applicants to submit SAT scores (verbal and math) of 1100 or an ACT composite score of 24 or the minimum score requirements for Praxis I before being formally admitted.

All students are required to have a 2.5 or better GPA before being formally accepted to the Teacher Education Program. Formal acceptance into the program should take place by April 1 of the junior year for secondary students and by January 1 of the junior year for elementary students.

Program Area Goals. The goals and objectives for each licensure area are available in the office of the Department of Education.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of prerequisite courses; and (3) formal admission to the Teacher Education Program.

Students are assigned to student-teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student-teaching experience. Students may not take courses outside the education department during this semester without the approval of the department chair.

Secondary Education Minors. The Licensure minor in secondary professional education requires 30 hours (EDU 201, 201L, 307, 311, 309L, 354, 354L, 364L, and 365), and requires a major in one of the secondary license areas below.

Schools, Education, and Society. The minor in Schools, Education, and Society requires 17 hours (EDU 201, EDU 201L, EDU 311, EDU 368, and two of the following: EDU 231, EDU 304, EDU 307, EDU 354, EDU 373, EDU 377, EDU 388, or EDU 395). This minor is intended for students who have an interest in education but who are not pursuing a teaching license. However, any student who wishes to major in elementary education or pursue the licensure minor in secondary education and also undertake the minor in Schools, Education, and Society must complete at least nine additional, unique hours of coursework, including EDU 368 and two designated education electives. Some courses are not offered every semester; students should plan ahead in order to fulfill all requirements.

Exit Requirements. Students must maintain at least a 2.5 GPA while enrolled in the Teacher Education Program. Candidates for professional licensure must pass all appropriate state required standardized tests.

English. 33 hours, including ENG 265; ENG 266 or 275; two pre-1800 British literature courses; the senior seminar ENG 399; and one 300-level English course from each of four groups (I: Genre and Aesthetics; II: History and Literary History; III: Culture; IV: Single Author). Within these four groups and/or additional electives, English education minors are also required to complete at least one 200-300 level writing or creative writing course and at least one 300 level course matching the following criteria: (1) American literature; (2) Shakespeare; (3) multicultural or world literature; (4) linguistics or grammar; (5) poetry, theatre/drama, or film.

French. Licensure in K-12 in French requires the major in French which consists of a minimum of 27 hours of French courses numbered above FRH 214 including FRH 216, 315 or 350, 319, 320, 322, 370, one of the genre courses: 363, 364, or 365, and two additional courses.

Spanish. Licensure in K-12 in Spanish requires the major in Spanish which consists of a minimum of 28 hours in Spanish courses numbered 280 and above. It must include SPA 280, SPA 309 or 309L, 324, one genre course (SPA 310-314), one regions course (SPA 315-319), six credit hours from SPA 330-395, and nine additional hours of elective credit from Spanish classes numbered above 280. No more than 10 hours may be counted from courses numbered 280-309. Students must achieve at least a C grade in 309 or 309L and a GPA of 2.0 in the major. 309 or 309L must be taken on the Reynolda or Salamanca campuses.

German. Licensure in K-12 in German requires the major in German which consists of a minimum of nine courses beyond GER 153 to include one course from the sequence 210, 212, or 214 (Vienna); 317, 320 or 321, 399; at least one course from the sequence 349, 381, 383, 385.

Mathematics. 32 hours, including MTH 112, 113, 121, 321, 331, 357, either 211 or 311, and three other courses beyond 113.

Science. Licensure in the individual fields of science: biology (34 hours), chemistry (34.5-35.5 hours for BA), and physics (25 hours). All courses must be from the same courses required for majors in those fields.

Social Studies. 30 hours, including 18 hours in history and 12 hours from four other social sciences. History hours include six hours from European or world history, six hours from U.S. history, and six hours from nonwestern history. The 12 additional hours come from one course each in economics, geography, political science, and anthropology or sociology.

The Elementary Education Major: The elementary education major requires the following courses: EDU 201, 201L, 203, 205a, 205b, 206, 250, 293, 295, 296, 298, 300, 307, 311, 312. A mathematics course, science course, and ANT 111 are also required. A minimum grade of C in each course attempted in education is required for graduation with a major.

College to Career Courses. EDU 120, 220, 320, and 360 compose the four-course “College-to-Career” strand of courses. EDU 120 and 220 are recommended for first-year students in their second semester and sophomores. EDU 320 is recommended for juniors and seniors. EDU 360 is open only to seniors. EDU 299 is a survey course containing elements of 120, 220, and 320. It is reserved for juniors and seniors who have not had an opportunity to take the recommended four-course strand.

101. Issues and Trends in Education. (3h) Educational issues and trends with a focus on K-12 schools and teachers. Focus will vary by instructor. (D)

103. Preparing for Community Engagement. (1.5h) Prepares students to extend their education beyond the classroom setting. Includes a focus on community-engaged service, mentoring, tutoring, teaching, and learning. Pass/Fail only.

120. Personal Framework for Career Exploration. (1.5h) First course in the College to Career series. Focuses on student self-assessment including personal attributes such as values, interests, personality/temperament, strengths, and beliefs. Begins the process of connecting student attributes with the exploration of options in the world of work. Open to all students, but designed especially for first- and second-year students. Students may not enroll in EDU 120 and EDU 299 in the same semester. Half semester.

201. Educational Policy and Practice. (3h) Philosophical, historical, and sociological foundations of education, including analysis of contemporary accountability systems. (CD, D)

201L. Field Lab I. (2h) Practical experiences in classrooms with focus on school and society. Weekly public school experience and seminar. Pass/Fail only. Service Learning. P or C—EDU 201, or POI.

202. Field Experience One. (2h) Practical experiences in classrooms. Weekly public school experience and seminar. Pass/Fail only.

203. Methodology and Management Lab. (2h) Elementary education students observe classroom pedagogy and gain teaching experience in a diverse elementary school classroom through weekly observations and WFU seminars. Pass/Fail only. Service Learning. P—POI.

204. Integrating Literacy, Technology and the Arts across the Elementary Curriculum. (2h) Practical strategies for integrating literacy, technology and the arts in all areas of the elementary curriculum, including math, science, social studies and health. C—EDU 250.

205a. Developing Literacy and Communication Skills in Elementary Schools, K-2. (2h) Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades K-2. P—POI.

205b. Developing Literacy and Communication Skills in Elementary Schools, Grades 3-6. (2h) Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades 3-6. P—POI.

206. Assessment for Positive Student Outcomes. (2h) An exploration of K-6 assessment models and strategies to support positive student outcomes. C—EDU 250.

220. Options in the World of Work. (1.5h) Second course in the College to Career series. Explores structure of the world of work, job functions and roles. Focus on nature and expectations of the world of work, including exploration of opportunities aligned with interests of students, and correlation between careers and education, career trajectories, graduate school, employment trends and the unique role work plays in creating meaning in the life of the individual. Open to all students, but designed for first and second year students. Students may not enroll in EDU 220 and EDU 299 in the same semester. Half semester. P/C—EDU 120 or POI.

221. Children's Literature. (2h) Surveys the types and uses of literature appropriate for elementary grades, including multicultural literature.

222. Integrating the Arts and Movement into the Elementary Curriculum. (2h) Surveys the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P—POI.

223. Theatre in Education. (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasizes methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as THE 270.

231. Adolescent Literature. (3h) A survey of literature that centers on the lives of adolescents and young adults. Attention is given to the reading and interpretation of classic and contemporary literature across genres.

236. Creativity, Innovation, and Entrepreneurial Thinking in 21st Century Education. (2h) Helps students recognize economic, business, and education changes brought about by increased globalization, the opportunities and challenges associated with globalization, and the need to

develop human capacity for success in a global economy that values innovators and entrepreneurs. Designed for any student who is interested in exploring the intersections among the following major course topics: Creativity, Innovation, Entrepreneurial Spirit, Education and Globalization.

250. Student Teaching/Seminar: Elementary. (10h) Supervised teaching experience in grades K-6. Full-time. Includes a weekly reflective seminar. Pass/Fail only. Service Learning. P—POI.

271. Geography: The Human Environment. (3h) Surveys the geography of human activity as it occurs throughout the world. Emphasizes current problems related to population, resources, regional development, and urbanization. Credit not allowed for both EDU 271 and 274.

272. Geography Study Tour. (3h) Guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.* (CD)

273. Geography: The Natural Environment. (3h) Systematic study of the major components of physical geography with special emphasis on climate and topography.

274. Environmental Geography. (3h) Systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. Credit not allowed for both EDU 274 and 271.

281. Public Life and the Liberal Arts. (3h) Devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. Politics and the Arts, and Theory and Practice in Public Life are representative topics. Also listed as HMN 282.

293. Elementary School Curriculum. (2h) Seminar in which student teachers reflect on all aspects of the elementary school curriculum, including meeting the needs of diverse learners, lesson planning, best practices, classroom management and leadership.

294. Teaching Elementary Language Arts. (3h) Methods and materials for teaching language arts, including adaptations for diverse and exceptional learners. P—POI.

295. Teaching Elementary Social Studies. (2h) Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners. P—POI.

296. Elementary Mathematics Methods: Inquiry Teaching and Learning. (3h) Methods and materials for teaching elementary mathematics content, including adaptations for diverse and exceptional learners. P—POI.

298. Elementary Science Methods: Inquiry Teaching and Learning. (3h) Methods and materials for teaching elementary science content, including adaptations for diverse and exceptional learners. P—POI.

299. Career Planning. (1.5h) Covers all of the three components of the career-planning process: (1) personal assessment of work-related values, interests and skills; (2) exploration of career options; and (3) resume writing, interviewing, and job-search skills. Junior or senior standing only. Students may not receive credit for both EDU 320 and EDU 299. Students may not enroll in EDU 120 and EDU 299 in the same semester. Students may not enroll in EDU 220 and EDU 299 in the same semester. Half semester.

300. School Leadership. (1h) Development of leadership skills within the context of school and professional learning communities. P—EDU 250.

303. History of Western Education. (3h) Educational theory and practice from ancient times through the modern period, including American education.

304. Social Justice Issues in Education. (3h) This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. It includes a focus on multi-cultural education, global awareness, issues of equity in school funding, urban and rural education, poverty, and marginalized populations. P—EDU 201. (CD)

305. The Sociology of Education. (3h) Study of contemporary educational institutions. Examines such issues as school desegregation, schooling and social mobility, gender equity, and multi-culturalism.

307. Instructional Design, Assessment, and Technology. (3h) Introduction to contemporary technologies and their applications for supporting instruction, assessment, and professional practice. P—EDU 311

308. School and Society. (3h) Study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements.

309L. Introduction to Secondary Education. (2h) Practical experiences in classrooms with focus on secondary classrooms and learners. Weekly public school experience and seminar. Pass/Fail only. Service Learning.

310. Race, Class, and Gender in a Color-blind Society. (3h) Examines issues surrounding race, class, and gender in the U.S. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as AES 310.

311. Learning and Cognitive Science. (3h) Theories and principles of cognition applied to teaching and learning. (CD, D)

312. Teaching Exceptional Children. (3h) Surveys the various types of learning differences in K-6 students. Emphasis is on effective teaching and assessment techniques to support diverse learner needs. Students tutor exceptional learners twice a week and complete a research case study on one student. Service Learning. P—POI.

313. Human Growth and Development. (3h) Study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

315. Literacy Interventions. (3h) Strategies for assessing the literacy skills of students who struggle with reading and writing and providing them with appropriate interventions. Students attend seminars focused on diagnosis and remediation, provide remedial instruction for one student, and complete a research case study on that student. Service Learning.

320. Strategic Job Search Processes. (1.5h) Third course in the College to Career series. Provides students with the fundamental knowledge, strategies, and skills required to conduct an effective job search including professional written and verbal communication; interviewing techniques; networking and other job search strategies; the branding and marketing of oneself; and evaluating offers and negotiation. P—EDU 120 and 220 or POI. Half semester.

337. TESOL Linguistics. (3h) Introduces the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the U.S. or abroad. Also listed as LIN 337. P—LIN/ANT 150 or ENG 304; knowledge of a second language is recommended.

351. Adolescent Psychology. (3h) Introduces theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

353. Language in Education. (3h) This seminar explores the role of language in educational contexts. Topics include the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component. Also listed as ANT 353. (CD)

354. Content Pedagogy. (3h) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). P—POI.

354L. Field Lab III. (2h) Practical experiences in classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Pass/Fail only. Service Learning. C—EDU 354.

358. Studies in Contemporary Leadership. (3h) Examines contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A 25 contact hour internship is required.

360. Professional and Life Skills. (1.5h) Fourth course in the College to Career series. Transition to life and work after college. Discusses work ethics and etiquette, work relationships, and ongoing career management. Also covers personal skills such as budgeting and financial management, stress management, and avocations. Course applies liberal arts education to successful, meaningful life after college, including creation of an e-portfolio demonstrating professional competencies gained through the course of their Wake Forest experience. Senior standing only. Half semester.

364L. Field Lab IV. (9h) Supervised teaching internship in grades 9-12 (K-12 for foreign language). Full-time, 15-week field experience. Pass/Fail only. Service Learning. P—POI. C—EDU 365.

365. Professional Development Seminars. (3h) Analysis and discussion of problems and issues in secondary school teaching. Examination of research and practice-based strategies. Pass/Fail only. C—EDU 364L.

368. Professional Experiences in Education. (3h) This course offers students a placement in an educational setting under the supervision of a professional mentor. During this internship, students examine a critical topic in a local school, a community agency, a nonprofit organization, or other educational setting. P—POI.

373. Comparative and International Education. (3h) A study of various historical, political, economic, cultural, and social issues shaping education in selected countries throughout the world. The course aims to expand student understanding of differing educational and pedagogical structures and comparatively investigate educational issues around the globe. (CD)

374. Student Teaching Seminar. (1.5h) Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasizes the application of effective instructional methods and materials.

377. Literacy in the 21st Century. (3h) This course examines the impact of emerging literacy trends on 21st century students in a digital, global world. There is specific focus on engaging reluctant and struggling readers.

381. Special Needs Seminar. (1h) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include reading and writing in the content area, inclusion, and evaluation. Pass/Fail only.

382. Teaching Elementary Reading. (3h) Methods and materials for teaching reading, including adaptations for diverse and exceptional learners. P—POI.

383. Classroom Management Seminar. (1h) Examination of research- and practice-based strategies for secondary school classroom management and discipline. Pass/Fail only.

385. Diversity Seminar. (1h) Explores multicultural issues and relevant Spanish language and cultural teaching practices for classroom communication. Pass/Fail only.

387. Tutoring Writing. (1.5h) Introduces composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both EDU 387 and ENG 287.

388. Writing Pedagogy. (3h) This course blends theory and practice, providing students from all content areas with a foundational understanding of writing-pedagogy methods and approaches. Topics of study will include writing across the curriculum, writing research, and assessment of writing.

390. Methods and Materials for Teaching Foreign Languages (K-6). (3h) Surveys basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasizes issues and problems involved in planning and implementing effective second language programs in grades K-6.

391. Teaching the Gifted. (3h) Investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (3h) Discusses giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (1h-3h) Project in an area of study not otherwise available. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (3h) Intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience are used to develop a richer understanding of such a special school setting.

395. Teaching Diverse Learners. (3h) This course addresses diversity in the classroom, particularly the needs of English Language Learners (ELL) and Exceptional Populations (EC). Examines differentiated instruction with appropriate instructional and behavioral strategies to meet the needs of all students.

Engineering (EGR)

Chair Olga Pierrakos

Professor Olga Pierrakos

Associate Professor Micheal Gross

Assistant Professors Elise Barrella, Elizabeth Boatman

The program for each student majoring in engineering is developed through consultation with the student's major adviser and leads to a bachelor of science in engineering degree. Students may also include a concentration in biomedical engineering. The degree is designed to be acceptable for ABET

accreditation and so requires 30 hours of science and math. Required science and math courses include MST 112, MST 251, PHY 113, and PHY 113L and 15 additional elective science credits. The bachelor of science in engineering requires a minimum of 45 hours in engineering and must include the following courses: EGR 111, EGR 112.

Engineering students are strongly encouraged to take EGR 111 and 112, PHY 113, PHY 113L, and MST 112 in the first year. For adequate progress in the engineering major, students will need to earn a minimum grade of C in EGR 111 and 112. Students must achieve a minimum GPA of 2.0 in engineering courses for graduation. Students must also (separately) achieve a minimum GPA of 2.0 in science courses for graduation.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in engineering through the major adviser. To be graduated with the designation “Honors in Engineering,” students must pass EGR 381 (Research), write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three engineering faculty members, and obtain a GPA of at least 3.3 in engineering and 3.0 overall.

A current list of approved courses is available in the Engineering Department and on its website. Additional courses and course updates may have been approved since publication of this bulletin. The Department of Engineering office maintains a complete list of all approved courses, including divisional courses.

111. Introduction to Engineering. (4h) Introduction to the study and practice of engineering, systems thinking, design, creative problem solving practices, and engineering for humanity.

112. Introduction to Engineering Measurement and Analysis. (4h) Introduction to tools for making physical measurements and conducting experiments, computer based data acquisition systems, and data analysis.

301. Topics in Engineering. (1h-4h) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title changes.

English (ENG)

Chair Jessica Richard

Associate Chair Claudia Kairoff

Director of Writing Program Anne M. Boyle

Director of English Undergraduate Studies and Core Curriculum Melissa Jenkins

Director of Creative Writing Program Eric Wilson

Director of Journalism Phoebe Zerwick

Director of Writing Center Ryan Shirey

Charles E. Taylor Professor of English James S. Hans

Reynolds Professor of English Herman Rapaport

Thomas H. Pritchard Professor of English Eric G. Wilson

McCulloch Family Faculty Fellow Judith Irwin Madera

Young Family Faculty Fellow Omaar Hena

Dunn-Riley Faculty Fellow Laura Aull

Bitove Family Faculty Fellow Eric Stottlemeyer

Professors Anne M. Boyle, Dean J. Franco, Jefferson Holdridge, Claudia Thomas Kairoff, Scott Klein, Philip F. Kuberski, Barry G. Maine, William M. Moss, Gillian R. Overing, Gale Sigal

Associate Professors Jennifer Greiman, Susan Harlan, Omaar Hena, Melissa Jenkins, Judith Irwin Madera, Jessica Richard, Erica Still, Olga Valbuena-Hanson

Assistant Professors Laura Aull, Chris Brown, Amy Catanzano, Sarah Hogan, Zak Lancaster, Joanna Ruocco

Professor of the Practice Justin J. Catanoso

Associate Professor of the Practice Phoebe Zerwick

Associate Teaching Professor Ryan Shirey

Assistant Teaching Professors Rian Bowie, Erin Branch, Eric Ekstrand, Meredith Farmer, Laura Giovanelli, Jennifer Pyke, Randi Saloman, Jonathan Smart, Carter Smith, Eric Stottlemeyer, Elisabeth Whitehead

Visiting Assistant Teaching Professor Kathleen Leuschen

Part-time Teaching Professor Marianne Erhardt

Visiting Assistant Professors Naima Carter, Adrian Greene, Daniel Helm, Lisa Klarr

Part-time Instructors in Journalism Maria Henson, Beth Hunt, Peter Mitchell

The English department offers courses in four programs: Creative Writing (CRW), English Literature and Language (ENG), Journalism (JOU), and Writing (WRI). Information on the Journalism minor and the Writing minor is listed alphabetically elsewhere in the bulletin.

The major in English requires a minimum of 33 hours in courses ENG 150 and above. (WRI 105 and 111, basic writing requirements, do not count toward the major or minor nor count as a divisional requirement.) The courses for the major must include the gateway course ENG 265; either of the two gateway courses ENG 266 or ENG 275; one 300-level English course from each of four groups as described below (I: Genre and Aesthetics; II: History and Literary History; III: Culture; IV: Single Author); the senior seminar ENG 399; and nine hours of electives at the 300 level, which may include up to two 300-level Creative Writing or Writing courses (CRW 383, CRW 397, CRW 398, WRI 392, WRI 399). The remaining three hours for the major may be fulfilled with any ENG course at the 100 level or above, or with a three-hour 200-level course in either Creative Writing or Writing.

Two of the 300-level ENG courses taken for the major must be in pre-1800 British literature. Designated courses fulfill both a Group requirement and the pre-1800 British literature requirement.

Selected 300-level courses are offered in different versions that fulfill different major Group requirements. Full numbering for these individual offerings (ENG 302, 310, 311, 341, 358, 359, 363, 387 and 389) includes a letter that clarifies the Group designation for that particular version: “g” for Group I: Genre and Aesthetics, “h” for Group II: History and Intellectual History, and “c” for Group 3: Culture. Students may take only one version of each of these courses for credit, with the exception of English 302 (g, h, and c), which may be repeated when offered on different subjects.

Majors and their advisers plan individual programs to meet these requirements; majors are urged to take their gateway requirements as early as possible in their college careers. No more than two courses (six hours) taken elsewhere may be counted toward the 24 hours of 300-level English courses required for the major. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

Honors. Highly qualified majors recommended by the English faculty are invited to apply to the honors program in English during the second semester of their junior year. To graduate with “Honors in English,” students must have a minimum GPA of 3.5 in the major and 3.2 in all course work. Students must also fulfill the 10-page writing requirement in the fall semester that allows them to enroll in ENG 388 the spring semester of their senior year. Finally, they must satisfy the requirements of the program by completing and successfully defending their honors thesis as part of ENG 388. Interested students may consult the director of the English honors program for further information.

The minor in English requires 21 hours in courses ENG 150 and above, at least 15 of which must be in advanced ENG courses numbered 301-396. No more than two advanced Creative Writing or Writing courses (CRW 383, CRW 397, CRW 398, WRI 392, WRI 350) may be counted toward the minor. Each minor will be assigned an adviser in the English department who will plan a program of study with the student. No more than one course (three hours) taken elsewhere may be counted toward the 15 hours of creative writing courses required for the minor. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

The minor in Creative Writing offers students the opportunity to hone their creative writing skills. The creative writing minor requires 15 hours, including one 300-level literature course (ENG). The remaining four courses will consist of Creative Writing (CRW) courses offered by the English department or cross-listed with the English department; at least two of these must be at the 300 level. 300-level courses may be repeated one time for credit in the minor. Students may receive credit in the minor for ENG 386 Directed Reading at the discretion of the minor advisor. No more than one course (three hours) taken elsewhere may be counted toward the 15 hours of Creative Writing courses required for the minor. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

English majors may earn a Creative Writing minor by taking 12 hours of Creative Writing courses (at least two at the 300 level) exclusive of courses used to complete their major.

Creative Writing (CRW) Courses that fulfill the minor:

- 285. Poetry Workshop. (3h)
- 286. Short Story Writing. (3h)
- 287. Creative Nonfiction Workshop. (3h)
- 383. Theory and Practice of Poetry Writing. (3h)
- 384. Playwriting. (3h)
- 397. Creative Nonfiction Writing. (3h)
- 398. Advanced Fiction Writing. (3h)

Electives that fulfill the minor:

- COM 316. Screenwriting. (3h)

Students in the Writing minor will develop their academic, critical, and rhetorical writing skills in ways that enhance their major courses of study. By moving beyond the competencies introduced in the first-year writing seminar, the Writing Minor will provide students with opportunities to practice, refine, and extend their skills as academic, professional, and creative writers. The curriculum, composed of new and existing courses in rhetoric and writing, as well as writing-enhanced courses across the disciplines, prepares students to participate in various writing situations both inside and outside the academy.

At least 18 credits of coursework, including a three-credit gateway and a three-credit capstone course, are required for the minor. Students will take an additional six credits from upper level writing courses and six from elective or upper-level writing courses.

A minimum grade-point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor this department offers.

Journalism courses are offered by the department as related subjects but do not count toward an English major or minor; they may be taken as electives regardless of the field of study in which a student majors. (*See section on Journalism.*)

CREATIVE WRITING COURSES (CRW)

WRI 111 or exemption therefrom is a prerequisite for any creative writing course.

285. Poetry Workshop. (1.5h, 3h) Laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (1.5h, 3h) Study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form.

287. Creative Nonfiction Workshop. (3h) Laboratory course in the writing of creative nonfiction. Study of subgenres and techniques as well as the works of important creative nonfiction writers.

383. Theory and Practice of Poetry Writing. (1.5h, 3h) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. May be repeated once. P—CRW 285 or POI.

384. Playwriting. (3h) Examines the elements of dramatic structure and their representations in a variety of dramatic writings. Explores the fundamentals of playwriting through a series of writing exercises. Also listed as THE 360.

397. Advanced Creative Nonfiction Workshop. (3h) Emphasis on the theory and craft of creative nonfiction as well as on contemporary writers of creative nonfiction. May be repeated once. P—CRW 287 or POI.

398. Advanced Fiction Writing. (3h) Primarily a short-story workshop, with class discussion on issues of craft, revision, and selected published stories. May be repeated once. P—CRW 286 or POI.

ENGLISH COURSES (ENG)

Division II Core Literature Courses

WRI 111 or exemption therefrom is a prerequisite for any English course 150 or above. Any ENG course numbered 150-190, 265, 266, 275, or 301-396, except 306, 307, 386, 388, and 390 satisfies the Division II literature requirement. Students enrolled at Wake Forest may not take literature courses in English at other institutions to satisfy Division II requirements.

150. Literature Interprets the World. (3h) Introduction to ways literary artists shape experience, focusing on one topic or selected topics; primarily discussion; writing intensive. P—WRI 111 or exemption from WRI 111. (D)

165. Studies in British Literature. (3h) Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. Mainly intended for non-majors; majors and potential majors are urged to take ENG 265 or ENG 266. P—WRI 111 or exemption from WRI 111. (D)

175. Studies in American Literature. (3h) Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. Mainly intended for non-majors; majors and potential majors are urged to take ENG 275. P—WRI 111 or exemption from WRI 111. (D)

185. Studies in Global Literature. (3h) Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P—WRI 111 or exemption from WRI 111. (D)

190. Literary Genres. (3h) Emphasis on poetry, fiction, or drama; primarily discussion; writing intensive. P—WRI 111 or exemption from WRI 111. (D)

Independent Study Courses

298A. WFU Press Internship. (1.5h-3h) Semester-length practical experience in literary publishing while working at WFU Press, the premier publisher of Irish poetry in North America. Interns learn aspects of editorial review, production, proofreading, marketing, and promotion. Students must submit a formal application through WFU Press before registering (wfupress.wfu.edu). Pass/Fail. Does not count toward the English major or minor. May be repeated once for credit.

299. Individual Study. (1.5h-3h) Independent study with faculty guidance. Granted upon departmental approval of petition presented by a qualified student. May be repeated once for credit.

386. Directed Reading. (1.5h-3h) Tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student. May be repeated once for credit.

388. Honors in English. (3h) Conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with “Honors in English.”

General Courses

101. The Discipline of English Studies. (1h) An opportunity to experience and reflect analytically in writing on the diverse cultural and intellectual life at Wake Forest, with an emphasis on literary studies, rhetorical studies, and creative writing events and topics. Pass/Fail only. May not be repeated.

265. British Literature Before 1800 and Introduction to the Major. (3h) Gateway course for the major. Significant works from the British literary tradition before 1800 and introduction to key ideas in literary interpretation. Required for all majors. (D)

266. British Literature 1800 to the Present. (3h) Gateway course for the major. Significant works from the British and postcolonial literary traditions since 1800. Either 266 or 275 required for all majors. (D)

275. American Literature. (3h) Gateway course for the major. Significant works from the American literary tradition. Either 275 or 266 required for all majors. (D)

304. History of the English Language. (3h) Survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth. (D)

305. Old English Language and Literature. (3h) Introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose. Fulfills pre-1800 British literature requirement. (D)

306. Special Topics in Rhetoric and Writing. (1.5h, 3h) Study of significant rhetorical or writing theories and practices focused on one area of study. May be repeated once for credit.

307. Contemporary Theory of Rhetoric and Writing. (1.5h, 3h) Study of key historical developments and theories in the current field of rhetoric and writing studies since its 20th-century inception.

308. *Beowulf*. (3h) Intensive study of the poem; emphasis on language, translation skills and critical context. Fulfills pre-1800 British literature requirement. P—ENG 305 or POI. (D)

309. Modern English Grammar. (3h) A linguistics approach to grammar study. Includes a critical exploration of issues such as grammatical change and variation, the origins and effects of grammar prescriptions/proscriptions, the place of grammar instruction in education, and the politics of language authority.

390. The Structure of English. (3h) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

399. Senior Seminar. (3h) Selected topics in literatures written in English. Capstone course emphasizing critical discourse, including discussion, oral reports, and an extended final project. Required for all majors.

Group I: Genre and Aesthetics

302g. Ideas in Literature. (3h) Study of a significant literary theme in selected works. May be repeated once for credit. (D)

312. Medieval Poetry. (3h) The origin and development of poetic genres and lyric forms of medieval vernacular poetry. Fulfills pre-1800 British literature requirement. (D)

320. British Drama to 1642. (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Fulfills pre-1800 British literature requirement. Also listed as THE 320. (D)

335. 18th-Century British Fiction. (3h) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. Fulfills pre-1800 British literature requirement. (D)

336. Restoration and 18th-Century British Drama. (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Fulfills pre-1800 British literature requirement. Also listed as THE 336. (D)

341g. Literature and the Environment. (3h) Studies of the relationship between environmental experience and literary representation. Credit allowed for only one version of 341: 341g, 341h or 341c. (D)

344. Studies in Poetry. (3h) Selected topics in poetry. (D)

345. Studies in Fiction. (3h) Selected topics in fiction. (D)

346. Studies in Theatre. (3h) Selected topics in drama. (D)

347. Modern English and Continental Drama and the London Stage. (3h) Explores the works of major playwrights of England and Europe from 1875 to the present. May also include contemporary production of classic plays. Emphasizes plays currently being presented in London theatres. Also listed as THE 266. *Offered in London.* (D)

358g. Postcolonial Literature. (3h) A survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender, and class. Credit allowed for only one version of 358: 358g, 358h, or 358c. (CD, D)

359g. Studies in Postcolonial Literature. (3h) Examination of themes and issues in post-colonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class. Credit allowed for either 359g or 359c, but not both. (CD, D)

363g. Studies in Modernism. (3h) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors. Credit allowed for either 363g or 363h, but not both. (D)

365. 20th-Century British Fiction. (3h) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds. (D)

- 368. Studies in Irish Literature.** (3h) The development of Irish literature from the 18th century through the early 20th century in historical perspective, with attention to issues of linguistic and national identity. (D)
- 369. Modern Drama.** (3h) Main currents in modern drama from 19th-century realism and naturalism through symbolism and expressionism. After an introduction to European pre-cursors, focus is on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller. (D)
- 373. Literature and Film.** (3h) Selected topics in the relationship between literature and film, such as film adaptations of literary works, the study of narrative, and the development of literary and cinematic genres. (D)
- 374. American Fiction before 1865.** (3h) Novels and short fiction by such writers as Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis. (D)
- 375. American Drama.** (3h) Historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson. Also listed as THE 375. (D)
- 376. American Poetry before 1900.** (3h) Readings and critical analysis of American poetry from its beginnings to the end of the 19th century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson. (D)
- 379. Literary Forms of the American Personal Narrative.** (3h) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard. (D)
- 382. Modern American Fiction, 1915 to 1965.** (3h) Includes such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, O'Connor, and Pynchon. (D)
- 385. 20th-Century American Poetry.** (3h) Readings of modern American poetry in relation to the literary and social history of the period. (D)
- 389g. African-American Poetry.** (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as AES 389. Credit allowed for either 389g or 389c, but not both. (CD, D)
- 391. Studies in Postmodernism.** (3h) Interdisciplinary, comparative, and theoretical approaches to works and authors. (D)
- 394. Contemporary Drama.** (3h) Considers experiments in form and substance in plays from *Waiting for Godot* to the present. Readings cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertebaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard. Also listed as THE 372. (D)
- 395. Contemporary American Literature.** (3h) Study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich. (D)
- 396. Contemporary British Fiction.** (3h) Study of the British novel and short story, including works by Rushdie, Amis, Winterson, and Ishiguro. (D)

Group II: History and Intellectual History

302h. Ideas in Literature. (3h) Study of a significant literary theme in selected works. May be repeated once for credit. (D)

310h. The Medieval World. (3h) Examines theological, philosophical, and cultural assumptions of the Middle Ages through the reading of primary texts. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. Fulfills pre-1800 British literature requirement. Credit allowed for either 310h or 310c, but not both. (CD—Depending on topic covered.) (D)

311h. The Legend of Arthur. (3h) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chrétien de Troyes and Sir Thomas Malory. Fulfills pre-1800 British literature requirement. (D)

325. 16th-Century British Literature. (3h) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*. Fulfills pre-1800 British literature requirement. (D)

326. Studies in English Renaissance Literature. (3h) Selected topics in Renaissance literature. Consideration of texts and their cultural background. Fulfills pre-1800 British literature requirement. May be repeated once for credit pending approval of instructor. (D)

328. 17th-Century British Literature. (3h) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds. Fulfills pre-1800 British literature requirement. (D)

330. Restoration and 18th-Century British Literature. (3h) Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends. Fulfills pre-1800 British literature requirement. (D)

341h. Literature and the Environment. (3h) Studies of the relationship between environmental experience and literary representation. Credit allowed for only one version of 341: 341g, 341h, or 341c. (D)

350. British Romantic Poets. (3h) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period. (D)

351. Studies in Romanticism. (3h) Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature. (D)

353. 19th-Century British Fiction. (3h) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others. (D)

354. Victorian Poetry. (3h) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet. (D)

358h. Postcolonial Literature. (3h) A survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender, and class. Credit allowed for only one version of 358: 358g, 358h, or 358c. (CD, D)

361. Literature and Science. (3h) Literature of and about science. Topics vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature. (D)

362. Irish Literature in the 20th Century. (3h) Study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Consists of overviews of the period as well as specific considerations of genre and of individual writers. (D)

363h. Studies in Modernism. (3h) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors. Credit allowed for either 363g or 363h, but not both. (D)

364. Studies in Literary Criticism. (3h) Consideration of certain figures and schools of thought significant in the history of literary criticism. (D)

367. 20th-Century English Poetry. (3h) Study of 20th-century poets of the English language, exclusive of the U.S. poets, are read in relation to the literary and social history of the period. (D)

370. American Literature to 1820. (3h) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods. (D)

372. American Romanticism. (3h) Writers of the mid-19th century, including Emerson, Thoreau, Hawthorne, and Melville. (D)

380. American Fiction from 1865 to 1915. (3h) Study of such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather. (D)

387h. African-American Fiction. (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as AES 387. (CD, D)

Group III: Culture

302c. Ideas in Literature. (3h) Study of a significant literary theme in selected works. May be repeated once for credit. (D)

310c. The Medieval World. (3h) Examines theological, philosophical, and cultural assumptions of the Middle Ages through the reading of primary texts. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. Fulfills pre-1800 British literature requirement. Credit allowed for either 310h or 310c, but not both. (CD—Depending on topic covered.) (D)

311c. The Legend of Arthur. (3h) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chrétien de Troyes and Sir Thomas Malory. Fulfills pre-1800 British literature requirement. (D)

313. The Roots of Song. (3h) Interdisciplinary investigation of poetry and song in the Middle Ages and early Renaissance. Study of the evolution of poetic and musical genres and styles, both sacred and secular. Students must complete a project or projects on the technical or theoretical aspects of early song. Fulfills pre-1800 British literature requirement. Also listed as MUS 283. (D)

337. Studies in 18th-Century British Literature. (3h) Selected topics in 18th-century literature. Consideration of texts and their cultural background. Fulfills pre-1800 British literature requirement. (D)

340. Studies in Women and Literature. (3h) Women writers in society. (D)

341c. Literature and the Environment. (3h) Studies of the relationship between environmental experience and literary representation. Credit allowed for only one version of 341: 341g, 341h, or 341c. (D)

356. Literature of the Caribbean. (3h) Readings include significant works by authors from the Caribbean and authors writing about the Caribbean. Critical, historical, and cultural approaches are emphasized. All texts are in English. (CD, D)

357. Studies in Chicano/a Literature. (3h) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and sociocultural analysis. Also listed as AES 357. (CD, D)

358c. Postcolonial Literature. (3h) A survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender and class. Credit allowed for only one version of 358: 358g, 358h, or 358c. (CD, D)

359c. Studies in Postcolonial Literature. (3h) Examination of themes and issues in post-colonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class. Credit allowed for either 359g or 359c, but not both. (CD, D)

360. Studies in Victorian Literature. (3h) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose. (D)

371. American Ethnic Literature. (3h) Introduction to the field of American ethnic literature, with special emphasis on post-World War II formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. Highlights issues, themes, and stylistic innovations particular to each ethnic group and examines currents in the still-developing American culture. (CD, D)

377. American Jewish Literature. (3h) Survey of writings on Jewish topics or experiences by American Jewish writers. Explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions. (CD, D)

378. Literature of the American South. (3h) Study of Southern literature from its beginnings to the present. Emphasis on major writers such as Tate, Warren, Faulkner, O'Connor, Welty, and Styron. (D)

381. Studies in African-American Literature. (3h) Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent. (CD, D)

387c. African-American Fiction. (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as AES 387. (CD, D)

389c. African-American Poetry. (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as AES 389. Credit allowed for either 389g or 389c, but not both. (CD, D)

393. Multicultural American Drama. (3h) Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. Includes consideration of issues, themes, style, and form. Also listed as THE 376. (CD, D)

Group IV: Single Author

301. Individual Authors. (1.5h, 3h) Study of selected work from an important American or British author. May be repeated once for credit. (D)

315. Chaucer. (3h) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background. Fulfills pre-1800 British literature requirement. (D)

323. Shakespeare. (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Fulfills pre-1800 British literature requirement. Also listed as THE 323. (D)

327. Milton. (3h) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*. Fulfills pre-1800 British literature requirement. (D)

366. James Joyce. (3h) The major works by James Joyce, with an emphasis on *Ulysses*. (D)

WRITING COURSES (WRI)

Basic Composition Course

Any student with an AP score of 4 or 5, an IB, higher level, score of 6 or 7, or exemption by the department is exempt from WRI 111.

111. Writing Seminar. (4h) Training in expository writing; frequent essays based on readings in a selected topic.

Composition Courses

105. Introduction to Critical Reading and Writing. (3h) Training in critical reading and expository writing. Frequent essays based on readings in a selected topic. Designed for students who want additional practice in making transition to college writing. Elective credit; does not satisfy the basic composition requirement.

107. Foundations in Academic Research and Writing. (3h) An introduction to college-level writing through sequenced writing assignments that will guide students through the writing processes, from summary to analysis. Emphasis on critical reading, argumentative writing, and research. *Summer only*; elective credit; does not satisfy the basic college writing requirement.

108. Introduction to Academic Writing. (3h) An introduction to academic writing for English language learners. Designed for international students whose first language is not English as they make the transition to U.S. university writing. Emphasis is placed on cultural assumptions that underlie U.S. college writing, as well as grammar, academic phrasing, and organizational strategies.

General Courses

WRI 111 or exemption therefrom is a prerequisite for any Writing course above 111.

210. Academic Research and Writing. (3h) Study of prose models of exposition from a variety of disciplines: humanities, social sciences, sciences; frequent papers and individual conferences. Enrollment limited. P—WRI 111 or exemption from WRI 111.

212. Literary Nonfiction: The Art of the Essay. (3h) Reading, writing, and analysis of the essay. Consideration of the rise and evolution of various forms of the essay; inclusive of essayists from a variety of disciplines. Enrollment limited. P—WRI 111 or exemption from WRI 111.

310. Interaction in Language: Introduction to Written Discourse Studies. (3h) Analysis of theoretical traditions in discourse studies, including Pragmatics, Analysis of Institutional Talk, Genre Analysis, and Corpus Linguistics, designed to provide students with new approaches and tools with which to question, investigate, and critique how language works in discourses that are meaningful to them.

320. Writing in and about Science: Scientists as Writers and Writers as Scientists. (3h) Reading, writing, and analysis of scholarly and popular science writing. Consideration of scientists as writers and rhetoricians, namely, the varied purposes and audiences for which scientists and science writers compose. Enrollment limited. P—WRI 111 or exemption from WRI 111.

340. Practice in Rhetoric and Writing. (3h) Training and practice in the reading and writing of expository prose. Students study the uses of rhetoric to frame arguments and marshal evidence, then learn to practice these skills in their own writing of expository prose.

341. Writing Center Pedagogy. (3h) Introduction to composition pedagogy and writing center theory and practices, with special emphases on one-to-one and small group peer tutoring techniques. The course includes classroom-based work—reading, writing, responding, discussing, and exploring instruction and consultation processes—and field experiences. Students spend a total of 20 hours observing in writing classrooms, the WFU Writing Center and/or community sites, and tutoring. Students reflect on these experiences to prepare a final researched writing project. Strongly recommended for those interested in working in the Writing Center as peer tutors.

342. Writing Practicum. (1h-3h) Practical or professional experience in writing, rhetoric, and composition. Students must be supervised and mentored by a faculty adviser. Cannot be repeated.

343. Independent Study. (1h-3h) Independent study with faculty guidance. By prearrangement.

350. Writing Minor Capstone. (3h) Seminar course focused on reading and portfolio requirements. For students wishing to graduate with the Interdisciplinary Minor in Writing.

392. Magazine Writing. (3h) Analysis of magazine writing and long form journalism with practice pitching, reporting and writing articles in a range of styles and of varied lengths with specific audiences in mind. Also listed as JOU 284, P-JOU 270 or POI.

Entrepreneurship and Social Enterprise (ESE)

(Interdisciplinary Minor)

Faculty Director Farr Professor of Innovation, Creativity and Entrepreneurship Paul Pauca

Whitaker Executive Director Center for Innovation Creativity and Entrepreneurship,

Professor of Practice Business and Entrepreneurship Polly Black

Director of Entrepreneurship, Professor of Practice Business and Entrepreneurship Dan Cohen

Visiting Assistant Professor of Practice Jan Detter

Visiting Assistant Professor Greg Pool

Research Professor in Entrepreneurship Elizabeth Gatewood

Core Faculty William Conner (Professor of Biology), Michele Gillespie (Professor of History), Linda Howe (Associate Professor of Romance Languages), Ben King (Professor of Practice School of Business), Dilip Kondepudi (Professor of Chemistry), Abdessadek Lachgar (Professor of Chemistry), Stan Mandel (Professor of Practice School of Business), Ananda Mitra (Professor of Communication), David Phillips (Associate Professor of Interdisciplinary Humanities), Robert Whaples (Professor of Economics), Ulrike Wiethaus (Professor of Religion and American Ethnic Studies)

The Wake Forest Program in Innovation, Creativity, and Entrepreneurship offers an interdisciplinary minor in entrepreneurship and social enterprise. Through this minor students are encouraged to take advantage of their knowledge, creative skills, and resources to identify and pursue opportunities, initiate change, and create sustainable value in their lives and the lives of others. A minor in entrepreneurship and social enterprise coupled with any major within the College or in the School of Business is designed to encourage entrepreneurial thinking in a student's specific discipline or area of interest.

The minor requires a minimum of 19 hours in core and elective courses. The core courses include ESE 105, 200, 201 and 205. Nine elective hours should be selected from the relevant courses across

the curriculum listed as options for fulfilling the minor. All students may fulfill three of their elective hours by taking the Summer Management Program (BUS 295). No more than six of the elective hours may be counted from a student's major. No more than six hours can be taken under the pass/fail option and used to meet the minor requirements. No more than six hours can be taken abroad. Course plans will be made in consultation with the director of the minor. It is strongly suggested that interested students take ESE 105 by their sophomore year and note the prerequisites for ESE 201 and 205.

Core courses for the minor

ESE 105. The Entrepreneurial Life. (1h) A speaker series featuring entrepreneurs who have founded companies in various industries. Guest speakers will describe the entrepreneurial process including ideation, concept development, launching and building a company, and eventually exiting. They will share their perspectives on the life of an entrepreneur. Students will attend lectures and write a reflection paper at the end of the course.

ESE 200. Creativity and Innovation. (3h) Interactive seminar introduces students to readings and processes from various disciplines that elucidate the interdisciplinary nature of creativity and enable students to create conditions that stimulate it. Projects and assignments are designed to encourage a "critical creativity" that challenges participants through inquiry, multi-faceted exploration and strategic development. Topics examined through writing and design assignments, group projects, and discussions include consciousness, receptivity, risk, ethics, self-agency, and social engagement with the express objective of fostering creative potential and its application in all areas of experience.

ESE 201. Foundations of Entrepreneurship. (3h) Addresses the challenges of creating and sustaining organizations in today's global environment. Provides an overview of the role and importance of entrepreneurship in the global economy and in society. Examines how individuals use entrepreneurial skills to craft innovative responses to societal needs. P-ESE 105.

ESE 205. Managing the Entrepreneurial Venture: Startups to Early Growth. (3h) Explores the process of managing and growing the entrepreneurial venture. The course is designed to provide exposure to topics critical to the success of the venture in startup and early growth: business planning; growth management and strategic planning; marketing and financial strategies; exit strategies; and different modes of venturing, such as franchising, venture acquisition, and technology licensing. P—ESE 201.

ESE electives for the minor

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses.

ESE 203. Writing for a Social Purpose. (3h) Combines writing, service learning, and entrepreneurship approaches in communication by partnering students with a local nonprofit organization to provide a range of writing solutions in print and online. Also listed as JOU 283. P—JOU 270 or POI.

ESE 204. Arts and Activism. (3h) Study of artists who bridge the world of arts and social justice activism by means of dance, music, film, visual arts, and theatre, as well as how they challenge the status quo, our perceptions, and societal values. No expertise in any of the arts is necessary. Also listed as MUS 233.

ESE 250. Communication In Entrepreneurial Settings. (3h) Using a fictitious start-up company, students will discover and apply business communication strategies to build new businesses. Also listed as COM 250.

ESE 301-306. Topics in Entrepreneurship. (1.5h or 3h) Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course topic differs.

ESE 310. Arts Entrepreneurship. (3h) Introduces entrepreneurial processes and practices in the visual arts, theater, dance, music, and creative writing. Seminar format includes encounters with arts entrepreneurs, investigation of case studies, and research in new and evolving models for creative application of entrepreneurial practices in the arts.

ESE 315. Nonprofit Arts and Education Entrepreneurship: Promotion of Latin-American and Latino Visual Cultures. (3h) Explores entrepreneurship in promoting Latin-American and U.S. Latino cultures through educational and artistic events and fundraisers on campuses and in the community. Students gain hands-on experience by assisting in the production of Wake Forest exhibitions, events promoting Latin-American and U.S. Latino heritage and culture, related community fundraisers, and nonprofit organizations.

ESE 320. Social Entrepreneurship. (3h) Interdisciplinary seminar that introduces the concepts of entrepreneurship with a focus on entrepreneurial activities that further the public good through the integration of core concepts of social and cultural values and ecological sustainability.

ESE 321. Social Entrepreneurship and the Humanities: Innovation, Public Engagement, and Social Change. (3h) Introduction to the role played by the humanities in social entrepreneurship, exploring the premise that norms can be developed for the application of the humanities, and that the knowledge derived in this process can empower and be a tool in community-based engagement and social change. Course includes a social entrepreneurial project in the local community. Also listed as HMN 295.

ESE 322. Religion, Poverty, and Social Entrepreneurship. (3h) Interdisciplinary study of major themes in religion, poverty reduction, and social entrepreneurship. Focus and community emphasis may vary with instructor. Also listed as REL 344.

ESE 323. Social Entrepreneurship Summer Program. (6h) This trans-disciplinary, four-week program explores the role of social entrepreneurship in society today and challenges students, through a rigorous and integrated curriculum to master the entrepreneurial process involved in furthering the public good through community based engagement and social change. P—POI.

ESE 325. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h) Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world. Also listed as ANT 301. (CD)

ESE 326. Telling Women's Lives: Writing about Entrepreneurs, Activists, and Community Leaders. (3h) This course will use an interdisciplinary approach to address fundamental issues of female leadership by examining recent developments in long- and short-form narratives about women (biography, essays, profiles) and employing journalistic tools to interview and write profiles of women entrepreneurs, activists, and community leaders. Also listed as WGS 326.

ESE 330. Entrepreneurship for Scientists. (3h) Introduces the routes by which scientific discoveries and new technologies find their way to the marketplace. Covers ideation, determining market potential, business planning, intellectual property, entrepreneurship ethics, venture capital, and venture incubation.

ESE 335. Renewable Energy Entrepreneurship: Science, Policy and Economics. (4h) This team-taught course provides overviews of the most important renewable energy sources. Explores the science, policy and economic issues related to renewable energy and investigates the potential for new markets, new products, and new entrepreneurial opportunities in the marketplace. P—Junior standing and Division V requirements, or POI.

ESE 340. Communication Technology and Entrepreneurship. (3h) Explores how an e-commerce business plan can be developed and the specific ways of marketing e-commerce ventures including the options provided by new tools such as social networking applications. May be cross-listed as COM 370 if and when the topic is the same.

ESE 350. Internships in Entrepreneurial Studies. (1.5h or 3h) Offers the opportunity to apply knowledge in an entrepreneurial for-profit or not-for-profit environment. Requirements include a course journal and a comprehensive report that showcase the student's specific achievements and analyze the quality of his or her experience. P—POI.

ESE 351. Green Technologies: Science and Entrepreneurship. (2h or 3h) Introduces the science and entrepreneurship opportunities of select green technologies. Students learn the fundamental science associated with energy use, renewable energy and selected green technologies. Students also learn the basics of starting a new business and develop a business plan to bring a "green product" to the market. P—CHM 341 or ESE 101 or POI.

ESE 357. Bioinspiration and Biomimetics. (3h) Explores the ways in which biological mechanisms can inspire new technologies, products, and businesses. The course combines basic biological and entrepreneurial principles. Also listed as BIO 357.

ESE 371. Economics of Entrepreneurship. (3h) An examination of the economic constraints and opportunities facing entrepreneurs and their impacts on the economy. The course will blend economic theories with an empirical investigation of the lives and actions of entrepreneurs in the past and the present. Also listed as ECN 266.

ESE 380. America at Work. (3h) Examines the American entrepreneurial spirit within the broader context of industrial, social, and economic change from the colonial period to the present and explores the social and cultural meanings attached to work and workers, owners and innovators, businesses and technologies, management and leadership. Also listed as HST 380. (CD)

ESE 384. Design-Thinking and High-Performance Teams. (3h) In this experiential class, we study the evolution of high-performance teams in design-thinking environments. At its core, design thinking is an approach to innovative problem solving that balances art, science, and business perspectives in realistic and highly impactful ways. In this course we develop the ability to participate in and lead high-performance teams within a design-thinking environment. The course involves an action-learning project that applies the perspectives of anthropology, history, political science, communication, and psychology, among others, in solving a real-world problem. Also listed as BEM 384.

ESE 391. Independent Study in Entrepreneurship. (1.5h or 3h) An independent project involving entrepreneurship or social enterprise carried out under the supervision of a faculty member. P—POI.

ESE 392. Independent Study in Entrepreneurship. (1.5h or 3h) An independent project involving entrepreneurship or social enterprise carried out under the supervision of a faculty member. P—POI.

ESE 394 A/B. Student Entrepreneurs in Action. (1.5h/1.5h/3h) This course is built around the real-time challenges and learning that occur as the students in the class launch, run, build, and sell or transition their venture. Promotes intense rigorous intellectual exchange in a seminar setting in which all will not only participate in critical thinking and analysis, but also in problem solving and leadership. Course may be repeated for credit. P—POI.

ESE 399 Startup Lab. (3h) Startup Lab is designed to help students take high potential ideas and, after learning best practices on evidence based entrepreneurship, apply lean startup methodology to their own startup. Students will learn key aspects of building an early stage company such as how to

make crucial early stage sales, how to build brand loyalty with early stage customers, key aspects of accounting, finance, and human resources that apply to startups, and how to lead a team. This is a practicum and much of the learning is application-oriented and focuses directly on the startup or the startup team. P-POI.

General electives for the minor

ACC	111.	Introductory Financial Accounting. (3h)
ANT	301.	Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
	305.	Museum Anthropology. (4h)
	342.	Development Wars: Applying Anthropology. (3h)
ART	215.	Public Art. (3h)
	297.	Management in the Visual Arts. (3h)
BEM	211.	Organizational Behavior. (3h)
	221.	Principles of Marketing. (3h)
	261.	Legal Environment of Business. (3h)
	316.	Leading in the Nonprofit Sector. (3h)
	371.	Strategic Management. (3h)
	372.	Strategic Management in Entrepreneurial Firms. (3h)
	377.	Entrepreneurship. (3h)
	382.	Management in the Visual Arts. (3h)
	383.	Seminar in Negotiations. (3h)
	384.	Design-Thinking and High-Performance Teams. (3h)
BIO	357.	Bioinspiration and Biomimetics. (3h)
BUS	295.	Summer Management. (8h)
COM	117.	Writing for Public Relations and Advertising. (1.5h, 3h)
	140.	Information and Disinformation on the Internet. (1.5)
	250.	Communication in Entrepreneurial Settings. (3h)
	315.	Communication and Technology. (3h)
	353.	Persuasion. (3h)
CSC	111.	Introduction to Computer Science: Mobile Computing. (4h)
	332.	Mobile and Pervasive Computing. (3h)
	361.	Digital Media. (3h)
	385.	Bioinformatics. (3h)
ECN	205.	Intermediate Microeconomics I. (3h)
	266.	Economics of Entrepreneurship. (3h)
ENV	201.	Environmental Issues. (3h)
FRH	329.	Introduction to Business French. (3h)
GER	330.	Business German II. (3h)
HMN	295.	Social Entrepreneurship and the Humanities: Innovation, Public Engagement, and Social Change. (3h)
HST	350.	World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3h)
	380.	America at Work. (3h)
INS	154.	Global Service Engagement. (3h)
	260.	Seminar in Global Trade and Commerce Studies. (3h)
JOU	283.	Writing for a Social Purpose. (3h)
	286.	Writing for Public Relations and Advertising. (1.5h, 3h)
LIB	235.	Research Methods for Entrepreneurs. (1.5h)
MUS	233.	Arts and Activism. (3h)

- PHI 161. Intro to Bioethics. (3h)
- 163. Environmental Ethics. (3h)
- 367. Philosophical Theories in Bioethics. (3h)
- 368. Concepts of Health and Disease. (3h)
- PHY 385. Bioinformatics. (3h)
- POL 238. Comparative Economic Development and Political Change. (3h)
- 239. State, Economy, and International Competitiveness. (3h)
- PSY 260. Social Psychology. (3h)
- 268. Industrial/Organization Psychology. (3h)
- 357. Cross-Cultural Psychology. (3h)
- 374. Research in Judgment and Decision Making. (3h)
- REL 344. Religion, Poverty and Social Entrepreneurship. (3h)
- 332. Religion and Public Engagement. (3h)
- SOC 362. Work, Conflict, and Change. (3h)
- 363. Global Capitalism. (3h)
- 365. Technology Culture and Change. (3h)
- SPN 387. Cultural Industries and Institutions in Spain and Spanish America. (3h)
- THE 259. Theatre Management: Principles and Practices. (3h)
- WGS 326. Telling Women's Lives: Writing about Entrepreneurs, Activists, and Community Leaders. (3h)

Environmental Program (ENV)

Director Eric Stottlemeyer

Interdisciplinary Minor in Environmental Science

The Wake Forest environmental program offers an environmental science or an environmental studies minor. The environmental program provides an interdisciplinary approach to the study of human-environment interaction. The program seeks to identify and apply perspectives from biology, chemistry, physics, geography, English, government, economics, history, law, ethics, and anthropology to the human impact on the natural environment. The environmental science or the environmental studies minor, coupled with a liberal arts major, is designed to prepare students for careers in the environmental sciences, law, public health, public policy, and public administration, and to develop attitudes and values consistent with a sustainable environmental future.

201. Environmental Issues. (3h) Topics include environmental literature, environmental history, human populations, resource management, pollution, global change, environmental activism, and environmental ethics.

301-306. Topics in Environmental Studies. (1h-4h) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

330. Land and Natural Resource Management. (3h) Provides a fundamental understanding of land and resource management. The major focus is on federal oversight and policies but state, local, nonprofit and international aspects are included.

391, 392. Individual Study. (1.5h, 1.5h) Field study, internship, project or research investigation carried out under the supervision of a member of the environmental program faculty. Pass/Fail or for a grade at the discretion of the instructor. Pass/Fail is not an option if used as an elective for the environmental science or environmental studies minor.

394. Environmental Internship. (1h-4h) Supervised internships with governmental agencies, non-profit organizations and businesses.

The following courses are required for the environmental science minor. For course descriptions, see the relevant department's listings in this bulletin.

ENV 201. Environmental Issues. (3h)

CHM/PHY 120. Physics and Chemistry of the Environment. (4h)

A total of 18 hours, including 11 hours of elective courses, is required for the minor. The following courses can serve as electives for the environmental science minor. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

Electives for Environmental Science Minor

BIO 306. Topics in Biology. (1h-4h)

311. Ecology and Conservation Biology of Coral Reefs. (3h)

312. Ecology and Conservation Biology of Coral Reefs. (4h)

330. Land and Natural Resource Management. (3h)

340. Ecology. (4h)

341. Marine Biology. (4h)

342. Aquatic Ecology. (4h)

343. Tropical Ecology. (3h)

344. African Savanna Ecology and Conservation. (4h)

347. Physiological Plant Ecology. (3h)

348. Physiological Plant Ecology. (4h)

349. Tropical Biodiversity. (4h)

350. Conservation Biology. (3h)

350L. Conservation Biology Lab. (1h)

356. Ecology and Resource Management of Southeast Australia. (4h)

377. Community Ecology. (4h)

379. Introduction to Geographical Information Systems. (4h)

380. Biostatistics. (3h)

CHM 334. Chemical Analysis. (4h)

351. Special Topics: Green Technologies: Science and Entrepreneurship. (3h)

351b. Special Topics: Chemistry of Food. (3h)

391. Undergraduate Research. (1h-3h)

392. Undergraduate Research. (1h-3h)

ECN 241. Natural Resource Economics. (3h)

ESE 335. Renewable Energy Entrepreneurship: Science, Policy and Economics. (4h)

351. Green Technologies: Science and Entrepreneurship. (3h)

HMN 365. Humanity and Nature. (3h)

MTH 256. Statistical Models. (3h)

Interdisciplinary Minor in Environmental Studies

Minors are required to take ENV 201 Introduction to Environmental Issues (3h) and one course each from a list of approved courses in the social sciences, natural and physical sciences, and humanities. A total of 18 hours is required for the minor.

Social Sciences (one course required)

ANT 339. Culture and Nature. (3h)

- ECN 241. Natural Resource Economics. (3h)
- ENV 301b. Topics: Environmental Policy and Law. (3h)
- 330. Land and Natural Resource Management. (3h)
- POL 281. Environmental Political Thought. (3h)

Natural and Physical Sciences (one course required)

- MTH 256. Statistical Models. (3h)
- BIO 113. Ecology and Evolution. (4h)
- 306. Topics in Biology: Geographical Information Systems. (3h)
- 311. Ecology and Conservation Biology of Coral Reefs. (3h)
- 312. Ecology and Conservation Biology of Coral Reefs. (4h)
- 340. Ecology. (4h)
- 341. Marine Biology. (4h)
- 342. Aquatic Ecology. (4h)
- 343. Tropical Ecology. (3h)
- 344. African Savanna Ecology and Conservation. (4h)
- 347. Physiological Plant Ecology. (3h)
- 348. Physiological Plant Ecology. (4h)
- 349. Tropical Biodiversity. (4h)
- 350. Conservation Biology. (3h)
- 350L. Conservation Biology Laboratory. (1h)
- 356. Ecology and Resource Management in Australia. (4h)
- 377. Community Ecology. (4h)
- 379. Introduction to Geographical Information Systems. (4h)
- 380. Biostatistics. (3h)
- CHM/PHY 120. Physics and Chemistry of the Environment. (4h)

Humanities (one course required)

- ENG 341. Literature and the Environment. (3h)
- 356. Caribbean Literature and Environment. (3h)
- 397. Creative Nonfiction Writing: Environmental Essay. (3h)
- HMN 292. Environmentalism, the Humanities, and Gender. (3h)
- 365. Humanity and Nature. (3h)
- HST 112. Big History: A History of the Cosmos and Humanity's Place In It. (3h)
- 351. Global Environmental History. (3h)
- 355. History of Natural Conservation in Latin America. (3h)
- REL 341. Religion and Ecology. (3h)

The following courses can serve as electives for the environmental studies minor. Additional courses may have been approved since the publication of this bulletin. The program director maintains a complete list of all approved courses. For course descriptions, see the relevant department's listings in this bulletin.

- ANT 339. Culture and Nature. (3h)
- BIO 113. Ecology and Evolution. (4h)
- 304. Land Use and Policy.
- 306. Topics in Biology: Geographical Information Systems. (3h)
- 330. Land and Natural Resource Management. (3h)
- 340. Ecology. (4h)
- 341. Marine Biology. (4h)

- 342. Aquatic Ecology. (4h)
- 343. Tropical Ecology. (3h)
- 344. African Savanna Ecology and Conservation. (4h)
- 347. Physiological Plant Ecology. (3h)
- 349. Tropical Biodiversity. (4h)
- 350. Conservation Biology. (3h)
- 350L. Conservation Biology Lab. (1h)
- 356. Ecology and Resource Management in Southeast Australia. (4h)
- 377. Community Ecology. (4h)
- 380. Biostatistics. (3h)
- CHM 334. Chemical Analysis. (4h)
- 351. Special Topics: Green Technologies: Science and Entrepreneurship. (3h)
- 351b. Special Topics: Chemistry of Food. (3h)
- PHY/CHM 120. Physics and Chemistry of the Environment. (4h)
- COM 345. Rhetoric of Science and Technology. (3h)
- ECN 241. Natural Resource Economics (3h)
- ENG 341. Literature and the Environment. (3h)
- 356. Caribbean Literature and Environment. (3h)
- 397. Creative Nonfiction: Environmental Essay (3h)
- ENV 301-306. Topics in Environmental Studies. (1h-4h)
- 330. Land and Natural Resource Management. (3h)
- 391, 392. Individual Study. (1.5h)
- 394. Environmental Internship. (1h-4h)
- ESE 335. Renewable Energy Entrepreneurship: Science, Policy and Economics. (4h)
- 351. Green Technologies: Science and Entrepreneurship. (3h)
- HMN 365. Humanity and Nature. (3h)
- HST 112. Big History: A History of the Cosmos and Humanity's Place In It. (3h)
- 351. Global Environmental History. (3h)
- 355. History of Natural Conservation in Latin America. (3h)
- POL 281. Environmental Political Thought. (3h)
- REL 341. Religion and Ecology. (3h)

Film and Media Studies (FLM)

(Interdisciplinary Minor)

Director, Professor of Communication Woodrow Hood

Film studies offers an interdisciplinary approach to the study of film through a body of courses that exposes students to the cultural, political, and social implications of this art form. Courses in the minor provide students with the critical tools necessary for both evaluating and producing film texts, and they prepare qualified students to choose critical and/or creative paths for further study or toward a profession. More information on the film studies program is available at www.wfu.edu/film.

A minor in film studies requires a minimum of 18 hours of approved courses. Candidates for the minor must complete Introduction to Film and Media Aesthetics (COM 120), Media Theory and Criticism (COM 320), and an additional 12 hours of courses: at least three hours from each of the designated fields of international cinema and production, and six hours of electives. A maximum of three hours of internship credit may be counted towards the minor.

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Film Studies (FLM)

101, 102. Internship in Film Studies I and II. (1.5h, 1.5h) Individual internships in film studies to be approved, supervised, and evaluated by an appropriate member of the film studies faculty. The nature and extent of the internship will determine whether both sections can be taken simultaneously. Pass/Fail only. P—POI.

390. Special Topics in Film Studies. (1h-3h) Selected topics in film studies. May be repeated for credit if topic varies.

Film Studies Required Courses

- COM 120. Introduction to Film and Media Aesthetics. (3h)
- 320. Media Theory and Criticism. (3h)

Film Studies Electives in International Cinema

- ART 261. Topics in Film History. (3h) (*when topic relates to international cinema*)
- 396. Art History Seminar. k. Film (3h) (*when topic relates to international cinema*)
- COM 312. Film History to 1945. (3h)
- 313. Film History since 1945. (3h)
- 370. Special Topics. (3h) (*when topic relates to international cinema*)
- EAL 252. Chinese Cinemas. (3h)
- 253. Japanese Film: Themes and Methods. (3h)
- 285. Contemporary East Asian Cinema. (3h)
- FRH 360. Cinema and Society. (3h)
- 361. Special Topics in French and Francophone Film Studies. (3h)
- GES 335. German Film. (3h)
- HST 385: History through Film: Bollywood and the Making of Modern Asia. (3h)
- HMN 252. Chinese Cinemas. (3h)
- 253. Japanese Film: Themes and Methods. (3h)
- ITA 325. Italian Neorealism in Films and Novels. (3h)
- 326. Comedy in Italian Cinema. (3h)
- 327. Modern Italian Cinema. (3h)
- 330. Cinematic Adaptation and Literary Inspiration. (3h)
- SPN 349. Film Adaptations of Literary Works. (3h)
- SPA 313. Lights, Camera, ¡Acción! Cinema and Culture in the Spanish-Speaking World. (3h)
- 349. Great Authors and Directors. (1.5h or 3h) (*when topic relates to film studies*)
- 351. Cinema and Society. (*May be repeated for credit when focus changes.*) (3h)

Film Studies Electives in Production

- ART 114. Introduction to Video Art. (4h)
- 214. Video Art: Site Specific. (4h)
- 224. Video Art: Cyberspace. (4h)
- 228. Video Art: Theatre Works. (4h)
- COM 247. Foundations of Digital Media. (3h)
- 309. Visual Storytelling. (3h)
- 310. Advanced Digital Media. (3h)
- 316. Screenwriting. (3h)
- THE 141. On-Camera Performance. (3h)

General Film Studies Electives

- ART 260. Classics of World Cinema. (3h)
261. Topics in Film History. (3h)
396. Art History Seminar. (*k*) *Film* (3h)
COM 312. Film History to 1945. (3h)
313. Film History since 1945. (3h)
318. Culture and the Sitcom. (3h)
370. Special Topics. (1h-3h) (*when topic relates to film studies*)
ENG 373. Literature and Film. (3h)
FLM 101, 102. Internship in Film Studies I and II. (1.5h, 1.5h)
HMN 380. Literature, Film, and Society. (3h)
SOC 366. The Sociological Analysis of Film. (3h)

French Studies (FRH)

Chair Kendall B. Tarte

Professors Sarah E. Barbour, Judy K. Kem, Stephen J. Murphy

Associate Professors Stéphanie Pellet, Kendall B. Tarte

Assistant Professor Amanda S. Vincent

Associate Teaching Professors Elizabeth Mazza Anthony, Corinne D. Mann

Associate Professor of the Practice Véronique M. McNelly

The department offers programs leading to a major and a minor in French Studies and a concentration in French for Business. The requirements for completion of each degree program are those in effect in the bulletin year when the declaration of the major, minor, and concentration occurs.

The major in French Studies requires a minimum of 27 hours of French courses numbered above 214. FRH 216, 315 or 350, 319, 370, one of the genre courses (363, 364, or 365), and four other courses are required. Students must achieve at least a C grade in 319 and a GPA of 2.0 in the major. 319 must be taken at Wake Forest. Credit towards the major cannot be received for both 320 and 351.

The minor in French Studies requires a minimum of 18 hours of French courses numbered above 214. FRH 216, 315 or 350, 319 and three other courses are required. Credit towards the minor cannot be received for both 320 and 351. Students must achieve at least a C grade in 319 and a GPA of 2.0 in the minor. 319 must be taken at Wake Forest. Some courses are not offered every semester; students should plan ahead in order to fulfill all requirements.

The concentration in French for Business requires FRH 319, 321, 329, 330, and one additional course in French above 214.

All majors, minors, and concentration students are strongly urged to take advantage of the department's study abroad programs.

Honors. The honors designation in French Studies is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the French Studies faculty are invited to participate in the honors program, which candidates undertake in addition to the requirements for the major.

The honors program requires completion of FRH 390 (Directed Reading, 1.5h) and FRH 391 (Directed Research, 3h). Directed Reading, normally taken during the fall semester of the student's final

year, includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis. Directed Research, taken during the student's final semester, consists of writing the thesis following a schedule established by the director and the student. At the end of this course, the honors student defends the thesis orally before appropriate faculty who collectively may confer honors.

111, 112. Elementary French. (3h, 3h) Two-semester sequence designed to help students understand and speak French and also learn to read and write French at the elementary level. P for FRH 112—FRH 111.

113. Intensive Elementary French. (4h) Review of the material from 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Offered in the fall semester only. By placement or faculty recommendation.

153. Intermediate French. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings in FRH 212 and 213. Note that 153 and other 153 marked courses (153F, 154) are mutually exclusive. P—FRH 111-112, or 113, or placement.

154. Accelerated Intermediate French. (3h) Intensive, intermediate-level course intended for students with a stronger background than required of 153 students. Offers the opportunity to develop reading, writing, and conversation skills and prepare for oral and written discussion of readings in FRH 212 and 213. Offered in the fall semester only. P—POI or placement.

196. French Across the Curriculum. (1.5h) Coursework in French done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. P—POI.

197. French for Reading Knowledge. (1.5h) Review of essential French grammar usage, vocabulary and processing strategies for reading types of literary, social science, and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language, and aimed at preparing students to take the graduate reading exam administered at the end of the course. Pass/Fail only. *Offered only in the first half of the semester.* P—Intermediate French, or its equivalent, and placement exam. Undergraduate credit given.

198. Internship in French Language. (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Pass/Fail only. P—FRH 319 or POI.

199. Service Learning in French Language. (1.5h) Experiential learning that links classroom instruction and community service done as an adjunct to specially-designated courses throughout the French curriculum. Pass/Fail only. May be repeated for credit. P—POI.

212. Exploring the French and Francophone World. (3h) Explores significant cultural expressions from the French and francophone world. Emphasizes both the development of competence in speaking, reading and writing French, and understanding how particular French-speaking societies have defined themselves. Credit allowed for only one: 212, 213, 214. P—FRH 153 or equivalent.

213. Encounters: French and Francophone Literature and Culture. (3h) Encounters with significant literary expressions from the French-speaking world. Emphasizes the advancement of competence in speaking, reading and writing, and the analysis of literature in its cultural contexts. Credit allowed for only one: 212, 213, 214. P—153 or equivalent.

214. Encounters: French and Francophone Literature and Culture (Honors). (3h) Encounters with significant literary expressions from the French-speaking world. Emphasizes the advancement of competence in speaking, reading and writing, and the analysis of literature in its cultural contexts. Coursework in the honors sections focuses more intently on written and oral expression and on reading strategies. Intended for students with a strong background in French. Credit allowed for only one: 212, 213, 214. P—Placement or POI.

216. Studies in French and Francophone Literature and Culture. (3h) Study of the ways in which various aspects of French and francophone cultures appear in different literary genres over certain periods of time. Emphasis is on reading and discussion of selected representative texts. May be repeated once for credit when topics vary. Required for major. P—FRH 212, 213, 214; or POI. (CD)

315. Introduction to French and Francophone Studies. (3h) Orientation in French and francophone cultures through their historical development and their various forms. Includes the study of literary, historical, and social texts, and possibly films, art, and music. Required for major. Offered only once each academic year. (A student taking 350 as part of the Dijon program would receive credit for this course. Please see the description of the Dijon program for details.) P—FRH 200-level course or equivalent. (CD)

319. Composition and Review of Grammar. (4h) Systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—FRH 200-level course or equivalent.

320. French Conversation. (3h) Language course based on cultural materials. Designed to perfect aural skills and oral proficiency by systematically increasing vocabulary and reinforcing command of specific grammatical points. Short written works are assigned. Exclusively for second-language learners. P—FRH 200-level course or equivalent.

321. Introduction to Translation. (3h) Introduces translation strategies through theory and practice. Emphasizes translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns. P—FRH 319 or POI.

322. French Phonetics. (3h) Study of the principles of standard French pronunciation with emphasis on their practical application as well as on their theoretical basis. P—200-level course or equivalent.

323. Advanced Grammar and Stylistics. (3h) Review and application of grammatical structures for the refinement of writing techniques. Emphasizes the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language. P—FRH 319 or equivalent or POI.

329. Introduction to Business French. (3h) Introduces the use of French in business. Emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas. P—FRH 200-level course or equivalent.

330. Advanced Business French. (3h) Develops advanced skills in French for business. Emphasizes oral and written business presentations, reading comprehension of case studies related to the French business world, and cross-cultural awareness. P—FRH 329 or POI.

341. Rise of French. (3h) The development of French from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system within its historical and cultural context. P—FRH 319 or POI.

- 342. The Structure of French.** (3h) Analyzes linguistic features of French including syntax, phonology, and morphology. P—FRH 319 or POI.
- 343. Modern French.** (3h) Study of the features of contemporary French including colloquial French contrasting grammar, vocabulary, and pronunciation with standard forms. P—FRH 319 or POI.
- 345. Language and Society.** (3h) Introduces sociolinguistic issues relating to the French language and its role in societies around the world. May be repeated for credit when topics vary. P—FRH 319 or POI.
- 360. Cinema and Society.** (3h) Study of French and francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history. P—FRH 216, 315 or POI. (CD)
- 361. Special Topics in French and Francophone Film Studies.** (3h) In-depth study of particular aspects of French and/or francophone cinema. Topics may include film adaptations of literary works, cinematographic expressions of social or political issues, selected filmmakers, theories, genres, historical periods, or cinematographic trends. May be repeated for credit when topics vary. P—FRH 360 or POI.
- 363. Trends in French and Francophone Poetry.** (3h) Study of the development of the poetic genre with analysis and interpretation of works from each period. P—FRH 216, 315 or POI.
- 364. French and Francophone Prose Fiction.** (3h) Broad survey of prose fiction in French, with critical study of representative works from a variety of periods. P—FRH 216, 315 or POI.
- 365. French and Francophone Drama.** (3h) Study of the chief trends in dramatic art in French, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others. P—FRH 216, 315 or POI.
- 370. Seminar in French and Francophone Studies.** (3h) In-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Required for major. May be repeated for credit when topics vary. P—FRH 216, 315 or POI. (CD)
- 374. Topics in French and Francophone Culture.** (3h) Study of selected topics in French and/or francophone culture. Works will be drawn from different fields (sociology, politics, art, history, music, cinema) and may include journalistic texts, films, historical and other cultural documents. May be repeated for credit when topics vary. P—FRH 216 or 315 or POI.
- 375. Special Topics in French and Francophone Literature.** (3h) Selected themes and approaches to French and francophone literature transcending boundaries of time and genre. May be repeated for credit when topics vary. P—FRH 216, 315 or POI.
- 381. French Independent Study.** (1.5h-3h) P—POD.
- 390. Directed Reading.** (1.5h) Required for departmental honors in French studies.
- 391. Directed Research.** (3h) Extensive reading and/or research to meet individual needs. Required for departmental honors in French studies. P—POD.

Semester in France

The department sponsors a semester in Dijon, France, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member. Majors in all disciplines are eligible. Juniors are given preference, but well-qualified sophomores are also considered. Applicants should have completed the basic foreign language requirement (FRH 212, 213, 214,

or equivalent), or should do so before going to Dijon. They are encouraged—but not required—to take one course or more above the level, preferably FRH 319 (Composition and Review of Grammar).

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

350. Studies in French Language and Culture. (6h) Familiarization with the language and culture of France and its people. Study of French civilization, practice in writing, participation in French family life, lectures on selected topics, and excursions to points of historical and cultural significance. Satisfies FRH 315 requirement for major or minor. Grade mode only.

351. Advanced Oral and Written French. (3h) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French. Grade mode only.

352. Contemporary France. (3h) Study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

353. Independent Study. (1.5h-3h) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

354. Special Topics in French Literature. (1.5h) Selected topics in French literature; topics vary from year to year.

ART 271. Studies in French Art. (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the nineteenth and twentieth centuries. Counts for the major and minor in French studies.

Summer in France

The department offers a nine-credit, six-week immersion program in Tours, France. Students at the intermediate level can complete Wake Forest's basic language requirement by taking intensive intermediate French (6 credit hours) concurrently with FRH 212 (3 hours). More advanced students can earn credit toward the major or minor in French by completing intensive advanced intermediate conversation and grammar (6 hours) and FRH 216 (3 hours); this program includes weekly lectures by faculty specializing in history, gastronomy, business, political science, or literature. The intensive language courses are taught by professors at the Institut de Touraine; FRH 212 and 216 are taught by the Wake Forest professor, who also serves as the faculty director for the group. The program includes excursions to sites of historical and cultural interest and the opportunity to participate in sports and cultural activities organized by the Institut de Touraine.

German and Russian (GER/RUS)

Chair Alyssa Howards

Professors William S. Hamilton (Russian Linguistics), Rebecca S. Thomas (German, Flow House Vienna, Austria)

Associate Professors Alyssa Howards (German), Grant P. McAllister (German, Study Abroad), Kurt C. Shaw (Russian), Heiko Wiggers (Business German Relations and Internships), Tina M. Boyer (German, Medieval Studies, Self-Instructional Languages)

Assistant Professor Elena Pedigo Clark

Assistant Teaching Professor Mary (Molly) Knight (German, Contemporary German Literature)
Instructors Günter Haika (Resident German Language Instructor and House Manager for Flow House Vienna, Austria), Joshua Davis (Resident German Language Instructor for Flow House Vienna, Austria)

The major in German requires 27 hours beyond 153 to include at least one course from the sequence 208 (offered only in Jena), 210, 212 or 214 (Vienna); 317; at least one course from the sequence 320, 321; at least one course from the sequence 380, 381, 383, 385; and 399.

The minor in German requires 15 hours beyond 153, to include at least one course from the sequence 208 (offered only in Jena), 210, 212 or 214 (Vienna); 317; and at least one course from the sequence 380, 381, 383, 385.

Certification: German majors are required (and German minors are strongly encouraged) to take the Zertifikat Deutsch (ZD) examination in their last semester of their senior year. The Wirtschaftsdeutsch als Fremdsprache (WiDaf) is offered at the end of Business German II, GER 330.

Study Abroad: German majors and minors are encouraged to study abroad for at least one semester with IES (Institute for the International Education of Students) in Freiburg, Berlin or Vienna; for a summer immersion course in Jena, at the Flow House in Vienna, Austria, or at the Goethe Institute in Germany. Students may also elect to participate in an internship (3h, pass/fail) with any of the three IES study abroad programs.

Honors: Highly qualified majors will be invited by the department to participate in the honors program in German. To be graduated with the designation "Honors in German," students must complete a senior research project and maintain a grade point average of at least 3.0 overall and 3.3 in German. For additional information, members of the departmental faculty should be consulted.

Scholarships: The department awards several W.D. Sanders scholarships for study abroad every year. Deadline is the Monday following Thanksgiving break, and students interested in IES or Goethe Institute study are invited to apply.

GER/GES 100. German Pre-Orientation Tour. (Audit/1h) One week tour for entering freshmen, Vienna Austria. Students and faculty stay at the Wake Forest Flow House. Tour includes concerts, museums, palaces and historic walking tours in the city as well as visits to the surrounding countryside and a day trip to the Abbey at Melk on the Danube. All student participants must sign up for GER 100 either as an audit or for credit. In order to receive the one hour of credit, the student must either (a) register for GER 111, 112, 113, 153, 210 or 212 subsequent to taking the tour or (b) complete a short paper analyzing one of the cultural events or excursions offered. The credit will count towards the German (GER) or German Studies (GES) major or minor. Pass/Fail only.

The major in German studies requires 27 hours beyond 153 to include at least one course from the sequence 210, 212 or 214 (Vienna), two courses from the sequence 331, 335, 337, 340, 345, one course from the sequence 390-397, and five electives, two and only two of which must be from external departments (art, music, history, religion, political science, philosophy). See www.wfu.edu/germanrussian/germProgram.htm for approved courses. Students may take more than one course from the 390-397 sequence for elective credit.

The minor in German studies requires 15 hours beyond 153 to include at least one course from the sequence 210, 212 or 214 (Vienna); one course from the sequence 331, 335, 337, 340 or 345; one course from the sequence 390-397; and two elective courses, one and only one of which must be from external departments (art, music, history, religion, political science, philosophy).

The major in Russian requires 24 hours beyond 153 and must include either 210 or 212; as well as 317, 321, and 328.

The minor in Russian requires 15 hours beyond 153 and must include either 210 or 212; as well as 328.

Study Abroad: Russian majors and minors are encouraged to study abroad for at least one semester. The university is associated with several programs in St. Petersburg and Moscow. Visit the Center for Global Programs and Studies for more information.

Scholarships: Students may apply for the Lowell and Anne Tillett Scholarship Fund for study abroad. Scholarships are also available from the Center for Global Programs and Studies.

German (GER)

111, 112. Elementary German. (4h, 4h) Introduction to German language and culture. Two semester sequence.

113. Intensive Elementary German. (4h) One-semester course covering the material of GER 111 and 112. For students whose preparation for GER 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had GER 111 or 112.

153. Intermediate German. (4h) Review of basic grammar; reading of selected prose and poetry. P—GER 110, 112 or 113.

208. Introduction to German Short Fiction. (3h) Lecture and discussion in German. *Offered only in Jena, Germany.* P—GER 150 or 153 or equivalent.

210. Encounters with the German-Speaking World. (3h) Formative events and figures of German-speaking cultures and the literary and political texts that define their identity. P—GER 150 or 153 or equivalent.

212. Introduction to German Short Fiction. (3h) Introduction to short works of German literature. P—GER 150 or 153 or equivalent.

317. Composition and Grammar Review. (3h) Review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors and minors. *Offered in fall.* P—200-level course or POI.

318. German Conversation. (3h) Vocabulary for everyday situations, fluency and pronunciation, discussion of various topics from easy to advanced, listening exercises, free speaking, oral presentations. P—200-level course or POI.

319. Advanced Writing and Stylistics. (3h) Emphasis on improving and expanding writing skills and vocabulary acquisition. Introduction to writing in different genres and contexts, such as blogs, reports, summaries, opinion pieces, short stories, memoirs, emails, newspaper articles, and fairy tales. Includes a creative writing component, relevant grammar topics, and readings in Young Adult Literature. P—200-level course or POI.

320. German Culture and Civilization I. (3h) Survey of German culture and civilization from prehistoric times to 1848. Conducted in German. GER 320 or GER 321 is required for majors. P—200-level course or POI. (CD)

321. German Culture and Civilization II. (3h) Survey of German culture and civilization from 1848 to the present, with emphasis on contemporary Germany. Conducted in German. GER 321 or GER 320 is required for majors. P—200-level course or POI. (CD)

329. Business German I. (3h) Emphasizes social market economy, writing resumes, the European Union, job ads and job interviews, current topics in German business, oral proficiency, business correspondence, grammar review, business etiquette, banking, and financing. P—GER 317 or POI.

330. Business German II. (3h) Prepares students for the internationally acknowledged exam, *Wirtschaftsdeutsch als Fremdsprache*, which is offered at the end of the semester. Other topics include: writing a business plan, the structure of German companies, current topics in German business, oral proficiency, business correspondence, and business theory. P—GER 329 or POI.

350. German-Jewish Literature and Culture. (3h) An examination of the German literary representation of Jews and Judaism in the last two centuries. Through texts by both Jewish and non-Jewish authors, the course explores the nationalistic, economic, and racial motivations behind anti-Semitism, as well as Jewish self-awareness within the German-speaking culture. Topics to be covered include the Enlightenment, 19th-century nationalism, and Holocaust. The course culminates with works by recent German-Jewish authors. P—200-level course or POI.

370. Individual Study. (1h-3h) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—200-level course and POI.

380. German Literature before 1700. (3h) Survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, Martin Luther, and the Baroque period. P—200-level course or POI.

381. German Literature 1700 to 1815. (3h) Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. P—200-level course or POI.

383. German Literature from 1815 to 1900. (3h) Study of selected works from the Realist period and subsequent Naturalist movement, with attention to the historical and social contexts in which they emerge. P—200-level course or POI.

385. German Literature from 1900 to Present. (3h) Intensive study of representative works of major German, Austrian, and Swiss authors of the 20th and 21st centuries. P—200-level course or POI. (CD)

387, 388. Honors in German. (2.5h, 2.5h) Conference course in German literature or culture. A major research paper is required. Designed for candidates for departmental honors.

399. Seminar in the Major. (3h) Intensive examination of a selected genre or special topic to be determined by the instructor. Intensive practice in critical discourse, including discussion and an oral presentation in German. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. May be repeated. *Offered in spring.* P—GER 349, 381, 383, 385, or POI.

German Studies (GES): All GES courses are taught in English

In addition to the courses listed under the German major, the German Studies major also offers the following courses. No courses completed elsewhere may satisfy Division II credit.

331. Weimar Germany. (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. Also listed as HST 318.

335. German Film. (3h) Survey of German cinema from the silent era to the present. Also listed as HMN 235.

337. Myth and National Identity Formation. (3h) Explores the philosophical, social, religious, and political background of Germany and Austria in the context of the Nibelung cycle. Students read

selected works of Tacitus, medieval epics, medieval poetry, Herder, Wagner, Nietzsche, and Adorno. Also listed as HMN 392. (D)

340. German Masterworks in Translation. (3h) Examines selected works of German, Austrian, and Swiss fiction in English translation by such writers as Goethe, Schiller, Kafka, Mann, and Schnitzler. Literary periods, genres, and authors vary according to instructor. Can also be offered online in summer. Also listed as HMN 340. (D)

345. History of the German Language. (3h) Survey of the development of the German language from prehistoric times to modern day German. Topics include: From Indo-European to Germanic, phonetic and lexical changes of the German language, Old High German, Middle High German, Early New High German and Modern Standard German. No prior knowledge of linguistics necessary.

351. German-Jewish Literature and Culture. (3h) Explores the history of relations, cross-cultural influences, and prejudices between German Jews and Christians in literature from the Middle Ages to the present. Texts and discussions will also draw attention to pertinent contemporary issues, such as various forms of intolerance and the complexity and malleability of religious identity. (D)

390. German Women Writers. (3h) Examines selected works by women authors. Literary periods, genres, and authors vary according to instructor. Also listed as HMN 391. (D)

391. Germanic Myths and Monsters. (3h) Examines myths and monsters in medieval and modern discourse of the German-speaking countries. Students read selected works such as the Edda, medieval epics and romances, as well as nineteenth- and twentieth-century authors. P—200-level course or equivalent.

394. German Myths, Legends, and Fairy Tales. (3h) Study of German myths, legends, and fairy tales since the Middle Ages and their role in the formation of German national identity. Also listed as HMN 394. (D)

395. Special Topics in German Studies. (3h)

396. The German Novel. (3h) Introduces novels by German, Swiss, and Austrian authors. Also listed as HMN 395. (D)

397. Intellectual History of Weimar. (3h) Examines the philosophical, political, and literary works that gave rise to the mythical status of Weimar as the intellectual heart of Germany. Students read selected works by Luther, Goethe, Schiller, Fichte, and the Jena Romantics. Also listed as HMN 397. (D)

Semester in Vienna

GER 110. Intensive Elementary German. (4h) One-semester course covering the material of GER 111 and 112. For students whose preparation for GER 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had GER 111 or 112. *Offered only at the Flow House in Vienna.*

GER 150. Intermediate German. (4h) The principles of grammar are reviewed; reading of selected prose and poetry. *Offered only at the Flow House in Vienna.* P—GER 110, 112 or 113.

GER 214. Masterpieces of Austrian Literature. (3h) Study of masterpieces of Austrian literature of the 19th, 20th, and 21st centuries. Lecture and discussion in German. *Offered only at the Flow House in Vienna.* P—GER 150 or 153 or equivalent.

GES 341. Special topics in German and Austrian Literature and Culture. (3h) Credit towards the German major or minor. Taught in English. *Offered only at the Flow House in Vienna.* (D)

GES 350. Fin de Siècle Vienna. (3h) Survey of major developments in Viennese art, music, literature, and society from roughly 1889 to 1918. Important figures to be discussed are Mahler, Schoenberg, Klimt, Schiele, Schnitzler, Musil, Freud, and Herzl. *Offered only at the Flow House in Vienna.* (D)

HMN 215. Germanic and Slavic Literature. (3h) Taught in English. (D)

Internships

322. Internship in German Language. (0.5h-3h) May be repeated for a total of six hours, only three hours of which may count towards the major or minor. Pass/Fail only. P—GER 317 or POI.

Winston-Salem, Forsyth County Schools. Under faculty direction, a student mentors local German students at the middle or high school level. The intern may tutor students directly or assist in structuring and coordinating German language activities or events as the head classroom teacher requests. Course requirements include but are not limited to: (1) a journal including a general description of the student's responsibilities, (2) a supporting portfolio of teaching materials along with summaries of activities and events, (3) regular consultation with Wake Forest faculty adviser in German, (4) a reflective overview composed at the end of the internship, and (5) an evaluation supplied by the head teacher at the end of the internship.

Graz, Austria. Under faculty direction, a student serves as German Language Intern for the American Institute for Musical Studies (AIMS), Graz, Austria during July and August. The student translates public and private documents, and performs clerical and administrative tasks for which knowledge of German is essential. Course requirements include but are not limited to: (1) a journal including a general overview of the student's responsibilities as well as weekly entries on new words, phrases and cultural literacy insights, (2) a portfolio including copies of all translations and other documents created by the student in German. The portfolio should include the original English in addition to the student's translation, (3) regular consultation with a Wake Forest faculty mentor in German, (4) a reflective overview composed at the end of the internship, and (5) an evaluation supplied by an AIMS administrator at the end of the internship.

Old Salem, North Carolina. Under faculty direction, the student serves in the Old Salem Archive as a German language specialist, translating documents from German into English. Course requirements include but are not limited to: (1) faculty evaluation of work completed, (2) a portfolio of copies of translated work, (3) regular consultation with a Wake Forest faculty mentor in German, (4) an evaluation by an administrator of the Old Salem Archive.

Russian (RUS)

111. Elementary Russian I. (4h) Essentials of Russian grammar, conversation, drill, and reading of elementary texts.

112. Elementary Russian II. (4h) Essentials of Russian grammar, conversation, drill, and reading of elementary texts. P—RUS 111 or equivalent.

153. Intermediate Russian. (4h) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. P—RUS 112 or equivalent.

210. The Russians and Their World. (3h) Introduction to Russian culture and society, with topics ranging from history, religion, art, and literature to contemporary Russian popular music, TV, and film. Taught in Russian. P—RUS 153 or equivalent.

212. Introduction to Russian Literature. (3h) Reading of selected short stories and excerpts from longer works by Russian authors from the 19th century to the present. P—RUS 153 or equivalent.

317. Seminar in Russian Literature. (3h) In-depth reading and discussion of shorter novels and occasional short stories by the foremost Russian authors from the 19th century to the present. P—RUS 212.

321. Conversation and Composition. (3h) Intensive practice in composition and conversation based on contemporary Russian materials. P—RUS 210 or 212.

328. Advanced Grammar. (3h) Mastery of Russian declension and conjugation, with special attention to the correct use of reference materials. Syntax of complex and problematic sentences. P—RUS 321.

330. The Structure of Russian. (3h) The linguistic tools of phonetics, phonemics, and morpho-phonemics are explained and applied to modern Russian. Emphasis on the study of roots and word formation. P—POI.

332. The History of the Russian Language. (3h) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—RUS 321 and POI.

335. Russian Culture and Civilization. (3h) Survey of Russian culture and civilization with emphasis on contemporary events, politics, and music and art. Conducted in Russian. *Offered in spring.* P—RUS 321 or POI.

340. Seminar in Translation. (3h) Advanced work in English-to-Russian and Russian-to-English translation. P—RUS 321 and POI.

341. Russian Masterworks in Translation. (3h) Reading and discussion of selected works from Russian literature in English translation by such writers as Gogol, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. Also listed as HMN 341. (D)

345. Special Topics in Russian. (3h) P—RUS 321 and POI.

354. Language of the Russian Press and Mass Media. (3h) Readings from Russian newspapers, magazines and the Internet, as well as exposure to Russian television and radio broadcasts. Emphasis is on improving reading and listening skills and vocabulary acquisition. P—RUS 212 or POI.

370. Individual Study. (1.5h-3h) Study in language or literature beyond the 210-212 level. May be repeated for credit. P—RUS 212.

387, 388. Honors in Russian. (2.5h, 2.5h) Conference course in Russian literature or culture. A major research paper is required. Designed for candidates for departmental honors.

Global Trade and Commerce Studies (GTCS)

(Interdisciplinary Minor)

Coordinator Associate Provost for Global Affairs J. Kline Harrison

The minor in global trade and commerce studies (GTCS) consists of a total of 15 hours. Candidates for the minor will be required to take INS 260 (Seminar in Global Trade and Commerce Studies),

preferably during their senior year, and 12 additional hours in GTCS, which must include a study abroad experience for credit. (International students residing in the US in a non-immigrant visa status are exempt from the study abroad requirement.) No more than 6 of the 15 hours for the minor may be taken in a single discipline or within the School of Business.

The following list contains courses within Wake Forest University that qualify as a GTCS course. Courses taken during the study abroad experience which may qualify as a GTCS course also will be reviewed and approved by the coordinator of the minor.

Required Course for Global Trade and Commerce Studies

INS 260. Seminar in Global Trade and Commerce Studies. (3h) Provides integrative knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

Elective Courses for Global Trade and Commerce Studies

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

- ANT 301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
- 337. Economic Anthropology. (3h)
- ACC 290. International Accounting. (3h)
- BEM 312. Human Resources Management. (3h) *Salamanca only*
- 315. Seminar in Comparative Management. (3h)
- 322. Global Marketing Strategy. (3h)
- 375. Capitalism: Foundations and Contemporary Issues. (3h)
- 390. International Business Study Tour. (3h)
- 391. Global Business Studies. (3h) *abroad credit only*
- FIN 234. International Finance. (3h)
- CHI 255. Business Chinese. (3h)
- COM 350. Intercultural Communication. (3h)
- 351. Comparative Communication. (3h)
- 354. International Communication. (3h)
- ECN 223. Financial Markets. (3h) *Cambridge only*
- 251. International Trade. (3h)
- 252. International Finance. (3h)
- 258. Economic Growth and Development. (3h)
- 271. Selected Areas in Economics. (3h) *Salamanca, Cambridge, or pre-approved only*
- 272. Selected Areas in Economics. (3h) *Cambridge, or pre-approved only*
- ESE 322. Religion, Poverty and Social Entrepreneurship (3h)
- 325. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
- FRH 329. Introduction to Business French. (3h)
- 330. Advanced Business French. (3h)
- GER 329. Business German I. (3h)
- 330. Business German II. (3h)
- HST 105. Africa in World History. (3h)
- 108. The Americas and the World. (3h)
- 109. Asia and the World. (3h)

- 224. Great Britain since 1750. (3h)
- 231. Russia and the Soviet Union: 1865 to the Present. (3h)
- 243. The Middle East since 1500. (3h)
- 245. Modern China. (3h)
- 247. Japan since 1800. (3h)
- 249. Introduction to East Asia. (3h)
- 261. Modern South Asia. (3h)
- 275. Modern Latin America. (3h)
- 310. 20th-Century Eastern Europe. (3h)
- 314. European Economic and Social History, 1750-1990. (3h)
- 350. World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3h)
- INS 229. Internship in International Studies. (1h-3h)
- POL 232. Politics in Russia and Eastern Europe. (3h)
- 235. European Integration. (3h)
- 238. Comparative Economic Development and Political Change. (3h)
- 239. State, Economy and International Competitiveness. (3h)
- 242. Topics in Comparative Politics. (3h) Cambridge or pre-approved only
- 253. International Political Economy. (3h)
- 256. International Security. (3h)
- 257. Interamerican Relations. (3h)
- 260. U.S. and East Asia. (3h)
- 262. International Organizations. (3h)
- PSY 357. Cross-Cultural Psychology. (3h)
- REL 344. Religion, Poverty and Social Entrepreneurship. (3h)
- SOC 363. Global Capitalism. (3h)
- 365. Technology, Culture, and Change. (3h)
- SPN 195. Spanish Language and Culture for Global Trade and Commerce. (1.5h-3h)
(*abroad credit only*)
- 387. Cultural Industries and Institutions in Spain and Spanish America. (3h)
- 388. Global Negotiation and Conflict-Management Skills in a
Spanish-Speaking Setting. (3h)
- 390. International Business: Spain and Latin America. (3h)
- 391. Internship in Spanish for Business and the Professions. (1.5h-3h)

Health and Exercise Science (HES)

Chair Peter H. Brubaker

Thurman D. Kitchin Professor of Health and Exercise Science W. Jack Rejeski

Professors Michael J. Berry, Peter H. Brubaker, Anthony P. Marsh, Stephen P. Messier,
Gary D. Miller, Patricia A. Nixon

Associate Professors Jeffrey A. Katula, Shannon L. Mihalko

Assistant Professor Kristen M. Beavers

Associate Professor of the Practice Sharon K. Woodard

Assistant Professor of the Practice LeAndra Brown, James H. Ross, Abbie Wrights

Visiting Assistant Professor Edward Eaves

The purpose of the Health and Exercise Science Department is to advance knowledge through research and to disseminate the knowledge in this field of study through education of and service to

humanity. The primary focus of the department is promoting health and preventing and treating disease through healthful behaviors, emphasizing physical activity and nutrition.

Health and Exercise Science Requirement

All students must complete HES 100 and 101. This requirement must be met before enrollment in additional health and exercise science 100 level HES courses, and in any case by the end of the second year.

Courses for the Major

The department offers a program leading to the bachelor of science degree in health and exercise science. A major requires 31 hours in health and exercise science and must include HES 262, 312, 350, 351, 352, 353, 354, 360, and 370; and three hours of electives from the following HES courses: 201, 202, 232, 310, 311, 320, 355, 372, 375, 376, 382, 384, 386, and 388; or from ANT 360 or 362; BIO 345, 353, 359, 361, 362, 363, 365, 366, 367, 370 or 372; CHM 370 or 373; CNS 334, 335, 337 or 340; COM 356, 357, 358 or 370 (Special Topics: Communicating for Health Behavior Change); ECN 240; HPA 150; HMN 390; MST 256 or 257; PHI 161, 368 or 373; PSY 241, 243 or 322; SOC 335 or 336; WGS 321 (Research Seminar: Women's Health Issues), or SPM 302. Additionally, CHM 111 and CHM 111L are co-requirements for the degree. MST 109 may be substituted for HES 262. Students substituting MST 109 for HES 262 are not allowed to receive credit for HES 262. Majors are not allowed to apply any HES 100-level courses toward the 31 hours required for graduation. A minimum grade point average of 2.0 is required for graduation in courses that comprise a major in the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science during the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade point average of 3.4 in the major, a minimum overall grade point average of 3.2, and complete an honors research project which includes a written and an oral report. Interested students should consult the coordinator of the department's honors program. For more information, please consult the department's website at www.wfu.edu/hes.

201. Health Issues on College Campuses I. (1.5h) Introduction to concepts and methods of peer health education; development of teaching and group facilitation skills. Pass/Fail only. P—POI.

202. Health Issues on College Campuses II. (1.5h) Development and delivery of educational programs on a variety of health issues relevant to college students. Pass/Fail only. P—HES 201.

232. Emergency Medical Training. (3h) Lectures and practical experiences in preparation for responding to medical emergencies, including: patient assessment; airway management; cardiopulmonary resuscitation; O₂ therapy; management of shock; trauma and environmental emergencies; and head/spine/musculoskeletal injuries. North Carolina state exam for EMT certification is offered. Pass/Fail only.

262. Statistics in the Health Sciences. (3h) Basic statistics with emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. (QR)

310. Clinical Externship. (2h) Application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. Open only to majors. Pass/Fail only. P—POI.

311. Clinical Internship. (2h) A semester experience in the campus rehabilitation or clinical research programs. Work includes active participation with individuals and groups with clinical conditions such as heart disease, pulmonary disease, osteoarthritis, and obesity. Focus is on multiple intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. Open only to majors. Pass/Fail only. P—POI.

312. Exercise and Health Psychology. (3h) Survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the bio-behavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—HES 262 or MTH 109 or POI.

320. Mindfulness Meditation in Behavioral Medicine. (2h) Study of contemplative science in the realm of behavioral medicine. Content includes recent evidence from neuroscience and outcome research on both mindfulness-based stress reduction and mindfulness-based cognitive therapy. Taught in a seminar format with laboratory experience. Pass/Fail only. P—POI.

350. Human Physiology. (3h) Lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—BIO 111, 114, or 214, or POI.

351. Nutrition in Health and Disease. (3h) Lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—HES 350 or POI.

352. Human Gross Anatomy. (4h) Lecture/laboratory course in which the structure and function of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems are studied using dissected human cadavers.

353. Physiology of Exercise. (3h) Lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. Acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Topics include exercise and coronary disease, nutrition and performance, strength and endurance training, body composition, sex-related differences, and environmental influences. P—HES 350 or POI.

354. Assessment Techniques in Health Sciences. (3h) Lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology. Labs emphasize use of instrumentation and analysis/interpretation of data collected on human subjects. P—HES 262 or MTH 109, HES 350 and 352; or POI. (QR)

355. Exercise Programming. (1.5h) Lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P—HES 350 or POI.

360. Epidemiology. (3h) Introduction to basic epidemiologic principles and methods used to assess disease occurrence and associations between risk factors and health outcomes in human populations. Emphasis is placed on modifiable exposures (e.g. diet and physical activity) and chronic disease outcomes. National health databases are utilized to study prevalence and trends in the US population, and empirical evidence for public health recommendations is critically reviewed. P—An applied statistics course, such as ANT 380, BIO 380, BEM 201, HES 262, MTH 109, PSY 311, or SOC 271 or POI. (QR)

362. Experimental Design for Clinical and Translational Health Science Research. (3h) Examination of scientific methods as applied to Clinical and Translational Health Science Research. Emphasis is placed on understanding the strengths and weaknesses for a broad range of study designs that can be found in the health sciences. Special emphasis is placed on randomized controlled trials, bioethics, the interpretation of data within the context of internal and external validity, as well

as skills in reviewing the scientific literature. P—An applied statistics course such as ANT 380, BIO 380, BEM 201, HES 262, MTH 109, PSY 311, or SOC 271 or POI.

370. Biomechanics of Human Movement. (3h) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—HES 352 or POI.

372. Anatomy Dissection Laboratory. (2h) Laboratory course that involves human cadaver dissection of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems. Open only to majors. P—POI.

375. Advanced Physiology of Exercise. (3h) Lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise, and metabolic consequences of exercise. P—HES 353 or POI.

376. Interventions in Behavioral Medicine. (3h) Seminar course providing an overview of the development, implementation, and evaluation of interventions within the context of behavioral medicine. Attention is on behavior change theories that have served as the framework for physical activity and weight loss interventions. Hands-on experience is included with current interventions through peer counseling and case study analysis.

382. Individual Study. (1h, 1.5h, 2h) Independent study directed by a faculty adviser. Students must consult the adviser before registering for this course. Open only to majors. P—POI.

384. Special Topics in Health and Exercise Science. (1.5h, 2h, 3h) Intensive investigation of a current scientific research topic in health or exercise science with focus on a specific topic. May be repeated for credit if topic differs. P—Contingent on topic offered and POI.

386. Honors Research. (2h) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—POI, approval of departmental honors committee, and prior completion of a 2h Individual Study.

388. Field Internship in Health Sciences. (3h) An extensive hands-on experience in a discipline of the health sciences related to the student's career goals. This internship occurs outside the Wake Forest University community. Open only to majors. Pass/Fail only. P—POI.

Courses in Basic Instruction

100. Lifestyle and Health. (1h) Lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.

101. Exercise for Health. (1h) Laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

112. Sports Proficiency.

120. Fitness Activities. (1h) This course is designed to promote health and well-being through a variety of exercise and skill based activities. The course focuses on providing the knowledge and skills needed for lifetime participation in these activities. Pass/Fail only. May be repeated for up to 4 hours of credit if activities differ.

Health Policy and Administration (HPA)

(Interdisciplinary Minor)

Director Professor of Health and Exercise Science Patricia A. Nixon

The health policy and administration minor is designed to give students a concentration in the area of public health policy and the study of health care delivery. It is open to all majors and places an emphasis on providing students with the analytical methods and knowledge of institutional complexity necessary to an understanding of the rapidly evolving medical industry. Students interested in either public health policy or administrative roles in health care could benefit from the minor. The coursework requires the following five courses (3 hours each), for a total of 15 hours, plus some notable prerequisites (see individual course descriptions for details):

HPA 150. Introduction to Public Health. (3h) Survey of the basic structure of the health care system in the U.S. Includes discussion of current issues of public policy toward health, organization of health care delivery, and health system reform. Serves as the introduction to the interdisciplinary minor in health policy and administration.

HPA 250. Internship in Health Policy and Administration. (3h) A semester experience in a health care policy, administration, or research organization, usually taken in the spring semester of an HPA students' senior year. Students work in conjunction with a mentor who is a researcher on a public health science or policy research project or with an administrator in health care delivery. Students gain relevant practical experience that builds on prior coursework and provides insight into public health policy issues. Open only to senior health policy and administration students. Arranged through the HPA director the semester prior to the internship. P—HPA 150 and POI. *Offered every spring.*

ECN 240. Economics of Health and Medicine. (3h) Applications of the methods of economic analysis to the study of health and the health care industry. P—ECN 150 and an applied statistics course such as ANT 380, BIO 380, BEM 201, HES 262, MST 109, PSY 311, or SOC 271, or POI. *Offered fall semester only.*

HES 360. Epidemiology. (3h) Introduction to basic epidemiologic principles and methods used to assess disease occurrence and associations between risk factors and health outcomes in human populations. Emphasis is placed on modifiable exposures (e.g. diet and physical activity) and chronic disease outcomes. National health databases are utilized to study prevalence and trends in the U.S. population, and empirical evidence for public health recommendations is critically reviewed. P—An applied statistics course such as ANT 380, BIO 380, BEM 201, HES 262, MST 109, PSY 311, or SOC 271, or POI. *Offered every spring and fall semester.* (QR)

Elective in Health Policy and Administration. (3h) Various cross-listed, health-related courses. Some examples of pre-approved electives are given below. Other courses that might satisfy this requirement must be approved by the HPA director.

Elective Courses for Health Policy and Administration

May choose one course from the following electives. Additional elective courses may have been approved since publication of this bulletin. For course descriptions, see the relevant department's listings in this publication.

- ANT 362. Medical Anthropology. (3h)
 HES 312. Exercise and Health Psychology. (3h)
 HST 311. Special Topics in History. (3h) (*when topic is Controversies in American Medical History*)
 HST 339. Sickness and Health in American Society. (3h)
 PHI 161. Medical Ethics. (3h)
 POL 216. U.S. Social Welfare Policy. (3h)
 PSY 322. Psychopharmacology. (3h)
 SOC 335. Sociology of Health and Illness. (3h)
 WGS 321. Research Seminar. (3h) (*when topic is appropriate*)

Since many of the required courses involve prerequisites, students should plan ahead to ensure they can meet all of the requirements in four years. The following schedule suggestions may be helpful:

First Year:	Core and Divisional Requirements, including ECN 150
Sophomore:	Applied Statistics (various departmental courses)
Junior:	HPA 150 (fall), HES 360 (spring), Elective
Senior:	HES 360 (fall), Elective, ECN 240 (fall), HPA 250 (spring)

Students are advised to declare the minor early, before completing the coursework.

History (HST)

Chair and Professor Monique E. O'Connell

President and Professor Nathan O. Hatch

Presidential Endowed Chair in Southern History, Professor,

Dean of the College Michele K. Gillespie

Reynolds Professor Paul D. Escott

Professor, Dir. of MALS & Lifelong Learning Programs Anthony S. Parent Jr.

Professors Simone M. Caron, Michael L. Hughes, Jeffrey D. Lerner, Alan J. Williams

The Michael H. and Deborah Rubin Presidential Chair of Jewish History and Associate

Professor Barry Trachtenberg

Associate Professors Lisa M. Blee, Robert I. Hellyer, Nathan A. Plageman, M. Raisur Rahman, John A. Ruddiman, Susan Z. Rupp, Charles L. Wilkins, Qiong Zhang

Assistant Professors Benjamin A. Coates, Stephanie Koscak, Penelope J. Sinanoglou, Mir Yarfitz

University Professor Thomas E. Frank

Visiting Professor Charles Thomas

Visiting Assistant Professor Derek Holmgren

The major in history consists of a minimum of 31 hours and must include HST 390 or 392, one pre-modern history course (206, 207, 209, 217, 219, 223, 230, 242, 244, 246, 250, 254, 258, 268, 284, 304, 305, 307, 308, 312, 315, 316, 325, 328, 341, 344, 353 or 387) and three hours in each of the following three fields: U.S. history; European history; and African, Asian, Latin American, or Middle Eastern history. History courses 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 131, 132, 390, 391, 392, and 395 count toward the major but cannot be used to meet the distributional or pre-modern requirements in the major. Majors may count only two 100-level courses toward the required 31 hours.

Majors may include within the required 31 hours up to six hours of advanced placement or comparable work and up to six hours of any combination of HST 395 Internship, HST 398 Individual Study, and HST 399 Directed Reading, other than the hours earned in HST 397. The student must take at least 15 hours of class work in history at Wake Forest University and have a GPA of 2.0 in history to graduate with the major.

A minor in history requires 18 hours. Minors may count only two 100-level courses toward the required 18 hours; and must take at least 9 hours of course work in history at Wake Forest University.

Courses taken pass/fail do not meet the requirements for the major or minor.

Students who are history majors or minors may elect to complete a thematic concentration as part of their program of study. Concentrations require 9 hours of coursework, but do not require any additional hours beyond those needed for the major or minor. A list of courses approved to fulfill the concentrations is maintained by the history department. Students declaring a concentration must do so prior to the beginning of their final semester. Concentrations are offered in the following specializations: 1) Cultural/Intellectual History; 2) Economics, Trade, and Commerce; 3) Gender/Sexuality/LGBTQ; 4) Global/Transnational History; 5) Int'l Relations and Military; 6) Jewish History; 7) Politics, Governance, and Law; 8) Religion and Society; 9) Science, Medicine & Technology; 10) Social History; 11) Individualized Concentration. To complete a concentration, students must select courses in consultation with their major or minor adviser, submit an application to the department, and earn a 'C' in each course. Students who complete the requirements for a concentration will be awarded a certificate by the department and have the concentration included on their college transcript.

Honors. Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete HST 391, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade point average of 3.3 with an average of 3.5 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the master of arts degree and two for the PhD.

Divisional Credit. Only courses designated by a (D) receive divisional credit. Wake Forest students cannot receive divisional credit for history courses taken at other institutions or study abroad courses not designated by a (D) in the course list below. History courses of students who are transferring to Wake Forest from other institutions will be considered on a case-by-case basis. Students with two AP credits in History may take any 200- or 300-level course for divisional credit, with the exception of courses numbered 390 and above.

101. Western Civilization to 1700. (3h) Survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 101 and 106, or 101 and 111. (CD, D)

102. Europe and the World in the Modern Era. (3h) Survey of modern Europe from 1700 to the present. Focus varies with instructor. Credit cannot be received for both 102 and 104. (CD, D)

103. World Civilizations to 1500. (3h) Survey of the ancient, classical, and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 103 and 106, or 103 and 111. (CD, D)

104. World Civilizations since 1500. (3h) Survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. Credit cannot be received for both 102 and 104. (CD, D)

105. Africa in World History. (3h) Examines the continent of Africa from prehistory to the present in global perspective, as experienced and understood by Africans themselves. (CD, D)

106. Medieval World Civilizations. (3h) This course provides an overview of world civilizations in the period generally understood as “medieval,” from 600 C.E. to 1600 C.E. The course examines cultures and societies in East Asia, India, Africa, and the Americas as well as Europe and asks if there is such a thing as a “medieval” world history. What characteristics do these widely differing cultures and geographic areas share, and where do they differ? (Credit cannot be received for both 101 and 106, or 103 and 106.) (CD, D)

107. The Middle East and the World. (3h) Examines, in its global context, the history of the Middle East region from the inception of Islam in the 7th century to the 20th century. Combines an introduction to Islamic civilization in its central lands with a close study of its interaction with other societies. (CD, D)

108. The Americas and the World. (3h) Examines North, Central and South America in global perspectives from premodern times to the present with particular attention to political, economic, social, and cultural developments and interactions. (CD, D)

109. Asia and the World. (3h) Overview of Asia (primarily East, Southeast, and South Asia) since 1500 with emphasis on economic, diplomatic, cultural, and religious interactions with the outside world. (CD, D)

110. The Atlantic World since 1500. (3h) Examines the major developments that have linked the civilizations bordering the Atlantic Ocean from 1500 to the present. Themes include exploration, commerce, European colonization and indigenous responses, disease, religious conversion and revivalism, mestizo and creole culture, imperial warfare, enlightenment, revolution, slavery and abolition, extractive economies, nationalism, ‘scientific racism,’ invented traditions, the black diaspora and negritude, decolonization, the Cold War, segregation and apartheid, dictatorship, neoliberalism, and globalization. (CD, D)

111. Ancient World Civilizations. (3h) Explores ancient civilizations from the perspective that each civilization is a reflection of local circumstances and the distinctive worldview that shaped its institutions to become a complex, state-organized society. Credit cannot be received for both 101 and 111, or for both 103 and 111. (CD, D)

112. Big History: A History of the Cosmos and Humanity’s Place In It. (3h) Beginning 13.7 billion years ago and drawing on the sciences, social sciences, and history, this course offers a contemporary understanding of how the physical, social, and mental worlds people inhabit came to be. Its effort to integrate disciplines that usually remain unconnected should appeal to those who want to see how the pieces of their education fit together. (CD, D)

113. Health, Disease and Healing in World History. (3h) Examines political, economic, and cultural responses to sickness and disease in global historical context, paying particular attention to the intersection of religion and healing, as well as race, class, and gender in ancient, medieval, early modern, pre-colonial, colonial, and post-colonial societies. (D)

119. Venice and the World. (3h) The history of Venice is intertwined with many of the central themes of world history. Students will examine the history of Venice from its foundation to the present day, examining the ongoing reciprocal interactions between the city-state, Europe, and the wider world. *Offered in Venice only.* (CD, D)

- 120. Formation of Europe: Habsburg Empire and its Successor States.** (3h) The development of Central and East-Central Europe as a multiethnic unity under the Habsburgs, 1526-1918, and its dissolution into successor states and subsequent interactions, 1918-1989. *Offered in Vienna.* (D)
- 121. The Golden Age of Burgundy.** (1.5h) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*
- 131. Historical Biography.** (1.5h) Study of biographies of men and women who have influenced specific histories and civilizations. May be repeated for credit if topic varies.
- 132. Historical Novels.** (1.5h) The role of the historical past in selected works of fiction. May be repeated for credit if topic varies.
- 140. Modern Slovenia.** (1h) Historical perspective of the politics, constitution, and culture of contemporary Slovenia. Includes lectures and visits to relevant sites. *Offered in Ljubljana.*
- 150. U.S. History.** (3h) Survey of U.S. history from the colonial period to the present.
- 162. History of Wake Forest University.** (1.5h) Survey of the history of Wake Forest from its beginning, including its written and oral traditions. May include a visit to the town of Wake Forest.
- 206. The Early Middle Ages.** (3h) European history from the end of the ancient world to the mid-12th century, stressing social and cultural developments.
- 207. The High Middle Ages through the Renaissance.** (3h) European history from the mid-12th through the early 16th centuries, stressing social and cultural developments.
- 209. Europe: From Renaissance to Revolution.** (3h) Survey of European history from the 15th to the 18th century. Topics include the voyages of discovery, the military revolution, the formation of the modern state, religious reformation, witchcraft and the rise of modern science, and pre-industrial economic and social structures including women and the family.
- 216. General History of Spain.** (3h) History of Spain from the pre-Roman period to the present day. Counts as elective for the Spanish major. *Offered in Salamanca.*
- 217. France to 1774.** (3h) History of France from the Paleolithic period to the accession of Louis XVI with particular attention to the early modern period.
- 218. France since 1815.** (3h) History of France from the restoration of the monarchy to the Fifth Republic.
- 219. Germany to 1871.** (3h) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.
- 220. Germany: Unification to Re-unification, 1871-1990.** (3h) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.
- 223. The British Isles to 1750.** (3h) Discusses religious reformations in the 16th century; political and scientific experiments in the 17th century; and the commercial revolutions of the 18th century. Examines their effect on the way Englishmen and women conceived of their state, their communities, and themselves, exploring social relationships and the changing experience of authority. The course also considers England's relationship to its neighbors, Scotland and Ireland, and these British Isles within the context of early modern Europe.

224. Great Britain since 1750. (3h) Addresses topics in British history from the Industrial Revolution to New Labour, with attention to how politics and citizenship were linked to imperial power. Explores industrialization, liberalism, and their discontents; colonization, decolonization, and immigration; social and urban riot and reform; world war; and the creation of the welfare state and its dismantling. The course also considers Britain's relationship with Ireland and European integration.

225. History of Venice. (3h) The history of Venice from its origin to the fall of the Venetian Republic. *Offered in Venice.*

226. History of London. (1.5h, 3h) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

228. Georgian and Victorian Society and Culture. (3h) Social and economic transformation of England in the 18th and 19th centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

229. Venetian Society and Culture. (3h) Examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*

230. Russia: Origins to 1865. (3h) Survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II. Students taking HST 230 cannot receive credit for HST 232/REE 200.

231. Russia and the Soviet Union: 1865 to the Present. (3h) Survey of patterns of socioeconomic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse. Students taking HST 231 cannot receive credit for HST 232/REE 200.

232. Introduction to Russian and East European Studies. (3h) An interdisciplinary survey of Russia and the Soviet Union, including an examination of society, polity, economy, and culture over time. Also listed as REE 200. Students taking HST 232/REE 200 cannot receive credit for HST 230 or 231. (CD)

235. The History of European Jewry from the Middle Ages to the Present. (3h) Examines the Jewish historical experience in Europe from the medieval period to the Holocaust and its aftermath. Includes a consideration of social, cultural, economic and political history, and places the particular experience of Jews within the context of changes occurring in Europe from the medieval to the modern period.

236. The Nazi Holocaust to 1941. (3h) Explores the preconditions and causes of the Nazi Holocaust and situates the Holocaust within the history of European colonial genocide and the rise of totalitarian regimes. Traces the development and radicalism of Nazism within Germany and discusses Nazi efforts to forge a racially pure state from Hitler's ascension to power in 1933 until the invasion of the Soviet Union in 1941. Examines the various ways that Jews and other groups targeted by Nazis responded to the rise of Nazism.

237. The Nazi Holocaust from 1941. (3h) Examines the systematic attempt to exterminate European Jewry and other groups targeted by Nazi Germany on account of their perceived racial inferiority. In particular examines the period from the 1941 German invasion of the Soviet Union through the end of the war, and discusses the ghettoization of European Jews, the various means of mass murder, and the aftermath of the Holocaust. This class includes an optional trip to the United States Holocaust Memorial Museum in Washington, DC.

239. American Jewish History. (3h) Examines the rich history of American Jewry from the period of first settlement to the present. Jews have been present in North America since the period of Dutch conquest in the mid-seventeenth century. Over the subsequent three and a half centuries, what was once a distant outpost of the Jewish world has today become a major center, and is home to one of the most diverse, populous, successful, and complicated communities in Jewish history.

242. The Middle East before 1500. (3h) Survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. Provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era. (CD)

243. The Middle East since 1500. (3h) Survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include the rise and demise of the Ottoman and Safavid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges. (CD)

244. Premodern China to 1850. (3h) Study of traditional China to 1850, with an emphasis on the evolution of political, legal, and social institutions and the development of Chinese religion, learning, and the arts. (CD)

245. Modern China since 1850. (3h) Study of modern China from 1850 to the present, focusing on the major political, economic, and cultural transformations occurring in China during this period within the context of modernization, imperialism, and (semi) colonialism, world wars and civil wars, revolution and reform, and the ongoing processes of globalization. (CD)

246. Japan before 1600. (3h) Survey of Japan from earliest times to the coming of Western imperialism, with emphasis on regional ecologies, economic institutions, cultural practice, military organization, political ideology, and foreign relations. (CD)

247. Japan since 1600. (3h) Survey of Japan in the modern world. Topics include political and cultural revolution, state and empire-building, economic “miracles,” social transformations, military conflicts, and intellectual dilemmas. (CD)

249. Introduction to East Asia. (3h) Introduction to the histories and cultures of East Asia, from the earliest times to the present, focusing on China, Korea, Japan, and Vietnam, with some attention to the rest of South-East Asia and emphasizing ecology and economy, trade and international relations, political ideology, religious belief, and cultural practice. (CD)

250. Premodern South Asia. (3h) A survey of ancient and medieval South Asia beginning with the Indus Valley civilization to the decline of the Mughal Empire. (CD)

251. Modern South Asia. (3h) A survey of colonial and post-colonial South Asia beginning with the political conquest of the British East India Company in the mid-18th century until the present. (CD)

254. American West to 1848. (3h) The first half of a two-semester survey course of the North American West, from roughly 1400 to 1850. Topics include indigenous trade and lifeways, contact, conflict, and cooperation between natives and newcomers, exploration and migration, imperial geopolitical rivalries, and various experiences with western landscapes.

255. U.S. West from 1848 to the Present. (3h) The second half of a two-semester survey course of the U.S. West, from 1848 to the present. Topics include industrial expansion and urbanization, conflicts with Native Americans, national and ethnic identity formations, contests over natural resources, representations and myths of the West, and religious, cultural, and social diversity.

256. The U.S. and the World, 1763-1914. (3h) The first half of a two-semester survey course on U.S. foreign relations. Major topics explore the economic, political, cultural, and social currents linking the U.S. to Europe, Africa, South America, and Asia between 1763 and 1914. Particular attention is given to the influence of the world system—ranging from empire, war, and migration to industrial competition and economic interdependence—on U.S. diplomacy, commerce, and domestic politics and culture.

257. The U.S. and the World since 1914. (3h) The second half of a two-semester survey course of U.S. foreign relations. Major topics explore the economic, political, cultural and social currents linking the U.S. to Europe, Africa, Latin America, the Middle East and Asia since 1914. Particular attention is given to the influence of the international system—ranging from hot and cold wars, to decolonization, economic interdependence and transnational businesses and institutions—on U.S. diplomacy, commerce, and domestic politics and culture.

258. Colonial America. (3h) Surveys and explores the encounters between natives and newcomers in North America between 1492 and 1763. Topics include development of new communities and cultures, as well as the roles warfare, trade, race, religion, and slavery played in the creation of “new worlds for all.”

259. Revolutionary America. (3h) Examines the transformations that unfolded during the struggles for sovereignty in North America between 1760 and 1800. Considers the political upheavals that converted some British colonists into insurgents and explores the unlikely unification of disparate provinces into a confederated republic.

262. The Sectional Crisis, 1820-1860. (3h) Examines the deepening crisis that led to Civil War in the U.S., with special attention to politics, culture, reform, economics, and questions of causation, responsibility, or inevitability.

263. The U.S. Civil War and Reconstruction. (3h) The political, social, and military events of the war and the economic, social, and political readjustments which followed.

264. U.S. History 1877-1933: Industrialization, Urbanization, and Conflict. (3h) Political, social, and economic developments in the U.S. from 1877 to 1933 with emphasis on industrialization, urbanization, immigration, growth of Big Business, imperialism, Progressive reform, war, depression, and race, class, and gender conflicts.

265. U.S. History since the New Deal. (3h) Political, social, and economic history of the U.S. since 1933 with emphasis on the Depression, wars at home and abroad, unionism, civil rights movements, countercultures, environmentalism, religion, the Imperial Presidency, and liberalism and conservatism.

266. The History of the Slave South. (3h) Examines slavery and southern distinctiveness, from the first interactions of Europeans, Native Americans and Africans through the Civil War and Emancipation. (CD)

267. The Making of the Modern South since the Civil War. (3h) Traces the history of race relations and southern culture, politics, and economics from sharecropping and segregation through political reform, the Civil Rights Movement, and the Republican New South. (CD)

268. African History to 1870. (3h) Overview of African history prior to the establishment of European colonial rule, covering the period from the 4th century until 1870. Focuses on sub-Saharan Africa and uses case-studies in various geographic regions. (CD)

269. African History since 1850. (3h) Overview of African history, beginning with the period following the abolition of the Trans Atlantic Slave Trade and ending with contemporary challenges

of independent African nations. Emphasizes sub-Saharan African perspectives, initiatives, and historical agency. (CD)

271. African American History to 1870. (3h) Examines the experiences of African-descended people from Africa to America and from slavery to freedom, with each experience--the slave trade, enslavement, and emancipation - marking a fundamental transformation in black lives. (CD)

272. African American History since 1860. (3h) Examines the experiences of African-descended people from the destruction of slavery to Reconstruction, from rural to urban, and from Jim Crow to Civil Rights, with each experience--emancipation, migration, and enfranchisement--marking a fundamental transformation in black lives. (CD)

275. Modern Latin America. (3h) Survey of Latin American history since independence, concentrating on the 20th century. Emphasizes race, gender, revolution, populism, dictatorship, resistance movements, and U.S./Latin American relations. Examines cultural artifacts from multiple genres. (CD)

284. Latin America's Colonial Past. (3h) Studies the history of Latin America's colonial past from the precolonial era to the wars of independence in the early 19th century. Topics include: Conquest controversies; autonomy, adaptation, and resistance in indigenous and African communities; sexuality and the Inquisition; and evolving systems of race, caste, and gender. (CD)

300. The History of Fin-de-Siècle Vienna. (3h) Examination of major developments in Viennese culture, politics and society from the 1880s to 1918. Important figures to be discussed may include Mahler, Schoenberg, Klimt, Schiele, Kokoshchka, Schnitzler, Musil, Kafka, Freud, and Herzl. *Offered only in Vienna.*

301. St. Petersburg to Leningrad and Back: A Brief History of Russia and the Soviet Union. (3h) Survey of Russian and Soviet history from the imperial period to the present through an exploration of the city of St. Petersburg and its environs. Students examine the history of the city from its founding by Peter the Great through the imperial period, the revolutionary era and the Soviet period, as well as the city's transformation after the collapse of the Soviet Union. *Offered only in St. Petersburg.*

304. Travel, History and Landscape in the Mediterranean. (3h) This course considers broader debates about the nature of "Mediterranean" societies in the late medieval and early modern period through case studies of particular places. Topics include cross-cultural cooperation and conflict, travel and travel narratives, the creation of national identities through public history, and contests over development and/or conservation of natural and cultural resources. *Offered only in the Mediterranean.*

305. Medieval and Early Modern Iberia. (3h) Examines the variety of Christian, Muslim, and Jewish cultures that flourished on the Iberian peninsula between the years 700 and 1700. Themes include religious diversity and the imposition of orthodoxy, the formation of nation-states and empires, geographic exploration and discovery, and the economics of empire in the early modern period. (CD)

307. The Italian Renaissance. (3h) Examination of the economic, political, intellectual, artistic, and social developments in the Italian world from 1350 to 1550. (CD)

308. The World of Alexander the Great. (3h) Examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Emphasis is on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, and the achievements and limitations of Hellenistic civilization.

309. European International Relations since World War I. (3h) Surveys European International Relations in the 20th century beyond treaties and alliances to the economic, social, and demo-

graphic factors that shaped formal arrangements between states. Covers the impact of new forms of international cooperation, pooled sovereignty, and non-governmental organizations on European diplomacy and internal relations.

310. 20th-Century Eastern Europe. (3h) Examination of the history of 20th-century Eastern Europe, including the creation of nation-states, World War II, and the nature of Communist regimes established in the postwar period. Course includes a discussion of the collapse of the Eastern Bloc and the challenges of European integration.

311. Special Topics in History. (1h-3h) Subject varies with instructor. May be repeated for credit if topic varies.

312. Jews, Greeks, and Romans. (3h) Largely from a Jewish context, the course explores the political, religious, social, and philosophical values shaped by the collision between Jews, Greeks, and Romans, from the Hellenistic Period to the Middle Ages.

315. Greek History. (3h) Development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history.

316. Rome: Republic and Empire. (3h) Survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans.

317. The French Revolution and Napoleonic Empire. (3h) The revolution and wars that constitute one of the pivotal points in modern history.

318. Weimar Germany. (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration. Also listed as GES 331.

320. Write and Record! Diaries and Memoirs of the Nazi Holocaust. (3h) Examines a wide range of diaries and memoirs to illuminate the historical period of Nazism, seeking to understand daily life under Nazi rule, the brutality of the perpetrators, and the many responses of Jews forced to live in such circumstances. From Anne Frank's account of hiding in an Amsterdam secret annex to Art Spiegelman's graphic novel of his parents' experience in Auschwitz, the diaries and memoirs of Holocaust victims provide an invaluable resource for historians.

321. Zionism, Palestine, and Israel in Historical Perspective. (3h) Investigates both the European causes of Zionism and the Middle Eastern consequences of the establishment of the State of Israel. Through our discussions, students will be introduced to many of the scholarly debates over the history, practices, and consequences of Zionism, the State of Israel, and the Israel-Palestinian conflict.

324. Fashion in the Eighteenth Century. (3h) Examines the relationship between consumer culture and democratic politics in the eighteenth-century, focusing on Britain, North America, France, and Haiti. Considers laws regulating dress; the relationship between democracy, political resistance, and costume; the construction of political allegiance through clothes and symbols; and the ways fashion mediated ideas about empire, race, and gender.

325. English Kings, Queens, and Spectacle. (3h) Examines how English royal authority was created, legitimized, performed, and challenged between the reigns of Henry VIII and George III through ritual, image, and text. Topics include: gender and power; court culture; the press and political revolution; popular politics and propaganda; graphic satire; and the commercialization of politics.

- 326. The Industrial Revolution in England.** (3h) Study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*
- 327. Profit and Power in Britain.** (3h) Examines economic ideas and British society between 1688 and 1914. Topics include connections between consumption and identity; the relationship of morals to markets; the role of gender and the household; knowledge, technology, and the industrial revolution; and the place of free trade in the political imagination.
- 328. History of the English Common Law.** (3h) Study of the origins and development of the English common law and its legacy to modern legal processes and principles.
- 329. British Empire.** (3h) A survey of Britain's global empire from the 17th century to its continuing influence on the Commonwealth, globalization, and violent conflict today. (CD)
- 331. The United States in Age of Empire, 1877-1919.** (3h) Explores the late 19th and early 20th centuries when the United States joined in the global scramble for empire. Examines the domestic and international causes of American imperial expansion; the modes of rule that the U.S. exercised in its formal and informal possessions; and the political and intellectual debates at home and abroad about America's expansion as a world power.
- 332. The United States and the Global Cold War.** (3h) Considers United States efforts to secure its perceived interests through "nation building" and economic development in Africa, Latin America, the Middle East, and much of Asia during the Cold War and after. Emphasizes the ideological and cultural dimensions of American intervention.
- 333. European Diplomacy, 1848-1914.** (3h) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.
- 334. Mystics, Monarchs, and Masses in South Asian Islam.** (3h) An introduction to Islam through South Asian social, political, cultural, and intellectual history. (CD)
- 335. Hindus and Muslims in India, Pakistan, and Beyond.** (3h) Examines the shared yet different, intertwined yet separate histories of the Hindus and Muslims of modern India, Pakistan, Bangladesh, and Sri Lanka primarily over the last two centuries. Explores the checkered existence of the two communities in order to understand diversity and questions of coexistence and conflict. (CD)
- 336. Gender and Power in African History.** (3h) Examines the close relationship between understandings of gender and power in African societies, with particular focus on the last several hundred years. After addressing the sources and methods scholars have used to address these topics, the course examines conceptions of gender and power in pre-colonial African societies, the impact of the colonial period on men and women, the gendered nature of nationalism and independence, and the importance of gender and power to many of Africa's post-colonial challenges. (CD)
- 337. Women and Gender in Early America.** (3h) History of women and gender roles from 1600 through the Civil War, including the social constructions of femininity and masculinity and their political, economic, and cultural significance. (CD)
- 338. Sexuality, Race and Class in the United States since 1850.** (3h) History of gender relations from the mid-nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles with special attention to race, class, and ethnicity.
- 339. Sickness and Health in American History.** (3h) Analysis of major trends in health, sickness,

and disease within the broad context of social, political, and economic developments. Examines indigenous healing; colonial medicine; emergence of hospitals and asylums; public health; medical ethics; race, class, and gender issues; and natural versus high-tech approaches to health care in the 20th century.

340. Urban Africa. (3h) Examines how urban residents have worked to creatively shape some of sub-Saharan Africa's major transformations. Major topics include the social and cultural fabric of pre-colonial African cities, the impact of colonialism on African towns, cities as sites of revolution and independence, and the contemporary conditions and challenges facing urban residents. While popular imagination suggests that the African past is largely a rural one, many of the continent's most explosive social and cultural transformations have taken place in its cities. (CD)

341. Africans in the Atlantic World, 1750-1815. (3h) Explores Africans' experience in the Atlantic world (Africa, Europe, and the Americas) during the era of slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa. Also listed as AES 341. (CD)

343. The Silk Road. (3h) Explores the global exchanges across land and sea from the Bronze Age to the Early Modern Era, and their impact on the states and stateless societies connected by the Silk Road from China and Japan to the Mediterranean and the British Isles. (CD)

344. Early Modernity in China. (3h) This course explores historic transformations in Chinese economy, society, thought and culture from 1500 to 1800. These developments are placed within their local, global and comparative context. Students read a wide variety of Chinese primary sources in English translation, including philosophical treatises, literary works, letters, diaries, and memoirs, some of which were written by Jesuit missionaries from Catholic Europe. (CD)

347. The Rise of Asian Economic Power since WWII. (3h) An exploration of how Japan, South Korea, and China became dominant in world economies. Focus on business practices, foreign trade, government policy, and consumer and labor markets in the process of high-speed economic growth. Concludes with examination of recent challenges of national debt, increasing international competition, and aging societies. (CD)

348. Samurai and Geisha: Fact, Film, and Fiction. (3h) Focuses on two well-known groups in Japanese history, the samurai (warriors) and geisha (entertainers). By analyzing historical studies and primary sources, as well as works of fiction and films about samurai and geisha, the course considers how Japanese and Western historians, novelists, and filmmakers have portrayed the two groups and by implication Japan and its history in the modern period. (CD)

349. American Foundations. (3h) Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions, and field trips, including a tour of New York City museums. Term project in American history. Also listed as ART 331, HON 393, 394, and MUS 307. *Offered at Reynolda House in summer only.*

350. World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3h) Explores the growth of globalization and its role in the creation of wealth and poverty in both developed and underdeveloped nations. Focus on trade, industrialization, and agricultural and technological advances in global contexts. (CD)

352. Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976. (3h) A history of the Chinese Cultural Revolution from 1966 to 1976. Examines the origins, consequences, and collective memories of the catastrophic political events and the social and cultural transformations that took place in China during the last decade of Mao's leadership. (CD)

- 353. War and Society in Early America.** (3h) Examines the evolution of warfare among the indigenous and colonial societies of North America between 1500 and 1800 and considers the roles of economics, class, gender, race, religion, and ideology in cultures of violence.
- 354. The Early American Republic.** (3h) A history of the formative generation of the United States. Considers the dramatic transformations of the constitutional, economic, and racial orders, as well as new performances in politics, national identity, gender, and culture.
- 356. Jacksonian America, 1815-1850.** (3h) The U.S. in the age of Jackson, Clay, Calhoun, and Webster.
- 358. Race and the Courts.** (3h) Examines the impact of state and federal court cases upon the evolution of race relations in the U.S. Beginning with Dred Scott, the historical context of each case is placed in juxtaposition to the social and political realities for the given time periods. Case law, scholarly articles, as well as the Supreme Court Digest provide a foundation for analyzing government intervention, inaction, and creative interpretation. (CD)
- 359. Prostitutes, Machos, and Travestis: Sex and Gender in Latin-American History.** (3h) Explores gender and sexuality across 20th century Latin America and the Caribbean. Applies new theoretical developments in gender, masculinity, and LGBT studies to the region's history of race, revolution, labor, dictatorship, and social movements. Cases include the Mexican, Cuban, and Nicaraguan Revolutions and the Dominican and Argentine dictatorships. (CD)
- 360. Jewish Migrations to the Americas.** (3h) Compares Jewish migrations to the U.S., Latin America, and the Caribbean from the colonial period to the present, focusing on the peak mobility of the 1880s-1920s. Topics include changing conceptions of identity (national, racial, ethnic, religious), class, gender, assimilation, institutions, and relations both among Jews and between Jews and other groups. (CD)
- 362. American Constitutional History.** (3h) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.
- 365. Modern Native American History.** (3h) Considers broad historical issues and debates about Native American identity, experiences with and memories of colonialism, cultural preservation and dynamism, and political sovereignty from 1830 to the present. Focuses on individual accounts, tribal case studies, and popular representations of Native people. (CD)
- 366. Historic Preservation and Conservation.** (3h) Explores the history of the preservation and conservation movements organized to save historic buildings and landscapes in the U.S. and other nations. Examines the laws, international charters, national, statewide, and local agencies, practices, collaborations, and emerging challenges of historic preservation and conservation.
- 367. Public History.** (3h) Introduces students to the major issues involved in the practice, interpretation, and display of history for nonacademic audiences in public settings. Central themes include controversial historical interpretations, the role of history in popular culture, issues and aims in exhibiting history, and the politics of historical memory. Explores some of the many ways people create, convey, and contest history, major themes in community and local history, and the problems and possibilities of working as historians in public settings.
- 369. Modern Military History.** (3h) Making war in the modern era, with special attention to the social context of military activity. Counts toward the American distribution for majors. Credit not allowed for both HST 369 and MIL 229.

370. Topics in North Carolina History. (3h) General chronological survey of North Carolina with emphasis on selected topics. May be repeated for credit if topic varies.

371. Transgender History, Identity, and Politics in the U.S. (3h) This course explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth- and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various kinds of gender non-conformity. (CD)

372. Queer Public Histories. (3h) Explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that emerge through this process.

373. Anglo-American Relations since 1940. (3h) Study of the relations between the U.S. and Britain from 1940 to the present. *Offered in London.*

374. Protest and Rebellion in Latin America. (3h) Study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations. (CD)

375. Black Lives. (3h) Explores both the lived experience and the historical reality of African Americans. Black lives are profoundly shaped by their group experience, influenced in no small part by the role of racism. The biographical approach individuates historical figures struggling to fashion identity. Topics include character development, intimacy, gender roles, public and private personas, self-deceptions or defenses, and personal perceptions and biases. The craft of writing biography is taught throughout the semester. (CD)

376. Civil Rights and Black Consciousness Movements. (3h) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (CD)

378. Race, Memory and Identity. (3h) Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as REL 348. (CD)

380. America at Work. (3h) Examines the American entrepreneurial spirit within the broader context of industrial, social, and economic change from the colonial period to the present and explores the social and cultural meanings attached to work and workers, owners and innovators, businesses and technologies, management and leadership. Also listed as ESE 380. (CD)

381. Religious Utopias and the American Experience. (3h) Religious groups of many different origins have found in North America an open space for creating settlements that would embody their ideals. This course surveys a range of such 18th- and 19th-century communities, including Moravians, Rappites, Shakers, and the Oneida and Amana colonies. Also listed as REL 346.

382. Religion in the Development of Higher Education. (3h) Examines the role of religious groups in the founding of American colleges and universities, and explores how their role has changed across history up through contemporary trends and issues. Major themes include the heritage of religion in European higher education; institutions of higher education founded by specific American religious groups; religion in the liberal arts curriculum; religious activities in student life; the relationship of colleges and universities with religious sponsors and constituents, focusing on controversies such as science and religion; the impact of universities on liberal arts colleges; and the trends toward growth and "secularization" in the last 50 years.

384. Global Outlaws in History since 1500. (3h) Examines the motivations, ideologies, goals, and behavior of those who have been deemed “outlaws” to international society since 1500, including pirates, terrorists, smugglers, war criminals, and violators of copyright. Analyzes the role of power in creating the global regimes that define and target such activities.

385. History through Film: Bollywood and the Making of Modern India. (3h) Juxtaposes historical films made by the world’s largest film industry based out of Bombay/Mumbai with textual primary sources and secondary historical works and seeks to understand films as both interpretations and sources of history. Explores specific themes such as nation, gender, caste, and community that are critical to understanding modern Indian and South Asian history and culture. (CD)

387. The Last Great Muslim Empires. (3h) Examines, in a comparative way, central themes in the history of the Ottoman, Mughal, and Safavid Empires in the early modern period (1400-1800). Considers the ways in which Muslim rulers fostered political legitimacy, ruled over non-Muslim and heterodox subject populations, and recruited persons of diverse religious and ethnic background into state service. (CD)

388. Nation, Faith, and Gender in the Middle East. (3h) Traces the development of nationalism and its interaction with religious, transnational, and gender identities in the Middle East in the 19th and 20th centuries. Topics include Zionism, Arabism, Turkish nationalism, and Islamic revivalism. (CD)

389. The British Empire in the Middle East. (3h) Covering the period from the late eighteenth to late twentieth centuries, this course considers British involvement in the Middle East, exploring the political, economic, social and cultural facets of imperial power, decolonization and post-colonial international relations. (CD)

390. Research Seminar. (4h) Offered by members of the faculty on topics of their choice. A paper is required.

391. Making History. (3h) Seminar explores how historians make history through analysis, synthesis, and interpretation. Open to all students. Honors students must take HST 391.

392. Individual Research. (4h) Writing of a major research paper. May be taken in lieu of HST 390. P—POI.

395. Internship in History. (1h-3h) Internship in the community that involves both hands-on experience and academic study. Juniors and seniors only. P—POI.

397. Historical Writing Tutorial. (1.5h) Individual supervision of historical writing to improve a project initiated in HST 390 or HST 392. Does not count toward major or minor requirements. P—POI.

398. Individual Study. (1h-3h) Project for a qualified student in an area of study not otherwise available in the department; subject to approval. Work must be equivalent to an upper-level course.

399. Directed Reading. (1h-3h) Concentrated reading in an area of study not otherwise available. May be repeated for credit if topic varies. P—POI.

Interdisciplinary Honors (HON)

Coordinator Professor of English Barry Maine

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Most of these seminars are team-taught by faculty representing diverse academic disciplines. Students interested in admission to any one of these seminars should consult the coordinator.

131, 132. Approaches to Human Experience I. (3h, 3h) Inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (3h, 3h) A parallel course to HON 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

236. The Force of Impressionism. (3h) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters include Manet, Monet, Renoir, Degas, and Cezanne. Writers include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.

237. The Scientific Outlook. (3h) Exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

238. Romanticism. (3h) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late 18th and 19th centuries. Emphasis is on primary materials in philosophy, literature, music, and painting.

240. Adventures in Self-Understanding. (3h) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.

241. The Tragic View. (3h) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.

242. The Comic View. (3h) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.

247. The Mythic View. (3h) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

248. The Ironic View. (3h) Investigation of the ironic view of life in literature, art, history, theatre, and film.

257. Images of Aging in the Humanities. (3h) Multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. Also listed as HMN 357.

258. Venice in Art and Literature. (3h) Exploration of what Venice has meant to non-native artists and writers, and what they have made of it. Artists and writers include Byron, Turner, Ruskin, Henry James, Sargent, Whistler, Proust, Mann, and others.

265. Humanity and Nature. (3h) Multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. Also listed as HMN 365.

281. Directed Study. (3h) Readings on an interdisciplinary topic and presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral

examination on the topic. Eligible students must submit a written request to the coordinator of interdisciplinary honors by the end of the junior year. Not open to candidates for departmental honors.

285. Performance Art and Theory. (3h) Introduction to the theory of performance art and its practice, with attention to its interdisciplinary underpinnings in art, music, dance, and theatre. Student performances required.

310. The Medieval World: Special Topics. (3h) Team-taught course spanning the Middle Ages (500-1500) which considers artistic and/or literary representations and texts in the context of political, historical, or religious culture of the medieval period in Western and non-Western areas of the world. Specific content is determined by the individual instructors.

365. Literature, Song, and Folklore in Scotland, Ireland, and Appalachia. (3h) A study of the diaspora of Scottish and Irish literature, song, and folklore to the Appalachian region of the United States from the 17th Century to the Present.

390. Postmodern Thought and Expression. (3h) Exploration of postmodern philosophy, literature, and art, beginning with Nietzsche, Foucault, and Derrida, and extending into experiments in literature and art of the late 20th and early 21st centuries.

393, 394. American Foundations I, II. (3h, 3h) Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection and/or exhibitions at Reynolda House Museum of American Art. Lecture and discussion. Also listed as ART 331, HST 349, and MUS 307. English majors may receive credit for ENG 302. Major credit in any department dependent upon staffing by that department.

Interdisciplinary Humanities (HMN)

(Interdisciplinary Minor)

Director Sally Barbour

Professors Sally Barbour, Linda Nielsen

Associate Professor David P. Phillips, José Luis Venegas

Assistant Professor Ron Von Burg

Assistant Teaching Professor Brian Warren

Part-time Associate Teaching Professor Thomas O. Phillips

The minor in Interdisciplinary Humanities explores the enduring centrality of “humanity” in artistic, literary, and intellectual manifestations from diverse geographical and historical contexts. Courses focus on the intellectual roots of both Western and non-Western civilizations, the emergence of philosophical concepts, and the development of social values and beliefs across time and space. Candidates for the minor are required to take HMN 200, HMN 220 and one of the following five courses HMN 290, 291, 292, 294, or 295, in addition to 9 hours of approved elective courses listed below, for a total of 18 hours. HMN 389 (1.5) and 390 (1.5), a year-long research project, can count as an elective towards the 18 hour requirement. When these courses are in progress, the student is assigned a minor adviser who assists in planning the purpose and detail of the student’s curriculum.

Core courses in the minor

200. Introduction to Humanities: Themes in Literature, Culture, and Film. (3h) An introduction through literature and film to the history, principles, and concepts of the Humanities. This course will use as its framework the examination of such topics as dystopia and utopia, the influence of Clas-

sical principles on contemporary Western cultures, social justice and human rights in literature and film, and other topics central to the humanities. Literary and film analysis will explore how cultural values and beliefs are expressed in media and writing, as well as how these beliefs are manifested in popular culture. The course will include creative writing exercises that explore various literary tropes and humanistic themes. (D)

220. Historical Perspectives on the Humanities. (3h) Introduction to the concepts and methodology of the curriculum inspiring the Pro Humanitate motto. Investigation of the historical development of the humanities as an academic field founded in the principles of the liberal arts and of its relationship to theology, natural science, and social science.

290. The Humanities through Film, Literature and Media. (3h) Using film, literature and media genres as tropes for analysis, this course explores new and innovative approaches to the humanities in the late 20th and early 21st century including public humanities, digital humanities, and environmental humanities. Parallel to these approaches, it examines cultural studies, interdisciplinary studies, and gender and sexuality studies as approaches for investigating social justice, environmental justice, and social action. (CD)

291. The Humanities and History: Intersections of Public History and the Public Humanities. (3h) This course explores approaches to public engagement developed in humanities disciplines including public history and public humanities. The course examines contributions of disciplines in the humanities and the liberal arts to civic discourse and to public engagement. More specifically, it focuses on public history and public humanities projects that contribute to deepened understanding of communities and their histories, cultures, and narratives. The course will culminate in the design and implementation of a local public humanities project.

292. Environmentalism, the Humanities, and Gender. (3h) This course is a survey of the global spread of environmentalism, with an emphasis on its evolution as a disciplinary field that includes eco-feminism and feminist perspectives on the environment. Case studies and investigations of the roles of American women and their international counterparts in environmental history will be examined in the construction of global environmental narratives.

294. Digital Approaches in the Humanities. (3h) An introduction to the concepts and tools of the digital humanities. Hands-on projects in the digital humanities will include exercises that employ the use of these tools to examine data and narratives of the humanities, including disciplinary approaches in literature, history, women's, gender and sexuality studies, and media studies.

295. Social Entrepreneurship and the Humanities: Innovation, Public Engagement, and Social Change. (3h) Introduction to the role played by the humanities in social entrepreneurship, exploring the premise that norms can be developed for the application of the humanities, and that the knowledge derived in this process can empower and be a tool in community-based engagement and social change. Course includes a social entrepreneurial project in the local community. Also listed as ESE 321.

385. Special Topics. (1.5, 3h) Selected themes and approaches to the study of human culture that bridge disciplinary and/or national boundaries.

386. Special Topics in Literature in Translation. (1.5, 3h) Selected themes and approaches to the cross-cultural study of narrative.

387. Special Topics in International Film. (1.5, 3h) Selected themes and approaches to the cross-cultural study of film.

388. Special Topics in Cultural Studies. (1.5, 3h) Selected themes and approaches to the study of human culture that bridge disciplinary and/or national boundaries.

389. Directed Reading and Research (1.5h) A research project in the humanities that pursues a topic studied in one of the courses of the minor and a synthesis of views from at least two traditional disciplines.

390. Directed Writing (1.5h) Capstone project in the minor. P—HMN 389.

**Comparative Literature and Literature in Translation
(these courses satisfy the Division II Literature requirement)**

213. Studies in European Literature. (3h) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. (D)

214. Contemporary Fiction. (3h) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. (D)

215. Germanic and Slavic Literature. (3h) Texts studied are by such authors as Von Eschenbach, Hoffmann, Turgenev, Dostoevsky, Ibsen, and Kafka. (D)

216. Romance Literature. (3h) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. (D)

217. European Drama. (3h) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. (CD, D)

218. Eastern European Literature. (3h) Texts studied are by such authors as Moricz, Hasek, Bulgakov, Andric, Gombrowicz, Kundera, Ugresic, and Erofeev. (CD, D)

219. Survey of Japanese Literature. (3h) Explores Japanese literature of the modern, and contemporary periods, with an introduction to Japanese cultural and social values. Course topics include the framing in literature and film of narratives of Japanese cultural development and tropes of modernity in film, art, and culture. (CD, D)

223. African and Caribbean Literature. (3h) Examines narrative strategies, themes, and socio-political concepts found in a selection of literary works by writers from Africa and the Caribbean to investigate the intersection of history and personal history, and the role of race, class, and gender in the construction of cultural identity in the colonial and the post-colonial context. (LAC component available in French). (CD, D)

340. German Masterworks in Translation. (3h) Examines selected works of German, Austrian, and Swiss fiction in English translation by such writers as Goethe, Schiller, Kafka, Mann, and Schnitzler. Literary periods, genres, and authors vary according to instructor. Also listed as GES 340. *Offered in fall.* (D)

341. Russian Masterworks in Translation. (3h) Reading and discussion of selected works from Russian literature in English translation by such writers as Gogol, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. Also listed as RUS 341. (D)

350. A Survey of Arabic Literature in Translation. (3h) Reading and discussion of selected fiction and nonfiction Arabic works in English translation. A variety of genres and authors from early classical through the contemporary periods (A.D. 500 to the present) will be included. (CD, D); e.g., classical and modern novels, poetry, and autobiography, critical and travel literatures. Also listed as ARB 350. (CD, D)

360. Classical/Medieval Arab-Islamic Civilization. (3h) Introduction to the cultural dimensions of Classical and Medieval Arab-Islamic civilization (600-1400 C.E.). How Arabs approach their worldly life through literature, organize their social domain by ethics/law, construct their worldview through religion, react to nature by science, and attempt to resolve their cultural inconsistencies through theology, philosophy, and mysticism. Also listed as ARB 360. (CD)

361. The Modern Arab World. (3h) Study of the global significance of the 230 million Arabs as the fourth largest community in the world and Arabic as the fifth largest spoken language from a historical and thematic perspective (1400 C.E. present). Also listed as ARB 361. (CD)

391. German Women Writers. (3h) Examines selected works by women authors. Literary periods, genres, and authors vary according to instructor. Also listed as GES 390. (D)

394. German Myths, Legends, and Fairy Tales. (3h) Study of German myths, legends, and fairy tales since the Middle Ages and their role in the formation of German national identity. Also listed as GES 394. (D)

395. The German Novel. (3h) Introduces novels by German, Swiss, and Austrian authors. Also listed as GES 396. (D)

Cultural and Film Studies

225. Literature, Travel, and Discovery. (3h) Explores various works, primarily in translation, from Homer to the present that focus on the relationship between travel and discovery, especially as travel establishes the ongoing connection between the sacred and the profane for both guest and host.

235. German Film. (3h) Survey of German cinema from the silent era to the present. Also listed as GES 335.

262. Racism, Heterosexism, and Religious Intolerance. (3h) A comparative cultural examination through fiction and nonfiction sources of the initiation, maintenance, and treatment of prejudice, with emphasis on American society from the Jim Crow era to the present. Myths and facts, such as those related to Middle East unrest, will also be discussed.

272. Literature and Ethics. (3h) Consideration of historical and contemporary ethical issues expressed through various epochs and nationalities of literature. Participants explore ethics through prose fiction as well as through poetry, drama, prose nonfiction, and other writing. Representative authors, intentionally drawn from different cultures (sources in English or by translation) include: Shakespeare, Hawthorne, Austen, Browning, Dostoevsky, Silone, Nabokov, Miller, and Ishiguro.

320. Fathers and Daughters. (3h) Explores father-daughter relationships in contemporary American society through an interdisciplinary lens of film, literature, music, theater, media, and social science research. P—sophomore standing.

365. Humanity and Nature. (3h) Examines humanity's relationship with nature from a variety of perspectives: philosophical, scientific, religious, political, legal, and aesthetic. To that end, this course focuses on how various humanistic perspectives articulate a sustainable and viable relationship with nature. The class engages selected religious, classical, and philosophical texts; works of visual art; and selected discussions of ecology and human responsibility.

370. Medicine and the Humanities. (3h) Scholars from the Reynolda and Bowman Gray campuses lead a seminar on ideas and questions at the intersection of medical science and the humanities. Topics include medical history; the expression of disease in literature and art; the ethics of genetics research; the interplay of religion and medicine; and the economics of health care.

374. Humanities and Family Law: Child Custody Research and Issues. (3h) Examines the research and explores the controversies regarding child custody in the United States and other Western countries from an interdisciplinary perspective, incorporating exploration of law, psychology, sociology, and documentary film. The course will provide first-hand experience observing custody hearings in family court and interacting with lawyers, judges, and other professionals who are involved in making custody decisions. P—sophomore standing.

380. Literature, Film, and Society. (3h) Study of major selected works of literature (mainly American), of the films which have been based upon them, and of the social and political context in which they were read and seen. Texts include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—junior standing.

Study Abroad Courses

160. Contemporary Venetian Experience. (1.5h) Social, artistic and environmental aspects of life in contemporary Venice. Includes site visits, guest lectures, and interviews with Venetians. *Taught only in Venice.* Pass/Fail.

180. Contemporary London Experience. (1.5h) Social, political, cultural, and environmental factors of life in London today. *Taught only in London.* Pass/Fail.

190. Contemporary Viennese Experience. (1.5h) Social, cultural, and environmental factors of life in contemporary Vienna. Includes site visits, guest lectures, and interviews with Viennese. *Taught only in Vienna.* Pass/Fail

183. Contemporary Argentine Experience. (1.5h) Social, political, cultural, and environmental factors of life in Argentina today. *Taught only in Argentina.* Pass/Fail.

186. Contemporary Chilean Experience. (1.5h) Social, political, cultural, and environmental factors of life in Chile today. *Taught only in Chile.* Pass/Fail.

224. Cross-cultural Encounters in Morocco. (3h) Interdisciplinary study of Moroccan culture, both past and present, and an introduction to a country whose history and geo-political situation are unique within the Arab region. Group excursions to sites of cultural and historic significance. *Offered only in Fez, Morocco, during the summer session.*

228. Viennese Culture from 1860 to 1914. (3h) Study of late 19th and early 20th century Vienna as reflected in the city's civic and artistic life. *Taught only in Vienna.*

232. Italy in Literature. (3h) Readings and discussions in fiction, drama, and poetry that highlight trends and genres in Italian literature from the Middle Ages through contemporary times, and/or literature that features Italy as seen through the eyes of foreigners. *Taught only in Venice.*

398. Intellectual History of Weimar. (3h) Examines the philosophical, political, and literary works that gave rise to the mythical status of Weimar as the intellectual heart of Germany. Students read selected works by Luther, Goethe, Schiller, Fichte, and the Jena Romantics. Includes an optional week-long excursion to Weimar, Germany. Also listed as GES 397. (D)

Electives for Interdisciplinary Humanities

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

- EAL 221. Themes in Chinese Literature. (3h)
- 222. Traditional Chinese Literature. (3h)
- 231. Early 20th-Century Chinese Modernist Practices. (3h)
- 252. Chinese Cinemas. (3h)
- 253. Japanese Film: Themes and Methods. (3h)
- 270. Contemporary Japanese Culture. (3h)
- 271. Mass Culture in Modern China. (3h)
- 272. Literature and Film from Taiwan, Hong Kong, and Beyond. (3h)
- HST 113. Health, Disease and Healing in World History (3h)
- HST 339. Sickness and Health in American History (3h)
- HON 258. Venice in Art and Literature (3h)
- REL 329/629. Chinese Medicine (3h)
- 367/667. Christian Mysticism. (3h)

Interdisciplinary Major (IND)

Coordinator, Professor of English Barry Maine

Highly qualified students may design an Interdisciplinary Major, with a unified focus, on a topic not available as a regular major.

The Interdisciplinary Major consists of courses offered by two or more departments, for a minimum of 42 hours, and must include IND 399. A second major may not be declared. A minor may be declared; however, courses used in the interdisciplinary major may not also meet requirements in the minor.

Proposals should be submitted to the Coordinator only after students have completed 40 hours at Wake Forest, though planning can and should begin sooner. Guidelines for submitting proposals can be found on the Interdisciplinary Major website. Proposals are reviewed by the Open Curriculum Committee, which reserves the right to accept or reject them.

IND 399. Senior Project. (3h) An independent project carried out under the supervision of a faculty member. (Required for all IND Majors) P-POI.

International Studies (INS)

(Interdisciplinary Minor)

Coordinator, Professor of Sociology and International Studies Ian Taplin

The minor in international studies consists of a total of 18 hours which must include INS 250 and 15 additional hours from approved international courses. Of the 15 additional hours, students must take three courses from the Global Thematic Studies category and two courses from the Regional Studies category. No more than six of the 18 hours for the minor may be taken from a single discipline. INS 250 must be taken in either the fall or spring semester of the senior year, and it must follow completion of the other aforementioned requirements. Each student is also required to have completed an approved study abroad program in which a minimum of three credits are earned. International students residing in the U.S. in a non-immigrant visa status are exempt from the study abroad requirement.

1. Global Thematic Studies: Three courses preferably selected from two categories.

- a. cultural studies
- b. socio-economic studies
- c. geopolitical studies

2. Regional Studies: Two courses, preferably selected from a single region.

- a. Africa
- b. Asia
- c. Europe
- d. Latin America
- e. Middle East

The international studies minor is designed to prepare students to operate in an increasingly globalized world whose defining traits are a myriad of transnational challenges and opportunities. The minor exposes students to a variety of transregional themes and subjects on one hand and particular knowledge of specific regions on the other. Study of a foreign language beyond the basic requirements is strongly recommended, as is study abroad. For more information contact the Center for Global Programs and Studies.

The current list of approved courses is available in the Center for Global Programs and Studies and on its website. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

105. City as Text. (1h-3h) Introduction to the historical, cultural, and physical geography of the host city for Wake Forest study abroad programs. Participants travel throughout the city visiting plazas, neighborhoods, museums and other points of interest. Specific attention is given to areas of artistic, architectural, cultural, and historical significance. Students maintain journals and complete reflection papers. *Only offered at Wake Forest study abroad locations.*

120. Language and Culture Study. (1h-3h) Provides communicative and cultural training to students studying on Wake Forest study abroad programs in locations where the language of the host country is not currently taught at Wake Forest. Course intended to ensure students are not linguistically isolated while abroad; prepares students to interact with locals and increase their ability to reflect on the cross-cultural experience of living in the host country. Topics include explorations of language, culture, art, history, film, and current events. *Only offered at Wake Forest study abroad locations.*

130. Global Village Living and Learning Community. (1h-3h) Explores issues of global citizenship for the Global Village Living and Learning Community. Students are exposed to a variety of ways to view global citizenship through five global competencies - expression, engagement, discourse, inquiry, and connections. Each competency is explored through two week lecture series, conducted by professors across disciplines. This class is designed to be taken twice, once in the fall semester and once in spring semester.

140. United Nations/Model United Nations. (1.5h) Explores the history, structure, and functions of the United Nations including current economic, social, and political issues. In-depth analysis of one country in the UN and attendance at the Model UN Conference. May be taken twice for credit. Pass/Fail only.

150. Preparing for Cross-Cultural Engagement Abroad. (1h) Introduces students to theoretically-based issues and skills needed for understanding and interacting with people in other cultures. Taken in the semester before the student studies abroad. Pass/Fail only. P—POI.

151. Cross-cultural Engagement Abroad. (1h) Gives students the opportunity to apply knowledge and skills gained in INS 150 to develop a better understanding of cultural variables such as value orientations, communication styles, and nonverbal communication. Taken while the student is abroad. Pass/Fail only. P—POI.

152. Cross-Cultural Engagement and Re-entry. (1h) Students reflect on their experience abroad and the cultural learning that occurred there. They also develop strategies for dealing with re-entry and applying the lessons learned now and in the future. Taken in the semester after the student has studied abroad. Pass/Fail only. P—POI.

153. Introduction to U.S. and University Culture. (1h-3h) This course provides students with a better understanding of the framework and cultural milieu of life in the U.S. and at U.S. universities in order to help them make sense of the cultural differences they (will) encounter in academics, customs, politics, media, and sports, among others. Taken by international students prior to or during their first semester at Wake Forest. Pass/Fail only.

154. Global Service Engagement. (3h) This interdisciplinary course focuses on understanding service engagement in a global context. Students explore the history of service, charity, and philanthropy around the world and examine the role of educational institutions, nonprofits, and governmental agencies in facilitating global service engagement. Using case studies, students consider the role of volunteers as effective global change agents, causes of and barriers to success for global service providers, and the structure and operation of international nonprofit organizations. The course also reviews various philosophical approaches to alleviating world problems and creating sustainable social change, with specific emphasis on the role of education as a tool to combat poverty and injustice. *Offered in fall.*

170. Special Topics. (0h-3h) Topics that are not covered in other international studies courses. May be repeated for up to six hours if the topic changes.

228. Individual Study. (1h-3h) Intensive research leading to the completion of an individual project conducted under the supervision of a faculty member. Students are responsible for initiating the project and securing permission of an appropriate faculty member. P—POI.

229. Internship in International Studies. (1h-3h) Field work directly related to international issues in a public or private setting under the supervision of a faculty member. Related readings and an analytical paper are minimum requirements. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI.

250. Seminar in International Studies. (3h) Applies theoretical assumptions and methods to the analysis of international issues of contemporary relevance. Taken in senior year after fulfillment of minor requirements. P—POI. (CD)

260. Seminar in Global Trade and Commerce Studies. (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce. P—POI.

349. Japanese and American Culture: Cross-Cultural Communication. (3h) Explores communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Emphasizes factors leading to miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and COM 351A. Also listed as COM 351A. (CD)

363. Global Capitalism. (3h) Analysis of changing patterns of industrial organization, market, and labor relations, and institutional frameworks that have resulted from the growth of an integrated global capitalist economy. Also listed as SOC 363.

365. Technology, Culture, and Change. (3h) Examines the interrelated forces that shape change in organizations and societies; from the emergence of capitalist markets to the systems, controls, and information revolution of the 21st century. Also listed as SOC 365.

The following course does not count for the minor but is designed to provide students who have an international-related academic experience with appropriate credit.

101. Overseas Study. (1h-3h) Directed reading and/or field work as part of an approved overseas program under the supervision of the program coordinator or the Center for Global Programs and Studies. P—POI.

Global Thematic Studies

Three courses (preferably selected from two categories). Categories include cultural studies (religion, music, and literature), socioeconomic studies, and geopolitical studies.

Cultural Studies

- ANT 330. Seeing World Cultures. (3h)
- 336. Myth, Ritual, and Symbolism. (3h)
- 350. Language, Indigeneity and Globalization. (3h)
- 355. Language and Culture. (3h)
- 360. Anthropology of Global Health. (3h)
- 383, 384. Field Program in Cultural Anthropology. (3h, 3h)
- ART 260. Classics of World Cinema. (3h)
- 299. International Studies in Art. (3h)
- COM 350. Intercultural Communication. (3h)
- 351. Comparative Communication. (1.5h, 3h)
- 351A. Japanese and American Culture: Cross-Cultural Communication. (3h)
- 354. International Communication. (3h)
- ENG 358. Postcolonial Literature. (3h)
- 359. Studies in Postcolonial Literature. (3h)
- FRH 216. Studies in French and Francophone Literature and Culture. (3h)
- 370. Seminar in French and Francophone Studies. (3h)
- HST 341. Africans in the Atlantic World, 1750-1815. (3h)
- HMN 225. Literature, Travel and Discovery. (3h)
- 290. Innovation and Inclusivity. (3h)
- 332. Humanities Perspectives on Contemporary Indigenous Cultures. (3h)
- INS 150, 151 & 152 Cross Cultural Engagement – all 3 courses must be taken to count for the minor (3h)
- 349. Japanese and American Culture: Cross-Cultural Communication. (3h)
- ITA 334. Italian Communism as a Subculture. (3h)
- MUS 209. Music of World Cultures. (3h)
- PSY 357. Cross-Cultural Psychology. (3h)
- REL 305. Ethnography of Religion. (3h)
- 361. Topics in Buddhism. (3h)

- 362. Topics in Islam. (3h)
- 381. Zen Buddhism. (3h)
- SPN 352. Contemporary Theatre in Spain and Spanish America. (3h)
- 364. Transgressing Borders: Identity in Latin America and U.S. Latino Cultures. (3h)
- THE 374. Contemporary World Drama. (3h)

Socio-economic Studies

- ANT 301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
- 337. Economic Anthropology. (3h)
- BEM 315. Seminar in Comparative Management. (3h)
- 322. Global Marketing Strategy. (3h)
- 390. International Business Study Tour. (3h)
- 391. Global Business Studies. (3h)
- ECN 251. International Trade. (3h)
- 252. International Finance. (3h)
- 258. Economic Growth and Development. (3h)
- FIN 234. International Finance. (3h)
- HST 350. World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3h)
- INS 260. Seminar in Global Trade and Commerce Studies. (3h)
- 363. Global Capitalism. (3h)
- POL 239. State, Economy, and International Competitiveness. (3h)
- SOC 363. Global Capitalism. (3h)

Geopolitical Studies

- EDU 271. Geography: The Human Environment. (3h)
- 273. Geography: The Natural Environment. (3h)
- 274. Environmental Geography. (3h)
- HST 309. European International Relations since World War I. (3h)
- 369. Modern Military History. (3h)
- POL 237. The Comparative Politics of Welfare States. (3h)
- 238. Comparative Economic Development and Political Change. (3h)
- 245. Ethnonationalism. (3h)
- 247. Islam and Politics. (3h)
- 253. International Political Economy. (3h)
- 255. Group Identity in International Relations. (3h)
- 256. International Security. (3h)
- 261. International Law. (3h)
- 262. International Organizations. (3h)
- 263. U.S. Foreign Policy in the Middle East. (3h)
- 264. Moral Dilemmas in International Politics. (3h)
- PHI 366. Global Justice. (3h)
- WGS 329. Politics of Gender and Sexuality: Cross Cultural Perspectives. (3h)

Regional Studies

Two courses preferably selected from a single region. Regions include Africa, Asia, Europe, Latin America, and the Middle East.

Africa

- ENG 356. Literature of the Caribbean. (3h)
- HST 269. African History since 1850. (3h)
- 336. Gender and Power in African History. (3h)
- 340. Social and Cultural Change in Urban Africa. (3h)
- 341. Africans in the Atlantic World, 1750-1815. (3h)
- 378. Race, Memory and Identity. (3h)
- HMN 224. Cross-cultural Encounters in Morocco. (3h)
- 353. African and Caribbean Women Writers. (3h)
- POL 242. Topics in Comparative Politics. (3h)
- 252. Topics in International Politics. (3h)
- REL 339. Religions of Africa. (3h)

Asia

- ANT 334. Peoples and Cultures of South Asia. (3h)
- ART 204. South Asian Art and Architecture. (3h)
- CHI 350. Chinese Modern Literature Survey. (3h)
- EAL 170. Introduction to Japanese Culture. (3h)
- 175. Japanese Culture: Insight and Outreach. (3h)
- 271. Contemporary Japanese Culture. (3h)
- 272. Literature and Film from Taiwan, Hong Kong and Beyond. (3h)
- 375. Survey of East Asian Cultures. (3h)
- EAS 311. Special Topics in East Asian Studies. (1h-3h)
- 381. Independent Research in East Asian Studies. (1h-3h)
- HST 245. Modern China. (3h)
- 247. Japan since 1800. (3h)
- 249. Introduction to East Asia. (3h)
- 347. Japan since World War II. (3h)
- HMN 170. Introduction to Japanese Culture. (3h)
- 252. Introduction to Chinese Film. (3h)
- 256. Beijing: A Study of Chinese Religion and Politics. (3h)
- JPN 350. Japanese Modern Literature Survey I. (3h)
- POL 241. Contemporary India. (3h)
- 246. Politics and Policies in South Asia. (3h)
- 248. Chinese Politics. (3h)
- REL 361. Topics in Buddhism. (3h)
- 363. The Religions of Japan. (3h)
- 381. Zen Buddhism. (3h)
- 382. Religion and Culture in China. (3h)
- 385. Topics in South Asian Religions. (3h)
- 386. Indian Epics. (3h)

Europe

- ART 230. Spanish Art and Architecture. (3h)
- 235. Arts of London. (3h)
- 271. Studies in French Art. (3h)

276. Austrian Art and Architecture. (3h)
- ECN 272. Economics of the European Community. (3h) (*offered in Spain*)
- ENG 362. Irish Literature in the 20th Century. (3h)
368. Studies in Irish Literature. (3h)
- FRH 360. Cinema and Society. (3h)
363. Trends in French and Francophone Poetry. (3h)
364. French and Francophone Prose Fiction. (3h)
365. French and Francophone Drama. (3h)
- GER 214. Masterpieces of Austrian Literature. (3h)
321. German Culture and Civilization II. (3h)
349. German Literature before 1700. (3h)
350. Fin de Siècle Vienna. (3h)
381. German Literature from the Enlightenment through Romanticism. (3h)
383. German Literature from Poetic Realism through Naturalism. (3h)
385. German Literature of the Modern Age. (3h)
- GES 331. Weimar Germany. (3h)
335. German film. (3h)
337. Myth and National Identity Formation. (3h)
341. Special Topics in German and Austrian Literature and Culture. (3h)
390. German Women Writers. (3h)
397. Intellectual History of Weimar. (3h)
- HST 218. France since 1815. (3h)
220. Germany: Unification to Re-unification, 1871-1990. (3h)
224. Great Britain since 1750. (3h)
225. History of Venice. (3h)
231. Russia and the Soviet Union: 1865 to the Present. (3h)
232. Introduction to Russian and East European Studies. (3h)
314. European Economic and Social History, 1750-1990. (3h)
318. Weimar Germany. (3h)
328. History of the English Common Law. (3h)
333. European Diplomacy, 1848-1914. (3h)
- HMN 228. Viennese Culture from 1860 to 1914. (3h)
230. Women Writers in Contemporary Italy. (3h)
382. Italian Cinema and Society. (3h)
383. Italian Fascism in Novels and Films. (3h)
- ITA 324. Italian Regional Cultures. (3h)
325. Italian Neorealism in Film and Novels. (3h)
326. Comedy in Italian Cinema. (3h)
327. Modern Italian Cinema. (3h)
333. Modern Italian Theatre. (3h)
335. Italian Women Writers. (3h)
336. Italian Women and the City. (3h)
337. Pier Paolo Pasolini and Utopia. (3h)
338. The South in Contemporary Italy. (3h)
- POL 202. Political Structures of Present-Day Spain. (3h)
231. Western European Politics. (3h)
232. Politics in Russia and Eastern Europe. (3h)
233. The Politics of Modern Germany. (3h)

- 234. United Kingdom Politics in a Global Age. (3h)
- 235. European Integration. (3h)
- RUS 210. The Russians and Their World. (3h)
- 341. Russian Masterworks in Translation. (3h)
- SPN 334. Voices of Modern Spain. (3h) (*offered in Spain*)
- 339. Introduction to Spanish Film Studies. (3h)
- 342. From Colonial to Post Colonial Voices. (3h)
- 346. Transatlantic Transitions: Post dictatorship in Spain and the Southern Cone. (3h)
- 348. Contemporary Women Novelists and their Female Characters. (3h)
- 349. Great Authors and Directors. (3h)
- 351. Cinema and Society. (3h)

Latin America

- ANT 215. Anthropology and Folklore. (3h)
- 301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
- 313. Tradition, Continuity, and Struggle: Mexico and Central America. (3h)
- BEM 291. Global Business Studies: Spain and Latin America. (3h)
- 322. Global Marketing Strategy. (3h)
- EDU 373. Comparative and International Education. (3h) (*offered in Spain*)
- HST 273. History of Mexico. (3h)
- 275. Modern Latin America. (3h)
- 284. Latin America's Colonial Past. (3h)
- 374. Protest and Rebellion in Latin America. (3h)
- 383. Revolution and Culture in Latin America. (3h)
- LAS 210. Introduction to Latin-American and Latino Studies. (3h)
- 220c. Afro-Cuban Cultural Expressions. (3h)
- 310. Special Topics in Latin-American and Latino Studies. (3h)
- 398. Individual Study. (3h)
- MUS 210. Survey of Latin-American Music. (3h)
- POL 236. Government and Politics in Latin America. (3h)
- 257. Interamerican Relations. (3h)
- SPN 352. Contemporary Theatre in Spain and Spanish America. (3h)
- 356. Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures. (3h)
- 360. Contemporary Theatre. (3h)
- 361. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices. (3h)
- 362. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3h)
- 363. Imagined "White" Nations: Race and Color in Latin America. (3h)
- 364. Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures. (3h)
- 366. Latin-American Cinema and Ideology. (3h)

Middle East

- HST 388. Nation, Faith, and Gender in the Middle East. (3h)
- POL 247. Islam and Politics. (3h)
- 259. The Arab-Israeli Conflict. (3h)
- 263. U.S. Foreign Policy in the Middle East. (3h)
- 274. Arab and Islamic Political Thought. (3h)
- REL 262. Contemporary Judaism. (1.5h)

Italian Studies

(Foreign Area Study)

Coordinator, Associate Professor of Romance Languages Roberta Morosini

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required. Students must take either ITA 212 or 213 and either ITA 319 or 320 plus three courses from the following groups, at least one each from Groups II and III.

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

I. Literature

- CLA 264. Greek and Roman Comedy. (3h)
- COM 370. Special Topics. (3h) (*when topic is Three Italian Masters*)
- HMN 213. Studies in European Literature. (3h) (*appropriate topics and approval*)
 - 214. Contemporary Fiction. (3h) (*appropriate topics and approval*)
 - 216. Romance Literature. (3h)
 - 217. European Drama. (3h) (*appropriate topics and approval*)
 - 230. Women Writers in Contemporary Italy. (3h)
 - 361, 362. Dante I and II. (1.5h, 1.5h)
- ITA 216. Literary and Cultural Studies of Italy. (3) (*or any Italian literature course above 216*)
 - 325. Italian Neorealism in Films and Novels. (3h)
 - 326. Comedy in Italian Cinema. (3h)
 - 327. Modern Italian Cinema. (3h)
 - 330. Cinematic Adaptation and Literary Inspiration. (3h)

II. Fine Arts

- ART 245. Roman Art. (3h)
 - 268. High Renaissance and Mannerist Art. (3h)
 - 269. Venetian Renaissance Art. (3h) (*offered in Venice*)
 - 396. Art History Seminar. (3h) (*when topic is (k.) film: Three Italian Masters*)
- HMN 382. Italian Cinema and Society. (3h)
 - 383. Italian Fascism in Novels and Films. (3h)
- MUS 181. Music History I. (3h)
 - 182. Music History II. (3h)
 - 220. Seminar in Music History. (3h)

III. History and the Social Sciences

- HST 222. The Renaissance and Reformation. (3h)
 - 225. History of Venice. (3h) (*offered in Venice*)
 - 229. Venetian Society and Culture. (3h) (*offered in Venice*)
 - 398. Individual Study. (1h-3h) (*if directed toward Italy*)

Students may also take appropriate courses in other disciplines in the Venice program and appropriate individual study topics. To graduate with a Certificate in Italian Studies, students must contact the Registrar's Office during the spring semester of the senior year to request that a transcript copy be sent to the Department of Romance Languages for approval.

Jewish Studies

(Interdisciplinary Minor)

Director, Professor Dean Franco

The Jewish Studies Minor emphasizes Jewish history, thought, texts, literature, the arts, and traditions, and the ways that they have evolved in the context of various civilizations from antiquity to the present.

Since Jewish civilization developed as a result of its interaction with other religions and cultures, the Minor is trans-regional/national and thereby serves to link disparate fields of study that are usually examined separately. Jews and Judaism are studied within the broader context of world civilizations and the spectrum of the arts, humanities, and social sciences. In this regard, the Minor complements already existing areas of interest in a number of majors and disciplines, (such as American Ethnic Studies, History, International Studies, Medieval Studies, Politics and International Affairs, and Religious Studies to name but a few).

The interdisciplinary approach of the Minor exposes students to a wide range of disciplines and, like other established interdisciplinary minors, gives students the opportunity for synthesizing and critically reflecting on their course of study. The Jewish Studies Minor provides interested students a grounding for graduate study in the humanities, religion, and social sciences.

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listing in this bulletin.

Requirements. A minimum of fifteen credit hours is required to graduate with a minor in Jewish Studies. Courses for the Minor are approved by the Advisory Committee of the Jewish Studies Program. The courses must be from at least two departments, at least three must be upper level courses (200 level or above). No more than six credit hours of Hebrew or some other Jewish language can be counted toward the minimum number of courses required for the minor as determined by the program director.

Course List

- COM 339. Practices of Citizenship.*
- ENG 377. Studies in American Jewish Literature.*
 - 371. American Ethnic Literatures.*
 - 364. Studies in Literary Criticism.*
- GER 350. German-Jewish Literature and Culture.
- GES 350. Jewish-German Literature and Culture.
 - 392. Jewish Voices and German Thought.
- HST 235. The History of European Jewry from the Middle Ages to the Present.
(note: this is the renumbered HST 313)
- 236. The Nazi Holocaust (to 1941):
Rise of Nazism, Jewish Responses, Global Reaction
- 237. The Nazi Holocaust (from 1941): War, Genocide, and Aftermath
- 239. American Jewish History
- 305. Medieval and Modern Iberia.
- 310. 20th-Century Eastern Europe.*
- 311. Write and Record! Diaries and Memoirs of the Nazi Holocaust
- 312. Jews, Greeks, and Romans.
- 313. History of European Jewry from Middle Ages to the Present.

- 320. Write and Record! Diaries & Memoirs of the Nazi Holocaust
- 321. Zionism, Palestine, and Israel in Historical Perspective
- 360. Jewish Migrations in the Americas.
- POL 259. Palestine and the Arab-Israeli Conflict.
- 242. Special Topics: The Politics of Exile or The Politics of Exile and Diaspora.*
- REL 113. Introduction to Jewish Traditions.
- 308. Sacred Scripture in the Traditions of Abraham.
- 310. The Prophetic Literature.
- 311. Aramaic.
- 312. The Critical Study of the Pentateuch.
- 315. 316 Field Research in Biblical Archaeology.
- 317. Wisdom Literature.*
- 328. Jewish-Christian Relations and the New Testament.
- 355. Jewish Identities: Religion, Race, and Rights.
- 356. Modern Jewish Movements.
- 357. Jews in the United States.
- 111, 112. Elementary Hebrew.
- 153. Intermediate Hebrew.
- 211, 212. Hebrew Literature I and II.
- 314. Readings from the Rabbis.
- SPA 331. Medieval Spain: A Cultural and Literary Perspective.*

**Indicates the course must be approved by the instructor and the Jewish Studies director*

Journalism (JOU)

(Minor)

Director, Associate Professor of the Practice Phoebe Zerwick

Professor of the Practice Justin Catanoso

Adjunct Lecturers Geoff Groberg, Beth Hunt, Peter Mitchell, Tommy Tomlinson, Ivan Weiss

Part-time Lecturer Maria Henson

The minor in journalism consists of 18 hours. JOU 270 and 278 are required of all minors. JOU 270 is a pre-requisite for advanced writing courses; JOU 278 can be taken at any time. Students can complete the minor by taking four additional journalism course electives. Those completing the minor are encouraged to consider their specific interests and how best to prepare for opportunities in specialized journalism or writing. In that regard, two electives could come from upper-level, non-journalism interdisciplinary courses that would enable further specialized expertise (explanation below under electives). Pre-approval of such elective credits must be made by the director of journalism.

Journalism Courses

270. Introduction to Journalism. (3h) Fundamentals of news reporting, news writing, and news judgment. Digital skills introduced and practiced. Intensive in-class writing.

272. Editing. (3h) Fundamentals in copy editing and headline writing as it applies to print and online journalism. Applying grammar, adherence to Associated Press style, and use of photos, lay-out and news judgment to improve news and feature stories. Intensive in-class editing. P—JOU 270 or POI.

276. Niche Reporting. (3h) Special topics in specialized reporting and writing in areas such as radio production and podcasting, sports, business, health care, community, or science. Traditional and digital skills emphasized. May be repeated for credit when course deals with different topics. P—JOU 270 or POI.

278. News Literacy. (3h) Exploring the difference between news and propaganda, news and opinion, bias and fairness, citizen reporting and professional journalism with a goal of training more discriminating and thoughtful producers and consumers of news. Included: historical context of the news industry.

282. Beat Reporting. (3h) Fundamentals in identifying and developing news and feature beats. Emphasis on interviewing skills, source development, story identification and writing for print and online. Digital skills such as blogging, photography, video production, and social media practiced. Highly interactive. P—JOU 270.

283. Writing for a Social Purpose. (3h) Combines writing, service learning, and entrepreneurship approaches in communication by partnering students with a local nonprofit organization to provide a range of writing solutions in print and online. Also listed as ESE 203. P—JOU 270 or POI.

284. Magazine Writing. (3h) Analysis of magazine writing and long form journalism with practice pitching, reporting and writing articles in a range of styles and of varied lengths with specific audiences in mind. Also listed as WRI 392. P—JOU 270 or POI.

285. Niche Feature Writing. (3h) Analyzing and practicing the craft of specialized feature writing for print and online. Areas of focus: arts (theatre, film, and music), travel, food, fashion, people, lifestyle, and technology. Emphasis is on digital skills and social media. P—JOU 270.

286. Writing for Public Relations and Advertising. (3h) Principles and techniques of public relations and applied advertising and marketing. Students use case studies to develop public relations and advertising strategies. Also listed as COM 117.

287. Interactive Digital Media. (3h) Provides concepts and applied skills related to digital content production, digital research, use of search engine optimization and analytics, social media as a reporting and branding tool, navigating content management systems, visual storytelling, and Web publishing. P—JOU 270 or POI.

288. Travel Journalism. Students explore a part of the world as journalists do, interviewing, observing, and exploring to produce stories that shed light on the people, culture, and issues that define that place. P—JOU 270 or POI.

289. Special Topics in Journalism. (1.5h, 3h) Study and practice of new trends and innovations in journalism or communications that allow for specialization in a particular field. May be repeated once for credit. P—JOU 270 or POI.

298. Internship. (1.5h) Practical experience in professional media: print, online, publishing, advertising/PR. Students work with a faculty adviser. Cannot be repeated.

299. Individual Study. (1.5h-3h) Independent study with faculty guidance. By prearrangement.

Electives for Journalism

Advanced interdisciplinary courses that enable students who are serious about a career in journalism to sharpen skills in a specific area such as, but not limited to, business reporting, broadcast journalism, science writing, health care writing, or arts writing. For example, COM 215 Broadcast Journal-

ism and COM 309 Visual Storytelling can count as Journalism electives. Up to 6 hours (two courses) can apply to the minor. Divisionals will not apply. Pre-approval by journalism program director required in all cases.

Languages Across the Curriculum (LAC)

Coordinator, The Charles E. Taylor Professor of Romance Languages Candelas Gala

Languages Across the Curriculum (LAC) is a strategy to integrate foreign language use throughout the curriculum. It facilitates the collaboration of faculty by bridging disciplinary boundaries, and it promotes the internationalization of course offerings. LAC encourages multicultural understanding and an appreciation of the place of different disciplines in a global context. It recognizes the importance of multilingualism in today's society. Faculty and students learn how a discipline they have first studied in their native English is approached by different cultures and different linguistic codes.

Faculty members determine the most appropriate LAC model and level for their courses. For more information about the various models for LAC implementation, visit <http://college.wfu.edu/spanishitalian/interdisciplinary-programs/>.

Latin-American and Latino Studies (LAS)

(Interdisciplinary Minor)

Director, Professor of Politics and International Affairs Peter Siavelis

Reynolds Professor Luis Roniger

The minor in Latin-American and Latino studies provides an opportunity for students to undertake a multidisciplinary study of the history, culture, economics, and politics of Latin America, the Caribbean, and of the Latino population in the U.S. It consists of a total of 15 hours; three of these (but no more) may also count toward the student's major. Courses applied toward other minors may also be applied toward the Latin-American and Latino Studies minor. Candidates for the minor are required to take LAS 210. Introduction to Latin-American and Latino Studies. LAS 310 if taken in Chile as part of the honors in Latin-American and Latino Studies program can also fulfill the LAS 210 requirement. In addition, candidates take 12 hours of coursework related to Latin America or to Latinos in the U.S. No more than six of these 12 hours may be in a single discipline.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing at least one Spanish or Portuguese course at the 200 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

Five-Year BA/MA Degree Program Option. Students who choose to minor in Latin-American and Latino Studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin-American Studies at Georgetown University in Washington, D.C. This program allows outstanding students interested in Latin America to begin work toward an interdisciplinary master's degree in Latin-American studies while still undergraduates at Wake Forest, and to complete both degrees within a five-year period. The Bachelor of Arts degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Interested students should contact the director of Latin-American studies or the five-year degree program coordinator.

Semester in Argentina/Chile

The Latin-American and Latino Studies minor offers a spring semester program based in Santiago, Chile with a three week study component in Buenos Aires, Argentina. Students go as a group, accompanied by a professor from the College. No particular major or minor is required for eligibility. Interested students should contact Peter Siavelis in the Politics and International Affairs Department, or visit the Center for Global Programs and Studies website at <http://global.wfu.edu>.

Honors in Latin-American and Latino Studies

The honors designation in Latin-American and Latino Studies is a recognition of outstanding scholarship in the area, as evidenced by academic achievement, critical thinking, intellectual initiative and deep familiarity with the culture and peoples of Latin America. To receive honors in Latin-American and Latino Studies highly qualified students must apply and be selected to complete the Chile Honors Semester which will normally be offered in the fall in Santiago, Chile. Students will undertake focused individual research in the country by participating in LAS 380, the Latin-American and Latino Studies Honors Colloquium, and pursue other related coursework. Students are required to present the research findings from their honors colloquium independent project upon return to campus. To receive honors in Latin-American and Latino Studies students must also at the time of graduation have a 3.4 GPA or higher in courses pursued for the minor and an overall GPA of 3.2 or higher. Interested students should contact Professor Peter Siavelis in the Politics and International Affairs department, or visit the Center for International Studies website at <http://cis.wfu.edu/>.

210. Introduction to Latin-American and Latino Studies. (3h) Introduces the historical, economic, cultural, and social issues that shape Latin America. (CD)

220C. Afro-Cuban Cultural Expressions. (3h) Also listed as SPN 371 or SPA 368. *Offered in Havana.* (CD)

281. Contemporary Chile in Latin-American Perspective. (3h) Introduces the nature and content of contemporary Chilean politics by placing them in a wider analysis of Latin-American politics, history, society, and international relations. *Normally offered in Chile unless otherwise noted.*

310. Special Topics in Latin-American and Latino Studies. (3h) Selected topics in Latin-American and Latino studies; topics vary from year to year. (CD)

380. Latin-American and Latino Studies Honors Colloquium. (4h) Honors capstone colloquium consisting of varied readings and an individual research project. *Normally offered in Chile unless otherwise noted.*

388. Internship in Latin-American and Latino Studies (1h, 2h, 3h) Internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin-American and Latino Studies minor. P—POI.

398. Individual Study. (1h, 2h, 3h) Reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin-American and Latino Studies minor. P—POI.

Students may choose from the following list of electives when designing their minor. See the relevant department listings for course descriptions. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. Visit <http://college.wfu.edu/lals/> for current offerings.

Electives for Latin-American and Latino Studies

- ANT 301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
 342. Development Wars: Applying Anthropology. (3h)
 360. Anthropology of Global Health (3h)
 383, 384. Field Research in Cultural Anthropology. (3h, 3h)
 385, 386. Special Problems Seminar. (3h, 3h) (*if related to Latin America*)
- BIO 349. Tropical Biodiversity. (4h)
- ECN 251. International Trade. (3h)
 252. International Finance. (3h) (*if related to Latin America*)
 258. Economic Growth and Development. (3h)
- ENG 357. Studies in Chicano/a Fiction. (3h)
- HST 104. World Civilizations since 1500. (3h) (*if related to Latin America*)
 108. The Americas and the World (3h)
 275. Modern Latin America. (3h)
 284. Latin America's Colonial Past. (3h)
 311. Special Topics in History. (3h) (*if related to Latin America*)
 359. Prostitutes, Machos, and Travestis: Gender and Sexuality in Latin American History (3h)
 360. Jewish Migration to the Americas (3h)
 374. Protest and Rebellion in Latin America. (3h)
 390. Research Seminar in History. (3h) (*if related to Latin America*)
- HMN 183. The Contemporary Argentine Experience. (1.5h)
 186. The Contemporary Chilean Experience. (1.5h)
 214. Literature of the Americas. (3h)
 216. Romance Literature. (3h) (*if related to Latin America*)
 223. African and Caribbean Literature. (3h)
- IDP 150. Introduction to International Development. (3h)
- MUS 210. Survey of Latin-American Music. (3h)
- POL 210. Topics in U.S. Politics and Policy. (3h) (*when topic is related to Latino politics*)
 214. Latino Political Behavior and Public Opinion. (3h)
 224. Racial and Ethnic Politics. (3h)
 236. Government and Politics in Latin America. (3h)
 240. The Politics of Human Rights. (3h)
 242. Topics in Comparative Politics. (3h) (*if related to Latin America*)
 257. Interamerican Relations. (3h)
 300. Senior Seminar in Political Science. (4h) (*if related to Latin America*)
 (*suggested for LAS minors who major in political science*)
- PTG 111, 112. Elementary Portuguese. (3h, 3h) (*students must complete both PTG 111 and PTG 112 to receive 3 hours towards the minor*)
 113. Intensive Elementary Portuguese. (4h)
 154. Accelerated Intermediate Portuguese. (3h)
 212. Exploring the Lusophone World. (3h)
- SPA 309. Grammar and Composition. (4h)
 309L. Grammar and Composition for Heritage Speakers of Spanish. (4h)
 310. Anecdotes, Bestsellers, Cuentos. The ABCs of Storytelling in the Spanish-Speaking World. (3h)
 311. Bard, Ballad, Bolero. Poetry, and Song in the Spanish-Speaking World. (3h)

312. Page, Stage, and Performance. Theater and Drama of the Spanish-Speaking World. (3h)
313. Lights, Camera, ¡Acción! Cinema and Culture in the Spanish-Speaking World. (3h)
316. Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean. (3h)
317. Distant Neighbors: Interdisciplinary Approaches to Mexico and Central America. (3h)
318. The Andes to Patagonia: Interdisciplinary Approaches to South American Culture. (3h)
319. Literary and Cultural Studies of Spanish America. (3h)
322. Spanish Pronunciation and Dialect Variation. (3h)
325. Spanish for Business I. (3h)
326. International Business: Spain/Latin America. (3h)
327. Spanish for Business II. (3h)
329. Intermediate Topics in Literary and Cultural Studies. (3h) *(if related to Latin America or Latino Studies)*
341. European-American Encounters, 1492 to the Present. (3h)
342. From Colonial to Postcolonial Voices. (3h)
343. Travel Literature. (1.5-3h)
344. The 18th- and 19th-century Periodical Press in Spain and Spanish America. (1.5h-3h)
345. The Transatlantic Civil War. (3h)
346. Transatlantic Transitions: Postdictatorship in Spain and the Southern Cone. (3h)
347. Contemporary Theater in Spain and Spanish America. (3h)
348. Contemporary Women Novelists and their Female Characters. (3h) *(if related to Latin America or Latino Studies)*
349. Great Authors and Directors. (1.5-3h) *(if related to Latin America or Latino Studies)*
350. Film Adaptations of Literary Works. (3h) *(if related to Latin America or Latino Studies)*
351. Cinema and Society. (3h) *(if related to Latin America or Latino Studies)*
355. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3h)
356. Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures. (3h)
357. Spanish-American Short Story. (3h)
358. Spanish-American Novel. (3h)
359. Spanish-American Theater: From Page to Stage. (3h)
360. Contemporary Theater. (3h)
361. Fictions of the Mexican Revolution. (3h)
363. Cultural and Social Entrepreneurship: Promotion of Latin-American and Latino Societies. (3h)
366. Advanced Topics in Literary and Cultural Studies. (3h) *(if related to Latin America or Latino Studies)*
367. Cuban Literature. (3h) *(offered in Havana)*
368. Afro-Cuban Cultural Expressions. (3h) *(offered in Havana)*
369. Special Topics in Literary and Cultural Studies. (1.5h or 3h) *(if related to Latin America or Latino Studies)*

- 379. Special Topics in Hispanic Linguistics. (3h) *(if related to Latin America or Latino Studies)*
- 387. Cultural Industries and Institutions in Spain and Spanish America. (3h)
- 388. Global Negotiation and Conflict-Management Skills in a Spanish-Speaking Setting. (3h)
- 390. International Business: Spain and Latin America. (3h)
- 397. Spanish Independent Study. (1.5h) *(if related to Latin America or Latino Studies)*
- 398. Honors Directed Reading and Research. (1.5h) *(if related to Latin America or Latino Studies)*
- 399. Honors Directed Writing. (3h) *(if related to Latin America or Latino Studies)*
- SOC 356. Sociology of Immigration. (3h)
- 359. Race and Ethnic Relations. (3h)
- 386. Special Topics in Culture and Social Movements. (3h) *(if related to Latin America or Latino Studies)*
- WGS 321. Research Seminar in Women's and Gender Studies. (3h) *(when topic is Global Women's Voices & Choices in Contemporary Writing, if related to Latin America)*
- 322. Feminist, Womanist, and Mujerista Theologies: Constructive Perspectives on Christian Thought. (3h)
- 377. Special Topics (1.5h, 2.5h, 3h) *(if related to Latin America)*

Linguistics (LIN)

(Interdisciplinary Minor)

Director, Associate Professor of Spanish Jerid Francom

Associate Professor of Anthropology Margaret Bender

Associate Professor of English Laura Aull

Associate Professor of French Stéphanie Pellet

Associate Professors of Spanish Irma Alarcón, Diego Burgos, Luis González

Professor of Russian Linguistics William S. Hamilton

The interdisciplinary minor in linguistics requires LIN 150/ANT 150 Introduction to Linguistics, and 12 additional hours. Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

The 12 hours in addition to LIN 150/ANT 150 may be chosen from the following three groups: linguistics courses, historical linguistics, and related topics. It is strongly recommended that at least one course be from historical linguistics.

Students intending to minor in linguistics should consult the director, preferably during their sophomore year. Students may choose from the approved list of electives when designing their minor. For course descriptions, see the relevant department's listings in this publication. Additional elective courses may have been approved since publication of this bulletin. The director maintains a complete list of all elective courses that fulfill the minor.

Linguistics Courses

150. Introduction to Linguistics. (3h) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; and social issues of language use. Also listed as ANT 150. (CD)

301. Semantics and Language in Communication. (3h) Study of how meaning is created by sign processes. Topics studied include language theory, semiotics, speech act theory, and pragmatics.

310. Sociolinguistics and Dialectology. (3h) Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. Also listed as SOC 300. P—LIN 150/ANT 150 or POI.

330. Introduction to Psycholinguistics and Language Acquisition. (3h) Psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

333. Language and Gender. (3h) Uses an anthropological perspective to examine relationships between language structure, language use, persons, and social categories. Also listed as ANT 333.

337. TESOL Linguistics. (3h) Introduces the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the U.S. or abroad. Also listed as EDU 337. P—LIN 150/ANT 150 or ENG 304 or POI; knowledge of a second language is recommended.

340. Topics in Linguistics. (3h) Interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethno-linguistics, issues in Asian linguistics, language and gender. May be repeated for credit if topic varies. P—LIN 150/ANT 150 or POI.

350. Language, Indigeneity and Globalization. (3h) Taking a global case-study approach, this seminar explores the role language plays in contemporary identity formation and expression, from indigenous to transnational contexts. Addresses relationships among language and: colonialism, postcolonialism, nationalism, cultural revitalization, standardization, social and economic inequality, boundary-formation, and processes of cultural inclusion and exclusion. Also listed as ANT 350. (CD)

351. Comparative Communication. (1.5h, 3h) Comparison of communicative and linguistic processes in one or more national cultures with those of the U.S. Also listed as COM 351. (CD)

351A. *Japan* (CD)

351D. *Multiple Countries* (CD)

351B. *Russia* (CD)

351E. *China* (CD)

351C. *Great Britain* (CD)

352. Linguistics of Cross-Cultural Communication. (3h) Introduction to the nature of language, communicative practices, nonverbal communication, and their cross-cultural variability. Teaches awareness of and respect for a range of culturally-specific communicative practices and provides analytic skills (linguistic, semiotic, and ethnographic) with which to recognize and assess such practices. This course differs from COM 350 (Intercultural Communication) in its greater emphasis on approaches from linguistics and anthropology. (CD)

354. Field Methods in Linguistic Anthropology. (4h) Trains students in basic skills of collecting and analyzing linguistic data at the levels of phonetics-phonology, grammar, lexico-semantics, discourse, and sociocultural context. Students will learn about the research questions that drive

linguistic fieldwork as well as the relevant methods, tools, and practical and ethical concerns. Also listed as ANT 354. P—LIN 150/ANT 150 or POI.

375. Philosophy of Language. (3h) Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantic paradoxes, and the differences between languages and other sorts of sign systems. Also listed as PHI 375. P—POI.

380. Language Use and Technology. (3h) Introduction to the fundamental concepts of creating and accessing large linguistic corpora (electronic collections of “real world” text) for linguistic inquiry. Course surveys a variety of cross-discipline efforts that employ corpus data for research and explores current applications. P—POI.

383. Language Engineering: Localization and Terminology. (3h) Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. P—POI.

398, 399. Individual Study. (1h-3h, 1h-3h) Designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. P—LIN 150/ANT 150 and POI.

Electives for Linguistics

Historical Linguistics

- ENG 304. History of the English Language. (3h)
- FRH 341. Rise of French. (3h)
- GES 345. History of the German Language. (3h)
- RUS 332. The History of the Russian Language. (3h)
- SPA 370. The Rise of Spanish. (3h)

Related Topics

- ANT 353. Language in Education. (3h)
- 355. Language and Culture. (3h)
- EDU 353. Language in Education. (3h)
- ENG 390. The Structure of English. (3h)
- FRH 322. French Phonetics. (3h)
- 342. The Structure of French. (3h)
- 343. Modern French. (3h)
- 344. The French-Speaking World. (3h)
- 345. Language and Society. (3h)
- RUS 330. The Structure of Russian. (3h)
- SPA 320. Introduction to Hispanic Linguistics. (3h)
- 322. Spanish Pronunciation and Dialect Variation. (3h)
- 371. Contrastive Spanish/English Grammar and Stylistics. (3h)
- 379. Special Topics in Hispanic Linguistics. (3h)

Mathematics and Statistics (MST)

Chair Edward E. Allen

Associate Chair Sarah Raynor

Wake Forest Taylor Professor Stephen B. Robinson

Professors Edward E. Allen, Kenneth S. Berenhaut, Richard D. Carmichael,
Hugh N. Howards, Miaohua Jiang, Ellen E. Kirkman, James L. Norris III

Professor of the Practice Jule M. Connolly

Associate Professors Jennifer Erway, Sarah Mason, R. Jason Parsley, Sarah Raynor,
Jeremy Rouse

Sterge Faculty Fellow and Assistant Professors Robert Erhardt, W. Frank Moore

Assistant Professors John Gemmer, Staci White Hepler

Research Professors John Baxley, Fredric T. Howard, Robert J. Plemmons

Visiting Assistant Professors Guillermo Alesandroni, Charles Johnson, Daniel Maroncelli

Teacher-Scholar Postdoctoral Fellows Jason Gaddis, Joshua Hallam, Mauricio Rivas,
Robert Won

Visiting Lecturer Janice Blackburn

Part-time Instructor of Mathematics Charles Atkins, Mobashera Hallam

A major in mathematics or in mathematical statistics can be achieved by satisfying the requirements listed for either the bachelor of arts or bachelor of science. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division V requirements.

The bachelor of arts in mathematics requires MST 112, 113, 117, 121, 321, one of 214, 311 or 317, and at least four additional 3-hour courses numbered higher than 109 (excluding 205, 306, and 381), at least two of which must be numbered above 300.

The bachelor of arts in mathematical statistics requires MST 112, 113, 117, 121, 256, 357, 358, 367, one of CSC 111, CSC 112, MST 326/CSC 352, or MST 355/CSC355, and two additional 3-hour courses numbered 200 or above (excluding 205, 306, and 381) of which at least one must be numbered above 300.

The bachelor of science in mathematics requires MST 112, 113, 117, 121, 311, 321, 391, and 392 with at least six additional 3-hour courses numbered higher than 109 (excluding 205, 306, and 381), at least three of which must be numbered above 300.

The bachelor of science in mathematical statistics requires MST 112, 113, 117, 121, 256, 311, 357, 358, 367, 391, 392, one of CSC 111 or CSC 112 with at least three additional 3-hour courses numbered 200 or above (excluding 205, 306, and 381) of which at least one must be numbered above 300. Additionally, the research and paper prepared for 391 and 392 must be on a topic related to statistics.

The bachelor of science in interdisciplinary mathematics requires MST 112, 113, 117, 121, 311 or 321, 391 and 392, as well as seven additional 3 to 4-hour classroom courses (not individual studies). These seven courses must be in math or the focused collateral area and must consist of at least three math courses above 116 with at least one being at the 300 level or above; also, the seven courses must consist of at least three focused collateral courses at the 200 level or above. These collateral courses require approval by an advisory committee, and they cannot be double counted for any other major at the University. Finally, the 391/392 senior project should have some ties to the collateral area.

A minor in mathematics requires MST 112, either 113 or 121, and four other courses of at least 3 hours each numbered higher than MST 105, two of which must be numbered above 200. Credit is allowed for either MST 107 or 109, but not both.

A minor in statistics requires MST 256, either MST 362 or MST 367, and four additional electives selected from: MST 109, 117, 121, 205, 257, 269, 353, 357, 358, 362, 364, 367, 369; ANT 380; BIO 380; BEM 202, 324; COM 220, ECN 209, 215; FIN 203; HES 262, 360; POL 280, PSY 310, 311, 312; SOC 271. At least one elective must be in MST and numbered higher than MST 256. At most two courses outside the MST department may count towards the statistics minor. Students are responsible for satisfying prerequisites for all courses selected for the statistics minor.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers. Students may major in the department and minor in statistics, but the only electives that may be counted towards both programs is exactly one of MST 121 or 205. Students may not major in the department and minor in mathematics or double-major within the department.

The department regularly schedules activities in mathematics for students that enhance the course offerings. Examples are participation in the annual Putnam examination and the COMAP contest in mathematical modeling; meetings of the mathematics club; seminars and courses which build upon the regularly scheduled course offerings; and student research with faculty.

The Bachelor of Science Degree in Mathematical Economics. The Department of Mathematics and Statistics and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: MST 112, 113, 121, 254; ECN 150, 210, 211, 215, 218; one of MST 354, ECN 216 and ECN 217; one of ECN 222, 223, 252, 274 and 275; and two additional (3h) courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and Statistics and the Department of Economics. Prior to declaring the major, students must have a minimum grade of C or AP credit in ECN 150 and MST 112. Graduation requirements include a grade of at least a C- in MST 113, MST 121, ECN 210 and ECN 211.

The Bachelor of Science Degree in Mathematical Business. The Department of Mathematics and Statistics and the School of Business offer a joint major leading to a bachelor of science degree in mathematical business. This interdisciplinary program, consisting of no more than 48 hours, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements: MST 205 or both 113 and 206, or both 113 and 121; 253, 256, and 353; ACC 221; BEM 211, 221, 241, 251, 261, 388, 392; FIN 231 and a minimum of two additional (3h) courses chosen from among mathematics and business, not both courses chosen from business, with the mathematics and statistics courses being chosen from 3-hour courses at the 300 level or higher, excluding 381. The following courses are prerequisites for admission into this major: MST 112, ACC 111, and ECN 150. CSC 111, 112, and MST 251 are strongly recommended electives. Students electing this joint major must receive permission from both the Department of Mathematics and Statistics and the School of Business. To graduate from Wake Forest University with a major in mathematical business, the student must satisfy the requirements for graduation of both the Department of Mathematics and Statistics and the School of Business. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the School of Business.

Honors in Mathematics, Mathematical Statistics, and Mathematical Business. To be graduated with the designation "Honors in Mathematics," "Honors in Mathematical Statistics," or

“Honors in Mathematical Business,” students must satisfactorily complete a senior research paper, and they must have a minimum grade point average of 3.5 in the major and 3.0 in all college coursework. For additional information, members of the departmental faculty should be consulted.

Honors in Mathematical Economics. Students who have a GPA of at least 3.0 overall and 3.3 in courses in the mathematical economics major and who complete the research course ECN 298 or MST 391 and 392 with a minimum grade of B- will be considered by the faculty for the graduation distinction, “Honors in Mathematical Economics.”

Students who are enrolled at Wake Forest may not take courses in mathematics and statistics at other institutions to satisfy divisional requirements.

105. Fundamentals of Algebra and Trigonometry. (1h, 2h, or 3h) Review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted towards any major or minor offered by the department.

105L. Fundamentals of Algebra and Trigonometry Lab. (1h or 2h) A review of the essentials of algebra and trigonometry in a guided laboratory setting. Admission by permission only. Not to be counted towards any major or minor offered by the department. Pass/Fail only.

107. Explorations in Mathematics. (4h) Introduction to mathematical reasoning and problem solving. Topics vary by instructor and may include one or more of the following: knot theory, Euclidean and non-Euclidean geometry, set theory, cryptography, discrete models, number theory, discrete mathematics, chaos theory, probability, and MAPLE programming. Lab. (D, QR)

109. Elementary Probability and Statistics. (4h) Probability and distribution functions, means and variances, and sampling distributions. Lab. (D, QR)

111. Calculus with Analytic Geometry I. (4h) Functions, trigonometric functions, limits, continuity, differentiation, applications of derivatives, introduction to integration, and the fundamental theorem of calculus. Lab. (D, QR)

112. Calculus with Analytic Geometry II. (4h) Techniques of integration, indeterminate forms, improper integrals, transcendental functions, sequences, Taylor’s formula, and infinite series, including power series. Lab. (D, QR)

113. Multivariable Calculus. (4h) The calculus of vector functions, including geometry of Euclidean space, differentiation, extrema, line integrals, multiple integrals, and Green’s, Stokes’, and divergence theorems. Credit not allowed for both 113 and 205. Lab. (D, QR)

117. Discrete Mathematics. (4h) Introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics. Lab. (D, QR)

121. Linear Algebra I. (4h) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 205. Lab. (D, QR)

165. Problem-Solving Seminar. (1h) Weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit. Pass/Fail only.

205. Applied Multivariable Mathematics. (4h) Introduction to several topics in applied mathematics including complex numbers, probability, matrix algebra, multivariable calculus, and ordinary differential equations. Warning: Not to be counted toward any major or minor offered by

the department except for the major in mathematical business. Credit not allowed for both 205 and 121, or for both 205 and 113. Lab. P—MST 112 or POI.

206. Applied Matrix Algebra and Topics. (2h) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Additional topics will be covered as time permits. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 206 and 121. Credit not allowed for both MST 206 and 205. P—MST 111 or POI.

214. Multivariable Analysis. (3h) Functions between Euclidean spaces, multivariable limits, differentiation, change of variables, line and surface integrals, vector fields, integration theorems for vector fields, Implicit & Inverse Function Theorems, Contraction Mapping Theorem, applications, other selected topics from analysis in multiple dimensions. P—MST 113 and MST 121, or MST 205.

243. Codes and Cryptography. (3h) Essential concepts in coding theory and cryptography. Congruences, cryptosystems, public key, Huffman codes, information theory, and other coding methods. P—MST 117 or POI. (D)

251. Ordinary Differential Equations. (3h) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—MST 112 or POI. (D, QR)

253. Operations Research. (3h) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—MST 111 and MST 121, 205 or 206 or POI. (D, QR)

254. Optimization Theory. (3h) Unconstrained and constrained optimization problems, Lagrange multiplier methods, second-order sufficient conditions, inequality constraints, and Karush-Kuhn-Tucker conditions. P—MST 113 and 121 or POI.

256. Statistical Models. (3h) A project-oriented course emphasizing data analysis, with introductions to nonparametric methods, multiple and logistic regression, model selection, design, categorical data or Bayesian methods. P—MST 109, ANT 380, BIO 380, BEM 201 or 202, HES 262, PSY 311 or 312, SOC 271, or POI. (D, QR)

257. Design and Sampling. (3h) Experimental designs, sample size and power determination, survey design, and estimation with stratified, cluster, and other sampling schemes. P—MST 109 or 256 or POI. (D)

269. Topics in Statistics. (1h, 2h, or 3h) Topics in statistics not considered in regular courses or which continue study begun in regular courses. Content varies.

283. Topics in Mathematics. (1h, 2h, or 3h) Topics in mathematics not considered in regular courses or which continue study begun in regular courses. Content varies.

306. Advanced Mathematics for the Physical Sciences. (3h) Advanced topics in linear algebra, special functions, integral transforms, and partial differential equations. Not to be counted toward any major offered by the department except for the major in mathematical business. P—MST 205 or POI.

311, 312. Introductory Real Analysis I, II. (3h, 3h) Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. P—MST 117 or POI. (D)

- 317. Complex Analysis I.** (3h) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. P—MST 113 or POI. (D)
- 321. Modern Algebra I.** (3h) Introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—MST 121 or POI. (D)
- 322. Modern Algebra II.** (3h) Continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—MST 117 and 321, or POI. (D)
- 324. Linear Algebra II.** (3h) Thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—MST 121 and 321 or POI. (D)
- 326. Numerical Linear Algebra.** (3h) Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to applications. Also listed as CSC 352. P—MST 112 and MST 121, 205 or 206 or POI. (D)
- 331. Geometry.** (3h) Introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries. P—MST 117 or POI. (D)
- 333. Introductory Topology.** (3h) Introduction to topology. Topics vary and may include knot theory, topological spaces, homeomorphisms, classification of surfaces, manifolds, Euler characteristic, and the fundamental group. P—MST 117 or POI.
- 334. Differential Geometry.** (3h) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—MST 113 or POI. (D)
- 345. Elementary Number Theory.** (3h) Properties of integers, congruences, and prime numbers, with additional topics chosen from arithmetic functions, primitive roots, quadratic residues, Pythagorean triples, and sums of squares. P—MST 117 (D)
- 346. Modern Number Theory.** (3h) A selection of number-theory topics of recent interest. Some examples include elliptic curves, partitions, modular forms, the Riemann zeta function, and algebraic number theory. P—MST 117 (D)
- 347. Graph Theory.** (3h) Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs, and graph theoretic algorithms. P—MST 117 or POI. (D)
- 348, 349. Combinatorial Analysis I, II.** (3h, 3h) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions. P—MST 117 or POI. (D)
- 351. Introduction to Mathematical Modeling.** (3h) Introduction to the mathematical modeling, analysis and simulation of continuous processes using MATLAB, Mathematica or Maple. Topics include dimensional analysis, stability analysis, bifurcation theory, one-dimensional flows, phase plane analysis, index theory, limit cycles, chaotic dynamics, hyperbolic conservation laws and traveling waves. P—MST 121 and 251 or POI.
- 352. Partial Differential Equations.** (3h) Detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—MST 113 and 251 or POI. (D)

353. Probability Models. (3h) Introduction to probability models, Markov chains, Poisson processes and Markov decision processes. Applications will emphasize problems in business and management science. P—MST 111, and MST 121 or 205 or 206, or POI. (D)

354. Discrete Dynamical Systems. (3h) Introduction to the theory of discrete dynamical systems as applied to disciplines such as biology and economics. Includes methods for finding explicit solutions, equilibrium and stability analysis, phase plane analysis, analysis of Markov chains, and bifurcation theory. P—MST 112 and 121 or POI. (D)

355. Introduction to Numerical Methods. (3h) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Also listed as CSC 355. P—MST 112 and MST 121, 205 or 206 or POI. (D)

357. Probability. (3h) Probability distributions, mathematical expectation, and sampling distributions. MST 357 covers much of the material on the syllabus for the first actuarial exam. P—MST 113 or 205 or POI. (D)

358. Mathematical Statistics. (3h) Derivation of point estimators, hypothesis testing, and confidence intervals, using both maximum likelihood and Bayesian approaches. P—MST 357 or POI. (D)

362. Multivariate Statistics. (3h) Multivariate and generalized linear methods for classification, modeling, discrimination, and analysis. P—MST 121 or 205 or 206, and MST 256 or POI. (D)

364. Computational and Nonparametric Statistics. (3h) Computationally intensive methods to fit statistical models to data. Topics include simulation, Monte Carlo integration and Markov Chain Monte Carlo, sub-sampling, and non-parametric estimation and regression. Students will make extensive use of statistical software throughout the course. P—MST 109 or 256, and MST 357, or POI. (D)

367. Linear Models. (3h) Theory of estimation and testing in linear models. Topics include least squares and the normal equations, the Gauss-Markov Theorem, testing general linear hypotheses, and generalized linear models. P—MST 121 or 205 or 206, and MST 256 or 357. (D)

369. Advanced Topics in Statistics. (1h, 2h, or 3h) Topics in statistics not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (1h, 2h, or 3h) Independent study directed by a faculty adviser. By prearrangement.

383. Advanced Topics in Mathematics. (1h, 2h, or 3h) Topics in mathematics not considered in regular courses or which continue study begun in regular courses. Content varies.

391. Senior Seminar Preparation. (1h) Independent study or research directed by a faculty adviser by prearrangement with the adviser.

392. Senior Seminar Presentation. (1h) Preparation of a paper, followed by a 1-hour oral presentation based upon work in MST 391.

Medieval and Early Modern Studies

(Interdisciplinary Minor)

Coordinator, Reynolds Professor of English Herman Rapaport

The interdisciplinary minor in medieval and early modern studies requires 18 hours, chosen from at least three different departments. Courses from the student's major may count in the minor. Students have the opportunity to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive 4.5 hours (two courses) which count toward the minor. (For details about application to the Oxford program, and possible financial aid, consult Gale Sigal in the English department.)

Courses may be chosen from the following list. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Electives for Medieval and Early Modern Studies

- ART 252. Romanesque Art. (3h)
- 253. The Gothic Cathedral. (3h)
- 254. Luxury Arts in the Middle Ages. (3h)
- 267. Early Italian Renaissance Art. (3h)
- 268. High Renaissance and Mannerist Art. (3h)
- 269. Venetian Renaissance Art. (3 h)
- 270. Northern Renaissance Art. (3h)
- 272. 17th Century European Art: Politics, Power, and Patronage. (3h)
- 274. 17th Century Dutch Painting. (3h)
- 396. Art History Seminar: b. Medieval Art. (1.5h, 3h)
- ENG 305. Old English Language and Literature. (3h)
- 308. Beowulf. (3h)
- 310. The Medieval World. (3h)
- 311. The Legend of Arthur. (3h)
- 312. Medieval Poetry. (3h)
- 313. The Roots of Song. (3h)
- 315. Chaucer. (3h)
- 320. British Drama to 1642. (3h)
- 323. Shakespeare. (3h)
- 325. 16th Century British Literature. (3h)
- 326. Studies in English Renaissance Literature. (3h)
- 327. Milton. (3h)
- 328. 17th Century British Literature. (3h)
- FRH 370. Seminar in French and Francophone Studies. (3h)
(periodically offered in medieval studies)
- GER 345. History of the German Language. (3h)
- 380. German Literature before 1700. (3h)
- 391. Germanic Myths and Monsters. (3h)
- 393. Luther. (3h)
- HST 119. Venice and the World. (3h)
- 121. The Golden Age of Burgundy. (3h)
- 206. The Early Middle Ages. (3h)
- 207. The High Middle Ages Through the Renaissance. (3h)
- 209. Europe: From Renaissance to Revolution. (3h)

- 217. France to 1774. (3h)
- 223. British Isles to 1750. (3h)
- 242. The Middle East before 1500. (3h)
- 311. Special Topics in History. (3h) (*when topic is medieval*)
- HON 310. The Medieval World: Special Topics. (3h)
- HMN 225. Literature, Travel and Discovery. (3h) (*when topic is medieval*)
- ITA 329. Introduction to Renaissance Literature and Culture. (3h)
- 332. Italian Theatre in the Renaissance. (3h)
- 340. Traveling with Muhammad and Dante. (3h)
- 342. Boccaccio's Decameron: Florence or Sex in the City in Mediterranean Italy. (3h)
- Latin 120. Reading Medieval Latin. (1.5h, 3h)
- PHI 237. Medieval Philosophy. (3h)
- REL 368. Protestant and Catholic Transformation. (3h)
- 372. History of Christian Thought. (3h)
- SPA 330. The Debate about Woman in Late Medieval Spain. (3h)
- 331. Medieval Spain: A Cultural and Literary Perspective. (3h)
- 332. The Golden Age of Spain. (3h)
- 333. Don Quijote: Birth of the Novel. (3h)
- 341. European-American Encounters, 1492 to Present. (3h)
- THE 310. History of Western Theatre I. (Beginnings to 1642). (3h)

Students intending to minor in medieval studies should consult the coordinator, preferably during the sophomore year.

Middle East and South Asia Studies

(Interdisciplinary Minor)

Program Co-Director and Professor of Politics and International Affairs Charles H. Kennedy

Program Co-Director and Professor of Politics and International Affairs Michaelle Browsers

Teaching Professor of Arabic Darlene R. May

Assistant Professor of Arabic A.Z. Obiedat

The Middle East and South Asia Studies minor provides students with an opportunity to engage in a multidisciplinary study of the history, politics, literature, peoples, and cultures of the Middle East and South Asia. To fulfill the minor, students must complete 18 hours from an approved list of courses. Students may count no more than 10 hours from any of the foreign language offerings toward the minor. Additional elective courses may have been approved since publication of this bulletin. The program's co-directors maintain a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication. Some courses relevant to the minor are not taught on a regular basis; others are offered by visiting or temporary faculty.

The program also offers a minor in Arabic. The minor in Arabic requires 15 hours above the 153 and must include 201. Study abroad is highly recommended but not required. Students must achieve at least a GPA of at least 2.0 in the minor

Electives for Middle East and South Asia Studies

- ANT 334. People and Cultures of South Asia. (3h)
- 383, 384. Field Research in Cultural Anthropology. (3h, 3h)
- (when topic is appropriate)*

- 385, 386. Special Problems Seminar. (3h, 3h) (*when topic is appropriate*)
- ARB 111, 112. Elementary Arabic I and II. (3h, 3h)
153. Intermediate Arabic I. (5h)
201. Intermediate Arabic II. (3h)
- 218, 219. Standard Arabic Conversation I and II. (3h, 3h)
- 221, 222. Colloquial Arabic Conversation I and II. (3h, 3h)
- 230, 231. Upper Intermediate Arabic I and II. (3h, 3h)
288. Individual Study in Arabic. (1.5h or 3h)
- 301, 302. Advanced Arabic I and II. (3h, 3h)
305. Special Topics in Arabic. (3h)
324. Introduction to Arabic Literature. (3h)
325. Multimedia Arabic. (3h)
350. A Survey of Arabic Literature in Translation. (3h)
360. Classical/Medieval Arab-Islamic Civilization. (3h)
361. The Modern Arab World. (3h)
- ART 104. Topics in World Art. (3h) (*when topic is appropriate*)
203. Islamic Art and Architecture. (3h)
204. South Asian Art and Architecture. (3h)
205. The Architecture of Devotion in South Asia. (3h)
206. Art and Empire: India and Europe, 1500-1900. (3h)
207. Imperial Islamic Architecture: the Ottomans, Safavids, and Mughals. (3h)
208. Ottoman Art and Architecture. (3h)
- ART 286. Topics in Art and Architectural History. (3h) (*when topic is appropriate*)
351. Topics in Gender and Art. (3h) (*when topic is appropriate*)
396. Art History Seminar. (3h) (*when topic is appropriate*)
- COM 370. Special Topics: Immersion in India. (3h)
- ENG 358. Postcolonial Literature. (3h)
359. Studies in Postcolonial Literature. (3h)
- HST 107. The Middle East and the World. (3h)
109. Asia and the World. (3h)
242. The Middle East before 1500. (3h)
243. The Middle East since 1500. (3h)
- HST 250. Premodern South Asia. (3h)
251. Modern South Asia. (3h)
305. Medieval and Early Modern Iberia. (3h)
311. Special Topics in History. (3h) (*when topic is appropriate*)
334. Mystics, Monarchs, Masses in South Asian Islam. (3h)
335. Hindus and Muslims in India, Pakistan, and Beyond. (3h)
343. The Silk Roads. (3h)
385. History Through Film: Bollywood and the Making of Modern India. (3h)
387. The Last Great Muslim Empires. (3h)
388. Nation, Faith, and Gender in the Middle East. (3h)
389. The British Empire in the Middle East. (3h)
390. Research Seminar. (3h) (*when topic is appropriate*)
398. Individual Study. (1h-3h) (*when topic is appropriate*)
399. Directed Reading. (1h-3h) (*when topic is appropriate*)
- HMN 224. Cross-cultural Encounters in Morocco. (3h)
- JOU 276. Niche Reporting. (3h) (*when topic is appropriate*)

- MUS 109 or 209. Music of World Cultures. (3h, 3h) (*when topic is appropriate*)
 134, 234. Music of Asia. (3h, 3h)
- NLL 111, 112. Elementary Hebrew. (3h, 3h)
- NLL 111M. Elementary Arabic in an Immersion Setting. (6h)
 113M. Colloquial Moroccan Arabic in an Immersion Setting. (3h)
 153. Intermediate Hebrew. (3h)
 211, 212. Hebrew Literature I and II. (3h, 3h)
 213. Studies in Modern Hebrew. (3h)
 301. Introduction to Semitic Languages. (3h)
 302, 303. Akkadian I and II. (3h, 3h)
 310. Intermediate Readings in Classical Hebrew. (1h)
 311. Aramaic. (3h)
 321, 322. Introduction to Middle Egyptian I and II. (3h, 3h)
- POL 241. Contemporary India. (3h)
 242. Topics in Comparative Politics. (3h) (*when topic is appropriate*)
 246. Politics and Policies in South Asia. (3h)
 247. Islam and Politics. (3h)
 250. Afghanistan, Pakistan, Iraq, and U.S. Policy since 2001. (3h)
 251. The Politics of Forced Migration. (3h)
 252. Topics in International Politics. (3h) (*when topic is appropriate*)
 255. Terrorism and Asymmetric Conflict. (3h)
 259. Palestine and the Arab-Israeli Conflict. (3h)
 263. U.S. Foreign Policy in the Middle East. (3h)
 269. Topics in Political Theory. (3h) (*when topic is appropriate*)
 274. Arab and Islamic Political Thought. (3h)
 278. Politics and Identity. (3h)
 282. Gandhi. (3h)
 286. Topics in Political Science. (3h) (*when topic is appropriate*)
 287. Individual Study. (2h or 3h) (*when topic is appropriate*)
 288. Directed Reading. (2h or 3h) (*when topic is appropriate*)
 300. Senior Seminar in Political Science. (4h) (*when topic is appropriate*)
- REL 104A. Introduction to Asian Traditions. (3h)
 104B. Introduction to South Asian Traditions. (3h)
 105. Monotheism: Judaism, Christianity, and Islam. (3h)
 108. Introduction to Hindu Traditions. (3h)
 109. Introduction to Buddhist Traditions. (3h)
 110. Introduction to Islamic Traditions. (3h)
 113. Introduction to Jewish Traditions. (3h)
 286, 287. Directed Reading. (1h-3h) (*when topic is appropriate*)
 312. The Critical Study of the Pentateuch. (3h)
 313. Near Eastern Archaeology. (3h)
 355. Jewish Identities: Religion, Race, and Rights. (3h)
 356. Modern Jewish Movements. (3h)
 362. Topics in Islam. (3h)
 383. The Quran and the Prophet. (3h)
 384. Islam and Law: Varieties in Interpretation and Expression. (3h)
 385. Topics in South Asian Religions. (3h)
 386. Indian Epics. (3h)

- 387. Priests, Warriors, and Ascetics in Ancient India. (3h)
- 388. South Asian Women. (3h)
- 389. Islam in the West: Changes and Challenges. (3h)
- 390. Special Topics in Religion. (3h) (*when topic is appropriate*)

Arabic (ARB)

111, 112. Elementary Arabic I and II. (3h, 3h) A two-semester course designed for students with no knowledge of the language. Focuses on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. Introduction to Arabic script and basic grammar, with oral and written drills and reading of simple texts.

153. Intermediate Arabic I. (5h) Review of grammar and focus on the acquisition of more complex grammatical structures, building of vocabulary, and expansion of reading, writing, and listening and speaking skills in Modern Standard Arabic. P—ARB 112.

201. Intermediate Arabic II. (3h) Further building of vocabulary and grammar and expansion of reading, writing, listening, and speaking skills in Modern Standard Arabic. P—ARB 153.

218. Standard Arabic Conversation I. (3h) A language course based on cultural material intended to develop students' aural skills and oral proficiency in Modern Standard Arabic by increasing vocabulary and reinforcing command of grammar. P—ARB 153.

219. Standard Arabic Conversation II. (3h) A continuation of ARB 218. P—ARB 218 or POI.

221. Colloquial Arabic Conversation I. (3h) Focus on a particular regional dialect of Arabic (e.g., Egyptian, Levantine, Iraqi, Gulf, or North African) to give students the listening and speaking skills necessary to communicate in everyday language in informal situations. Designed for students with no knowledge of the particular dialect being taught. Course may be repeated for credit for a different Arabic dialect. P—ARB 153 or POI.

222. Colloquial Arabic Conversation II. (3h) A continuation of Arabic 221. Designed for students with elementary knowledge of the dialect being taught. Course may be repeated for credit for a different Arabic dialect. P—ARB 221 in the same dialect or POI.

230. Upper Intermediate Arabic I. (3h) With an emphasis on speaking and writing, this course will develop students' oral and written proficiency on an upper intermediate level of fluency. P—ARB 201.

231. Upper Intermediate Arabic II. (3h) A continuation of ARB 230. P—ARB 230.

288. Individual Study in Arabic. (1.5h or 3h) Course may be repeated for a total of 6 credit hours. P—POI.

301. Advanced Arabic I. (3h) This course will develop students' oral, written, and reading proficiency on an advanced level of fluency. P—ARB 231.

302. Advanced Arabic II. (3h) A continuation of ARB 301. P—ARB 301.

305. Special Topics in Arabic. (3h) Arabic language study with a particular limited focus, e.g., Quranic Arabic, composition, grammar, novels. May be repeated for credit if topic varies. P—ARB 153, 201, or POI depending on the topic.

324. Introduction to Arabic Literature. (3h) Reading of selected texts in Arabic, ranging from pre-Islamic poetry to the Quran and Prophetic Hadiths to medieval fiction, nonfiction works like biographies and travel literature, and modern short stories, for the purpose of building vocabulary

and reading skills, expanding knowledge of grammatical structures and literary genres, and deepening cultural understanding. P—ARB 231 or equivalent.

325. Multimedia Arabic. (3h) With a focus on current affairs in the Middle East and the Arabic-speaking world, students will read, listen to, and view authentic materials from various print and electronic media in Arabic. P—ARB 231.

350. A Survey of Arabic Literature in Translation. (3h) Reading and discussion of selected fiction and nonfiction Arabic works in English translation. A variety of genres and authors from the early classical through the contemporary periods (A. D. 500 to the present) will be included; e.g., classical and modern novels, poetry, and autobiographical, critical, and travel literatures. (CD, D)

360. Classical/Medieval Arab-Islamic Civilization. (3h) Introduction to the cultural dimensions of Classical and Medieval Arab-Islamic civilization (600-1400 C.E.). How Arabs approach their worldly life through literature, organize their social domain by ethics/law, construct their worldview through religion, react to nature by science, and attempt to resolve their cultural inconsistencies through theology, philosophy, and mysticism. Also listed as HMN 360. (CD)

361. The Modern Arab World. (3h) Study of the global significance of the 330 million Arabs as the fourth largest ethnic group in the world and Arabic as the fifth most spoken language from a historical and thematic perspective (1400 C.E. present). Also listed as HMN 361. (CD)

Military Science (MIL)

ARMY

Professor Lieutenant Colonel Melissa A. Ringhisen

Assistant Professors Captain Anthony Bradley, Captain Christopher Boles,
Master Sergeant Lawrence Korson

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the Professor of Military Science may result in commissioning as a second lieutenant in the active or reserve force components of the Army of the United States, as determined by the Secretary of the Army.

The AROTC program is composed of the basic course and the advanced course. The basic course consists of four classes (121, 122, 123, 124). No military obligation is incurred by enrollment in the basic course, except by Army ROTC Scholarship cadets. The basic course may also be completed, partially or fully, by three alternative methods: previous attendance of military initial entry training, a six-week long Cadet Initial Entry Training (CIET), or constructive credit for other military service determined appropriate by the professor of military science. Students may take MIL 121 or MIL 123 without taking MIL 117 or MIL 118 if they are not currently receiving an ROTC scholarship. If they intend to pursue a scholarship or contract, participation is encouraged.

The advanced course consists of four classes (225, 226, 227, and 228). Advanced Leadership Laboratory (119, 120) is required for all advanced courses. Enrollment in the advanced AROTC courses is only for students who have signed a service obligation which they will fulfill after graduation with the United States Army, Army Reserve, or Army National Guard, and they must also attend the five-week Advanced Camp, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

114. Leadership. (1.5h) Examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management; specifically in the areas of business, politics, sports, and the military.

117, 118. Basic Leadership Laboratory. (1h) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Students learn the skills necessary to operate in a military environment and practical application of the basic leadership tenant. Focus is on teamwork, communication skills, and application of basic military principles. Either MIL 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), and advance designee scholarship winners.

119,120. Advanced Leadership Laboratory. (1h) Focuses on practical application of time management, small unit organization, communication, and other leadership concepts learned in class to accomplish assigned missions. Laboratory sessions can be tactical (conducting a small unit mission) or managerial (solving an organizational problem). Grading is based on performance in leadership positions, teamwork, and application of principles from class instruction. MIL 227 and 228 cadets are required to plan training scenarios conducted in lab, supervise sessions, and build teams and future leaders through assessment and feedback. MIL 225 and 226 cadets will conduct training and be evaluated on their application of tactical and managerial skills learned in military science classes to solve problems or complete tactical missions. MIL 119 and 120 may be repeated once for credit.

121. Leadership and Personal Development. (3h) Introduction to the skills critical for effective leadership including effective communication, teamwork, ethics, and cultural awareness. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, Officership, and the Army profession.

122. Introduction to Tactical Leadership. (3h) Introduction to Army terms, philosophies, and basic leadership concepts. Builds individual skills and knowledge applicable to Army operations, both tactical and organizational, in order to develop students into exceptional leaders.

123. Innovative Team Leadership. (3h) Explores the dimensions of creative and innovative leadership strategies and styles by developing an understanding of team dynamics an assessment of personal leadership traits in order to develop team leadership capabilities. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs.

124. Foundations of Tactical Leadership. (3h) Examines the challenges of leading tactical teams in the complex contemporary operating environment. Highlights dimensions of terrain analysis, patrolling, operation orders, cultural considerations, unit dynamics, interaction with the media and care for subordinate's physical and mental well-being. Places lessons learned from MIL 124 on the Army leadership framework and the dynamics of adaptive leadership in the context of military operations to prepare cadets for leadership roles as they enter the advanced courses.

225. Adaptive Team Leadership. (3h) Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical and managerial leadership abilities to enable them to succeed at ROTC's summer Advanced Camp. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science).

226. Leadership in Changing Environments. (3h) Uses increasingly challenging leadership opportunities to build cadet confidence and skills when leading tactical and garrison operations up

to platoon level. Cadets review aspects of the range of Army operations and specifics of different functional areas within the Army. They also conduct military briefings and develop proficiency in garrison operation orders. Focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Advanced Camp. P—MIL 121 through 225 (or equivalent credit as determined by the professor of military science).

227. Adaptive Leadership. (3h) Transitions the focus from being trained, mentored and evaluated as a cadet to learning how to train, mentor and evaluate underclass cadets. Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army writing style and the Army's principles of training and training management. Cadets will learn about the special trust proposed by the U.S. Constitution to Army Officers—a trust above and beyond other professions. Cadets will learn Army values and ethics and how to apply them to everyday life as well as in the Contemporary Operating Environment. The cadets will learn about the officer's role in the Uniform Code of Military Justice, counseling subordinates, administrative actions and methods on how to best manage their career as an Army officer. P—MIL 121 through 226 (or equivalent credit as determined by the professor of military science).

228. Leadership in a Complex World. (3h) Continuation of MIL 227 with emphasis on the transition from cadet to officer. Explores the dynamics of leading military operations in the complex environment facing military officers. Cadets examine differences in customs and courtesies, military law, principles of war, and Rules of Engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Cadets will gain a foundation of knowledge regarding government and military policy based on hands-on case study scenarios involving current and past events. P—MIL 121 through 227 (or equivalent credit as determined by the professor of military science).

229. American Military History. (3h) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. Credit not allowed for both MIL 229 and HST 369. P—POI.

AIRFORCE

In addition to AROTC, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) Program through North Carolina A&T State University in Greensboro in order to receive a commission as an active duty second lieutenant in the U.S. Air Force (USAF). The department offers a four-year program where students enroll at the beginning of their freshman year and continue through award of a bachelor's degree. The four-year program can be modified for students up until the beginning of the spring semester of a student's sophomore year.

Freshmen or sophomore students attend a 1-hour class and a 2-hour leadership laboratory each week in addition to two 1-hour physical training sessions. Students who compete favorably for the award of an Enrollment Allocation will attend a four-week summer field training program at Maxwell Air Force Base, AL. During the junior and senior years, students attend 3 hours of class, a 2-hour leadership laboratory, and two 1-hour physical training sessions.

For more information on the AFROTC Program, contact any instructor or the Unit Admissions Officer in the Department of Aerospace Studies, Campbell Hall, North Carolina A&T State University, telephone (336.334.7707). For course offerings visit www.ncat.edu/~afrotc.

Music (MUS)

Chair Stewart Carter

Associate Chair Peter Kairoff

Composer-in-Residence and Professor Dan Locklair

Professors Susan Harden Borwick, Stewart Carter, Louis Goldstein, Peter Kairoff, David B. Levy, Teresa Radomski

Director of Choral Ensembles and Associate Professor Brian Gorelick

Assistant Professor Elizabeth Clendinning

Professor Jacqui Carrasco

Director of Bands C. Kevin Bowen

Associate Director of Bands Brandon Robinson

Director of Orchestra David Hagy

Senior Lecturer Patricia Dixon

Professor of the Practice Kathryn Levy

Associate Teaching Professor Joanne Inkman

Assistant Professor of the Practice John Sadak

Visiting Lecturer Elizabeth Pacheco Rose

Lecturer Ulrike Anton (Vienna)

The Department of Music offers two majors, one in music performance, requiring 41 hours, and a second in music in liberal arts, also requiring 41 hours. Students who choose one of these majors may not choose the other as a second major. Both majors include a basic curriculum of music theory (16 hours of MUS 171, 172, 173, 174) and music history (9 hours of MUS 181, 182, 183), one course outside the Western classical tradition (MUS 203, 205, 207, 209, 210, 234; or MUS 285 when the topic is appropriate), and four semesters of MUS 100. Students in both majors are encouraged to consider PHY 115 (The Physics of Music) for one of their Division V requirements.

Major in Music in Liberal Arts. In addition to the basic curriculum, the major in music in liberal arts requires 4 hours of individual instruction (MUS 161 or 162), 3 hours of ensembles (excluding MUS 128 and 129), taken in three semesters; 7 hours of elective courses in music—excluding ensembles and MUS 101, 104, 109, 131, 161-162, 165-168, 175, 177, 262—and a performance proficiency examination. The major in music in liberal arts must complete a senior project (MUS 397 or 398). To undertake the senior project, a student must have a grade point average of 2.0 in courses in the major.

Major in Music Performance. To be admitted to the major in music performance, a student must first successfully complete MUS 171 and then pass an audition before the entire music faculty. The audition should be completed during the sophomore year in order to fulfill during the third and fourth years the number of hours above the 100 level required of the performance major. Students who audition are required to (1) demonstrate technical skill when appropriate to the instrument, (2) perform standard repertoire, and (3) sight-read. All of the required areas must be deemed strong enough by a majority vote of the faculty for the student to be accepted as a major in music performance. In addition to the basic curriculum, the major in music performance requires 6 hours of individual instruction above the 100 level (MUS 262 and either 362 or 363), which require as a prerequisite the successful completion of an audition; 4 hours of ensembles (excluding MUS 119, 128, and 129), taken in four semesters; and 3 hours of elective courses in music, excluding ensembles and MUS 101, 104, 109, 131, 161-162, 165-168, 175, 177, 262. The major in music performance must present a senior recital. To undertake the senior recital, a student must have a grade point average of 2.0 in courses in the major.

Students considering a major in music performance or music in liberal arts are urged to begin their musical studies during the first year and should consult the chair of the department as soon as possible after entering the University. Highly motivated students who would like to further expand or apply their study beyond the normal course offerings may undertake internships or independent study, if they fulfill the minimum overall GPA of 2.75.

Honors. Highly qualified majors in music performance or music in liberal arts may be invited by the music faculty to apply for admission to honors in music. To be graduated with the designation “Honors in Music,” a candidate must have an overall grade point average of at least 3.0, and a grade point average of at least 3.5 in courses in the major, be selected for this honor by the music faculty, and successfully complete either MUS 363 or 398. More information is available from the music department.

A minor in music requires 19 hours: MUS 171, 172; one course from MUS 181, 182, 183; 2 hours of ensemble (excluding MUS 128, 129), taken in two semesters; 2 hours of individual instruction; three semesters of MUS 100; and 4 hours of elective courses in music, three of which must be in music in liberal arts, excluding MUS 100, 101, 104, and 109. Each minor is assigned an adviser in the music department and is encouraged to begin individual lessons, MUS 171, and MUS 100 as early as possible.

Regarding ensemble requirements for the majors and minor in music, students who are singers must fulfill the ensemble requirement by enrolling in MUS 114, 115 and/or 116. Students who play a band or orchestral instrument must fulfill the ensemble requirement by performing on their primary instrument in MUS 112, 113, 118, and/or 121. Performers on keyboard instruments are strongly encouraged to enroll in one of the above ensembles, but may also fulfill the ensemble requirement through participation in chamber music (MUS 120).

General Music

101. Introduction to Western Music. (3h) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the present day. May not count toward the majors or minor in music. (D)

104. Basic Music Reading and Skills. (1.5h) Study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the majors or minor in music.

109. Introduction to the Music of World Cultures. (3h) Survey of music in selected societies around the world. Topics selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the U.S. (including jazz). May not count toward the majors or minor in music. Meets concurrently with MUS 209. Credit cannot be received for both MUS 109 and 209. (CD, D)

131. The World of Musical Instruments. (3h) Historical survey of musical instruments by families. Instruments of Western art music, selected world cultures, and vernacular music of the U.S., as well as electronic instruments. Emphasis on the cultural, sociological, and technological as well as the musical aspects of instruments. Meets concurrently with MUS 231. Credit cannot be received for both MUS 131 and 231. (D)

134. Music of Asia. (3h) Survey of classical, vernacular, and popular musical traditions in selected Asian cultures, focusing on India, China, Japan, Korea, and Southeast Asia. The course will also examine the influence of Asian and Western philosophy and musical aesthetics on the development of the music, theater, and dance of Asia. Meets concurrently with MUS 234. Students may not receive credit for both MUS 134 and 234. (CD, D)

140. Introduction to Modern Popular Music. (3h) A survey of the history of popular music focusing on the United States from 1955-present that examines influential music genres and individual artists as well as situating their repertoires within sociocultural, political, economic, and technological contexts. May not count toward the majors or minor in music. Meets concurrently with MUS 240. Credit cannot be received for both MUS 140 and 240. (CD, D)

Music in Liberal Arts

100. Recitals. (0h) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secrest Artists Series. (Specific attendance requirements are established at the beginning of each semester.) Four semesters are required of music majors; three semesters are required of music minors. Pass/Fail only.

103. Music Production and Recording. (1.5h) Introduction to modern recording techniques with hands-on experience in a multi-track recording studio. Topics to be addressed include basic acoustics of music, microphone techniques, digital audio workstation operation, and basic production techniques.

106. Electronic Music Lab. (1.5h) Foundations of MIDI protocol, with particular attention to the study and application of sequencers, notational programs, and synthesizers. Development of skills in written notation through use of computerized programs. Taught in the Music Computer Lab. P—MUS 101, 104, or POI.

130. African-American Art Song. (3h) Survey of the art songs of African-American composers of the 19th and 20th centuries. Emphasis is on song for solo voice and piano, with some discussion of works for voice and orchestra or chamber ensemble. P—POI. (CD)

132. Introduction to Beethoven. (3h) Introduction to the life and works of Ludwig van Beethoven. May not count toward the majors or minor in music. Meets concurrently with MUS 232. (D)

171. Music Theory I. (4h) Music fundamentals (key signatures, scales, modes, intervals, chords), simple part-writing, sight-singing, dictation, and keyboard harmony. Prerequisite for the audition in music performance. Designed for music majors and minors. *Offered in fall.*

172. Music Theory II. (4h) Seventh chords, secondary chords, altered chords, part-writing, basic counterpoint, basic musical forms, sight-singing, dictation, and keyboard harmony. *Offered in spring.* P—MUS 171.

173. Music Theory III. (4h) Altered chords, continuation of part-writing, 18th- and 19th-century forms, ear training, sight-singing, dictation, rhythmic skills, and keyboard harmony. *Offered in fall.* P—MUS 172.

174. Music Theory IV. (4h) Expanded harmony and techniques from Impressionism to the present. New concepts of style and form. Ear training, sight-singing, dictation, rhythmic skills, and keyboard harmony. *Offered in spring.* P—MUS 173.

181. Music History I. (3h) History of western art music from the ancient Greeks to 1750. It is recommended that students take MUS 171 before enrolling in MUS 181. Reading knowledge of music is essential. *Offered in fall.* P—MUS 171 or POI. (D)

182. Music History II. (3h) History of western art music from 1750 to World War I. It is recommended that students take MUS 171 before enrolling in MUS 182. Reading knowledge of music is essential. P—MUS 171 or POI. *Offered in spring.* (D)

183. Music History III. (3h) History of western art music from the beginning of the 20th century to the present day and its associations with other cultures and disciplines. Reading knowledge of music is essential. P—MUS 171 or POI. *Offered in fall.* (D)

185. John Cage: Works and Thought. (3h) A study of the music, poetry, art, and philosophy of one of the most influential artists of the 20th century. (D)

203. Jazz. (3h) Survey of American jazz from its origin to the present. (CD, D)

205. History of American Musical Theatre. (3h) Survey of the American musical from its origins to the present. (CD, D)

207. American Music. (3h) Study of the musical sources of American culture and the six streams of music in the U.S.: folk and ethnic musics, offsprings of the rural South (country music, blues, rock), jazz and its forerunners, popular sacred music, popular secular music, and art music. (CD, D)

208. Women and Music. (3h) Historical overview of women musicians in society. (CD, D)

209. Music of World Cultures. (3h) Survey of music in selected societies around the world. Topics selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, Western Europe, Latin America, and vernacular music of the U.S. (including jazz). Students complete a project or projects on the technical or theoretical aspects of the music of world cultures. Designed for music majors and minors in cultural resource preservation. Meets concurrently with MUS 109. Credit cannot be received for both MUS 109 and 209. P—MUS 172 or POI. (CD, D)

210. Survey of Latin-American Music. (3h) Survey of art, folk, and popular musical styles in Latin America and their impact on music of other cultures. Divided into three areas of study: the Caribbean, Central America, and South America. (CD, D)

212. Music in the Church. (3h) Function of church musicians and the relationship of their work to the church program. Offers to musician and non-musician alike historical overview, hymnody survey and other church music-related topics through class and guest lectures and practical seminars. P—POI.

214. Music in Italy. (3h) Study of art music composed in Italy, with special emphasis on composers associated with Venice. *Offered only at Casa Artom in Venice.* (D)

215. Philosophy of Music. (3h) Survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns.

219. Music in Vienna. (3h) Study of the music and musical institutions of Vienna and Central Europe. Taught in English. *Offered only at the Flow House in Vienna.* (D)

220. Seminar in Music History. (3h) Intensive study of a selected topic in music history. P—MUS 174, 181, 182, 183, or POI.

231. The World of Musical Instruments. (3h) Historical survey of musical instruments by families. Instruments of Western art music, selected world cultures, and vernacular music of the U.S., as well as electronic instruments. Emphasis on the cultural, sociological, and technological as well as the musical aspects of instruments. Students complete a project or projects on the technical or theoretical aspects of instruments. Designed for music majors or minors. Meets concurrently with MUS 131. Credit cannot be received for both MUS 131 and 231. P—MUS 171 or POI. (D)

232. Beethoven. (3h) The life and works of Ludwig van Beethoven. Students complete a project or projects on the technical or theoretical aspects of Beethoven's music. Meets concurrently with MUS 132. Credit cannot be received for both MUS 132 and 232. P—POI. (D)

233. Arts and Activism. (3h) Study of artists who bridge the world of arts and social justice activism by means of dance, music, film, visual arts, and theatre, as well as how they challenge the status quo, our perceptions, and societal values. No expertise in any of the arts is necessary. Also listed as ESE 204.

234. Music of Asia. (3h) Survey of classical, vernacular, and popular musical traditions in selected Asian cultures, focusing on India, China, Japan, Korea, and Southeast Asia. The course will also examine the influence of Asian and Western philosophy and musical aesthetics on the development of the music, theater, and dance of Asia. Students will complete a project or projects on the technical or theoretical aspects of the music of Asia. Designed for music majors and minors. Meets concurrently with MUS 134. Students may not receive credit for both MUS 134 and 234. (CD, D)

240. Modern Popular Music. (3h) A survey of the history of popular music focusing on the United States from 1955-present that examines influential music genres and individual artists as well as situating their repertoires within sociocultural, political, economic, and technological contexts. Students complete a final project on an aspect of popular music. Designed for music majors and minors. Meets concurrently with MUS 140. Credit cannot be received for both MUS 140 and 240. P—MUS 172 or POI. (CD, D)

249. Music and Political Power. (3h) This seminar explores the intersection of music and politics on a global scale. From American workers' protest songs, to the musical forces in the anti-war and Civil Rights movements, to the New Song movement in Latin America, participants examine music as a rhetorical commentary on power. The course will challenge students to see the role of music in shaping culture, affecting attitudes, and uniting or dividing people. It will emphasize interdisciplinary and cross-cultural approaches to musical expression. Credit not given for both HMN 338 and MUS 249.

272. Performance and Analysis. (1.5h) Individual instruction in practical music analysis for research and performance preparation. P—MUS 172 or POI.

273. Composition. (1h or 1.5h) Individual instruction in the craft of musical composition. May be repeated for credit. P—MUS 172 or POI.

280. Orchestration. (3h) Study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in spring.* P—MUS 174, 182 and 183; or POI.

282. Conducting. (3h) Study of choral and instrumental conducting techniques. P—MUS 172 or POI.

283. The Roots of Song. (3h) Interdisciplinary investigation of poetry and song in the Middle Ages and early Renaissance. Study of the evolution of poetic and musical genres and styles, both sacred and secular. Students must complete a project or projects on the technical or theoretical aspects of early song. Students may not receive credit for both MUS 283 and ENG 313.

284. Music Literature Seminar. (3h) Survey of repertoire, including an examination of teaching materials in the student's special area of interest. (D)

a. Orchestral Literature

c. Piano Literature

e. Vocal Literature

b. Choral Literature

d. Guitar Literature

f. Opera

285. Special Topics in Music. (1h-3h) Intensive study of a selected subject chosen by faculty prior to the term in which the course is offered. May be repeated if course content differs. P—POI.

307. American Foundations. (3h) Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions, and field trips, including a tour of New York City museums. Term project

in American music. Also listed as ART 331, HST 349, and HON 393, 394. *Offered at Reynolda House in summer only.*

Public Engagement, Independent Study, Internship, Senior Project, and Honors Project

125. Music and Public Engagement. (0.5h) Opportunities for students taking performance study or ensemble to perform in the community, under the supervision of the instructor of the performance study or ensemble. Students attend a required training session and generate on-site performances. If performing for special-needs audiences, students attend an additional required training session. A journal, log, and 15 contact hours of training, travel, and on-site performances. Pass/Fail only. May be repeated. C—Any course listed under “Ensemble” or “Performance Study,” and POI.

279. Internship in Music. (1h-3h) A supervised learning experience in music, in a work environment, for academic credit. No more than 3 credit hours may be counted toward a music major or minor. For further information, consult the Music Student Handbook. P—Declaration of a music major or minor, minimum Wake Forest GPA of 2.75, permission of faculty internship director. Pass/Fail only.

298. Independent Study. (1h-3h) Project in an area of study not otherwise available in the department. By pre-arrangement with department chair. P—Minimum Wake Forest GPA of 2.75.

396. Senior Project Preparation. (1h) Research, outlining, and other work preliminary to the completion of the written document in MUS 397 or 398. Optional for the music in liberal arts major. May not be taken concurrently with or after MUS 397 or 398. By prearrangement.

397. Senior Project. (3h) Writing and public presentation of a major composition, research paper, music analysis, or conducting endeavor, according to criteria on file in the department. A student may not receive credit for both MUS 397 and 398. By prearrangement.

398. Senior Honors Project. (3h) Writing and public presentation of a major composition, research paper, music analysis, or conducting endeavor, according to criteria on file in the department. A student may not receive credit for both MUS 397 and 398. P—Faculty selection for honors in music.

Ensemble

Departmental ensembles are open to all students on the basis of 1 hour per semester of participation in each ensemble, except as noted. Neither MUS 128 nor MUS 129 may count for the music majors or minor. All classes in this section may be repeated for credit.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—POI.

112. Collegium Musicum Instrumental. Ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Collegium Musicum Vocal. Ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. P—Audition.

115. Concert Choir. Select large mixed ensemble which travels internationally and performs the significant choral literature from the past five centuries. P—Audition.

116. Choral Union. A large, mixed chorus which performs a variety of choral literature from all periods. P—Audition.

117. Gamelan Ensemble. (1h) Study and performance of the music and culture of the Balinese gamelan and related traditional Indonesian performing arts. No prior experience required.

118. Wind Ensemble. Study and performance of music for mixed ensemble of winds, brass, and percussion. P—Audition.

119. Symphonic Band. Study and performance of music for symphonic band. Performs on campus.

120. Chamber Music. Study and performance of chamber works. Performers are strongly urged to participate in a larger ensemble as well. P—POI.

a. Percussion

d. Woodwind

g. Saxophone

b. String

e. Mixed

h. Guitar

c. Brass

f. Clarinet

i. Keyboard

121. Jazz Ensemble. Study and performance of written and improvised jazz for big band and combo ensembles.

124. Small Ensemble. Study and performance of conducted works for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—POI.

a. Percussion Ensemble

d. Saxophone Ensemble

g. Mixed Ensemble

b. Flute Choir

e. Brass Choir

c. Clarinet Choir

f. Vocal Ensemble

128. Athletic Band I. Performs at most football games and men's and women's home basketball games. Meets twice weekly. Regular performances on and off campus. *Offered in fall.*

129. Athletic Band II. (0.5h) Performs at men's and women's home basketball games, and at the spring football game. Meets from the beginning of the semester to spring break. *Offered in spring.* P—MUS 128 or POI.

Performance Study

Courses in individual instruction are open to students with the permission of the instructor on a space available-basis. (See the fee section of this bulletin for specific information regarding cost.) Students in individual instruction who do not have basic knowledge of notation and rhythm are advised to enroll in MUS 104 either prior to or in conjunction with individual instruction. All classes in this section may be repeated for credit unless noted.

108. Alexander Technique for Musical Performers. (0.5h) Educational process that uses verbal and tactile feedback to teach improved use of the student's body by identifying and changing poor and inefficient habits that cause stress, fatigue, and pain in the musical performer. Designed to teach the performer to minimize physical effort and maximize expression. Meets 2 hours per week. Pass/Fail only.

122. Music Theatre Practicum. (1h) For musicians who perform in a departmentally-sponsored theatrical production (when their performance is not as a member of a departmental ensemble). May not be counted toward the majors or minor in music. Credit may be earned in a given semester for either MUS 122 or THE 283, but not both. Course may be repeated for no more than 4 hours. Pass/Fail only. P—POI.

123. Woodwind Doubling. (1h) Practical skills for woodwind instrumentalists who participate in musical theatre productions for which expertise on more than one instrument is required.

126. Afro-Cuban Drumming. (1h) Exploration of the music and history of West African drumming through hands-on experience. Students learn to play jembe, dunun, shekere, iron bell, and their New World descendants, the conga drum, bongo, claves, maracas, and agogo bells.

161. Individual Instruction. (0.5h) Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student. One half-hour lesson per week. (See the fee section of this bulletin for specific information regarding additional costs.) Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—POI.

<i>a. violin</i>	<i>i. saxophone</i>	<i>q. percussion</i>	<i>y. harpsichord</i>
<i>b. viola</i>	<i>j. trumpet</i>	<i>r. guitar</i>	<i>z. jazz improvisation</i>
<i>c. cello</i>	<i>k. French horn</i>	<i>s. harp</i>	<i>aa. carillon</i>
<i>d. bass</i>	<i>l. trombone</i>	<i>t. electric bass</i>	<i>jp. jazz piano</i>
<i>e. flute</i>	<i>m. baritone</i>	<i>u. accompanying</i>	<i>ji. jazz saxophone</i>
<i>f. oboe</i>	<i>n. tuba</i>	<i>v. voice</i>	<i>jj. jazz trumpet</i>
<i>g. clarinet</i>	<i>o. organ</i>	<i>w. recorder</i>	<i>jr. jazz guitar</i>
<i>h. bassoon</i>	<i>p. piano</i>	<i>x. viola da gamba</i>	

162. Individual Instruction. (1h) One 1-hour lesson per week. (See the fee section of this bulletin for specific information regarding additional costs.) Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—POI.

165j. Brass Rudiments. (0.5h) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. Offered in spring. P—POI.

165q. Class Percussion. (0.5h) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—POI.

165r. Class Guitar I. (0.5h) For beginner students. Introduction to finger style guitar techniques: strumming, plucking, arpeggios and damping. Reading and playing from musical notation. Nylon string guitar is required.

165v. Class Voice I. (0.5h) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. P—POI.

166r. Class Guitar II. (0.5h) Continuation of finger style guitar techniques with emphasis on chordal progressions, scales, accompanying patterns and sight-reading. Nylon string guitar is required. P—MUS 165r.

166v. Class Voice II. (0.5h) Continuation of fundamental vocal techniques. P—MUS 165v or POI.

167v. Theatrical Singing I: Class Voice. (0.5h) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. One hour per week. P—POI.

168v. Theatrical Singing II: Class Voice. (0.5h) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. One hour per week. P—MUS 167v or POI.

175v. Advanced Voice Class. (1h) Development of advanced vocal technique and repertoire. Limited to eight students. Two hours per week; may be repeated. P—MUS 166v or POI.

177v. Advanced Theatrical Singing. (1h) Development of advanced theatrical singing technique and performance of musical theatre repertoire. Limited to eight students. Two hours per week; may be repeated. P—MUS 168v or POI.

178. Class Piano I. (1h) Class piano for beginners. Pentascales in all keys, all major and minor chords, arpeggios, improvisation, technique, introduction to music notation through playing pieces in various styles appropriate to the beginning level.

179. Class Piano II. (1h) Continuation of foundational principles. Early intermediate repertoire, scales hands together, principles of fingering, musical approach to learning, chords, arpeggios, and ensemble duets. P—MUS 178 or POI.

190. Diction for Singers. (1.5h) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. Two hours per week. May not be repeated for credit.

262. Individual Instruction. (1.5h) One 1-hour lesson per week. (See the fee section of this bulletin for specific information regarding additional costs.) Fulfills the individual instruction requirements for the major in music performance. May be repeated for credit. P—2 hours of MUS 161 and/or 162, plus successful completion of the audition for the major in musical performance, and POI.

362. Senior Recital. (3h) Preparation and public performance of a recital. (See the fee section of this bulletin for specific information regarding additional costs.) Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both MUS 362 and 363. A student may not enroll in MUS 262 and 362 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262 and POI.

363. Senior Honors Recital. (3h) Preparation and public performance of a recital at the honors level. (See the fee section of this bulletin for specific information regarding additional costs.) Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both MUS 362 and 363. A student may not enroll in MUS 262 and 363 in the same semester. May not be repeated for credit. P—Faculty selection for honors in music.

Neuroscience (NEU)

(Interdisciplinary Minor)

Coordinator Professor of Biology Wayne L. Silver

The neuroscience minor provides an interdisciplinary approach to the study of the nervous system. Neuroscientists study how we learn, process and remember information from the molecular to the philosophical level, and examine subjects ranging from the molecular pharmacology of brain function to the mind-body problem.

The minor requires a minimum of 17 hours, nine of which must include NEU 200, 201, 300, and 391. At least one semester of research in neuroscience is required for the minor (NEU 391). The research can be conducted on the Reynolda Campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the neuroscience minor faculty. Eight hours must come from the elective courses listed. One of the elective courses must come from outside the student's major department.

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Neuroscience offers a five-year dual degree program jointly sponsored by the Wake Forest University College of Arts and Sciences and the Graduate School of Arts and Science. Wake Forest University undergraduates pursuing a B.S. or B.A. degree in Wake Forest College of Arts and Sciences with a minor in Neuroscience have the opportunity to earn a research-oriented M.S. degree with concentration in Neuroscience with one additional year of study. Interested students can get more information at <http://neuroscience.wfu.edu/5-year-neuroscience-masters-program/>.

200. Introduction to Neuroscience. (3h) Interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, developmental neuroscience, and the philosophy of mind. P—BIO 114 or PSY 151 or POI.

201. Neuroscience Laboratory. (1h) Examines principles of neuroscience ranging from the molecular and cellular to the behavioral and cognitive. Lab—3 hours. C—NEU 200.

300. Neuroscience Seminars. (3h) Consideration of current neuroscience topics. Presentations of current research by faculty on the Reynolda Campus or the Wake Forest University School of Medicine. Readings from the primary literature accompany the presentations. P—NEU 200 or POI.

391. Research in Neuroscience. (2h) Supervised independent laboratory investigation in neuroscience.

392, 393, 394. Research in Neuroscience. (2h) Continued supervised independent laboratory investigation in neuroscience. Not to be counted toward the minor. P—NEU 200.

Electives for Neuroscience

BIO 323. Animal Behavior. (4h)

324. Hormones and Behavior. (3h)

325. Chronobiology. (3h)

346. Neurobiology. (4h)

352. Developmental Neuroscience. (4h)

353. Functional Neuroanatomy. (3h)

354. Vertebrate Endocrinology. (3h)

364. Sensory Biology. (4h)

CSC 371. Artificial Intelligence. (3h)

EDU 311. Learning and Cognitive Science. (3h)

HES 312. Exercise and Health Psychology. (3h)

350. Human Physiology. (3h)

LIN 330. Introduction to Psycholinguistics and Language Acquisition. (3h)

PHI 374. Philosophy of Mind. (3h)

PSY 243. Biopsychology. (3h)

248. Cognitive Psychology. (3h)

320. Physiological Psychology. (3h)

322. Psychopharmacology. (3h)

323. Animal Behavior. (3h)

326. Learning Theory and Research. (3h)

329. Perception. (3h)

- 331. Research in Cognitive Psychology. (3h)
- 333. Motivation of Behavior. (3h)
- 338. Emotion. (3h)
- 348. Clinical Neuroscience. (3h)

(Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.)

Philosophy (PHI)

Chair Win-chiat Lee

Kenan Professor of the Humanities and Professor of Philosophy Julian Young

Professors Ana S. Iltis, Ralph Kennedy, Win-chiat Lee, Christian Miller

Associate Professors Emily Austin, Adrian Bardon, Stavroula Glezakos, Patrick Toner

Associate Teaching Professor Adam J. Kadlac

Associate Teaching Professor Clark Thompson

Part-time Associate Teaching Professor Hannah M. Hardgrave

Visiting Assistant Professor and Thomas Jack Lynch Teacher-Scholar Post-Doctoral Fellow

Tyron Goldschmidt

Visiting Assistant Professor Justin Jennings

Part-time Assistant Professor Jason Bowers

Philosophy examines such topics as consciousness, knowledge, justice, free will, good and evil, and the nature of religious experience and belief. Engagement with the central questions of philosophy is valuable in itself; it is also valuable as a means of developing analytical, critical, and imaginative skills useful in the study of most other subjects, in the pursuit of careers as varied as law, business, medicine, science, education, and the arts, and in effective participation in civic life. A liberal arts education should introduce students to rigorous thinking and writing about philosophical issues and to the reading of great philosophical texts. We help to realize this goal through the courses we offer, through one-on-one discussion with students, and by presenting lectures, colloquia, and debates open to the University and the public.

The major in philosophy requires 27 hours. These must include one course in Ancient Greek Philosophy (Group I), one course in Modern Philosophy (Group II); and one course from each of the following groups: Value Theory (Group III), Metaphysics and Epistemology (Group IV), and Electives (Group V). Only one of 220 and 221 (Logic and Symbolic Logic) may be counted towards the major. No more than 6 hours of 100-level courses may be counted towards the major. No senior philosophy major may take a 100-level philosophy course. No more than 3 hours of independent study may be counted towards satisfaction of the major requirements, and at least 21 hours of the major must be completed at Wake Forest; exceptions require approval by the department chair. A minimum GPA of 2.0 in all courses completed in philosophy at Wake Forest is required for graduation with the major.

Students who plan to major in philosophy are strongly encouraged to complete their courses in ancient Greek philosophy and modern philosophy prior to their senior year.

Majors intending to do graduate study in philosophy are strongly advised to take the following courses: Ethics (360), Symbolic Logic (221), and at least one of Epistemology (376) or Metaphysics (377). Such majors should work closely with their major adviser as they consider their additional course choices.

The minor in philosophy requires 15 hours. At least 9 of these hours must be earned in courses taken at Wake Forest at the 200-level or higher. Only one of 220 and 221 (Logic and Symbolic Logic)

may be counted towards the minor. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Honors. Majors with a GPA of at least 3.3 overall and at least 3.7 in philosophy are eligible to apply for entrance into the honors program in philosophy. Majors interested in applying should consult with the department chair in the second semester of their junior year. The departmental honors committee will consider all applications and notify successful candidates during the summer prior to their senior year. Completion of 15 hours in philosophy courses is prerequisite to beginning work in the honors program. Graduation with “Honors in Philosophy” requires successful completion of Honors I and II (391 and 392), a GPA at the time of graduation of at least 3.7 in philosophy and 3.3 overall, and completion and successful defense of an honors thesis in an oral examination conducted by at least two members of the department. The hours earned in 391 and 392 do not count towards the 27 hours required of all majors.

Any 3-hour philosophy course numbered 220 or lower counts towards satisfying the Division I requirement. Courses taken elsewhere after a student has enrolled at Wake Forest University will not count towards satisfying the Division I requirement in philosophy.

Divisional Courses

111. Basic Problems of Philosophy. (3h) Examines the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter. (D)

112. Introduction to Philosophical Ideas. (3h) How and why does philosophy engage religious belief and common sense? Why is the purposive world of pre-modern life abandoned by modern naturalism, skepticism, and existentialism? How are our contemporary ideas of self and world expressions of these opposing conceptions of life, love, and meaning? (D)

113. Knowledge and Reality. (3h) Examines three interconnected philosophic problems: the nature of existence; the distinction between truth and falsity; and the question of what it means to know. (D)

114. Philosophy of Human Nature. (3h) Study of selected topics bearing on human nature, such as free will and determinism, the relation of mind and body, personal identity and personhood, and immortality. (D)

115. Introduction to Philosophy of Religion. (3h) Study of some central issues in the philosophy of religion, such as arguments for and against the existence of God; faith and reason; the divine attributes; the nature and existence of the soul; the possibility of immortality; and religious diversity. (D)

116. Meaning and Happiness. (3h) Beginning with Plato (c. 400 BCE) and ending with Foucault (died 1984) the course will look at the views of Western philosophers who have discussed how to live a happy, meaningful life, with particular attention paid to ‘post-death-of-God’ philosophers (e.g. Schopenhauer, Nietzsche, Marx, Sartre, Camus, Heidegger). (D)

160. Introduction to Political Philosophy. (3h) Examines basic concepts and problems in political thought, including social and economic issues, individual rights, equality, justice, and the common good. (D)

161. Introduction to Bioethics. (3h) A study of ethical issues that arise in health care and the life sciences such as informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources. (D)

163. Environmental Ethics. (3h) Examines ethical issues concerning the environment as they arise in individual lives and public policy. (D)

164. Contemporary Moral Problems. (3h) Study of pressing ethical issues in contemporary life, such as abortion, euthanasia, animal rights, affirmative action, marriage, cloning, pornography, and capital punishment. (D)

165. Introduction to Philosophy of Law. (3h) An examination of prominent legal cases and their underlying principles, with an emphasis on philosophical analysis and moral evaluation. Topics include the rule of law, constitutional interpretation, judicial review, legal enforcement of morality, punishment, and freedom of speech and of religion. (D)

220. Logic. (3h) Elementary study of the laws of valid inference, recognition of fallacies, and logical analysis. (D)

Group I – Ancient Greek Philosophy

232. Ancient Greek Philosophy. (3h) Study of the central figures in early Greek philosophy, beginning with the Presocratics, focusing primarily on Plato and Aristotle, and concluding with a brief survey of some Hellenistic philosophers. P—One PHI course or POI.

331. Plato. (3h) Detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One PHI course or POI.

332. Aristotle. (3h) Study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One PHI course (232 or 331 strongly recommended) or POI.

Group II – Modern Philosophy

241. Modern Philosophy. (3h) Study of the works of influential 17th- and 18th-century European philosophers such as Descartes, Locke, Leibniz, Berkeley, and Hume, with a concentration on theories of knowledge and metaphysics. P—One PHI course or POI.

341. Kant. (3h) Study of Kant's principal contributions to metaphysics and the theory of knowledge. P—One PHI course (241 strongly recommended) or POI.

342. Topics in Modern Philosophy. Topics in Modern Philosophy. (3h) Treatment of selected figures and/or themes in 17th- and 18th-century European philosophy. P—One PHI course (241 strongly recommended) or POI.

Group III – Value Theory

360. Ethics. (3h) Systematic examination of central ethical theories in the Western philosophical tradition. Such theories include Kantian deontology, utilitarianism, Aristotelian virtue ethics, and divine command theory. P—One PHI course or POI.

361. Topics in Ethics. (3h) P—One PHI course or POI.

362. Social and Political Philosophy. (3h) A systematic examination of the work of selected contemporary and traditional philosophers on topics such as the state, the family, distributive justice, property, liberty, and the common good. P—One PHI course or POI.

364. Freedom, Action, and Responsibility. (3h) Study of the nature of human freedom and related matters in the philosophy of action, metaphysics, and moral philosophy. P—One PHI course or POI.

366. Global Justice. (3h) Does justice transcend national boundaries? Topics include citizenship, national sovereignty, war, human rights, humanitarian concerns, distribution of resources and burdens, and international law. P—One PHI course or POI.

367. Philosophical Theories in Bioethics. (3h) A study of the main philosophical approaches to contemporary bioethics. Each approach is examined critically and students explore how each approach informs analysis of contemporary issues in bioethics. P—One PHI course or POI.

Group IV – Metaphysics and Epistemology

373. Philosophy of Science. (3h) Systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One PHI course or POI.

374. Philosophy of Mind. (3h) Selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. P—One PHI course or POI.

375. Philosophy of Language. (3h) Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign systems. Also listed as LIN 375. P—One PHI course (221 strongly recommended) or POI.

376. Epistemology. (3h) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; and theories of truth. P—One PHI course or POI.

377. Metaphysics. (3h) Survey of such issues as the nature and existence of properties, possibility and necessity, time and persistence, causation, freedom and determinism, and dualism versus materialism about the human person. P—One PHI course or POI.

378. Philosophy of Space and Time. (3h) Philosophical thought about space and time, from the Presocratics to the present. Topics may include the reality of the passage of time, paradoxes of change and motion, puzzles about the awareness of time, spacetime and relativity, and the possibility of time-travel. P—One PHI course or POI.

Group V – Electives

221. Symbolic Logic. (3h) Introduces propositional and predicate logic, including identity and functions. Construction of proofs. Use of models to demonstrate consistency and invalidity. Application of these techniques to the assessment of arguments expressed in ordinary language.

237. Medieval Philosophy. (3h) Survey of some major philosophers from Augustine to Suarez, including Anselm, Averroes, Maimonides, Avicenna, Aquinas, Scotus and Ockham. P—One PHI course or POI.

337. Thomas Aquinas. (3h) Study of some major texts, with a focus on metaphysics and philosophical theology. P—One PHI course (232 strongly recommended) or POI.

352. 19th-Century European Philosophy: Hegel, Kierkegaard, Nietzsche. (3h) Is there a way to think about the natural world that also makes sense of human life and history? Is anything gained, or lost, by thinking holistically about the world as a whole? Is a life dedicated to thinking about the world (and living accordingly) a way of avoiding an authentic human life? What does it mean to live authentically? Does nihilism provide the answer or is it a form of avoidance? P—One PHI course or POI.

353. Heidegger. (3h) Heidegger early and late. Early Heidegger: the contrast between conformism and authenticity achieved through 'being-towards-death'; meaning through communal tradition.

Late Heidegger: critique of modernity's reduction of everything to 'resource'; the ethics of 'dwelling' as our proper way of being in the world. P—One PHI course or POI.

354. Wittgenstein. (3h) Study of the work of Ludwig Wittgenstein on such topics as the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One PHI course (221 strongly recommended) or POI.

355. Contemporary Philosophy. (3h) Study of the principal works of several representative 20th-century philosophers. P—One PHI course (221 strongly recommended) or POI.

356. 20th-Century European Philosophy. (3h) Representative issues: the 'disenchantment' and 'rationalization' of modernity, the character of modern technology, the possibility of mutual understanding in a multicultural world, the nature of 'dwelling'. Representative figures: Weber, Husserl, Horkheimer, Adorno, Marcuse, Heidegger, Gadamer, Arendt, Habermas. P—One PHI course or POI.

363. Philosophy of Law. (3h) Inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—One PHI course or POI.

368. Concepts of Health and Disease. (3h) Concepts of health, disease, and disability shape discussions in bioethics and health policy. This course examines and critically evaluates competing conceptions of health and disease. The implications of adopting different understandings of health and disease for bioethics and health policy are explored. P—One PHI course or POI.

369. Philosophy and Psychology. (3h) Examines philosophical issues relating to moral, social, behavioral, and/or cognitive psychology. Topics may include the existence and nature of moral character; bias, self-deception, and denial; reasoning, intuition, and deliberation; and perception and consciousness. P—One PHI course or POI.

370. Philosophy and Christianity. (3h) Examines the philosophical foundations of Christian thought and belief. Christian concepts of God and life everlasting, trinity, incarnation, atonement, prayer, sin, evil and obligation. P—One PHI course or POI.

371. Aesthetics and the Philosophy of Art. (3h) Covers such questions as: What is beauty? What is taste? What is art? Must art be beautiful? Can immoral art be good art? Readings may cover historical figures such as Plato or Kant, or may focus on contemporary writers. P—One PHI course or POI.

372. Philosophy of Religion. (3h) What is religion? Are the gods dead? Is God dead? Is religious belief a symptom of an underlying human weakness or biological process, or could it be a response to the sacred? Must believers rely on something less than knowledge? Are philosophical proofs the way to knowledge of God? What sort of problem is the "problem of evil" and what is its significance? How are religious beliefs like and unlike metaphysical, moral, and modern scientific beliefs? P—One PHI course or POI.

379. Feminist Philosophy. (3h) Examines feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency. Also listed as WGS 240. P—One PHI course or POI.

Honors, Seminars and Independent Study

280. Topics in Philosophy. (1h-3h) Seminar and/or lecture course in selected topics. May be repeated if course title differs. P—One PHI course or POI.

385. Seminar. (3h) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—POI.

391. Honors I. (1.5h) Directed study and research in preparation for writing an honors thesis. P—Admission to the honors program in philosophy.

392. Honors II. (1.5h) Completion of the honors thesis begun in PHI 391. Graduation with honors in philosophy requires successful defense of the honors thesis in an oral examination conducted by at least two members of the department. P—PHI 391.

395. Independent Study. (1h-3h)

Physics (PHY)

Chair Daniel Kim-Shapiro

Harbert Family Distinguished Chair for Excellence in Teaching and Scholarship

Daniel Kim-Shapiro

Reynolds Professor Richard T. Williams

Scott Family Faculty Fellow and Professor David L. Carroll

Professors Paul R. Anderson, Keith D. Bonin, Martin Guthold, Natalie A. W. Holzwarth, George Eric Matthews

Research Professors George Holzwarth, William Kerr

Associate Professors Eric D. Carlson, Gregory B. Cook, Oana Jurchescu, Jed Macosko, Fred Salisbury, Timo Thonhauser

Shively Family Faculty Fellow and Associate Professor Samuel Cho

Research Associate Professors Swati Basu, Kamil Burak Ücer

Associate Teaching Professor Jack Dostal

Adjunct Professor Mark W. Roberson

Adjunct Associate Professors John D. Bourland, Michael Munley, Peter Santago

Adjunct Assistant Professor Adam Hall

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The bachelor of arts degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines, such as medicine, law, and business. The bachelor of science degree is designed for students planning careers in physics.

The bachelor of arts degree in physics requires 25 hours in physics and must include the following courses: 111 or 113, 114, 215, 230, 262, 265, and 266. The remaining six hours may be satisfied with any other 300-level courses in the department except 381. MST 205 also is required, although students may substitute MST 113 and 121 in place of MST 205. Students may substitute CHM 341 for PHY 341.

The bachelor of science degree in physics requires 38 hours in physics and must include the following courses: 111 or 113, 114, 215, 230, 262, 265, 266, 301 (at least twice), 337, 339, 340, 341, 343, and 344. The remaining hours may be satisfied with any other 300-level course in the

department. In addition, MST 205, 306, and one other 3-hour course at the 200 level or above in mathematics or computer science other than independent study courses are required. Students may substitute MST 113 and 121 in place of MST 205, and MST 251 and 352 in place of MST 306. Students must earn a minimum C grade in MST 205 or 113/121 and also in MST 306 or MST 251/ 352. Students may substitute CHM 341 for PHY 341.

The bachelor of science degree in biophysics requires 27.5 hours in physics and must include the following courses: 111 or 113, 114, 215, 230, 262, 265, 266, and two of the following: 307/325, 320/323, 341, 385. A student must take PHY 381 for a minimum of 1.5 hours. Also required are MST 205; CHM 111/111L, 122/122L, 280; two of the three courses BIO 114, 213, 214; and either BIO 370 or CHM 370. Students may make the following substitutions: MST 113 and 121 for MST 205; CHM 341 for PHY 341; in consultation with their adviser, CHM 391/392 or BIO 391/392/393/394 for PHY 381. Substitutions for PHY 341 and 381 will count toward the required hours in physics.

While the physics major can be started in the sophomore year, students are encouraged to take PHY 113 and 114 and MST 111 and 112 in the first year. If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five-year BS/MS program. If physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. A candidate for the 3-2 engineering program would also complete three years of the bachelor of science physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

No student may be a candidate for a degree with a major in physics with a grade less than C in General Physics without special permission of the department. Students must achieve a minimum GPA of 2.0 in physics courses for graduation. In addition, all major students, except BS Engineering, must take the ETS Major Field Test in Physics during their senior year, or as determined by the department and communicated by the major adviser(s).

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass PHY 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a GPA of at least 3.3 in physics and 3.0 overall.

A minor in physics requires 17 hours, which must include the courses 111 or 113, 114, 215, and 262. Students interested in the minor should contact the faculty member responsible for advising physics majors. (Inquire in Olin Physical Laboratory, Room 100.)

Physics courses satisfying Division V requirements must be taken at Wake Forest. Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

105. Descriptive Astronomy. (3h) Introductory study of the universe, from the solar system to the galaxies. No lab.

109. Astronomy. (4h) Introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—2 hours. (D)

110. Introductory Physics. (4h) Conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics, or science students. A student who has

credit for PHY 111, 113 or 114, or who is currently taking PHY 113 or 114 is not allowed to register for PHY 110. Lab—2 hours. (D, QR)

111. Mechanics, Waves, and Heat. (4h) Introduction to mechanics, wave motion, thermodynamics, and sound. Extensive use of algebra and trigonometry. Credit allowed for either 111 or 113, but not both. Available for transfer, AP, IB, or A-levels credit only; not approved for summer school elsewhere. Lab—2 hours. (QR)

113. General Physics I. (4h) Essentials of mechanics, wave motion, heat, and sound treated with some use of calculus. Recommended for science, mathematics, and premedical students. Credit allowed for either 111 or 113, but not both. Lab—2 hours. C—MST 111 or 112 or equivalent. (D, QR)

114. General Physics II. (4h) Essentials of electricity, magnetism, optics, and modern physics treated with some calculus. Recommended for science, mathematics, and premedical students. Lab—2 hours. P—MST 111 or 112 or equivalent and PHY 111 or 113. (D, QR)

115. The Physics of Music. (4h) Introduction to the physics of music, using algebra and trigonometry. Basic physical concepts associated with motion, force, and energy are applied to ideal vibrating systems, resonant systems, strings, and sound waves. Uses of these concepts are explored in relation to musical instruments, the human voice, signal processing, and room acoustics. (D, QR)

120. Physics and Chemistry of the Environment. (4h) Covers the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. Consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—3 hours. Also listed as CHM 120. (D, QR)

215. Elementary Modern Physics. (3h) Development of 20th-century physics and an introduction to quantum ideas. The department recommends that PHY 215 be taken concurrently with PHY 265. P—PHY 114 and MST 111 or MST 112. (D, QR)

230. Electronics. (3h) Introduction to the theory and application of transistors and electronic circuits. Lab—3 hours. P—PHY 114. (D, QR)

262. Mechanics. (3h) Study of the equations of motion describing several kinds of physical systems: velocity-dependent forces, damped and forced simple harmonic motion, orbital motion, and inertial and non-inertial reference frames. Includes extensive use of computers. P— P-PHY 113 and MST 205 or in place of P – MST 205 (P - MST 113 and C- MST 121). (D, QR)

265. Intermediate Laboratory I. (1h) Experiments on modern physics. P or C—PHY 215.

266. Intermediate Laboratory II. (1h) Experiments on mechanics, electronics, and computer simulations. P or C—PHY 262.

301. Physics Seminar. (0.5h) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors. Does not count toward the six hours of electives required for the BA major. Pass/Fail only.

307. Biophysics. (3h) Introduces the structure, dynamic behavior, and function of DNA and proteins, and surveys membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. Also listed as BIO 307. P—PHY 113, 114 as well as BIO 114 or 214 or POI. (D)

310. Extragalactic Astronomy and Cosmology. (3h) Topics include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the

universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—PHY 262. C—MST 205. (D)

320. The Physics of Biological Macromolecules. (3h) Physics of large biologically important molecules, especially proteins and nucleic acids. Topics include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. For students with biochemistry, chemistry, or physics backgrounds. P—PHY 113, 114. (D)

323. Computational Biophysics Laboratory. (1h) Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis. C—PHY 320 or POI.

325. Biophysical Methods Laboratory. (1h) Experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis. C—PHY 307.

335. Computational Physics. (3h) An introduction to finding numerical solutions to scientific problems. Topics include understanding computational errors, differentiation, integration, interpolation, root finding, random numbers, linear systems, Fourier methods, and the solution of ODEs and PDEs. There is no computer programming prerequisite. Credit will not be given for both PHY 335 and CSC/MST 355. P—MST 205 or MST 113, 121 and 251, or POI.

337. Analytical Mechanics. (1.5h) The Lagrangian and Hamiltonian formulations of mechanics with applications. Taught in the first half of the fall semester. P—PHY 262, and MST 205.

339, 340. Electricity and Magnetism. (1.5h, 3h) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. PHY 339 is taught in the second half of the fall semester, following PHY 337. PHY 340 is taught in the spring semester. These should be taken in sequence. P for PHY 339—PHY 114 and MST 205. P for PHY 340—PHY 339. (D)

341. Thermodynamics and Statistical Mechanics. (3h) Introduces classical and statistical thermodynamics and distribution functions. *Also offered in Salamanca.* P—PHY 215 and MST 113 or 205. (D)

343, 344. Quantum Physics. (3h, 3h) Basic quantum theory and applications including the time-independent Schrödinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation methods. P for PHY 343—PHY 215 and MST 205. P for PHY 344—PHY 343. (D)

347. Intellectual Property in Science and Engineering. (1h) Introduces the process of creating and protecting intellectual property, with discussion of the economic impact of IP rulings and the concept of a non-disclosure agreement. Working with representative examples from physics, engineering, and biotechnology, the students, working in small teams, will analyze and create invention disclosures, patent applications, and issued patents. Recommended background: three courses from the major tracks in physics, chemistry, biology, or computer science.

352. Physical Optics and Optical Design. (4h) Interaction of light with materials, diffraction and coherent optics, and ray trace methods of optical design. Lab—3 hours. P—PHY 114, 215. (D)

354. Introduction to Solid State Physics. (3h) Survey of the structure, composition, physical properties, and technological applications of condensed matter. P—PHY 343. (D)

361. Biophysics Seminar. (1h) Seminal and current publications in biophysics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion.

363. Condensed Matter Seminar. (1h) Seminal and current publications in condensed matter physics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion.

381. Research. (1.5h, 3h) Library, conference, computation, and laboratory work performed on an individual basis. May be repeated for credit.

385. Bioinformatics. (3h) Introduction to computational approaches used in modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Also listed as CSC 385 and BIO 385. P—CSC 221 or BIO 213 or POI.

391, 392. Special Topics in Physics. (1h-4h) Courses in selected topics in physics. May be repeated if course content differs.

Politics and International Affairs (POL)

Chair Katy J. Harriger

Provost and Professor Rogan Kersh

Maya Angelou Presidential Chair and Professor Melissa Harris-Perry

Reynolds Professor of Latin-American Studies Luis Roniger

Worrell Professor of Anglo-American Studies David Coates

Professors John Dinan, Katy J. Harriger, Charles H. Kennedy, Wei-chin Lee, Kathy B. Smith, Helga A. Welsh

Professor and Director of Latin American and Latino Studies Peter M. Siavelis

Associate Professors Michaelle L. Browers, Neil DeVotta, Sarah Lischer, Will Walldorf

Assistant Professors Sara Dahill-Brown, Michael Callaghan Pisapia, Betina Cutaia Wilkinson

Associate Teaching Professors Tom Brister

Teacher-Scholar Post-doctoral Fellow Jack Amoureux

Anna Julia Cooper Center Post-doc Fellow Jaira J. Harrington

Visiting Assistant Professor Brooke Coe

Adjunct Lecturer Steven Sparks

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political theory, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in politics and international affairs consists of 31 hours, of which, in all but exceptional cases, at least 21 hours must be completed at Wake Forest. Where students take politics courses abroad, they have to be in Wake Forest approved programs and/or must have been certified by the department chair. The required courses for the major include the following: (a) at least one non-seminar course in each of the four fields of politics listed above; (b) a course in methods (POL 280); and (c) one seminar course (POL 300) normally taken in the senior year. The methods course is a prerequisite for the senior seminar and students are expected to take the methods course prior to the end of their junior year and, in any case, prior to the senior seminar. In addition, majors are

required to take MST 109, which must be completed prior to or in concurrence with POL 280.

No more than six hours may be taken toward the major from introductory courses (100-level courses). Majors may not take the introductory courses during their senior year. Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum overall GPA requirements of 3.0. No more than three hours for any one or any combination of the following courses may be counted toward the major: POL 287, 288, or 289. No course taken on a pass/fail basis can count towards the major. Transfer hours toward the major are awarded on an individual case-by-case basis at the discretion of the department chair. A minimum GPA of 2.0 in all courses completed in politics and international affairs at Wake Forest is required for graduation with the major.

The senior seminar provides an opportunity for majors to experience something comparable to a graduate seminar. As such, it is conducted more by discussion than by lecture and enables students to read and reflect upon advanced scholarly material. The seminar also offers students the opportunity in their final year to create a research paper of greater length and sophistication than is customary and to develop the research and writing skills appropriate to the task.

Honors. Students who are interested in the requirements for honors in the major should consult the honors guidelines, which are available at www.wfu.edu/politics. Students who meet these requirements will graduate with “Honors in Politics and International Affairs.”

Five-Year BA/MA Degree. Politics and international affairs majors who minor in Latin-American studies also have the opportunity to pursue a five-year cooperative BA/MA degree program at Georgetown University in Washington, D.C.

The minor in politics and international affairs consists of 18 hours. Fifteen of the hours must be taken at Wake Forest. No more than six hours may be taken toward the minor from introductory courses (100-level courses). Minors are not allowed to take 100-level courses in their senior year. Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum GPA requirements of 3.0. No more than three hours for any one or any combination of the following courses may be counted toward the minor: POL 287, 288, or 289. No course taken on a pass/fail basis can count towards the minor. Transfer hours toward the minor are awarded on an individual case-by-case basis at the discretion of the chair. A minimum GPA of 2.0 in all courses completed in politics and international affairs at Wake Forest is required for graduation with the minor.

A student who selects politics and international affairs to fulfill the Division IV requirement must take one of the following courses: POL 113, 114, 115, or 116. Students who are not majors may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

American Politics

113. American Government and Politics. (3h) The nature of politics, political principles, and political institutions, with emphasis on their application to the U.S. (D)

210. Topics in U.S. Politics and Policy. (3h) Intensive study of one or more major problems in contemporary U.S. politics and policy. Course may be retaken for credit if topic varies.

211. Political Parties, Voters, and Elections. (3h) Examines party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

212. U.S. Policymaking in the 21st Century. (3h) Examines the contemporary U.S. policymaking process. Special attention to ways issues become important and contributions of different politi-

cal actors, institutions, and ideologies in the passage or rejection of policy proposals. Considers a range of social, economic, and regulatory policies.

213. Economic Inequality and American Politics. (3h) Examines patterns of economic inequality in the United States, weighs competing causal explanations for changing distributions of income and wealth, and investigates the effects of this inequality on American democracy.

214. Latino/a Political Behavior. (3h) Examines the contemporary role of Latinos/as as a minority group in the U.S., with emphasis on the history of Latino/a immigration to the U.S. and to North Carolina, immigration attitudes, Latino/a representation, political identity, political participation, and interracial coalition formations. Service-learning course.

215. Citizen and Community. (3h) Examines the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (e.g., poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. Service-learning course.

216. U.S. Social Welfare Policy. (3h) Analysis of U.S. social policymaking and policy outcomes on issues such as welfare, education, health care, and Social Security, with emphasis on historical development and cross-national comparison.

217. Politics and the Mass Media. (3h) Explores the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events. Also listed as JOU 277.

218. Congress and Policymaking. (3h) Examines the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the U.S.

219. Political Participation. (3h) Examines political participation in the U.S., with emphasis on electoral and non-electoral avenues through which individuals and groups wield influence in politics and government, including voting, interest groups, and social movements. Service-learning course.

220. The American Presidency. (3h) Explores the interaction of the presidential office and the individual contemporary presidents in an evolving political context.

221. State Politics. (3h) Examines institutions, processes, and policies at the state level, with emphasis on the different patterns of governance in the various states and the consequences of the recent revitalization of state governments.

222. Urban Politics. (3h) Examines the political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis. Service-learning course. (CD)

223. African American Politics. (3h) Surveys selected topics, including African American political participation, political organizations, political leadership, and political issues. Shows the relationship of these phenomena to American political institutions and processes as a whole.

224. Racial and Ethnic Politics. (3h) Analysis of the impact and interactions of African Americans, Latinos, Asian Americans, American Indians, and Anglos in U.S. politics, with special emphasis on the politics of identity, representation, and interracial public opinion. Service-learning course. (CD)

225. American Constitutional Law: Separation of Powers and the Federal System. (3h) Analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.

226. American Constitutional Law: Civil Rights and Liberties. (3h) Analysis of Supreme Court decisions involving the Bill of Rights and the Fourteenth Amendment of the U.S. Constitution.

227. Politics, Law, and Courts. (3h) Analysis of the intersection of law and democratic politics through consideration of judicial selection, judicial decision making, and the roles of various legal actors, including judges, lawyers, and juries.

228. The Politics of Public Education. (3h) Introduces students to some of the most popular and contentious contemporary education policy debates and discusses what the U.S. school system tells us about the country's fundamental political commitments.

229. Women, Gender, and Politics. (3h) Examines classical and contemporary studies of how gender structures politics, including the political participation of women and other gendered social groups, as well as current policy issues.

Comparative Politics

114. Comparative Government and Politics. (3h) Analysis of political institutions, processes, and policy issues in selected countries. Case studies are drawn from Africa, Asia, Europe, and Latin America. (CD, D)

231. Western European Politics. (3h) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention is given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.

232. Politics in Russia and Eastern Europe. (3h) Analysis of the political, economic, and social patterns of the region, emphasizing the dynamics and divergent outcomes of the regime transitions after the fall of communism in Central and Eastern Europe and the former Soviet Union.

233. The Politics of Modern Germany. (3h) Study of the historical legacy, political behavior, and governmental institutions of contemporary Germany.

234. United Kingdom Politics in a Global Age. (3h) Introduces the nature and content of contemporary United Kingdom politics by placing those politics in a wider analysis of United Kingdom history, society, and international positions. (CD)

235. European Integration. (3h) Combines different approaches to the study of Europe by examining European integration—as highlighted by the development of the European Union—through the lenses of history, politics, culture, and economics.

236. Government and Politics in Latin America. (3h) Comparative analysis of the institutions and processes of politics in the Latin-American region. (CD)

237. The Comparative Politics of Welfare States. (3h) Examines the various ways in which the U.S. and other advanced industrial societies respond to a number of shared “welfare issues,” and craft public policy in areas such as pensions, health care, anti-poverty programs, family stability, and immigration.

238. Comparative Economic Development and Political Change. (3h) Overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the 16th century. Organized around case studies of industrialized democracies, evolving Communist systems and command economies, and “Third World” countries.

239. State, Economy, and International Competitiveness. (3h) Introduces a range of important case studies of national economic performance to illustrate the role of public policy in economic

performance in a number of leading industrial economies (the U.S., United Kingdom, Germany, Sweden, China, and Japan).

240. The Politics of Human Rights. (3h) Looks at the policy dilemmas that both restored and new democracies face when dealing with past human rights violations and how they engage in structuring the domain of human rights in a changed global environment. (CD)

241. Contemporary India. (3h) Examines the opportunities and constraints facing modern India across a range of issues including politics, international relations, economics, religion, caste, and the environment.

242. Topics in Comparative Politics. (3h) Intensive study of one or more major problems in contemporary comparative politics. Course may be retaken for credit if topic varies.

244. Politics and Literature. (3h) Examines how literature can extend knowledge of politics and political systems. Considers the insights of selected novelists. Thematic and regional focus of the course will vary with instructor.

245. Ethnonationalism. (3h) Concerned with the role of ethnicity in world politics. Focuses on both theoretical and substantive issues relating to: (a) nature of ethnicity and ethnic group identity, (b) sources of ethnic conflict, (c) politics of ethnic conflict, (d) policy management of ethnic conflict, and (e) international intervention in ethnic conflict.

246. Politics and Policies in South Asia. (3h) Surveys major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka. (CD)

247. Islam and Politics. (3h) Explores the interrelationship of Islam and politics in the contemporary world. Deals with Islam as a political ideology which shapes the structure of political institutions and behavior. Looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia, and others. (CD)

248. Chinese Politics. (3h) Surveys the political institutions and processes in China (People's Republic of China and Republic of China). Emphasizes group conflict, elites, ideology, as well as current policy changes in the process of modernization.

International Politics

116. International Politics. (3h) Surveys the forces that shape relations among states and some of the major problems of contemporary international politics. (CD, D)

250. Afghanistan, Pakistan, Iraq, and U.S. Policy since 2001. (3h) Broadly addresses the phenomena of U.S. involvement in two ongoing conflicts—the Afghanistan war and the Iraq war. Focuses on the respective domestic and international politics and policies of the four main actors relevant to the conflicts: U.S., Afghanistan, Pakistan, and Iraq.

251. The Politics of Forced Migration. (3h) Addresses major questions about forced migration in international politics, such as: What causes people to flee their homes? What are the effects of forced displacement on the host communities? How should considerations of human rights and international law affect our understanding of forced migration?

252. Topics in International Politics. (3h) Intensive study of one or more major problems of contemporary international politics. Course may be retaken for credit if topic varies.

253. International Political Economy. (3h) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics,

monetary and trade policy, North-South relations, environmentalism, human rights, and democratization.

254. U.S. Foreign Policy. (3h) Analyzes the historical and theoretical perspectives shaping U.S. engagement with the world past and present. Applies this understanding to current problems in U.S. foreign policy.

255. Terrorism and Asymmetric Conflict. (3h) A historical survey and analysis of terrorism and other forms of political violence, such as insurgency and guerrilla warfare involving state and non-state actors. Focuses on a variety of cases along with an examination of the challenges of counter-terrorism and counter-insurgency in the contemporary global system.

256. International Security. (3h) Explores various theoretical approaches to security studies and contemporary security issues, with special attention to domestic variables, the use of force, strategic culture, weapons of mass destruction, the political economy of national security, and terrorism.

257. Interamerican Relations. (3h) Examines the history and contemporary challenges of relations among the nations of the Americas, including intervention and sovereignty, migration, drugs, economic relations, and contemporary foreign policy.

258. International Relations of South Asia. (3h) Examines the foreign policy decision making processes in India, Pakistan, Bangladesh, and Sri Lanka vis-à-vis each other and major powers such as the U.S., Russia, and China.

259. Palestine and the Arab-Israeli Conflict. (3h) Explores the nature and scope of the conflict with particular emphasis on the time period post-1967 and the respective policies of the three most significant actors in the conflict: the U.S., Israel, and Palestine.

260. U.S. and East Asia. (3h) Analytical survey of U.S. interaction with East Asia, with emphasis on the strategic security and the political economy of the region. (CD)

261. International Law. (3h) Analyzes major issues in public international law including sources of international law, state sovereignty, territorial jurisdiction, treaties, peaceful settlement of disputes, human rights, and the relationship between international law and domestic law.

262. International Organizations. (3h) Surveys the philosophy, principles, organizational structure, and decision-making procedures of international organizations. In addition to the United Nations system, this course analyzes various international organizations in issues such as collective security, trade, economic development, human rights protection, and the environment.

263. U.S. Foreign Policy in the Middle East. (3h) Critical analysis of U.S. foreign policy with respect to the Middle East since the second World War. Utilizes a case study method of instruction.

264. Moral Dilemmas in International Politics. (3h) Examines moral dilemmas in international politics with reference to theories and cases. Topics include just war doctrine, responsibility of rich countries toward poor countries, exportability of capitalism and democracy, and legitimacy of humanitarian intervention.

266. Civil Wars: Causes and Consequences. (3h) Examines and assesses competing theories of civil war, including economic, ethnic, religious, and ideological explanations. Addresses dilemmas raised by civil war such as the spread of HIV/AIDS, the proliferation of private security companies, and the abuse of humanitarian aid.

267. Intelligence and International Politics. (3h) Explores various facets of the world of intelligence and espionage in international politics, including intelligence collection and analysis, covert

action, counterintelligence, the role of foreign intelligence agencies, the relationship of the intelligence community to other political institutions, and important ethical issues and controversies in the field of intelligence today.

268. International Conflict Resolution. (3h) Explores various approaches to conflict resolution through readings, case studies, and simulations. Issues include negotiation and mediation, dealing with war criminals, tradeoffs between justice and peace, and the role of the international community.

Political Theory

115. Political Theory. (3h) Introduces the major concepts, questions, and ideas from across the history of political thought, to examine the nature of politics and the moral and ethical aspects of political life. (D)

269. Topics in Political Theory. (3h) Intensive study of one or more major topics in political theory. Course may be retaken for credit if topic varies.

271. Classical Political Thought. (3h) Examines the nature and goals of classical political theorizing, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers include Plato, Aristotle, and Cicero.

272. Democratic Theory. (3h) Examines the theoretical underpinnings of democracy and some of the critiques of those foundations. Focuses on understanding some of the major theories of democracy and on how key democratic concepts are defined differently within these various traditions.

273. Marx, Marxism and Post-Marxism. (3h) Examines Marx's early humanistic writings, his later philosophy, the vicissitudes of 20th-century Marxism and attempts to reorient Marx's theory in light of developments in contemporary political thought and practice.

274. Arab and Islamic Political Thought. (3h) Examines the history, basic concepts, central questions and preoccupations of political thought in the Arab region, while critically analyzing what it means to engage political theory comparatively. (CD)

275. American Political Thought. (3h) Examines texts from the founding to the present that consider debates over the Constitution and the power of government; liberal and republican theories of citizenship; race, class and gender inequality; tensions between diversity and national identity; theories of justice; and the development of progressive, conservative, and libertarian political ideologies in the United States.

276. Modern Political Thought. (3h) Examines political thought from the 19th century to the present with a focus on the relationship between ethics and politics. Topics include the nature of the good life, freedom, and the political society that makes them possible.

277. Feminist Political Thought. (3h) Introduces feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. (CD)

278. Politics and Identity. (3h) Investigation of the ways in which concepts of identity have informed political norms, structures, and practices; the myriad forms identity takes (particularly gender, sexual orientation, class, race, religion, nationality and ethnicity) drawing on examples from across the globe; and theoretical approaches proposed for engaging differences. (CD)

281. Environmental Political Thought. (3h) Explores the human relationship to the natural world and the implications of this relationship to political issues, such as the preservation of wilderness, industrialization, consumerism, public and private ownership, and social justice.

Seminars and Additional Courses

280. Research Methods. (3h) Overview of the qualitative and quantitative methods prominent in studying political science. Attention is given to the relationships between theory, method, and findings by focusing on the need to make systematic empirical observations. P—MST 109 must be taken before or concurrently with this course.

282. Gandhi. (3h) Explores the life, political philosophy, and the method of nonviolent coercion (satyagraha) of Gandhi. Students define and implement group projects designed to promote change within the context of Gandhian methodology. Service-learning course.

286. Topics in Political Science. (1h, 2h, 3h) Intensive study of one or more topics in the discipline. May not be used to meet one of the four area requirements. May be repeated for credit. Up to three hours may be counted toward the major.

287. Individual Study. (2h or 3h) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. May be repeated for a maximum of six hours, only three of which may count toward the major. P—POI.

288. Directed Reading. (2h or 3h) Concentrated reading in an area of study not otherwise available. Students initiate the project and secure the permission of an appropriate instructor. P—POI.

289. Internship in Politics. (2h or 3h) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. P—POI.

300. Senior Seminar in Political Science. (4h) Readings and research on selected topics. P—POL 280 and MST 109.

Psychology (PSY)

Chair Eric R. Stone

William L. Poteat Professor of Psychology Deborah L. Best

Professors Terry D. Blumenthal, Christy M. Buchanan, Dale Dagenbach, William W. Fleeson, R. Michael Furr, James A. Schrillo, Catherine E. Seta, Carol A. Shively, Eric R. Stone

Associate Professors Janine M. Jennings, Lara K. Kammrath, Lisa Kiang, John V. Petrocelli, Wayne E. Pratt, Cecilia H. Solano, Christian E. Waugh

Assistant Professors Dunuville Eranda R. Jayawickreme, E.J. Masicampo, John Rauthmann

Assistant Teaching Professors Heath L. Greene, Melissa M. Masicampo

Visiting Assistant Professors Tess N. Chevalier, Danielle A. Lutfi-Proctor

Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr.

Adjunct Associate Professor C. Drew Edwards

Adjunct Assistant Professors Phillip G. Batten, Jacqueline N. Friedman, Marissa S. Griggs, Ashley L. Heffner, Katie M. Holleran, Stephannie Walker, Leigh D. Watson, Fadel Zeidan

Adjunct Instructor Stephen W. Davis

Teaching Postdoctoral Fellow Michael J. Tobia

Psychology 151 is a prerequisite to all courses of a higher number. Courses numbered below 151 do

not count toward Division IV requirements or toward the major in psychology. Psychology 310, 311, 312, or special permission of the instructor is prerequisite for some 300-level courses. See individual course descriptions for specific information. A minimum GPA of 2.0 or higher in psychology courses is required to graduate with a major or minor in psychology.

The major in psychology: It is recommended that students who are considering psychology as a major take PSY 151 in their first year and PSY 311 no later than their junior year. Furthermore, it is recommended that students take at least one course in addition to PSY 151 before taking PSY 311. At the time the major is elected, students must have completed at least one psychology course (includes AP or IB credit for PSY 151, but excludes PSY 100), and must have a minimum GPA of 2.0 or higher in all graded psychology courses. The major in psychology requires the completion of a minimum of 32 hours in psychology, including 151, 311, 312, and 392. In addition, the major student must complete at least one course from each of the two following groups: Group A: 320, 326, 329, 331, 333, 338; Group B: 341, 351, 355, 362, and 374. No more than 50 hours in psychology may be counted toward the graduation requirements of 120 hours. No more than three hours of directed study (PSY 280) may be counted toward the 32 hours required for the major, and a maximum of five hours of directed study (PSY 280) may be counted toward the graduation requirement of 120 hours. A maximum of three hours of internship credit can be taken.

No more than six hours will be accepted for courses taken at other schools, and a maximum of three of those six hours may come from online courses. Cross-listed courses taught by another department at Wake Forest will be counted toward the 32 hours required for the major. The cross-listed courses are: EDU 311, HES 312, LIN 330, and REL 350. A maximum of nine hours of transfer credit and cross-listed courses taught by another department can be counted towards the major if 35 or more hours in the major are taken. AP or IB credit may be accepted for PSY 151, but other courses taken at community colleges or college courses taught on high school campuses taken after enrollment at Wake Forest are not accepted for transfer credit. With the exception of PSY 151, specific courses required for the major, including A and B group courses, must be taken at Wake Forest. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

The minor in psychology requires 15 hours in psychology including: 151; either 310 or 311. A student must also take three other courses; at least two of which must be from the following courses—241, 243, 245, 248, 255, 260, 268, 320, 323, 326, 329, 331, 333, 338, 362 and 374. The 310 or 311 requirement may be waived if the student takes one set of the following methods courses: BEM 201 and 202, BEM 201 and FIN 203, ECN 209, HES 262, SOC 271 and SOC 272. If the psychology statistics course requirement is waived, a student will then be required to take an additional course. No more than six hours will be accepted for courses taken at other schools and cross-listed courses taught by another Wake Forest department to be counted toward the 15 hours required for the minor. A maximum of three of those six hours may come from online courses. The cross-listed courses that may be accepted are: EDU 311, HES 312, LIN 330, REL 350.

Honors. Highly qualified majors are invited by the department to participate in the honors program in psychology. Students must take PSY 311 no later than fall of the junior year in order to be considered for the honors program. To be graduated with the designation “Honors in Psychology,” the student must complete satisfactorily a special sequence of courses (381, 383), pass an oral or written examination, and earn an overall GPA of 3.2 with an average of 3.5 on work in psychology. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted. (Students satisfactorily completing PSY 383 are not required to complete PSY 392.)

- 100. Learning to Learn.** (3h) Designed for first and second year students who wish to improve their academic performance through the application of learning, study, memory, and time management strategies. By permission of the instructor only. Pass/Fail only.
- 151. Introductory Psychology.** (3h) Systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number. (D)
- 241. Developmental Psychology.** (3h) Surveys physical, emotional, cognitive, and social development in humans from conception to death. P—PSY 151. (D)
- 243. Biopsychology.** (3h) An introduction to the biological substrates and processes that govern behavior. P—PSY 151. (D)
- 245. Survey of Abnormal Behavior.** (3h) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—PSY 151. (D)
- 248. Cognitive Psychology.** (3h) Surveys theory and research on cognitive processes. Emphasizes memory, attention, visual and auditory information processing, concept identification/formation, and language. P—PSY 151. (D)
- 255. Personality.** (3h) Surveys theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—PSY 151. (D)
- 260. Social Psychology.** (3h) Surveys the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—PSY 151. (D)
- 265. Human Sexuality.** (3h) Explores the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—PSY 151. (D)
- 268. Industrial/Organization Psychology.** (3h) Psychological principles and methods applied to problems commonly encountered in business and industry. P—PSY 151. (D)
- 270. Topics in Psychology.** (1.5h) Focused, in-depth review of current theory and research on a selected topic in the field. P—PSY 151.
- 275. Internship in Psychology.** (0h-3h) Field work in pre-approved settings under the supervision of qualified professionals. Related readings and a term paper required. Students must apply and secure permission from designated Psychology Department faculty member who will assign final grade. Students desiring to propose an internship that has not been pre-approved must do so at least 1 month before the proposed start of the internship, following standard department procedures. Internships will not be approved for credit after the internship has already begun. Credits cannot count toward minimum required for major or minor. Pass/Fail only. Open only to declared psychology majors or minors with a minimum GPA of 2.75. Maximum three hours. P—PSY 310 or 311, POD.
- 280. Directed Study.** (1h-3h) Student research performed under faculty supervision. P—PSY 151 and approval of faculty member prior to registration.
- 310. Methods in Psychological Research.** (3h) Introduces statistics and research design for students minoring in psychology. P—PSY 151. (D, QR)
- 311. Research Methods I.** (4h) Design and statistical analysis of correlational methods. Lab twice weekly. P—At least one course in addition to PSY 151. (D, QR)

- 312. Research Methods II.** (4h) Design and statistical analysis of experimental methods. Lab twice weekly. P—311. (QR)
- 313. History and Systems of Psychology.** (3h) The development of psychological thought and research from ancient Greece to the present. *Normally offered only fall semester.* Senior major standing only. P—Two PSY courses beyond 151 or POI. (D)
- 314. Special Topics in Social Psychology.** (3h) Theoretical and empirical examination of specialized areas within social psychology. May be repeated for credit if topic varies. P—PSY 151. (D)
- 315. Special Topics in Personality Psychology.** (3h) Theoretical and empirical examination of specialized areas within personality psychology. May be repeated for credit if topic varies. P—PSY 151. (D)
- 316. Special Topics in Developmental Psychology.** (3h) Theoretical and empirical examination of specialized areas within developmental psychology. May be repeated for credit if topic varies. P—PSY 151. (D)
- 317. Special Topics in Experimental Psychology.** (3h) Theoretical and empirical examination of specialized areas within experimental psychology. May be repeated for credit if topic varies. P—PSY 151. (D)
- 320. Physiological Psychology.** (3h) Provides an in-depth examination of the nervous system and the physiological processes that underlie sensation, motor control, thinking, and emotion. P—PSY 310 or 311 or POI.
- 322. Psychopharmacology.** (3h) Surveys the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—PSY 151. (D)
- 323. Animal Behavior.** (3h) Surveys laboratory and field research on animal behavior. P—PSY 310 or 311 or POI.
- 326. Learning Theory and Research.** (3h) Theory and current research in learning, with emphasis on applications of learning principles for behavior modification and comparisons across species. P—PSY 310 or 311. P or C—PSY 312.
- 329. Perception.** (3h) Surveys theory and research findings on various sensory systems (vision, hearing, touch, taste). P—PSY 310 or 311.
- 331. Research in Cognitive Psychology.** (3h) In-depth examination of research in a selected area of cognitive psychology such as memory, attention, or executive function. Research projects required. P—PSY 310 or 311. P or C—PSY 312.
- 333. Motivation of Behavior.** (3h) Surveys basic motivational concepts and related evidence. P—PSY 310 or 311. P or C—PSY 312.
- 338. Emotion.** (3h) Surveys theory methods and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given. P—PSY 310 or 311.
- 341. Research in Developmental Psychology.** (3h) Methodological issues and selected research in developmental psychology. Research projects required. P—PSY 310 or 311.
- 344. Abnormal Psychology.** (3h) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P—PSY 151. (D)

- 346. Psychological Disorders of Childhood.** (3h) Surveys problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasizes causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—PSY 245 or 344 or POI. (D)
- 348. Clinical Neuroscience.** (3h) Surveys connections between abnormal neurological processes and clinical abnormalities. This implies already having an understanding of normal brain function and anatomy. P—PSY 243 or 320 or 322.
- 351. Personality Research.** (3h) Application of a variety of research procedures to the study of human personality. Research projects required. P—PSY 310 or 311.
- 355. Research in Social Psychology.** (3h) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—PSY 310 or 311.
- 357. Cross-Cultural Psychology.** (3h) Examines differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—PSY 151. (CD, D)
- 359. Psychology of Gender.** (3h) Explores the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior. P—PSY 151. (CD, D)
- 362. Psychological Testing.** (3h) Overview of the development and nature of psychological tests with applications to school counseling, business, and clinical practice. Students have the opportunity to take a variety of psychological tests. P—PSY 310 or 311.
- 363. Survey of Clinical Psychology.** (3h) Overview of the field of clinical psychology. P—Psychology senior majors only or POI. (D)
- 364. Stereotyping and Prejudice.** (3h) Theoretical and empirical examination of the processes underlying prejudice, discrimination, and racism. P—PSY 151 (CD, D)
- 367. Parent-Child Relationships.** (3h) Surveys characteristics of parent-child relationships and issues of parenting as related to a variety of factors, including developmental changes of parent and child, family structure, and sociocultural context. P—PSY 151. (D)
- 374. Research in Judgment and Decision Making.** (3h) Theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved. P—PSY 310 or 311.
- 381. Honors Seminar.** (3h) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—PSY 311 and POI.
- 383. Honors Research.** (3h) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—PSY 311 and POI.
- 392. Contemporary Issues in Psychology.** (1.5h) Seminar treatment of current theory and research in several areas of psychology. Required for senior majors. P—PSY 311, P or C—PSY 312, and senior major standing.

Religions, Study of (REL)

Chair James L. Ford

Easley Professor of Religion Stephen B. Boyd

Wingate Professor of Religion Simeon O. Ilesanmi

Wake Forest Kahle Professor of Religion and Albritton Fellow Mary Foskett

Professors James L. Ford, Kenneth G. Hoglund, Nelly van Doorn-Harder, Ulrike Wiethaus

Associate Professors Lynn S. Neal, Lucas F. Johnston, Jarrod L. Whitaker

Assistant Professors Shawn D. Arthur, Annalise Glauz-Todrank, Ronald B. Neal

Associate Teaching Professor Tanisha Ramachandran

Visiting Assistant Professors Ruslan Elistratov, Leann Pace

The study of religion is a way of organizing academic inquiry into how human beings and human cultures express and experience their religious needs, beliefs, and values. It involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. Using cross-cultural and interdisciplinary approaches, religious studies investigates and interprets systems of religious belief, the history of religious traditions, the function of religion in society, and forms of religious expression such as ritual, symbols, sacred narrative, scripture, practices, and theological and philosophical reflection. Students of religious studies, whether adherents of a religion or of no religion, gain tools to understand, compare, and engage the phenomenon of religion and its role in human life and culture.

A major in religious studies requires a minimum of 28 hours, of which 18 must be in courses above the 100-level. Students must take REL 200 (Approaches to the Study of Religion) and one course from each of three groups as designated below (I: Biblical Studies; II: Religion, History and Society; III: World Religions) and REL 399 (in their senior year). A minimum GPA of 2.0 in all courses completed in religious studies at Wake Forest is required for graduation with the major. Up to 9 hours of coursework completed outside the department may be counted toward the major and no more than 6 hours of directed reading may be counted toward the major.

A minor in religious studies requires 15 hours, 9 of which must be above the 100-level, and one upper-level course from Group III: World Religions. The department provides advisers for students pursuing a minor. Up to 3 hours of coursework completed outside the department may be counted toward the minor and no more than 3 hours of directed reading may be counted toward the minor.

Honors. Highly qualified majors are encouraged to apply for admission to the honors program. Students who wish to pursue this option should refer to the honors guidelines, available on the Department website, for an overview of requirements and procedures. Upon completion of all requirements, a recommendation of honors at graduation will be made by the department based upon the student's overall academic record and the quality of the final project.

A concentration in religion and public engagement for declared majors and minors in religious studies requires 15 hours and provides an opportunity for students to undertake a community-based study of educational, economic, cultural and political development strategies, and action. Students must take the core course (REL 332), a course in either theory or method (REL 200, 305, 336, 338), an internship (REL 288 [3h]), and two elective courses related to the community partner's context, history, and values. Elective courses may be chosen from other departments and programs with approval from the RPE committee.

Divisional Courses

101. Introduction to Religion. (3h) Study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor. (D)

102. Introduction to the Bible. (3h) Study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor. (D)

103. Introduction to Christian Traditions. (3h) Study of Christian experience, thought, and practice. Focus varies with instructor. (D)

104A. Introduction to Asian Traditions. (3h) Study of the thought and practices within the major religious traditions of South, Southeast, and East Asia. Focus, regions, and traditions may vary with instructor. (CD, D)

104B. Introduction to South Asian Traditions. (3h) Study of the thought and practices within the major religious traditions of South Asia (Indian subcontinent). Focus and traditions may vary with instructor. (CD, D)

104C. Introduction to East Asian Traditions. Study of the thought and practices within the major religious traditions of East Asia (China, Korea and Japan). Focus, regions, and traditions may vary with instructor. (CD, D)

105. Monotheisms: Judaism, Christianity, and Islam. (3h) Examines the history, thought, and practices of these three monotheistic traditions in global perspective. Focus varies by instructor. (D)

106. The Bible in America. (3h) Critical examination of the ways in which various individuals and groups have interpreted, appropriated and used the Bible in America. Focus varies with instructor. (D)

107. Introduction to African Religions. (3h) Study of the basic features of African religious systems and institutions, with focus on the cultural, economic and political factors that have informed global preservations of an African worldview. (CD, D)

108. Introduction to Hindu Traditions. (3h) Examines historical, political, and cultural developments of various traditions placed under the heading "Hinduism" in South Asia and abroad, with focus on ritual, myths, literature, and imagery that reflect their diverse beliefs and practices. (CD, D)

109. Introduction to Buddhist Traditions. (3h) Study of the thought, history, and practices of Buddhist traditions in Asia. (CD, D)

110. Introduction to Islamic Traditions. (3h) Examines the origins and development of Islam. Attention is given to the formation of Islamic faith and practice. (CD, D)

111. American Indian and First People's Traditions. (3h) Multi-disciplinary study of thought and practice in past and present American Indian and indigenous communities. (CD, D)

113. Introduction to Jewish Traditions. (3h) Examines the history, thought, and practices of Jewish traditions in global perspective. (D)

General Courses

200. Approaches to the Study of Religion. (3h) Explores the history of and methodological resources for the study of religion. Focus may vary with instructor, but the emphasis is on the ways religion has been defined, studied, and interpreted over the last several centuries.

286, 287. Directed Reading. (1h-3h) A project in an area of study not otherwise available in the department. May be repeated for credit. (Group I-III with department approval) P—POI.

288. Field Program in Religion and Public Engagement. (1h-3h) Integrated study of major themes in religion and public engagement carried out in partnership with one or more communities off campus. May be repeated for credit. Focus varies with instructor. P—POI. *On request.*

304. Myth, Ritual, and Symbolism. (3h) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. Also listed as ANT 336. P—ANT 111 or 112 or 113 or 114, or POI. (CD)

305. Ethnography of Religion. (3h) Study of theory and method in ethnography of religion where students closely read ethnographies from a variety of cultures and discuss the practical, methodological, and ethical issues related to ethnography. Course culminates with students researching and writing their own ethnographies. (CD)

306: Ritual Studies. (3h) Introduces the various methods and theories employed in the field of ritual studies, while examining comparative rituals and ritualized practices from around the world.

307. Magic, Science, and Religion. (3h) Explores concepts of magic, science, and religion that emerged in Western thought and culture from late antiquity through the European Enlightenment and analyzes connections between religious traditions and Western, Modern Science.

351. Sociology of Religion. (3h) Introduces the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change. Also listed as SOC 301.

390. Special Topics in Religion. (1.5h-3h) Religion topics of special interest. May be repeated for credit. Group I-III with department approval. P—POI.

396. Interreligious Encounters and Engagements. (3h) Surveys the history of dialogue activities among various religious communities and introduces the methods and theories of interreligious dialogue. Part of this class is interaction with local interfaith projects.

398. Honors in Religion. (3h) Directed study and research in preparation for writing and completing an honors thesis. (P-Admission to the honors program in the Study of Religions).

399. Senior Colloquy. (1h) This 1-hour capstone course, required for senior majors, is structured around writing and reflection on the major through readings, discussion, and portfolio development.

Group I — Biblical Studies

261. Foundations of Traditional Judaism. (1.5h) Study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and Midrash.

308. Sacred Scripture in the Traditions of Abraham. (3h) Comparative study of sacred texts in Judaism, Christianity, and Islam with attention to the issues of authority, function and interpretation.

310. The Prophetic Literature. (3h) Examines the development and theological contents of the literary products of Israel's prophetic movement.

312. The Critical Study of the Pentateuch. (3h) Study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

313. Near Eastern Archaeology. (3h) Survey of 20th-century archaeology in the Near East with attention to its importance for Biblical studies.

- 315, 316. Field Research in Biblical Archaeology.** (3h, 3h) Study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.
- 317. Wisdom Literature.** (3h) Examines the development, literary characteristics, and theological contents of the works of ancient Israel's sages.
- 318. Feminist and Contemporary Interpretations of the New Testament.** (3h) Study of feminist and contemporary approaches to the New Testament in light of the history of New Testament interpretation and a range of contemporary concerns and interpretive contexts.
- 320. The Search for Jesus.** (3h) Study of issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.
- 323. Jesus Traditions.** (3h) Examines ancient Christian and other religious representations of Jesus in historical, social, cultural, and theological context.
- 324. Early Christian Literature.** (3h) Examines various literatures and perspectives of the first three centuries of the Christian movement.
- 328. Jewish-Christian Relations and the New Testament.** (3h) Study of Jewish-Christian relations and selected writings of the New Testament in the historical, social, religious and political contexts of ancient Judaism and emerging Christianity. Focus varies with instructor.

Group II — Religion, History, and Society

- 210. Jerusalem in History and Tradition.** (3h) Examines the ways meaning and religious significance have been imparted to Jerusalem far beyond its significance in world history.
- 230. Religion and the U.S. Constitution.** (3h) Introduces the complex relationship between religion and the U.S. government through an in-depth analysis of the nation's founding documents and the subsequent series of First Amendment church-state decisions rendered by the United States Supreme Court.
- 242. Sex, Death, and Salvation.** (3h) Examines how various religious traditions, past and present, have understood the overlapping notions of sexuality, human destiny, and the afterlife. (CD)
- 244. Religion, Terrorism, and Violence.** (3h) Investigates definitions of terrorism and comparatively examines religious motivations and legitimations of the use of violence in a number of belief systems. (CD)
- 262. Contemporary Judaism.** (1.5h) Survey of Judaism today, including influences of the Enlightenment, Hasidism, Zionism, the Holocaust, and feminism.
- 266. Religious Sects and Cults.** (3h) Examines historical and contemporary issues in the study of new religious movements by analyzing media coverage of "cults" and investigating the history of specific groups.
- 267. Religion and Popular Culture.** (3h) Examines the relationship between religion and popular culture, focusing on a variety of popular culture forms and interpretive skills. Focus varies with instructor.
- 330. Pope, Jefferson & Imam: A Study In Comparative Ethics.** (3h) Comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.
- 331. Religion and Law.** (3h) A study of religion and law as distinct yet interdependent spheres that influence cultural negotiations about authority, power, identity, and the regulation of society. Geographic and tradition-specific focus may vary with instructor.

- 332. Religion and Public Engagement.** (3h) Examines the interface between religious communities and the public sphere, and the potential for social change in contemporary global and local contexts through a range of readings, guest lectures, field trips, and films. Traditions and emphasis may vary with instructor.
- 335. Religious Ethics and the Problem of War.** (3h) Examines the causes and characteristics of war, various religious responses to it, and approaches to peacemaking, with attention to selected contemporary issues.
- 336. Religious Traditions and Human Rights.** (3h) Study of relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.
- 338. Religion, Ethics, and Politics.** (3h) Examines ethical issues in religion and politics using materials from a variety of sources and historical periods.
- 341. Religion and Ecology.** (3h) Cross-cultural examination of the relationships among human beings, their diverse cultures, habitats, and religions, including social and political understandings of the environment.
- 342. Religious Intolerance in the U.S.** (3h) Study of the various manifestations of religious intolerance in the U.S. from the colonial period until the present.
- 344. Religion, Poverty, and Social Entrepreneurship.** (3h) Interdisciplinary study of major themes in religion, poverty reduction, and social entrepreneurship. Focus and community emphasis may vary with instructor. Also listed as ESE 322.
- 345. African-American Religious Experience.** (3h) Explores the religious dimensions of African-American life from its African antecedents to contemporary figures and movements. (CD)
- 346. Religious Utopias and the American Experience.** (3h) Surveys a range of such 18th- and 19th-century utopian communities, including Moravians, Rappites, Shakers, and the Oneida and Amana colonies. Also listed as HST 381.
- 348. Race, Memory and Identity.** (3h) Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as HST 378. (CD)
- 355. Jewish Identities: Religion, Race, and Rights.** (3h) Examines how evolving definitions of race, religion, and Jewishness have correlated and conflicted in varied and sometimes surprising ways and how these shifts have been tied to legal rights and social privileges. (CD)
- 356. Modern Jewish Movements.** (3h) Examines modern Jewish movements from Isaac Luria's system of Kabbalah in sixteenth-century Palestine through Jewish renewal in the contemporary United States. (CD)
- 357. Jews in the United States.** (3h) Examines Jewish American histories, experiences, and identities and their impact on American society as a whole.
- 365. History of Religions in America.** (3h) Study of American religions from colonial times until the present.
- 367. Christian Mysticism.** (3h) Study of Christian mysticism and contemplation (spirit possession, visions, dreams, and meditation) and their relation to contemporary issues.

- 368. Protestant and Catholic Reformations.** (3h) Study of the origin and development of Reformation theology and ecclesiology.
- 369. Radical Christian Movements.** (3h) Study of selected radical movements in the Christian tradition and their relation to contemporary issues.
- 372. History of Christian Thought.** (3h) Study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern Christian figures.
- 373. Special Topics in African-American Religious Traditions.** (3h) Variable topics in African-American religious traditions. May be repeated for credit if topic varies. (CD)
- 374. Black Messiahs and Uncle Toms.** (3h) Examines the cultural and religious history of black leadership in the United States. (CD)
- 375. Race, Myth, and the American Imagination.** (3h) A study of myth and mythology in relation to the racial imaginary in America. (CD)
- 376. Race, Religion, and Film.** (3h) Examines past and contemporary filmmakers who couple religious themes with racial concerns. (CD)

Group III — World Religions

- 265. Culture and Religion in Contemporary Native America.** (3h) Interdisciplinary survey of American-Indian culture, including the arts and literature, religions, and historical changes. Emphasizes the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as AES 265 and HMN 285. (CD)
- 280. God, Gods, and the Ultimate.** (3h) Comparative study of the way religious traditions—both Eastern and Western—conceptualize “Ultimate Reality” or “the Absolute” (e.g., God, Allah, Brahman, the Dao, Emptiness). Particular attention will be given to the historical evolution and the socio-religious implications of the various conceptualizations studied. (CD)
- 329. Chinese Medicine.** (3h) An interdisciplinary exploration and analysis of Chinese medicine, its fundamental theories, and its range of health-oriented and religious applications. (CD)
- 339. Religion, Power and Society in Modern Africa.** (3h) Interdisciplinary study of the growth transformations of Africa’s major religious traditions (Christianity, Islam, and the indigenous religions) and of their relations with secular social changes. (CD)
- 343. Religion, Culture, and the Body.** (3h) A cross-cultural, multi-disciplinary exploration of the body as a malleable locus of contested ideals that informs personal, social, and religious identity formation. (CD)
- 349. Asian Meditation Practices.** (3h) Introduces and examines theoretical and practical aspects of various forms of Eastern meditation (concentration, mindfulness, Zen, visualization, and moving energy work) from both practitioner and modern scientific perspectives. (CD)
- 359. Hinduism in America.** (3h) Study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America. (CD)
- 361. Topics in Buddhism.** (3h) Variable topics in Buddhist history, thought, and/or practice. May be repeated for credit if topic varies. (CD)

- 362. Topics in Islam.** (3h) Variable topics in Islamic history, thought, and/or practice. May be repeated for credit if topic varies. (CD)
- 363. The Religions of Japan.** (3h) Study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism. (CD)
- 381. Zen Buddhism.** (3h) Examines the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition. (CD)
- 382. Religion and Culture in China.** (3h) Thematic study of Chinese religious culture focusing on history, ritual, scripture, and popular practice. Additional topics include cosmology, ancestor veneration, shamanism, divination, and the role of women. (CD)
- 383. The Quran and the Prophet.** (3h) Examines the history, content, and main approaches to the sacred book of Islam. Explores the influence and interaction between the holy word and its transmitter the Prophet Muhammad. (CD)
- 384. Islam and Law: Varieties in Interpretation and Expression.** (3h) Explores main tenets of the Islamic law (Shari'ah) and how this law has been applied in past and present Islamic societies. Looks at legal issues through the lens of gender, ethics, non-Muslim minorities, rights, and duties. (CD)
- 385. Topics in South Asian Religions.** (3h) Variable topics in the religions of South Asia. May be repeated for credit if topic varies. (CD)
- 386. Indian Epics.** (3h) Examines one or both Indian epics, the Mahabharata and Ramayana, while paying attention to either epic's religious, social, and political contexts, performance, and development in Indian history. (CD)
- 387. Priests, Warriors, and Ascetics in Ancient India.** (3h) Introduces students to the history, culture, and ritual traditions of ancient India by examining the overlapping practices, beliefs, ideologies, and gendered representations of priests, warriors, kings, and ascetics. (CD)
- 388. South Asian Women: Religion, Culture and Politics.** (3h) Examines the intersection of religion, race and gender of South Asian women from a feminist and postcolonial perspective. (CD)
- 389. Islam in the West: Changes and Challenges.** (3h) Explores issues of identity, ethnicity and religion within various Muslim communities living in western countries. A central goal is to understand how these communities negotiate the new environment and the challenges they face.
- 391. Topics in East Asian Religions.** (3h) Variable topics in the religions of China, Korea, and Japan. May be repeated for credit if topic varies. (CD)
- 392. Topics in First Peoples' Traditions.** (3h) Variable topics in the religions of American Indian and Canadian First Nations. May be repeated for credit if topic varies. (CD)
- 393. Topics in Religions of Africa.** (3h) Variable topics in the religions of Africa or African diaspora. May be repeated for credit if topic varies. (CD)

Near Eastern Languages and Literature (NLL)

Up to 3 hours from NLL courses 200 or above may be counted toward the major. No NLL course may count toward the minor.

111, 112. Elementary Hebrew. (3h, 3h) A course for beginners in the classical Hebrew of the Bible with emphasis on the basic principles of grammar and the reading of biblical texts. Both semesters must be completed.

153. Intermediate Hebrew. (3h) Intensive work in Hebrew grammar and syntax. Based upon the reading of selected texts. Readings emphasize post-biblical Hebrew. P—Hebrew 111, 112 or the equivalent.

211. Hebrew Literature. (3h) Reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (3h) Reading and discussion of significant Biblical and post-Biblical texts. *On request.* P—Hebrew 153.

213. Studies in Modern Hebrew. (3h) Intended for students with a working knowledge of Classical Hebrew, this course will explore some of the primary differences between the linguistic groups and will introduce students to the formal study of Modern Hebrew. POI required.

301. Introduction to Semitic Languages. (3h) Comparative study of the history and structure of the languages of the Semitic family. *On request.*

302. Akkadian I. (3h) Analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of Semitic languages. *On request.*

303. Akkadian II. (3h) Continuation of Akkadian I (NLL 302) with emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On request.*

310. Intermediate Readings in Classical Hebrew. (1h) Analysis of selected texts designed to expand the student's facility with Hebrew. May be repeated for credit.

311. Aramaic. (3h) The principles of Aramaic morphology, grammar, and syntax based on readings from the Bible and other ancient Near Eastern texts. *On request.* P—NLL 112 or POI.

314. Readings from the Rabbis. (3h) Selected texts in Hebrew and Aramaic from the Mishna and Midrash. *On request.* P—NLL 211 or POI.

321, 322. Introduction to Middle Egyptian I and II. (3h, 3h) The phonology, morphology, and grammar of Middle Egyptian. *On request.*

Sanskrit Language and Literature (SKT)

No SKT course may count toward the major or minor in religious studies.

111-112. Introduction to Sanskrit. (3h, 3h) Two-semester sequence designed to introduce students to classical Sanskrit with emphasis on the basic principles of grammar, syntax, historical linguistics, and the reading of classical Indian texts. *On request.*

Russian and East European Studies (REE)

(Interdisciplinary Minor)

Coordinator, Associate Professor of History Susan Z. Rupp

The minor in Russian and East European Studies provides students with an opportunity to undertake a multidisciplinary study of the culture, economics, history, and politics of Russia and East Europe.

The minor requires a total of 18 hours; six of these may also count toward the student's major. Candidates for the minor are required to take REE 200 during their sophomore or junior year, along with electives amounting to an additional 15 hours of coursework on Russia and East Europe. No more than six of these 15 hours may be in a single discipline.

Appropriate credit in various fields of Russian and East European Studies also may be obtained by study abroad in programs approved by the Office of Global Programs and Studies and the coordinator. Students are strongly encouraged to study abroad as part of fulfilling the minor. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated faculty member to discuss their interests and structure a coherent course of study.

Courses may be chosen from among the list of approved courses provided. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. Course descriptions may be found in the relevant department's listings in this bulletin.

REE 200. Introduction to Russian and East European Studies. (3h) An interdisciplinary survey of Russia and the Soviet Union, including an examination of society, polity, economy and culture over time. Also listed as HST 232. Students taking REE 200/HST 232 cannot receive credit for HST 230 or 231. (CD)

Electives for Russian and East European Studies

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

- COM 351. Comparative Communication: Russia. (3h)
- ECN 252. International Finance. (3h)
- HST 230. Russia: Origins to 1865. (3h)
- 231. Russia and the Soviet Union: 1865 to the Present. (3h)
- 310. Twentieth Century Eastern Europe. (3h)
- HMN 215. Germanic and Slavic Literature. (3h)
- 218. Eastern European Literature. (3h)
- POL 232. Politics in Russia and Eastern Europe. (3h)
- RUS Any courses at or above the 200-level.

Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

Self-Instructional Languages (SIL)

(Program)

Coordinator, Assistant Professor Tina Boyer/Department of German and Russian

Self-Instructional Languages is a program for students who would like to study a language not offered by the University. Interested students are responsible for finding appropriate textbooks and an evaluator who (1) is fluent in the chosen language, (2) holds an advanced degree and (3) is a faculty member affiliated with an accredited college or university. SIL 101, 102 may count towards the minor in linguistics only with approval from the coordinator of linguistics. Any student interested in

self-instructional language learning should submit an application to the SIL program coordinator by August 5 for the fall semester and by January 5 for the spring semester.

SIL 101, 102. Self Instructional Language. (3h, 3h) Students wishing to learn a language not offered at Wake Forest may arrange to study the language in consultation with a native speaker. Does not count toward the linguistics minor without approval from the coordinator. Pass/Fail only. P—POI.

Sociology (SOC)

Chair Joseph Soares

Professors Catherine Harnois, Catherine T. Harris, Robin Simon, Joseph Soares, Ian M. Taplin, David Yamane

Associate Professors H. Kenneth Bechtel, Hana E. Brown, R. Saylor Breckenridge, Ana M. Wahl

Assistant Professor Amanda Gengler

Visiting Professor Edward Opoko-Dapaah

Research Assistant Professor of Sociology Joao Luiz Bastos

Research Assistant Professor Yibin Liu

Associate Teaching Professor Steven E. Gunkel

Adjunct Assistant Professor Kimberly Creasap

A major in sociology requires 31 hours. Students are required to complete four core courses: one 100-level SOC course, SOC 270, 271, and 272. Students should take one 100-level SOC course in the freshmen or sophomore year prior to declaring their major in sociology. Any one but no more than two 100-level SOC courses will count towards the major. No 100-level SOC course taken by seniors can count towards the major. Students are strongly encouraged to complete SOC 270 and 271 in the fall of their junior year, and 272 in the spring of their junior year. A minimum average of 2.0 in all sociology courses is required at the time the major is declared. Majors are required to earn at least a C- in each of the four required core courses. A minimum GPA of 2.0 in all sociology courses is required for graduation.

Concentrations within the major. Students pursuing a major in sociology may elect to specialize in one of three concentrations: (1) Crime and Criminal Justice, (2) Business and Society, (3) Social Determinants of Health and Well-Being. For the concentration in Crime and Criminal Justice, the student must complete the requirements for the major in sociology including any four of the following SOC electives: 339, 340, 341, 342, 343, 345, 352, 384. For the concentration in Business and Society, the student must complete the requirements for the major in sociology including any four of the following SOC electives: 303, 316, 351, 352, 362, 363, 365, 366, 385. For the concentration in Social Determinants of Health and Well-Being, the student must complete the requirements for the major in sociology including four classes in the concentration. At least two must be from the following SOC electives: 329, 330, 331, 335, 339; the remainder may draw from the following SOC electives: 305, 309, 327, 328, 334, 340, 355, 368, 383. Students must petition the department for substitutions. A minimum of 31 hours is required for each program. Students who complete the requirements for a concentration will be awarded a certificate by the department and have the concentration included on their college transcript.

A minor in sociology requires 15 hours and must include at least one but no more than two 100-level SOC courses and at least one 200-level SOC course (270, 271, 272). No 100-level sociology course taken by seniors may count towards the minor. A minimum GPA of 2.0 in sociology courses

is required at the time the minor is declared. Minors are required to earn at least a C- in each of the two required courses. A minimum GPA of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

Study abroad and transfer credit that can be applied to the sociology major/minor are limited to two courses (6h). For both study abroad and transfer credit, there is a bias against approval of theory, methods, and statistics courses, but these courses will be evaluated on a case-by-case basis. Where students take sociology courses abroad, they must be in Wake Forest approved programs and/or must have been certified by the department. Courses to be considered for transfer credit must be taught at an accredited college/university that offers a 4-year degree, by a faculty member who has a PhD in sociology, and the syllabus for the course must be provided for inspection. In addition, no divisional credit is given for sociology courses taken abroad or at other institutions. The sociology courses of students who are transferring to Wake Forest from other institutions will be considered on a case-by-case basis.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: SOC 151, 152, 153, 154, or 155. No introductory-level course is required for students taking a sociology course as an elective unless specified in the course description.

Honors. To graduate with the designation “Honors in Sociology,” highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. Qualified majors with extraordinary sociological achievements, above and beyond classroom work, may submit and defend a portfolio for honors instead of an honor’s thesis. For additional information consult the department.

151. Principles of Sociology. (3h) General introduction to the field; social organization and disorganization, socialization, culture, social change, social inequality, and other aspects. (D)

152. Social Problems. (3h) Survey of contemporary American social problems such as domestic and international poverty, education, immigration, crime and mass incarceration. (D)

153. Contemporary Families. (3h) Social basis of the family, emphasizing the problems growing out of modern conditions and social change. (D)

154. The Sociology of Deviant Behavior. (3h) Sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior. (D)

155. Public Engagement in USA and Other Post-industrial Societies. (3h) An introduction to core concepts and explanations in social science for differences between the U.S. and other nations on civic engagement, social mobility, educational attainments, public health, and leisure pursuits. (CD, D)

270. Sociological Theory. (3h) Introduction to classic and contemporary works of social theory, illustrating and exploring how sociologists analyze social forces, evaluate explanatory hypotheses, and prescribe social remedies. Authors explored range from the 19th century founding figures of Karl Marx, Max Weber, and Emile Durkheim, to contemporary theorists such as Ervin Goffman, Patricia Collins, Judith Butler, Michel Foucault, and Pierre Bourdieu. P—Any 100 level SOC course or POI.

- 271. Social Statistics.** (4h) Computer-based survey of basic statistics utilized in sociological research. MTH 109 (Elementary Probability and Statistics) or higher is strongly recommended as a prior course. Lab—1 hour. P—Any 100 level SOC course or POI. (QR)
- 272. Research Methods in Sociology.** (3h) Overview of both quantitative and qualitative research methods. Research projects required. P—Any 100 level SOC course or POI.
- 301. Sociology of Religion.** (3h) Introduction to the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change. Also listed as REL 351.
- 303. Business and Society.** (3h) Historical development, organization, and current problems of business enterprises in American society.
- 305. Gender in Society.** (3h) Significance of gender in society for individuals and institutions. Examines differential gender experiences based on race, class, and sexual orientation. Considers feminism as a social movement and the possibility for social change. (CD)
- 308. Sociology of Art.** (3h) Art as an institution, its functions, organization, and relationship to social change and to the communication of meanings.
- 309. Sexuality and Society.** (3h) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.
- 316. Conflict Management in Organizations.** (3h) Examines conflict management and social control in organizations, focusing on power structures, management styles, and processes of dispute resolution.
- 325. The Individual and Society.** (3h) Introduces students to the field of sociological social psychology. Examines: (1) how membership in social groups shape experiences; (2) the development of the self in social interaction; and (3) the creation of small group culture and structure. Also covers a range of substantive topics such as socialization, identity, emotions, prejudice, deviance, mental health and social change.
- 327. Sociology of Emotion.** (3h) Exploration of the social side of emotion, including how emotions are socially learned, shaped, regulated, controlled, and distributed in the population as well as the consequences of emotion norms, emotion management, emotional labor, and emotional deviance for individuals, social groups, and society.
- 328. The Sociology of Food.** (3h) Examines systems of food production and their health consequences for workers and consumers; how social identities shape consumption choices and family food responsibilities; and analyzes food insecurity, food policy, and food-focused social movements from a sociological perspective.
- 329. Health Inequalities.** (3h) Introduction to current sociological perspectives on the health and well-being of individuals, families, communities, and societies by examining the social determinants of inequalities in both mental and physical health (including reproductive health) based on socioeconomic status, gender, and race/ethnicity in the U.S.
- 330. Gender, Social Relationships and Well-Being.** (3h) Examines how and why gender continues to shape men's and women's social relationships, including their social and economic well-being, their emotions and identities, as well as their mental and physical health over the life course.

- 331. The Social and Legal Contexts of Medicine.** (3h) Examines student socialization, the social structure of medicine and the social and legal contexts in which the medical profession exists and changes.
- 334. Sociology of Education.** (3h) Evaluates the major theories and significant empirical literature, both historical and statistical, on the structure and effects of educational institutions.
- 335. Sociology of Health and Illness.** (3h) Examines processes of medicalization, the social experience of illness, cultural influences on the practice of medicine, and inequalities in access to care and resources to support health.
- 336. Sociology of Health Care.** (3h) Analyzes healthcare systems, including the social organization of medical practice, healthcare payment, the education of medical practitioners, and the division of the labor in healthcare.
- 339. Family Violence.** (3h) Examines family violence including child abuse, intimate partner violence, and elder abuse as well as the criminal justice response to these forms of violence.
- 340. Corrections.** (3h) Surveys the political, economic, and social factors influencing the historical development of the corrections system. Institutional corrections such as jails, boot camps and prisons will be examined as well as community-based approaches such as probation and parole.
- 341. Criminology.** (3h) Introduction to the study of crime, including the development of criminal law, how crime is defined and measured, the patterns and trends of crime, and a review of theories explaining where, when, by whom and against whom crime happens.
- 342. Juvenile Delinquency.** (3h) Examines the development of the juvenile justice system. Topics include the concept of childhood and delinquency, measurement of delinquent behavior, gender differences, the impact of relationships within the family, school, and peer groups, and an assessment of policies for control and prevention.
- 343. Sociology of Law.** (3h) Study of the social and cultural factors in the development, maintenance, and change of legal structures and processes. Topics include law as a vehicle and agent of social change, the role of law in social control and dispute resolution, the structure and organization of the legal profession, and the images of law in popular culture.
- 345. Advanced Seminar on Criminal Homicide.** (3h) Examines the various cultural and structural forces that have been identified as major factors in understanding criminal homicide. P—SOC 154 or SOC 341 or POI.
- 347. Society, Culture, and Sport.** (3h) Examines the interrelationship of sport and other social institutions. Emphasizes both the structure of sport and the functions of sport for society.
- 348. Sociology of the Family.** (3h) The family as a field of sociological study. Assessment of significant historical and contemporary writings. Analyzes the structure, organization, and function of the family in America.
- 351. Management and Organizations.** (3h) Study of macro-organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies, and managers in firms.
- 352. White-collar Crime.** (3h) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime.

354. Women in Poverty in the U.S. (3h) Examines the structural causes of poverty and its consequences with specific emphasis on women's overrepresentation in poverty and how gender intersects with race, family status, age, and place.

355. Social Psychology of Inequality. (3h) Introduction to social psychological perspectives on social inequality with a focus on micro-level structures and processes underlying inequality including gender, age, race/ethnicity, as well as socioeconomic and sexual minority status.

356. Sociology of Immigration. (3h) Traces the waves of immigration historically and examines current policies and debates, with an emphasis on the political, economic, and social consequences of immigration in the post 1965 era. The focus will be on the United States, but will also consider cross-national comparisons. (CD)

359. Race and Ethnic Relations. (3h) Examines the origins and effects of racial inequality and relationships between race and ethnic groups with a focus on the United States. (CD)

360. Social Inequality. (3h) Study of structured social inequality with particular emphasis on economic class, social status, and political power. (CD)

362. Work, Conflict, and Change. (3h) Changing trends in the U.S. labor force. The individual's view of work and the effect of large organizations on white- and blue-collar workers. Use of some cross-cultural data.

363. Global Capitalism. (3h) Analyzes industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. Also listed as INS 363.

364. Political Sociology. (3h) Analyzes the interaction between politics, the state and society. Topics include public and social policies, political engagement and social movements, and social change.

365. Technology, Culture, and Change. (3h) Examines the interrelated forces that shape change in organizations and societies; from the emergence of capitalist markets to the systems, controls, and information revolution of the 21st century. Also listed as INS 365.

366. The Sociological Analysis of Film. (3h) Examines the intersection of economic, organizational, and cultural sociology using films and the film industry as focal examples.

367. The Sociology of Culture. (3h) Examines the most powerful explanatory schools in sociology on the fields of cultural production and consumption. Topics include: stylistic change and the consumption of visual and performance arts, musical tastes, the production and consumption of literature, museum attendance, education and culture, and architecture and design.

368. Death and Dying. (1.5h) Analyzes how the experience of physical decline is socially and medically managed, and the role social rituals play in the aftermath of death and grief.

369. Social Movements. (3h) Examines social movements and public protest with a focus on why movements arise, how they operate, and what effects they have on participants and on society.

378, 379. Undergraduate Research with Faculty. (0.5h-1h) Awards credit to students assisting with a research project led by a faculty member. Students can earn a maximum of six credits (pass/fail) between SOC 378 and 379, but only three credits can be counted toward the major or minor. P—POI.

All special topics seminars (SOC 380-391) may be repeated for credit if course content differs and require any SOC 100 level course or POI as a prerequisite.

380. Special Topics Seminar in Social Institutions. (3h) Intensive investigation of current scientific research on issues involving family, religion, education, politics, and sport.

381. Special Topics Seminar in Social Inequality. (3h) Intensive investigation of current scientific research on issues involving gender, class, race, poverty, and sexuality.

382. Special Topics Seminar in Social Psychology. (3h) Intensive investigation of current scientific research on issues in the areas of social psychology, the individual, and the social self.

383. Special Topics Seminar in Medicine and Health Care. (3h) Intensive investigation of current scientific research on issues in medicine, illness, and healthcare.

384. Special Topics Seminar in Crime and Criminal Justice. (3h) Intensive investigation of current scientific research on issues about crime, police, courts, and corrections.

385. Special Topics Seminar in Business and Society. (3h) Intensive investigation of current scientific research on issues in business, work, markets, and management.

386. Special Topics Seminar in Culture and Social Movements. (3h) Intensive investigation of current scientific research on issues involving culture, social change, and social movements.

390, 391. Special Topics Seminar in Sociology. (1.5h-3h, 1.5h-3h) Survey of a selected area in sociology not covered in the regular course offerings. Prospective students should contact the professor before enrolling as topics will vary.

396, 397. Honors Individual Study. (1.5h, 1.5h) Individual study toward the writing and defense of the honors thesis to be carried out under the supervision of a departmental faculty member. P—POI.

398, 399. Individual Study. (1h-3h, 1h-3h) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Spanish and Italian (SPA/ITA)

Chair Anne Hardcastle

Charles E. Taylor Professor of Romance Languages Candelas S. Gala

Professors Jane W. Albrecht, Mary L. Friedman, Ola Furmanek, Roberta Morosini

Associate Professors Irma Alarcón, Diego Burgos, Margaret Ewalt, Jerid Francom,

Luis González, Anne Hardcastle, Linda S. Howe, Rémi Lanzoni, Kathryn Mayers,

Soledad Miguel-Prendes, María Teresa Sanhueza, José Luis Venegas Caro

Assistant Professors Andrea Echeverria, César Gutiérrez, Tiffany Judy, Samanta Ordóñez, Nicholas Wolters

Associate Teaching Professor Patricia Swier

Associate Professors of the Practice Rebekah Morris, Encarna Turner

Assistant Teaching Professors Alison Atkins, Bruce Cole, Claudia Francom, Claudia Ospina, Silvia Tiboni-Craft, Jessica Shade Venegas

Assistant Professor of the Practice Liliana Mendoza-Batista

Visiting Assistant Professors Eleonora Boglioni, Stella Soojin Kim, Lauren Miller

Salamanca, Spain: On-Site Director, Javier G. Garrido; **Cultural Assistant,** Fernando Díaz

The department offers programs leading to a major in Spanish, minors in Spanish and Italian, and concentrations in Spanish for Business, Medical Spanish, Spanish Translation/Localization and

Spanish Interpreting. The requirements for completion of each degree program are those in effect in the bulletin year when the declaration of the major, minor, and concentration occurs.

The major in Spanish requires a minimum of 28 hours in Spanish courses numbered 280 and above. It must include SPA 280, SPA 309 or 309L, one genre course (SPA 310-314), one regions course (SPA 315-319), 6 credit hours from SPA 330-395, and 9 additional hours of elective credit from Spanish classes numbered above 280. No more than 10 hours may be counted from courses numbered 280-309.

Students must achieve at least a C grade in 309 or 309L and a GPA of 2.0 in the major. 309 or 309L must be taken on the Reynolda or Salamanca campus.

The minor in Spanish requires a minimum of 19 hours in Spanish courses numbered 280 and above. It must include SPA 280, SPA 309 or 309L, one genre course (SPA 310-314), one regions course (SPA 315-319), 3 credit hours from SPA 330-395, and 3 additional hours of elective credit from Spanish classes numbered above 280. No more than 10 hours may be counted from courses numbered 280-309.

Students must achieve at least a C grade in 309 or 309L and a GPA of 2.0 in the minor. 309 or 309L must be taken on the Reynolda or Salamanca campus.

The minor in Italian language and culture requires 15 hours in Italian above ITA 153 to include one 200-level course, 319, 320, and two additional ITA courses. Students must achieve at least a C grade in 319 and GPA of 2.0 in the minor.

Concentrations Offered

Spanish for Business teaches general concepts and skills necessary to perform effectively in professional international business settings. Requirements include two courses from SPA 325-327; and one course from SPA 315-319 or SPA 381/SPN 381.

Medical Spanish teaches medical and cultural concepts and prepares students to use Spanish in a healthcare setting. Requirements include SPA 382 or SPN 382; SPA 383 or SPA 371; and SPA 392 or SPN 385.

Spanish Translation/Localization (STL) teaches strategies of Spanish into English translation and introduces students to various software/website translation applications. Includes an internship in a professional translation environment. Requirements include SPA 371 or SPN 324; SPA 381 or SPN 381; LIN 383; SPA 384 or SPN 384; and SPA 382 or SPN 382, or SPA 387 or SPN 387, or SPA 388 or SPN 388. Students must achieve a grade of minimum B- in each course in the concentration track.

Spanish Interpreting (SI) teaches strategies for different types of Spanish/English interpreting. Includes an internship. Requirements include SPA 382 or SPN 382; SPA 384 or SPN 384; one course in the SPA 330-369 sequence; and any one of the following courses: SPA 381 or SPN 381, SPA 383, SPA 387 or SPN 387, SPA 388 or SPN 388, SPA 392 or SPN 385, SPA 371 or SPN 324, SPA 322 or SPN 322, or LIN 383. Students must achieve a grade of minimum B- in each course in this concentration track.

All majors, minors, and concentration students are strongly urged to take advantage of the department's study abroad programs.

Transfer credit in Spanish. For students wishing to transfer credit from other schools towards their major, minor, or concentrations in Spanish, the following general guidelines apply:

- Transfer credit from other institutions must be pre-approved before such courses are taken by students.
Note: courses must be similar in content and coursework to those listed under Spanish in the Undergraduate Bulletin.
- Course instruction and coursework must be entirely in Spanish.
- No online courses will count towards the major or minor.
- Transfer credit from non-WFU study abroad programs will be approved as 500 or 520 credit.
- Transfer credit approved as 520 will not count towards the major or minor.
- Transfer credit approved as 500 will count as elective credit for the major or minor.
- No more than 3 hours of 500 transfer credit may be counted toward the major or minor.

Honors. The honors designation in Spanish is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the faculty are invited to participate in the honors program, which candidates undertake in addition to the requirements for the major.

The honors program requires completion of SPA 398 (Directed Reading, 1.5h) and SPA 399 (Directed Research, 3h). Directed Reading, normally taken during the fall semester of the student's final year, includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis. Directed Research, taken during the student's final semester, consists of writing the thesis following a schedule established by the director and the student. At the end of this course, the honors student defends the thesis orally before appropriate faculty who collectively may confer honors.

Intensive Summer Language Institute (ISLI)

Purpose: ISLI is a language immersion program. It offers a curriculum that enables students to achieve the necessary proficiencies in the Spanish language at the beginning-intermediate level and be better prepared to perform in subsequent courses in which they may enroll.

Intensive Summer Language Institute (ISLI) on the Wake Forest Campus: ISLI on campus offers SPA 153. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (8h) This is an accelerated 5-week course in an immersion setting that is offered in the first summer term. Class size is reduced for individualized instruction. Requirements include daily classes, 6 hours per day; 1-hour daily lunches with instructors in the target language; 2-hour extracurricular activities two evenings per week; two Saturday mornings; housing in the language designated residence hall (optional); and a pledge to speak the target language.

Intensive Summer Language Institute (ISLI) in Italy: Wake Forest conducts a 4-week immersion program in elementary or intermediate Italian at Casa Artom in Venice. Students must enroll in Italian 113 (4h) or Italian 153 (4h). INS101 (1.5h), a course on the food, art and culture of Italy in the Mediterranean, is also offered. Weekly excursions to cultural sites in and around Venice (including visits to a prosecco winery and a parmesan farm in the Emilia-Romagna region) and an opera concert.

Information on courses offered as part of the Intensive Summer Language Institute is included in the course listings.

Italian (ITA)

111, 112. Elementary Italian. (3h, 3h) Beginners course covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. These two courses count for students in the Venice program.

- 113. Intensive Elementary Italian.** (4h) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language minors. Credit not given for both ITA 113 and ITA 111 or 112. Lab required. Lecture. By placement or faculty recommendation.
- 153. Intermediate Italian.** (4h) Continuation of 113 with emphasis on speaking, developing students' reading and writing skills and preparing them for oral and written discussion of literary texts in ITA 212 or 213. Lab required. P—ITA 112 or 113.
- 154. Intermediate Italian.** (3h) Intermediate-level course intended for students who have taken the 111-112 sequence. Offers the opportunity to further develop reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in ITA 212 or 213. Lab required. P—ITA 111-112.
- 196. Italian Across the Curriculum.** (1.5h) Coursework in Italian done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. P—POI.
- 197. Italian for Reading Knowledge.** (1.5h) Review of essential Italian grammar, usage, vocabulary, and processing strategies for reading various types of literary, social science, and technical publications for content. Designed for students interested in strengthening reading proficiency in the language and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. *Offered in the first half of the semester.* P—Intermediate Italian or equivalent and placement exam.
- 212. The Languages and Cultures of Italy and Italian in the World.** Continued language study through exploration of significant cultural expression from the multifaceted Italian world. Students cannot receive credit for both 212 and 213.
- 213. Introduction to Italian Literature.** (3h) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. Students cannot receive credit for both 212 and 213. P—ITA 153 or equivalent.
- 216. Literary and Cultural Studies of Italy.** (3h) Study of selected texts, cultural trends, and intellectual movements. Intended for students interested in continuing Italian beyond the basic requirements. May be repeated once for credit when topic varies. P—ITA 212, 213 or POI. (CD)
- 319. Grammar and Composition.** (3h) Review of the basics of structure and vocabulary; detailed examination of syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources; and free composition. P—ITA 212, 213 or 216 or equivalent.
- 320. Advanced Conversation and Composition.** (3h) Practice in speaking and writing Italian, stressing correctness of sentence structure, and emphasis on phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—ITA 212, 213 or 216.
- 324. Italian Regional Cultures.** (3h) Focuses on different aspects of regional cultures in Italy. Emphasizes local lifestyles, literatures, and cinematography. Regional cultures and historic background are analyzed and compared through class demonstrations and cultural artifacts. P—ITA 216 or POI.
- 325. Italian Neorealism in Films and Novels.** (3h) Provides an understanding of the history, philosophy, politics, artistic movements and civic renaissance of postwar Italian life. By discussing the most important films, novels, short stories, essays, poetry and discussions of the time, students discover and learn about Neorealism. P—ITA 216 or POI.

- 326. Comedy in Italian Cinema.** (3h) Study of modern Italian society through the analysis of films from the 1950s to the present. Taught in Italian. P—ITA 216 or POI.
- 327. Modern Italian Cinema.** (3h) Study of the major developments of modern Italian cinema. Full-length feature films by Federico Fellini, Ettore Scola, Pier Paolo Pasolini, Bernardo Bertolucci, Marco Bellocchio, Gianni Amelio, Nanni Moretti, Gabriele Moretti Salvatores, Guiseppe Tornatore, Massimo Troisi, Roberto Benigni, and other Italian filmmakers are studied and discussed from different perspectives. P—ITA 216 or POI.
- 328. Dante's Divine Comedy.** (3h) Introduces Italian medieval literature and culture through a selected, critical reading of Dante's masterpiece and other medieval texts. Introduces students to the intellectual and social context of the Italian Middle Ages by relating the texts to the cultural, political, social, and philosophical concerns of the period. P—ITA 216 or POI.
- 329. Introduction to Renaissance Literature and Culture.** (3h) Examines the culture of the Italian Renaissance. Topics include the ideal of the artist, the ideal of the courtier, the epic genre, the political debates in Florence, the figure of the artist/scientist Leonardo da Vinci, the figure of the navigator, and daily life in Italian cities studied from different social classes and perspectives. P—ITA 216 or POI.
- 331. Boccaccio and the Italian Novella.** (3h) Examines the birth and development of the Italian Novella tradition from the *Novellino* to Luigi Da Porto's *La Giuletta*. P—ITA 216 or POI.
- 332. Italian Theatre in the Renaissance.** (3h) Study of selected Italian Renaissance plays and the theatrical space. P—ITA 216 or POI.
- 333. Modern Italian Theatre.** (3h) Study of representative modern Italian plays from Goldoni to Dario Fo. P—ITA 216 or POI.
- 334. Italian Communism as a Subculture.** (3h) Loved, feared and reviled: the Italian communist experience in cinema, literature, and theatre. P—ITA 216 or POI.
- 335. Italian Women Writers.** (3h) Study of representative novels by women writers from Italy and the Italian world, with emphasis on the historical novel within its cultural context. P—ITA 216 or POI.
- 336. Italian Women and the City.** (3h) This course proposes, through Italian readings and films, the interpenetration of women's lives with the urban environment, both physical and imagined. It proposes to be a guide to mapping not only how city spaces shape or limit women's lives but also how women participate in the construction or reconstruction of these spaces. P—ITA 216 or POI.
- 337. Pier Paolo Pasolini and Utopia.** (3h) Study of the life and works of poet, writer, playwright, filmmaker, lecturer, and essayist within the social, cultural, literary and artistic realities of contemporary Italy. Emphasizes Pasolini's films. P—ITA 216 or POI.
- 338. The South in Contemporary Italy.** (3h) Throughout centuries of struggles for nationhood, southern Italy as a society dealt with many obstacles: hastened modernization, regionalism and organized crime. This course examines southern Italy as a society through history, short novels, films, newspapers and academic articles within a national perspective. P—Any 200-level course.
- 340. Traveling with Muhammad and Dante.** (3h) Examines, in literary and visual forms, the Book of the Ladder of Muhammad and Dante's Inferno where the journeys of the two travelers into the afterlife are narrated. P—ITA 216 or POI.

342. Boccaccio's Decameron: Florence or Sex in the City in Mediterranean Italy. (3h)
Studies the role of sex and sexuality in the Decameron, where in 100 stories narrated by 10 people in 10 days, the ultimate protagonists are Tuscany and the city of Florence, within a context of Mediterranean Italy. P—ITA 216 or POI.

346. Performing Italies: From Church, to Court, to the Grand Canal in Venice. (3h)
Examines Italian society through a study of the origins and the development of Italian theatre from medieval to contemporary times. P—ITA 216 or POI.

375. Special Topics. (3h) Selected special topics in Italian literature. P—ITA 216 or POI.

381. Italian Independent Study. (1.5-3h) May be repeated once for credit. P—POD.

Semester in Venice

153. Intermediate Italian. (4h) Intensive exposure to speaking, listening, reading and writing at the intermediate level with special emphasis on the surrounding Venetian culture. Counts as equivalent to Italian 153. *Only taught in Venice.* P—ITA 113 or 111-112 sequence.

217. Studies of Italy. (3h) Survey course on Italian literature from authors from the various regions of Italy and on special cultural themes such as Italian immigration and new immigrations in Italy to give to students in Venice a deeper and broader understanding of Italian cultural complexity. *Only taught in Venice.* P—ITA 215 or 216 or POI.

See the course listings under Italian for descriptions and prerequisites.

Portuguese (PTG)

111, 112. Elementary Portuguese. (3h, 3h) Two-semester sequence designed to help students develop the ability to understand and speak Portuguese and also learn to read and write Portuguese at the elementary level. Labs required.

113. Intensive Elementary Portuguese. (4h) Intensive introduction to Portuguese designed to help students develop the ability to understand and speak Portuguese and also learn to read and write Portuguese at the elementary level. P—POI.

153. Intermediate Portuguese. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings. Note that 153 and 154 are mutually exclusive. Labs required. P—PTG 113 or POI.

154. Accelerated Intermediate Portuguese. (3h) Intensive intermediate-level course offers the opportunity to develop further reading, writing, and conversation skills and prepare for oral and written discussion of readings. Labs required. P—PTG 113 or POI.

212. Exploring the Lusophone World. (3h) Explores significant cultural expressions from the Portuguese-speaking world. Emphasizes the development of competence in speaking, reading, and writing Portuguese and on understanding how particular Lusophone societies have defined themselves. Offered only upon sufficient demand. P—PTG 153 or 154, or equivalent.

Spanish (SPA)

111-112. Elementary Spanish. (3h, 3h) Two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. P for 112—111 or equivalent. Labs required.

113. Intensive Elementary Spanish. (4h) Review of the material from 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

153. Intermediate Spanish. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings. Note that 153 and 154 are mutually exclusive. Labs required. P—SPA 111-112, or 113; or SPN 111-112, or 113; or placement.

153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (5h) Designed to enable students to achieve proficiency in Spanish language at the beginning-intermediate level by developing reading, writing, and conversation skills and preparing students for oral and written discussion of readings. Offered only in the summer. (ISLI) P—SPA 112 or 113; or SPN 112 or 113; or placement; or POI.

154. Accelerated Intermediate Spanish. (3h) Intensive, intermediate-level course intended for students with a stronger background than 153 students. Offers the opportunity to develop further reading, writing, and conversation skills and prepare for oral and written discussion of readings. Labs required. P—POI or placement.

195. Spanish Language and Culture for Global Trade and Commerce. (1h-3h) Introduction to basic principles and practices regarding the Spanish language and culture that are important for those working in a global and transnational context. *Offered only abroad.* P—POI.

197. Spanish for Reading Knowledge. (1.5h) Review of essential Spanish grammar, usage, vocabulary and processing strategies for reading various types of literary, social science and technical publications for content. Designed for students interested in strengthening reading proficiency in the language and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. *Offered in the first half of the semester.* Pass/Fail only. P—Intermediate Spanish or its equivalent, and placement exam.

198. Service Learning in Spanish Language. (1.5h) Experiential learning that links classroom instruction and community service done as an adjunct to specially-designated courses throughout the Spanish curriculum. Pass/Fail only. May be repeated for credit. P—POI.

212. Exploring the Hispanic World. (3h) Explores significant cultural expressions from the Spanish-speaking world. Emphasizes both the development of competence in speaking, reading and writing Spanish, and understanding how particular Hispanic societies have defined themselves. Credit not allowed for both 212 and 213. P—SPA 153 or SPN 153; or equivalent.

213. Encounters: Hispanic Literature and Culture. (3h) Encounters with significant literary expressions from the Spanish-speaking world. Emphasizes the advancement of competence in speaking, reading and writing, and the analysis of literature in its cultural contexts. Credit not allowed for both 213 and 212. P—SPA 153 or SPN 153; or equivalent.

Bridge-level Courses

280. The Spanish-Speaking World: Portals and Perspectives. (3h) Examination of the diversity of cultural, linguistic, and artistic expressions and the role of Spanish in today's globalized world. P—SPA 212 or 213; or SPN 212 or 213; or POI; or placement.

290. Workshop in Critical Reading and Writing. (3h) Practice in language analysis with em-

phasis on developing effective reading and writing strategies. Not open to students who have already completed 7 hours in the major. P—SPA 212 or 213; or SPN 212 or 213; or POI.

300A. Spanish Across the Curriculum. (1.5h) Coursework in Spanish done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. May be repeated for credit. P—POI.

300B. Spanish Across the Business/Economics Curriculum. (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in business and economics curriculum. May be repeated for credit. P—POI.

300C. Spanish Across the Sciences Curriculum. (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in the sciences and medical curriculum. May be repeated for credit. P—POI.

303. Spanish Conversation. (1.5h, 3h) Based on cultural material intended to increase students' aural skills and oral proficiency by systematically increasing vocabulary and reinforcing command of specific grammatical points. Counts toward the major. Students whose speaking skills, in the instructor's judgment, are already advanced, may not enroll. P—200-level course or equivalent.

309. Grammar and Composition. (4h) Systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition, including description, narration, and argumentation. P—SPA 280 or POI.

309L. Grammar and Composition for Heritage Speakers of Spanish. (4h) Systematic study of Spanish orthography, word formation, sentence structure, and expository usage applied to various written forms. Emphasis on grammatical knowledge, vocabulary development, and extensive writing practice. Content and skills intended for heritage speakers who are competent in spoken Spanish but want to improve their writing skills. P—200-level course or equivalent and POI.

Mid-level Courses

Genre and Region Courses

310. Anecdotes, Bestsellers, *Cuentos*. The ABCs of Storytelling in the Spanish-Speaking World. (3h) Traces the development of prose fiction and nonfiction, with special attention to signature movements, texts, and representative writers. P—SPA 280 or 290; or SPN 216.

311. Bard, Ballad, Bolero. Poetry, and Song in the Spanish-Speaking World. (3h) Survey of poetry and music with study of representative examples from a variety of periods and countries. P—SPA 280 or 290; or SPN 216.

312. Page, Stage, and Performance. Theater and Drama of the Spanish-Speaking World. (3h) Survey of theatrical productions and dramatic texts with study of representative examples from a variety of periods and countries. P—SPA 280 or 290; or SPN 216.

313. Lights, Camera, ¡Acción! Cinema and Culture in the Spanish-Speaking World. (3h) Traces the development of cinematic arts and industry, with special attention to signature movements, films, and directors and the representation of cultures on screen. P—SPA 280 or 290; or SPN 216.

315. The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain. (3h) Examination of Spain's cultural pluralism through visual arts, architecture, film, music, and literature from the medieval period to the present. P—SPA 280 or 290; or SPN 216. (CD)

316. Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean.

(3h) Examination of Hispanic Caribbean cultures through visual arts, architecture, film, music, and literature from the pre-Columbian period to the present. P—SPA 280 or 290; or SPN 216. (CD)

317. Distant Neighbors: Interdisciplinary Approaches to Mexico and Central America.

(3h) Examination of Mexican and Central American cultures within today's global world through visual arts, architecture, film, music, and literature from the pre-Columbian period to the present. P—SPA 280 or 290; or SPN 216. (CD)

318. The Andes to Patagonia: Interdisciplinary Approaches to South American Culture. (3h)

Examination of Andean and Southern Cone cultures through visual arts, architecture, film, music, and literature from the pre-Columbian period to the present. P—SPA 280 or 290; or SPN 216. (CD)

319. Literary and Cultural Studies of Spanish America. (3h)

Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis on linguistic and political structures, intellectual currents, art, music, and film to promote understanding of Spanish America's historical development. Offered only in WFU abroad programs. P—SPA 280 or 290; or SPN 216. (CD)

Linguistics and Language Courses

320. Introduction to Hispanic Linguistics. (3h)

Survey of the core areas in Hispanic linguistics: phonetics, phonology, morphology, syntax, semantics, and language variation. Basic concepts and methodology of linguistic analysis as preparation for further study in the field. P—SPA 309 or 309L; or SPN 319 or 319L.

322. Spanish Pronunciation and Dialect Variation. (3h)

Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. Meets a N.C. requirement for teacher certification. P—SPA 309 or 309L; or SPN 319 or 319L.

Courses in Spanish for Special Purposes

325. Spanish for Business I. (3h)

Introduction to the vocabulary and skills necessary to perform effectively in Hispanic business settings. Emphasis on oral and written practices, reading, and intercultural knowledge of business practices. P—SPA 309 or 309L; or SPN 319 or 319L.

326. International Business: Spain / Latin America. (3h)

Study of characteristic features of Spanish and/or Latin American business culture. Focuses on communicating successfully in the world of Hispanic commerce and on acquiring an international view of current issues in business. Offered only in WFU abroad programs. P—SPA 309 or 309L; or SPN 319 or 319L.

327. Spanish for Business II. (3h)

Continued study of the discourse used in Hispanic business settings. Emphasis on oral and written business presentations, reading and analysis of case studies, and intercultural knowledge of the business world. P—SPA 309 or 309L; or SPN 319 or 319L.

329. Intermediate Topics in Literary and Cultural Studies. (3h)

Selected topics in Spanish and/or Spanish-American literature and culture offered at an intermediate level. Topics vary. *Offered only in WFU abroad programs.* May be repeated for credit when topic changes. P—SPA 280 or 290; or SPN 216.

Advanced Level Courses

Seminars in Literature and Culture

330. The Debate about Woman in Late Medieval Spain. (3h) Explores romantic love in the Iberian Peninsula in the 14th and 15th centuries focusing on the debate about woman as an index of the social changes happening at that moment. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

331. Medieval Spain: A Cultural and Literary Perspective. (3h) Examines literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

332. The Golden Age of Spain. (3h) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the 16th and 17th centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

333. Don Quijote: The Birth of the Novel. (3h) Study of *Don Quijote*, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Also considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as self-conscious genre, women and society, religion and humanism, nationalism, and imperialism. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

334. Voices of Modern Spain. (3h) Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

335. Love, Death, and Poetry. (3h) Study of the representation of universal themes in Spanish poetry from different historical periods. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

336. Lorca, Dalí, Buñuel: An Artistic Exploration. (3h) Study of the relationship of these three Spanish artists through their writings, paintings, and films, respectively, and of their impact on the 20th century. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

337. Contemporary Theater from Spain. (3h) Study of major dramatic works from Spain. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

341. European-American Encounters, 1492 to the Present. (3h) Study of the 500-year tradition of representations of encounter between Spain and the Americas, with special attention to the ways the topic is used to define and redefine individual and collective identities. Primary texts include narratives, plays, engravings, murals, films, and advertisements. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

342. From Colonial to Postcolonial Voices. (3h) Exploration of twentieth- and twenty-first century literary, artistic, and cinematic adaptations of colonial stories of discovery by writers, artists, and filmmakers from Spain and Spanish America. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

343. Travel Literature. (1.5h-3h) Analyzes various cultural documents to ask questions such as: what do travelers report seeing, how do they describe their journeys and why? In the past and the present, how has travel literature influenced European perceptions of the Americas and vice versa? P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

344. The 18th- and 19th-Century Periodical Press in Spain and Spanish America. (1.5h-3h) Explores the role of newspaper culture for Enlightenment projects. Topics include patriotism, national histories, natural histories, cultural critique, science and satire. P—any course in SPA 310-319 sequence, or SPN 317 or 318; or POI.

345. The Transatlantic Civil War. (3h) Exploration of the artistic and literary responses to the Spanish Civil War. Emphasis on the resulting cultural exchange among Spain, Latin America, and the United States. P— any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

346. Transatlantic Transitions: Postdictatorship in Spain and the Southern Cone. (3h) Examination of the intersections among trauma, memory, and culture in Spain, Argentina, Chile, and Uruguay during and after the rule of dictatorial regimes in the late twentieth century. Relates political needs for reconciliation, reconstruction, and remembrance to specific aesthetic strategies. P— any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

347. Contemporary Theater in Spain and Spanish America. (3h) Study of contemporary Peninsular and Spanish-American theater within its political, social, cultural, and aesthetic context. P— any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

348. Contemporary Women Novelists and their Female Characters. (3h) Study of representative novels by women writers from Spain and Latin America, with emphasis on the representation of the female protagonist within her cultural context. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

349. Great Authors and Directors. (1.5-3h) Study of works by a major Hispanic author or film director with attention to formative contexts as well as aesthetic, cultural, and socio-political legacies. May be repeated for credit when focus changes. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

350. Film Adaptations of Literary Works. (3h) Study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

351. Cinema and Society. (3h) Exploration of a specific national or regional film history with particular attention to cinematic representations of social, political, and cultural contexts. May be repeated for credit when focus changes. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

355. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3h) Study of Latin-American poetry, including symbolist, surrealist, and conversational poetry, “happenings,” and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

356. Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures. (3h) Socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

357. Spanish-American Short Story. (3h) Intensive study of the 20th-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, and García Márquez. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

358. Spanish-American Novel. (3h) Study of the novel in Spanish America from its beginning through the contemporary period. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

359. Spanish-American Theater: From Page to Stage. (3h) Study of the transition of a dramatic work from text to performance and the role of Spanish-American theater as a vehicle for cultural values and socio-political issues. Includes rehearsals for the public staging of selected one-act plays. Proficiency in Spanish and willingness to act on stage are required. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

360. Contemporary Theatre. (3h) Study of major dramatic works from various Latin-American countries. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

361. Fictions of the Mexican Revolution. (3h) Explores 20th-century Mexican cultural production as it relates to the Mexican Revolution (1910-1920). Readings include novels, short stories, popular poetry, and historiographic texts. Attention to Mexican muralism and cinema, and special emphasis on relationships between literature, history, and contemporary politics. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

362. Viva Rockotitlán: Rock-and-Roll Countercultures in Spanish America. (3h) The impact of rock music on literature, film, and cultural discourse with attention to music as popular protest and the development of national music industries. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

363. Cultural and Social Entrepreneurship: Promotion of Latin-American and Latino Societies. (3h) Sparks interdisciplinary entrepreneurial thinking about careers in arts and educational organizations that both serve and promote Latino communities and provides the knowledge and skills to implement effective programming. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

366. Advanced Topics in Literary and Cultural Studies. (3h) Selected topics in Spanish and/or Spanish-American literature and culture offered at an advanced level. Topics vary. *Offered only in WFU abroad programs.* May be repeated for credit when topic changes. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

367. Cuban Literature. (3h) Study of Cuban literature from the 18th century to the present: romanticism, modernism, naturalism, the avant-garde movement, and the post-Revolutionary period. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI. *Offered in Havana.*

368. Afro-Cuban Cultural Expressions. (3h) Comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. Also listed as LAS 220C. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI. *Offered in Havana.* (CD)

369. Special Topics in Literary and Cultural Studies. (1.5h or 3h) Selected special topics in Hispanic Spanish-American literature and culture. May be repeated for credit when topic changes. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

Seminars in Linguistics

370. The Rise of Spanish. (3h) The development of Spanish from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary sys-

tem, with a special focus on the effects of a cultural history and relationships with other languages. P—SPA 309 or 309L, or SPN 319 or 319L; and (recommended) LIN/ANT 150, or SPA 320.

371. Contrastive Spanish/English Grammar and Stylistics. (3h) Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises. P—SPA 309 or 309L, or SPN 319 or 319L; and (recommended) LIN/ANT 150, or SPA 320.

379. Special Topics in Hispanic Linguistics. (3h) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. May be repeated for credit. P—SPA 309 or 309L, or SPN 319 or 319L; and (recommended) LIN/ANT 150, or SPA 320.

Seminars in Translation, Interpreting, and Spanish for Specific Purposes

380. Spanish for the Professions. (3h) Spanish usage of a selected professional area. Emphasizes communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from the following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318; and POI.

381. Spanish Translation. (3h) Introduces translation strategies through practice, with emphasis on Spanish into English. Focuses on translating in domains such as social science, computing, economics, the entertainment industry, banking, and journalism. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318; and SPA 371 or SPN 324; or POI.

382. Spanish/English Interpreting. (3h) Introduces strategies of interpreting from Spanish into English, primarily. Intensive laboratory practice course to develop basic skills in consecutive/escort/simultaneous interpreting. Some voice-over talent training is also included. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318, or SPN 324; and senior standing or POI.

383. Medical and Scientific Translation. (3h) Introduces strategies for translation of documentation relevant to healthcare settings and scientific domains through applied projects. Study of textual conventions and creation of domain-specific resources to support translation process. P—SPA 303 or SPN 316, or SPA 309 or 309L, or SPN 319 or 319L; or POI.

384. Internships for STL & SI. (1.5-3h) Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting. Does not count toward major or minor. P—SPA 381 or SPN 381; or SPA 382 or SPN 382.

385. Special Topics in Translation. (3h) Selected topics in Translation Studies ranging from translation theories and descriptive studies to applied translation and related areas such as terminology, documentation and language industries, among other relevant fields. May be repeated if course content differs. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318, or SPA 371 or SPN 324 or POI.

386. Special Topics in Interpreting. (3h) Selected topics in Interpreting Studies including different interpreting settings, specialized interpreting, terminology for interpreting. May be repeated if content differs. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318, or SPA 371 or SPN 324 or POI.

387. Cultural Industries and Institutions in Spain and Spanish America. (3h) Study of key cultural traditions and theories of art and cultural economics, focusing on international cooperation, business and law, and on the construction of intercultural and professional identities. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318, or SPA 371 or SPN 324 or POI.

388. Global Negotiation and Conflict-Management Skills in a Spanish-Speaking Setting. (3h) Examines through case studies topics such as “power with” vs. “power over” in international negotiation strategies; negotiation power, influence, and trust in a Spanish and Spanish-American context; and cultural, situational, and social factors of virtual negotiations. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318, or SPA 371 or SPN 324 or POI.

390. International Business: Spain and Latin America. (3h) Study of the most characteristic features of the economic and financial situation and perspectives in Spain and Latin America. Focuses on communicating successfully in the world of Hispanic business and on acquiring an international view of that world and its cultural differences. Counts as elective for the Spanish major. P—SPA 309 or 309L or SPN 319 or SPN 319L; or POI.

391. Internship in Spanish for Business and the Professions. (1.5h-3h) Under faculty supervision, a student completes an internship in a bilingual business or professional setting. Does not count toward major or minor in Spanish. Pass/Fail only. P—SPA 309 or 309L, or SPN 319 or 319L, or POI.

392. Medical Spanish. (3h) Study of terminology and sociocultural issues relevant to interlinguistic medical communication. Oral and written practice in the medical context. P—SPA 309 or 309L, or SPN 319 or 319L; and any course in SPA 310-329 sequence, or SPN 317 or 318, or SPA 371, or SPN 324; or POI.

Independent Study and Honors

397. Spanish Independent Study. (1-3h) P—POI.

398. Honors Directed Reading and Research. (1.5h) Required for honors in Spanish. P—POI.

399. Honors Directed Writing. (3h) Required for honors in Spanish. P—POI.

Semester or Year in Spain

The department offers a year in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the fall and/or spring semesters, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should normally be of junior standing, (2) must have completed one course beyond SPA/SPN 212 or 213, and (3) should be approved by both their major department and the Department of Spanish and Italian. Interested students should contact Professor Candelas S. Gala in the Spanish and Italian Department.

As part of the University of Salamanca PEI program (Programa Especial Integrado), students may take regular courses with Spanish students in the following disciplines: anthropology, business, economics, education, linguistics, psychology, and translation/interpretation.

199. Internship in Spanish Language. (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with a service commitment or internship in a Spanish-speaking country. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Offered only in Salamanca. May be repeated for credit. Pass/Fail only. P—SPA 309 or 309L; or SPN 319 or 319L; or POI.

300B. Spanish Across the Business/Economics Curriculum. (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in business and economics curriculum. May be repeated for credit. P—POI.

301. Intensive Spanish. (1.5h) Intensive study and practice of the oral and written language. Familiarization with Spanish culture and daily life. Classes in conversational and idiomatic Spanish, excursions to points of interest and lectures on selected topics. Pass/Fail only.

309. Grammar and Composition. (4h) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. P—200-level course or POI.

313. Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World. (3h) Traces the development of cinematic arts and industry, with special attention to signature movements, films, and directors and the representation of cultures on screen. P—SPA 280 or 290; or SPN 216.

315. The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain. (3h) Examination of Spain's cultural pluralism through visual arts, architecture, film, music, and literature from the medieval period to the present. P—SPA 280 or 290; or SPN 216. (CD)

319. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis on linguistic and political structures, intellectual currents, art, music, and film to promote understanding of Spanish America's historical development. P—SPA 280 or 290; or SPN 216. (CD)

326. International Business: Spain / Latin America. (3h) Study of characteristic features of Spanish and/or Latin American business culture. Focuses on communicating successfully in the world of Hispanic commerce and on acquiring an international view of current issues in business. Offered only in WFU abroad programs. P—SPA 309 or 309L; or SPN 319 or 319L.

332. The Golden Age of Spain. (3h) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the 16th and 17th centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—any course in SPA 310-319 sequence, or SPN 317 or 318; or POI.

334. Voices of Modern Spain. (3h) Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P—any course in SPA 310-319 sequence, or SPN 317 or 318; or POI.

369. Special Topics in Spanish and/or Spanish-American Literature and Culture. (1.5h or 3h) Topics vary. May be repeated for credit when topic changes. P—any course in SPA 310-319 sequence, or SPN 317 or 318; or POI.

391. Internship in Spanish for Business and the Professions. (1.5h-3h) Under faculty supervision, a student completes an internship in a bilingual or Spanish-speaking business or professional setting. Does not count toward major or minor. Pass/Fail only. P—SPA 309 or 309L, or SPN 319 or 319L.

ANT 215. Anthropology and Folklore. (3h) Study of conceptual tools to understand the role of folklore in culture as a complex, integrated system with an emphasis on culture's communicative, cognitive and symbolic functions.

ART 230. Spanish Art and Architecture. (3h) Study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general. Counts as an elective for the Spanish major.

BEM 312. Human Resource Management. (3h) Focuses on important human resources management (HRM) skills that are frequently used by general managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of general managers' HRM responsibilities, and skilled in HRM applications as prospective managers. P—BEM 211.

BEM 323S. Selected Topics in Marketing. (3h) Identifies the most current marketing topics and practices in the dynamic global marketplace and covers them in detail. Focuses on the application of leading-edge concepts and ideas in the creation of superior marketing strategies. Seminar approach requires active student participation in the identification, elaboration, and discussion of course material. P—BEM 221.

BIO 370. Biochemistry: Macromolecules and Metabolism. (3h) Lecture course introducing the principles of biochemistry with an emphasis on the experimental approaches that elucidated these principles. Topics include structure, function and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as CHM 370. P—Two of CHM 223, CHM 280 and BIO 214; or POI.

CHM 111. College Chemistry I. (3h) Fundamental chemical principles. C—CHM 111L. (D, QR)

CHM 341. Physical Chemistry I. (3h) Fundamentals of thermodynamics and phenomenological kinetics, and introductory computational methods. Also listed as PHY 341. P—CHM 260 or 280, PHY 111 or 113, and 114 (or POI). P or C—MTH 112. C—CHM 341L (PHY 113, with POI).

CHM 370. Biochemistry: Macromolecules and Metabolism. (3h) Lecture course introducing the principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as BIO 370. P—Two of CHM 223, CHM 280, and BIO 214; or POI.

ECN 271. Selected Areas in Economics. Economics of Current Spain. (1h, 1.5h, 3h) Survey of an important area in economics not included in the regular course offerings. Topics will relate to Spain. Students should consult the instructor to ascertain topic before enrolling. P—ECN 150. (D)

ECN 272. Economics of the European Community. (3h) Study of the economic integration, history, community budget, commercial politics, agricultural policy, politics of regional development, other fields of community performance, and economic and monetary union in the European community. *Offered only in Salamanca.*

EDU 373. Comparative and International Education. (3h) Comprehensive study of the current Spanish educational system and comparison with systems in neighboring countries. Aims to expand students' views about differing educational and pedagogical structures and to explore the comparative investigation of educational problems.

HST 216. General History of Spain. (3h) History of Spain from the pre-Roman period to the present day. Counts as elective for the Spanish major.

PHY 105. Descriptive Astronomy. (4h) Introductory study of the universe, from the solar system to the galaxies. No Lab.

PHY 109. Astronomy. (4h) Introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—2 hours. (D)

PHY 110. Introductory Physics. (4h) Conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics,

and modern physics. Not recommended for premedical, mathematics, or science students. Credit allowed for only one of 110, 111 and 113. Lab—2 hours. (QR)

PHY 341. Thermodynamics and Statistical Mechanics. (3h) Introduction to classical and statistical thermodynamics and distribution functions. Also listed as CHM 341. P—PHY 215 and MTH 111 and 112.

POL 202. Political Structures of Present-day Spain. (3h) Study of the various political elements which affect the modern Spanish state. Counts as an elective for the Spanish major.

PSY 278. Psychology of Memory. (3h) Study of specialized knowledge regarding the most relevant aspects of memory function and important investigative techniques in this field.

Summer in Spain—Internships

The department offers the opportunity to work at an internship site and receive academic credit during both summer sessions. Internships are available in a wide range of fields (medical, business, teaching, translation, interpretation—see program information at the Office for International Studies and Spanish and Italian websites). An orientation trip to places of cultural and historical interest is optional. Students live with families. The program is offered in Salamanca, the site of a well-established Spanish university and home of the Wake Forest semester or year program in Spain.

No particular major is required for eligibility. However, students must have taken one course beyond 212 or 213 or have permission of instructor. Interested students should contact the program coordinator, Candelas Gala, (galacs@wfu.edu) in the Department of Spanish and Italian. Electronic applications are available at the Office for International Studies and Spanish and Italian websites.

To participate in this program, it is required to sign up for a 3-hour internship, because it affords full immersion and a hands-on experience that regular academic courses do not always provide. Also, it is strongly recommended to sign up for one of the following course options.

199. Internship in Spanish Language. (1.5, 3h) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Pass/Fail only. P—SPA 309 or 309L; or SPN 319 or 319L; or POI.

303I. Language Study in the Context of an Internship. (1.5h, 3h) Development of oral proficiency and writing skills. Readings, discussions, and writing assignments based on texts relevant to internships being undertaken by students. Must be taken in conjunction with SPN 199. The combination of this course and SPN 199 may count as a maximum of 3 hours toward the major or minor. P—a 200-level course.

315. The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain. (3h) Examination of Spain's cultural pluralism through visual arts, architecture, film, music, and literature from the medieval period to the present. P—SPA 280 or 290; or SPN 216.

319. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis on linguistic and political structures, intellectual currents, art, music, and film to promote understanding of Spanish America's historical development. P—SPA 280 or 290; or SPN 216.

369. Special Topics in Literary and Cultural Studies. (1.5h or 3h) Selected special topics in Hispanic Spanish-American literature and culture. May be repeated for credit when topic changes. P—any course in SPA 310-319 sequence; or SPN 317 or 318; or POI.

391. Internship in Spanish for Business and the Professions. (1.5h-3h) Under faculty supervision, a student completes an internship in a bilingual or Spanish-speaking business or professional setting. Does not count toward major or minor in Spanish. P—SPA 309 or 309L, or SPN 319 or 319L. Pass/Fail/only.

Other offerings

An orientation trip (optional) including some of the following places of cultural and historical interest: Madrid, Segovia, Avila, Toledo, El Escorial, the Northern Coast (Santander, San Sebastián, Asturias), León, Burgos...

- Sign up for one of the internships (SPA 199) and receive 1.5, 3h toward graduation.
- Sign up for one of the internships (SPA 199) PLUS SPA 303 and receive up to 3 hours towards the Spanish major or minor.
- Sign up for one of the internships (SPA 199) plus one course from SPA 310-319 and receive up to 3 hours towards the Spanish major or minor.

Spanish Studies

(Foreign Area Study)

Coordinator, Charles E. Taylor Professor of Romance Languages Candelas S. Gala

Students are required to participate in the Spanish program at Salamanca for one or two semesters. They also are required to take HST 216. General History of Spain (3h), taught in Salamanca; POL 202. Political Structures of Present- Day Spain (3h), taught in Salamanca; ART 230. Spanish Art and Architecture (3h), taught in Salamanca; and SPN 315, The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain (3h), also taught in Salamanca.

Students must take nine additional hours from the advanced courses in Spanish language and the literature and culture of Spain offered by the Department of Spanish and Italian, or from those offered at the University of Salamanca.

Theatre and Dance (THE/DCE)

Chair Nina Maria Lucas

Professors Sharon Andrews, Cynthia M. Gendrich, Nina Maria Lucas, Mary Wayne-Thomas

Director of Dance and Associate Professor Christina Tsoules Soriano

Associate Professors Jane Kathleen Curry, Brook Davis, Rob Eastman-Mullins, Christina Tsoules Soriano

Director of University Theatre and Associate Teaching Professor John E.R. Friedenberg

Associate Teaching Professors Lynn Book, Leah Roy

Associate Professor of the Practice Brantly Shapiro

Assistant Teaching Professor Micheal Kamtman

Assistant Professor of the Practice Chris Martin

Assistant Professor Kevin Frazier

Lecturer Zanna Beswick (London)

Adjunct Lecturers Inez Yarborough Liggins, Debbie Sayles

Part-Time Lecturer Robert Simpson

Postgraduate Teacher-Scholar Fellow Dahlia Al-Habieli, Jessie Laurita-Spanglet

Theatre (THE)

A major in theatre consists of a minimum of 36 hours, including THE 110, 130, 140, 150, 250 or 251 or 252 or 253, 310, 311, 341, and a dramatic literature course. Four semesters of THE 100 or three semesters of THE 100 plus THE 110L also are required. Majors must choose their remaining courses from offerings at the 200 level or higher listed in theatre, or DCE 202, 203, or 223. A minimum GPA of 2.0 in all theatre courses attempted is required for graduation. Majors will participate in senior assessment, including submission of a portfolio. Majors should consult with their advisers about additional regulations. No more than three hours of THE 294 may be counted toward the 36 hours required for the major; up to a maximum of nine hours or three courses of THE 294 may be counted beyond the 36 hours in the major. Those who plan to be theatre majors are urged to begin their studies during their first year.

Honors. Highly qualified majors (departmental GPA of 3.3, overall GPA of 3.0) are invited by the department to apply for admission to the honors program in theatre. To be graduated with the designation "Honors in Theatre," a student must successfully complete THE 399 (3h) with a grade of B or better. Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting, design, directing, acting or dramaturgy; or c) other approved project. The theatre honors project must be presented and defended before a departmental Honors Committee. The department can furnish honors candidates with complete information on preparation and completion of projects.

A minor in theatre requires 20 hours: THE 110, 140, 150, 310 or 311, one THE elective at the 200 level or higher (or DCE 202 or DCE 203 or DCE 223), and two semesters of THE 100 or one semester of THE 100 plus THE 110L. Theatre minors are required to take one course in dramatic literature. Potential minors should contact the chair of the department soon after arrival on the campus.

100. Participation. (0.5h) Attendance/participation in Mainstage and Studio performances and other events as established by the department. Specific attendance/participation requirements are established at the beginning of each semester. Assignments for technical production are made through consultation with the technical and design faculty. May be repeated for credit.

110. Introduction to the Theatre. (3h) Survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Optional lab—THE 110L. (D)

110L. Introduction to Theatre Lab. (1h) Participation in production team on Mainstage as assigned.

125. Basic Voice and Movement. (3h) Introduction to basic voice and movement technique. May include topics such as breathing, healthy vocalization, articulation, vocal expressiveness and energy, alignment, tension release, kinesthetic awareness, basic anatomy. Intended for non-majors.

126. Stage Makeup. (1.5h) Study of the design and application of theatrical makeup in relationship to historical period and character development.

130. Voice and Movement for Actors. (3h) Builds awareness of the actor's instrument through the development of vocal and physical skills, emphasizing relaxation, clarity, expressiveness, and commitment, along with spontaneity, centering, and basic technical skills. P-THE 140.

140. Acting I. (3h) Fundamental acting theory and techniques including exercises, monologues, and scene work.

144. Mime. (2h) Introduces basic mime forms. The student gains skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

150. Introduction to Design and Production. (4h) Introduction to the fundamentals of theatrical design and technology including script analysis, design development, and presentation methods. Through the lab, the student develops basic skills in theatre technology. Credit not allowed for both THE 150 and DCE 150. Lab—3 hours. (D)

155. Stagecraft. (3h) Focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasizes current technologies for problem solving.

181. Acting Workshop. (1h) Scene work with student directors. Pass/Fail only.

188. The Contemporary English Theatre. (1h) Explores the English theatre through theatre attendance in London and other English theatre centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites, and the variety of cultural differences observed. Two weeks. *Offered in London before spring term.* Pass/Fail only. P—POI.

230. Advanced Dynamics. (3h) Focuses on opening and strengthening the actor's instrument by building on work done in THE 130. P—THE 130.

240. Class Act. (3h) Interdisciplinary theatre class that moves dramatic literature from page to stage as students prepare and present scenes used in courses throughout the University. P—THE 140 or POI. (D)

241. Acting for the Camera. (3h) Introduces the theory and practice of acting for the camera. Focused on film/video/TV acting, may also include commercials and other formats. Basic knowledge of realistic acting required. P-THE 140.

242. Performance Art. (3h) This combined seminar and studio course examines the history, range, and context of performance art. Through discussion and exploration, students learn techniques and approaches for exploring new relationships to body, voice, space, and image, and to create original performance art works.

245. Acting II. (3h) Advanced study and practice of the skills introduced in Acting I. P—THE 130 and 140. (D)

246. Period and Style. (3h) Studies social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. Includes performances in class. P—THE 130 or 230, and 140. (D)

250. Theatrical Scene Design. (3h) Studies the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting are emphasized. P—THE 150.

251. Costume Design. (3h) Studies the fundamental principles and techniques of costume design with an emphasis on historical research in the context of the text. Explores the basics of costume rendering, materials, and costume construction. P—THE 150 or POI.

252. Lighting. (3h) Explores the lighting designer's process from script to production. A variety of staging situations are studied, including proscenium, thrust, and arena production. P—THE 150.

253. Sound for Theatre. (3h) Developing and executing sound design for theatrical production from concept to integration into performance. Covers recording, digital editing, mixing, and playback. P—THE 150 or POI.

254. Scenic Art for Theatre. (3h) Hands-on introduction to the tools and techniques employed by scenic artists for contemporary stage and film. Includes an introduction to sculpting as well as a variety of projects and exercises in decorative and figurative painting. P—THE 110, 150, or POI.

255. History of Costume. (3h) Surveys the development of clothing and fashion with emphasis on historical and cultural influences and their application to costuming in art. (D)

258. Stage Management. (1.5h) Examines the role of the stage manager in theatre and other venues. Consideration of approaches, philosophy, nuts and bolts. Exploration of the responsibilities of the stage manager from auditions through rehearsals, techs, and performances including extended runs and touring and the key relationships therein with director, performer, designer, and producer. P—THE 110 and 150

259. Theatre Management: Principles and Practices. (3h) Reviews the development of theatre management in the U.S. with emphasis on the role of the producer. Explores commercial and not-for-profit theatre with attention to planning, personnel, and the economics of theatre. Includes readings, lectures, and reports. P—THE 110. (D)

265. The English Theatre, 1660-1940. (3h) Studies the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes, and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.* (D)

266. Modern English and Continental Drama and the London Stage. (3h) Studies the works of major playwrights of England and Europe from 1875 to the present. May also include contemporary production of classic plays. Emphasizes plays currently being presented in London theatres. Also listed as ENG 347. *Offered in London.* (D)

270. Theatre in Education. (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasizes methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as EDU 223.

283. Practicum. (1h-1.5h) Projects under faculty supervision. May be repeated for no more than three hours. P—POD.

285. Internship in Theatre. (1h-3h) Internship, approved by the department, to be carried out under the supervision of a departmental faculty member, designed to meet the proposing student's needs and interests related to their study of theatre. Requirements may include an evaluative paper and public presentation. Normally one course in an appropriate sub-field is taken prior to the internship. P—POI.

290. Special Seminar. (1.5h-3h) Intensive study of selected topics in theatre. May be repeated.

294. Individual Study. (1h-3h) Research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken no more than three times for a total of not more than nine hours. P—POI.

295. Development and Performance. (1h-4h) Intensive experiential course designed to research and develop a theatre piece resulting in performance. Focus varies. May be repeated once for credit.

310. History of Western Theatre I. (3h) Surveys the development of Western theatre and drama through the Greek, Roman, medieval, and Renaissance theatres. Suitable for non-majors. (D)

- 311. History of Western Theatre II.** (3h) Surveys Western theatre and drama including the English Restoration, the 18th century, Romanticism, Realism, the revolts against Realism and the post-modern theatre. Suitable for non-majors. (D)
- 320. British Drama to 1642.** (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Also listed as ENG 320.
- 323. Shakespeare.** (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Also listed as ENG 323.
- 336. Restoration and 18th-Century British Drama.** (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Also listed as ENG 336.
- 341. Directing I.** (3h) An introduction to the theory and practice of play directing. P—THE 140. C— or P—THE 150.
- 342. Directing II.** (3h) Advanced study of the theory and practice of play directing. P—THE 140, 150, 341. C or P—THE 250 or 251 or 252 or POI.
- 343. Studio Production.** (1.5 or 3h) The organization, techniques, and problems encountered in the production of a play for the public. May be repeated once. P— 150 and POI.
- 344. Acting Shakespeare.** (3h) Practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—THE 130 and 140. (D)
- 360. Playwriting.** (3h) Examines the elements of dramatic structure and their representations in a variety of dramatic writings. Explores the fundamentals of playwriting through a series of writing exercises. Also listed as ENG 384.
- 372. Contemporary Drama.** (3h) Considers varieties of form and substance in plays and performance texts from *Godot* to the present. Readings cover such playwrights as Beckett, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Fornes, Mamet, Wilson, Soyinka, Fugard, and Foreman. Also listed as ENG 394.
- 373. Women Playwrights.** (3h) Examination of selected plays and/ or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn. Also listed as WGS 319. (CD)
- 374. Contemporary World Drama.** (3h) Considers varieties of form and substance in plays and performance texts from outside the mainstream of the Western theatrical tradition. Focus varies, for example Asian and Asian-American playwrights or drama of the Middle East. (CD)
- 375. American Drama.** (3h) Historical overview of drama in the U.S. covering such playwrights as Boucicault, Mowatt, O'Neill, Glaspell, Wilder, Williams, Miller, Hansberry, Albee, Shepard, Norman, Hwang, Vogel, Mamet, and Wilson. Also listed as ENG 375.
- 376. Multicultural American Drama.** (3h) Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. Includes consideration of issues, themes, style, and form. Also listed as ENG 393. (CD)
- 390, 391. Special Seminar.** (1h-3h) Intensive study of selected topics in the theatre. May be repeated.
- 392. Special Topics in Dramatic Literature.** (1h-3h) Intensive study of selected plays and/or performance texts.

393. Special Topics in Dramatic Literature: Cultural Diversity. (3h) Intensive study of selected plays and/or performance texts, focusing on cultural differences—for instance women playwrights, GLBT playwrights, or class-focused works. (CD)

395. Senior Seminar. (1h) Preparation for further, post-graduation work and study in theatre. Highly recommended for theatre majors and minors.

399. Theatre Honors. (3h) Tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—POD.

Dance (DCE)

A dance minor requires a minimum of 19 hours and must include:

One modern course—DCE 120 (2h), 221 (2h), or 222 (2h);

Dance composition—DCE 223 (3h);

One jazz course—DCE 126 (2h), 226 (2h), or 227 (2h);

One ballet course—DCE 127 (2h), 229 (2h), or 231 (2h);

Participation—DCE 128 (1h), 129 (1h), or THE 100 (taken twice for 1h total);

Senior Dance Project—DCE 200 (2h);

One history of dance—DCE 202 (3h) or 203 (3h);

Improvisation—DCE 205 (2h);

Introduction to Design and Production—DCE 150 (2h) or THE 150 (4h)

101. Beginning Tap Dance. (2h) Fundamentals of tap dance technique with emphasis on technique, rhythm, vocabulary, and performance qualities. May be taken two times for credit.

120. Beginning Modern Dance Technique. (2h) Fundamentals of modern dance technique, with emphasis on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be taken two times for credit.

122. Special Topics in Dance. (1h-3h) Intensive study of selected topics in dance. May be repeated.

124. Social Dance. (1.5h) Fundamental techniques of social dance, providing basic skills, concepts of movement, style, and fundamental step patterns found in social dance rhythms. Learn basic smooth dances, rhythm dances, Latin-American dances, and Cuban dances.

125. Folk and Social Dance. (1.5h) Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style, and fundamental step patterns of folk and social dance. Emphasizes the development of fundamental dance skills and practice in utilizing dance techniques.

126. Beginning Jazz Dance. (2h) Fundamentals of jazz technique with emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be taken two times for credit.

127. Beginning Classical Ballet Techniques. (2h) Fundamentals of classical ballet technique with emphasis on alignment, placement, flexibility, barre work, adagio, and petite allegro. May be taken two times for credit.

128. Dance Performance. (1h) Practical experience in the areas of rehearsal, production and performance, as a performer in the Fall or Spring Dance Concert. May be taken up to four times for credit.

129. Choreography. (1h) Practical experience in the areas of rehearsal, choreography production and performance, as a choreographer in the Spring Dance Concert. May be taken only once.

130. Movement for Men. (1h) Beginning-level dance class for male students that surveys jazz,

modern and/or ballet techniques. Emphasizes flexibility, coordination, and efficiency of movement. Eight-week course.

150. Design and Production for Dance. (2h) Introduction to the fundamentals of lighting, sound editing, dance floor installation, costumes and stage management for dance performance. Credit not allowed for both DCE150 and THE 150. P—POI.

200. Senior Dance Project. (2h) Investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

201. Intermediate Tap Dance. (2h) Progressive development of technique and vocabulary from DCE 101 with emphasis on exploring rhythm, dynamics, and performance qualities. May be taken four times for credit. P—DCE 101 or POI.

202. History of Dance. (3h) Surveys the development of dance as a performing art from the Renaissance to the present with an emphasis on scope, style, and function. (D)

203. 20th-Century Modern Dance History. (3h) Exploration of the history of modern dance from Isadora Duncan to contemporary modern dance trends in the U.S. and abroad. (D)

205. Improvisation. (2h) Investigation of the art and technique of improvised dancing. Borrows from visual art, poetry, literature, theatre, and music as catalysts for original movement generation. P—DCE 120 or 221; or THE 130.

221. Intermediate Modern Dance Technique. (2h) Progressive development of movement concepts and vocabulary from DCE 120 with emphasis on exploring both the classical and contemporary techniques of modern dance. May be taken four times for credit. P—DCE 120 or POI.

222. Advanced Modern Dance Technique. (2h) Progressive development of the concepts of DCE 221 with emphasis on qualitative performance, virtuosity, and versatility in a variety of technical forms within the modern dance discipline. May be taken four times for credit. P—DCE 221 or POI.

223. Dance Composition. (3h) Fundamental study of improvisation, composition, and choreography. P—DCE 221, 226 or 229.

224. Advanced Social Dance. (1.5h) Progressive development of technique in rhythm, dance hold, footwork, and patterns of ballroom and Latin dance. Emphasizes performance and competitive dance styles. May be taken two times for credit. P—DCE 124 or POI.

226. Intermediate Jazz Dance. (2h) Pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasizes performance qualities and musicality. May be taken four times for credit. P—DCE 126 or POI.

227. Advanced Jazz Dance. (2h) Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasizes performance qualities, musicality, technique, virtuosity, and creativity. May be taken four times for credit. P—DCE 226 or POI.

229. Intermediate Classical Ballet. (2h) Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be taken four times for credit. P—DCE 127 or POI.

231. Advanced Classical Ballet. (2h) Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality, and pointe work. May be taken four times for credit. P—DCE 229 or POI.

236. Multi-Ethnic Dance. (3h) Exploration of the cultural importance of dance in major ethnic groups in American society. Also listed as AES 236. (CD)

241. Advanced Tap Dance. (2h) Progressive development of the concepts of DCE 201 with emphasis on qualitative performance, virtuosity, and versatility in a variety of technical forms within the tap dance discipline. May be taken four times for credit. P—DCE 201 or POI.

285. Internship in Dance. (1h-3h) Internship, approved by the department, to be carried out under the supervision of a departmental faculty member, designed to meet the proposing student's needs and interests related to their study of dance. Requirements may include an evaluative paper and public presentation. Normally one course in an appropriate sub-field is taken prior to the internship. P—POI.

294. Individual Study. (1h-3h) Research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for a total of not more than 3 hours. P—POI.

Women's, Gender, and Sexuality Studies (WGS)

Chair Wanda Balzano

Professor Shannon Gilreath

Associate Professor Wanda Balzano

Assistant Professor Kristina Gupta

Core (Rotating) Faculty Mary Dalton (Professor of Communication), Catherine Harnois (Associate Professor of Sociology), Melissa Jenkins (Associate Professor of English), David Phillips (Associate Professor of Humanities), Tanisha Ramachandran (Associate Teaching Professor of the Study of Religions), Jarrod Whitaker (Associate Professor of the Study of Religions)

Assistant Teaching Professor Angela Mazaris

Part-Time Affiliated Lecturer Paige Meltzer

Visiting Assistant Professor Angela Kóczé

Adjunct Professors Anna Rubino, Ayla Samli, Ame León-Távora, Elizabeth Way, Elroi Windsor

The department of Women's, Gender, and Sexuality Studies provides an opportunity for research and dialogue on a broad range of topics related to feminist contributions as well as to the fundamental fields of human knowledge and achievement and interdisciplinary studies of feminisms, masculinity, sex, gender and sexuality. A student intending to major or minor in Women's, Gender, and Sexuality Studies should consult the chair of the department, preferably during their first or early in their second year.

The interdisciplinary major in Women's, Gender, and Sexuality Studies requires a minimum of 27 hours and must include the following courses: WGS 221, 320 (or another approved theory course), and 321. The major must include 3 hours in public engagement: either WGS 397 (internship) or any WGS or WGS cross-listed course with a service-learning or public-engagement component. The remaining elective courses (15 hours) must consist of WGS courses and courses approved for WGS credit (consult approved list on file with the director). No more than 9 hours from one department or program may apply to the WGS major; no more than 6 hours from the 100-level may count toward the major; no more than 6 hours from the student's minor(s) may count toward the major.

Students pursuing the major are encouraged to enroll in WGS 221 by the fall semester of the junior year, WGS 320 (or equivalent) by the spring semester of their junior year, and WGS 321, the capstone course, during their senior year.

The interdisciplinary minor in Women's, Gender, and Sexuality Studies requires WGS 221 and 321, and a minimum of 12 additional hours, for a total of 18 hours. If courses not designated WGS are taken, they must be from an approved list on file with the chair of the department; examples of these courses are listed. Students may count no more than 6 hours from their major(s) toward the minor.

Students pursuing the minor are encouraged to take WGS 221 in the first or second year, two or three courses in the second and third years, and complete the remaining hours, including the capstone research seminar (WGS 321), in their senior year.

Honors. Highly qualified majors, who have earned an overall GPA of 3.3, with an average of 3.5 on work in WGS, may apply for admission to the honors program in Women's, Gender, and Sexuality Studies. To be graduated with the designation "Honors in Women's, Gender, and Sexuality Studies," the student must present an honors-quality research paper and successfully defend the paper in an oral examination. For additional information, students should consult the department chair.

101. Window on Women's, Gender, and Sexuality Studies. (1h) An opportunity to experience and reflect analytically in writing on the diverse cultural and intellectual life of Wake Forest, with an emphasis on women's, gender, and sexuality studies events and topics. Pass/Fail only.

111. Writing and Women's Issues. (3h) This writing-intensive seminar explores special topics that include women, such as: women and creativity; women, work, and family; womanist literature; reproductive rights; violence against women; women and the arts; the emergence of feminist thought. Emphasis is on expository writing, critical thinking, and exchange of ideas in a discussion and workshop setting; frequent essays based on readings. Satisfies the basic composition but not the minor or major requirement.

121. Feminist Leadership Project. (1.5h) Explores the principles of feminist leadership to deepen self-awareness about personal leadership skills and gain tools for creating feminist social change. This highly interactive class welcomes students who are new to feminist thought/activism as well as those seeking to deepen their engagement with feminism. Pass/fail only.

123. The Feminist Book Society. (1.5h) A reading course designed to introduce students to classic and contemporary feminist texts. Emphasis on close reading, discussion, and writing. May be repeated for credit if texts differ.

221. Introduction to Women's, Gender, and Sexuality Studies. (3h) Interdisciplinary course that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, history and theory of women's, gender, and sexuality studies, women and men in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation. (CD, D)

224. Readings in Queer Theology. (1.5 h) This seminar-style reading course surveys classic and new works in queer theology. Queer theology transgresses dominant constructions of gender identity and sexuality; and as such, it can be seen as an expression of the Christian gospel that subverts human understandings of life, community, and the divine. The course explores biblical and Christian theological perspectives on sexuality, social constructions of sexuality, and issues such as power, marriage equality, and sexual ethics.

240. Feminist Philosophy. (3h) Examines feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency. Also listed as PHI 379. P—One PHI course or POI.

251. Race and Ethnic Diversity in America. (3h) Different race and ethnic experiences are examined through an institutional approach that examines religion, work, gender, schooling, marriage patterns, and culture from a cross-cultural perspective. Grand theoretical schemes like the “melting pot” are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups. Also listed as AES 251. (CD)

310. Gender, Power, and Violence. (3h) Research-centered study of various issues related to violence, power, and gender in American society. Emphasizes sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation. (CD)

319. Women Playwrights. (3h) Examination of selected plays and/ or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn. Also listed as THE 373 (CD)

320. Feminist Theory and Practice. (3h) Examines the major themes and terminology in feminist thought, with focus on its diverse and multicultural expressions through time. Themes to be explored include schools of feminism, interlocking systems of oppression and the connection between theory and practice. May be repeated for credit if topic differs.

321. Research Seminar in Women’s, Gender, and Sexuality Studies. (3h) A capstone, research-centered study of questions raised by women’s, gender, and sexuality studies on interdisciplinary topics such as gender and health issues, men, women and pornography, lesbian and gay culture and theory, the politics of women’s bodies, transnational feminisms, etc. May be repeated for credit if topic differs.

322. Feminist, Womanist, and Mujerista Theologies: Constructive Perspectives on Christian Thought. (3h) Examines major topics in Christian theology from African American (womanist), Latina/Hispanic (mujerista), and queer perspectives.

326. Telling Women’s Lives: Writing about Entrepreneurs, Activists, and Thought Leaders. (3h) This course will use an interdisciplinary approach to address fundamental issues of female leadership by examining recent developments in long- and short-form narratives about women (biography, essays, profiles) and employing journalistic tools to interview and write profiles of women entrepreneurs, activists, and thought leaders. Also listed as ESE 326.

329. Politics of Gender and Sexuality: Cross-Cultural Perspectives. (3h) Examines cultural constructions of gender and sexuality from a cross-cultural perspective and the relationship between feminism and cultural rights activism through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how feminists are negotiating positions at the intersection of cultural and human rights. Also listed as ANT 329.

350. Biocultural Perspectives on Women and Aging. (3h) Examines biological, socio-psychological, and cultural issues affecting older women.

358. Mothers and Daughters. (3h) Examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.

377. Special Topics. (1h-3h) Includes such women’s, gender, and sexuality studies topics as gender issues in the 21st century, critical approaches to gender issues, and the emergence of feminist thought. May be repeated for credit if topic differs.

380. Sexuality, Law, and Power. (3h) Explores a wide variety of issues related to sexual identity and orientation by looking at the ways in which the law can constrict social development as well as act as a catalyst for change. Examines how religion and popular morality shape the law and are shaped by it.

396. Independent Study. (1h-3h) Independent projects in women's, gender, and sexuality studies which either continue study begun in regular courses or develop new areas of interest. Course may be repeated, but a maximum of 3 hours may apply to the minor. By prearrangement.

397. Internships in Women's, Gender, and Sexuality Studies. (1h-3h) Practicum opportunities for work and for research in conjunction with Wake Forest's Policy Group on Rape Education, Prevention and Response (PREPARE), or a local women's or justice organization, such as Family Services, Housing Authority of the City of Winston-Salem, Crisis Control Ministry, Community Care Center, Planned Parenthood, The Women's Fund of Winston-Salem, and Wake Forest's Office of Women in Medicine and Science, etc. A maximum of 3 hours may apply to the major or minor. Pass/Fail only.

In addition to the Women's, Gender, and Sexuality studies courses, the following courses may be included in the major and the minor. (See course descriptions under appropriate listings.)

100. R.A.D.: Rape Aggression Defense. (1h) Develops and enhances the options of self-defense, including basic physical self-defense tactics and risk reduction and avoidance, so they may become viable considerations for any woman who is attacked. Required readings include social science research on violence against women. Pass/Fail only.

Electives for Women's, Gender, and Sexuality Studies

All courses are subject to approval for the major and the minor. Additional elective courses may have been approved since publication of this bulletin. The chair of the department maintains a complete list of all official elective courses. For the following course descriptions, see the relevant department's listings in this publication.

Courses in the Humanities

- AES 357. Studies in Chicano/a Literature. (3h)
- ART 351. Topics in Gender and Art. (3h)
- CLA 252. Women, Gender, and Sexuality in Antiquity. (3h)
- EAL 241. Gender in Japanese Literature. (3h)
- ENG 340. Studies in Women and Literature. (3h)
 - 344. Studies in Poetry (*when topic relates to WGS*)
 - 357. Studies in Chicano/a Literature. (3h)
 - 371. American Ethnic Literature. (3h)
- GES 390. German Women Writers. (3h)
- HST 324. Fashion in the Eighteenth Century. (3h)
 - 336. Gender and Power in African History. (3h)
 - 337. Women and Gender in Early America. (3h)
 - 338. Sexuality, Race and Class since 1850. (3h)
 - 359. Prostitutes, Machos, and Travestis: Sex and Gender in Latin-American History. (3h)
 - 388. Nation, Faith, and Gender in the Middle East. (3h)
- HMN 222. African and Caribbean Literature. (3h)
 - 224. Cross-cultural Encounters in Morocco. (3h)
 - 230. Women Writers in Contemporary Italy. (3h)

- 231. Italian Women and the City. (3h)
- 265. Gender, Spirituality, and Art. (3h)
- 290. Innovation and Inclusivity. (3h)
- 320. Perspectives on the Middle Ages. (3h)
 - a. Medieval Women.
 - b. Medieval Constructs of Gender, Race, and Class.
- ITA 335. Italian Women Writers. (3h)
- 336. Italian Women and the City. (3h)
- MUS 208. Women and Music. (3h)
- REL 318. Feminist and Contemporary Interpretations of the New Testament. (3h)
- 345. African-American Religious Experience. (3h)
- 388. South Asian Women: Religion, Culture, and Politics. (3h)
- SPN 353. Contemporary Women Novelists and their Female Characters. (3h)

Courses in the Social and Natural Sciences

- AES 310. Race, Class, and Gender in a Color-blind Society. (3h)
- ANT 332. Anthropology of Gender. (3h)
- 333. Language and Gender. (3h)
- COM 318. Culture and the Sitcom. (3h)
- 320. Media Theory and Criticism. (3h)
- 340. American Rhetorical Movements to 1900. (3h)
- 341. American Rhetorical Movements since 1900. (3h)
- 370. Special Topics: Race, Class, Gender, and Sexuality. (3h)
- LIN 333. Language and Gender. (3h)
- POL 229. Women, Gender, and Politics. (3h)
- 277. Feminist Political Thought. (3h)
- PSY 265. Human Sexuality. (3h)
- 359. Psychology of Gender. (3h)
- 364. Stereotyping and Prejudice. (3h)
- SOC 153. Contemporary Families. (3h)
- 305. Gender in Society. (3h)
- 309. Sexuality and Society. (3h)
- 347. Society, Culture, and Sport. (3h)
- 359. Race and Ethnic Relations. (3h)
- 360. Social Inequality. (3h)

Writing Minor (Interdisciplinary)

Students in the interdisciplinary Writing Minor will develop their academic, critical, and rhetorical writing skills in ways that enhance their major courses of study. By moving beyond the competencies introduced in the first-year writing seminar, the Writing Minor will provide students with opportunities to practice, refine, and extend their skills as academic, professional, and creative writers. The curriculum, composed of new and existing courses in rhetoric and writing, as well as writing-enhanced courses across the disciplines, prepares students to participate in various writing situations both inside and outside the academy.

At least 18 credits of coursework, including a 3-credit gateway and a 3-credit capstone course, are required for the minor. Students will take an additional 6 credits from upper level writing courses and 6 from elective or upper-level writing courses.

1. Gateway Courses: Introduction to the Minor: 3 credits from one of these two courses:

WRI 210. Academic Research and Writing*

WRI 212. The Art of the Essay*

**The course not taken as the introduction to the minor may be taken in the second category.*

2. Upper Level Writing Courses: minimum of 6 credits:

WRI 210. Academic Research and Writing

212. The Art of the Essay

320. Writing In and About Science: Scientists as Writers and Writers as Scientists

340. Practice in Rhetoric and Writing*

341. Writing Center Pedagogy

392. Magazine Writing

ENG 306. Special Topics in Rhetoric and Writing*

307. Contemporary Theory of Rhetoric and Writing

390. The Structure of English

**May be repeated once for credit towards the minor*

3. Writing Electives: Any upper level writing course or writing-enriched courses across the disciplines that do not satisfy the gateway course or the 6 credits toward the minor may be used as electives. (A list of writing enhanced courses will be found on the Writing Program's webpage.)

4. WRI 350. Writing Minor Capstone. (3h) Seminar course focused on reading and portfolio requirements. For students wishing to graduate with the Interdisciplinary Minor in Writing.

The Writing Minor is intended to complement a student's major, and "double dipping" is discouraged. No more than one course may count toward another program of study.

Writing Minor Courses

WRI 210. Academic Research and Writing. (3h) Study of prose models of exposition from a variety of disciplines: humanities, social sciences, sciences; frequent papers and individual conferences. Enrollment limited. P—WRI 111 or exemption from WRI 111.

212. Literary Nonfiction: The Art of the Essay. (3h) Reading, writing, and analysis of the essay. Consideration of the rise and evolution of various forms of the essay; inclusive of essayists from a variety of disciplines. Enrollment limited. P—WRI 111 or exemption from WRI 111.

310. Interaction in Language: Introduction to Written Discourse Studies. (3h) Analysis of theoretical traditions in discourse studies, including Pragmatics, Analysis of Institutional Talk, Genre Analysis, and Corpus Linguistics, designed to provide students with new approaches and tools with which to question, investigate, and critique how language works in discourses that are meaningful to them.

320. Writing In and About Science: Scientists as Writers and Writers as Scientists. (3h) Reading, writing, and analysis of scholarly and popular science writing. Consideration of scientists as writers and rhetoricians, namely, the varied purposes and audiences for which scientists and science writers compose. Enrollment limited. P—WRI 111 or exemption from WRI 111.

340. Practice in Rhetoric and Writing. (3h) Training and practice in the reading and writing of expository prose. Students study the uses of rhetoric to frame arguments and marshal evidence, then learn to practice these skills in their own writing of expository prose.

341. Writing Center Pedagogy. (3h) Introduction to composition pedagogy and writing center theory and practices, with special emphases on one-to-one and small group peer tutoring techniques. The course includes classroom-based work—reading, writing, responding, discussing, and exploring instruction and consultation processes—and field experiences. Students spend a total of 20 hours observing in writing classrooms, the WFU Writing Center and/or community sites, and tutoring. Students reflect on these experiences to prepare a final researched writing project. Strongly recommended for those interested in working in the Writing Center as peer tutors.

342. Writing Practicum. (1h-3h) Practical or professional experience in writing, rhetoric, and composition. Students must be supervised and mentored by a faculty adviser. Cannot be repeated.

343. Independent Study. (1h-3h) Independent study with faculty guidance. By prearrangement.

350. Writing Minor Capstone. (3h) Seminar course focused on reading and portfolio requirements. For students wishing to graduate with the Interdisciplinary Minor in Writing.

392. Magazine Writing. (3h) Analysis of magazine writing and long form journalism with practice pitching, reporting and writing articles in a range of styles and of varied lengths with specific audiences in mind. Also listed as JOU 284. P-JOU 270 or POI.

ENG 306. Special Topics in Rhetoric and Writing. (1.5h, 3h) Study of significant rhetorical or writing theories and practices focused on one area of study. May be repeated once for credit.

307. Contemporary Theory of Rhetoric and Writing. (1.5h, 3h) Study of key historical developments and theories in the current field of rhetoric and writing studies since its 20th-century inception.

390. The Structure of English. (3h) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

Other Courses

ACP 101. Preparing for Academic Quiz Competition. (1h) Prepares students for academic quiz competition (quiz bowl) via the study of academic material in history, science, literature, mythology, philosophy, religion, social sciences, fine arts, geography, current events and other fields; via writing questions for academic competition tournaments; and via on-campus competition. Pass/Fail only. May be taken three times for credit. P—POI.

FYE 101. The College Transition. (1h) Exploration of issues related to academic success, living in community, and wellbeing in the transition to college. Emphasizes principles, understanding, and skills to promote a successful college transition. First-year students only.

FYS 100. First Year Seminar. (3h) First year seminars are a basic requirement for graduation and are designed to enhance each student's academic and social integration into Wake Forest. They foster intellectual interchange, both written and oral, and encourage examination of opposing viewpoints through reading, writing, and debate of issues in a small group setting. Seminars are offered in most academic departments and programs.

LIB 100. Academic Research and Information Issues. (1.5h) An introduction to the research process and methods for finding, retrieving and evaluating information in an academic library and through online sources. Encourages the development of the skills, attitudes and abilities essential to the discovery of information and promotes an understanding of how scholarship is produced, valued, and shared. Explores the use of information in creating new knowledge and participating ethically in communities of learning.

LIB 210. Social Science Research Sources and Strategies. (1.5h) This half-semester course provides students with an understanding of the sources and strategies necessary for doing research in the social sciences (anthropology, communication, economics, education, political science, psychology, sociology and Women's, Gender and Sexuality Studies). Topics covered include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research results. Must be sophomore or above to enroll.

LIB 220. Science Research Sources and Strategies. (1.5h) This half-semester course provides students with an understanding of the sources and strategies necessary for doing research in the natural sciences as well as the ethical, legal, and socioeconomic factors influence scientific information production and dissemination. P—Major or minor in science discipline or POI.

LIB 230. Business and Accounting Research Sources and Strategies. (1.5h) Provides students with an understanding of the sources and strategies necessary for doing research in business and accounting. Topics include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research result. P—Major in business or accounting or POI.

LIB 235. Research Methods for Entrepreneurs. (1.5h) This course is intended for students pursuing a minor in entrepreneurship or starting their own entrepreneurial project. It will introduce them to research methods and resources appropriate for business planning, including subscription-based resources available through WFU as well as reliable free resources available from governments, public libraries and elsewhere. The class will learn how to assess a potential market during the exploratory phase all the way through evaluating competitors and industry trends for more fully-formed business concepts. Trends in information gathering and information use by entrepreneurs will also be discussed.

LIB 240. History, Politics and Legal Research Sources and Strategies. (1.5h) Provides students with an understanding of the sources and strategies necessary for doing research in history, political science and law. Topics include strategies for developing research projects, resources available in each discipline, finding and evaluating sources, and interpreting research results. Must be sophomore or above to enroll.

LIB 250. Humanities Research Sources and Strategies. (1.5h) Provides students with an understanding of the sources and strategies necessary for doing research in the humanities (English, classics, humanities, religion, history, philosophy, foreign language, art, music, theatre, dance). Topics include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research results. Must be sophomore or above to enroll.

LIB 260 History of the Book 1500-2000. (1.5h) Introduces students to issues in the history of the book in the West, from early modern manuscript culture through the beginnings of the digital age. Using materials from ZSR Library's Rare Books Collection, students examine printed texts as objects of study in three major ways: as material artifacts, as vehicles for text, and as social constructs. Class assignments include a descriptive bibliography/research paper, in addition to hands-on typesetting, printing, and bookbinding projects. For more information contact the Special Collections Librarian, ZSR Library.

LIB 290. Topics in Information. (1.5h) Intensive look at one or more current topics information. Course may be retaken for credit if topic varies.

SPM 201. Basic Athletic Training. (3h) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries. For more information, contact Greg Collins, collinsg@wfu.edu.

SPM 302. Advanced Athletic Training. (4h) An in-depth analysis of preventative measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. For more information, contact Greg Collins, collinsg@wfu.edu.

WDC 100. Washington, DC, Internship. (5h or 6h) A one-semester (6h) or 10½ week summer (5h) internship in a business/government/non-government organization/nonprofit organization matching the individual student's interests. Washington, D.C. area only; in collaboration with The Washington Center. Pass/Fail only.

Wake Forest University School of Business

Dean Charalambos L. Iacovou

Vice Dean of Academic Programs Gordon E. McCray

Vice Dean of Faculty Michelle Roehm

Senior Associate Dean of Diversity and Global Initiatives Derek R. Avery

Associate Dean of Undergraduate Program Pat H. Dickson

Associate Dean of Master of Arts in Management Program Scott M. Shafer

Associate Dean of MBA Programs Timothy R. Janke

Associate Dean of Business Analytics Program Jeffrey D. Camm

Dale K. Cline Associate Dean of Accounting Programs James B. Willis

Kirby Chair in Business Excellence and Professor of Management Charalambos L. Iacovou

J. Tylee Wilson Chair in Business Ethics and Professor of Management Sean T. Hannah

John B. McKinnon Professor Ron L. Thompson

Inmar Presidential Chair in Business Analytics and Professor Jeffrey D. Camm

Sisel Professor of Management Derek R. Avery

Dean's Fellow in Investments and Professor Frederick H. deB. Harris

Kemper Professor of Business J. Kline Harrison

Delmer P. Hylton Professor of Accountancy Dale R. Martin

D. Wayne Calloway Professor of Accountancy Jonathan E. Duchac

Broyhill Distinguished Scholar and Chair in Operations and Professor Jack R. Meredith

C. C. Hope Chair of Financial Services and Law and Professor Steve H. Nickles

Thomas S. Goho Chair in Finance and Professor Ajay Patel

Joseph M. Bryan Jr. Professor of Banking and Finance Bruce G. Resnick

Board of Visitors Professor of Marketing Michelle Roehm

BB&T Professor in Capitalism and Free Enterprise G. Page West III

Benson-Pruitt Professor of Business Haresh Gurnani

Thomas W. Smith Presidential Chair in Business Ethics and Professor of Economics

James R. Otteson

Professors Rajaram B. Baliga, S. Douglas Beets, Robert R. Bliss, Lee G. Knight, Sherry E. Moss, James A. Narus, Robert C. Nash, Scott M. Shafer, Gary L. Shoesmith, Jack E. Wilkerson Jr.

Adjunct Professor Henry Lee

Visiting Professors Susan I. Langlitz, Jim Westerman

Part-time Executive Professor Dan Fogel

Teaching Professor George Violette

Executive in Residence Steven S Reinemund

PricewaterhouseCoopers Associate Professor of Accountancy George R. Aldhizer III

AT&T Fellow and Associate Professor of Marketing Gordon E. McCray

Exxon-Wayne Calloway Fellow & Associate Professor Lisa Dragoni

Sisel Fellow & Associate Professor Kenny Herbst

Wall Street Partners Fellow and BB&T Center Associate Professor Bill Marcum

Associate Professors Terry A. Baker, Derrick S. Boone, Sheri A. Bridges, Holly H. Brower, Thomas G. Canace, Anna Ciani, James F. Cotter, Pat H. Dickson, Charles R. Kennedy, Bruce Lewis, Patrick R. McMullen, Jonathan P. Pinder, Brooke Saladin, Michelle D. Steward, Julie H. Wayne, Ya-Wen Yang

Associate Teaching Professor Alireza Lari

James Farr Faculty Fellow and Assistant Professor John Sumanth

Citibank/Calloway Rising Faculty Fellow & Assistant Professor Mark E. Evans

Exxon-Wayne Calloway Fellow & Assistant Professor Lauren Rhue

Assistant Professors Andrea S. Kelton, Norma R. Montague

Adjunct Assistant Professor Caleb Stroup

John Hendley Fellow & Associate Teaching Professor Matthew T. Phillips

Teaching Professors William L. Davis, Deon Strickland

Reznick Group Faculty Fellow and Professor of the Practice Cynthia Tessien

Bern Beatty Faculty Fellow and Professor of the Practice Amy Wallis

Professors of the Practice Roger L. Beahm, Daniel Cohen, Timothy R. Janke, Benjamin T. King

Associate Professors of the Practice Stanley W. Mandel, Jim Willis

Part-time Professor of the Practice Polly Black

Adjunct Professors of the Practice Tonya Balan, Ann Bliss, Jason Goddard, Zachary Hartsell, Ged King, Peter Mitchell, Mick Mixon, Bill Rose, Bryan Starrett

Visiting Professors of the Practice Raymond A. Knight, Denis Maier, Michael Travis

Visiting Assistant Professor of the Practice Mike Beeler

Visiting Instructor Philip Howard

Adjunct Instructors Stacey Panchyshyn, Vern Scoggins

Affiliate Instructor Ian Taplin

Senior Lecturer J. Bren Varner

Adjunct Senior Lecturer E. Clayton Hipp Jr.

Lecturer Pete Brewer

Visiting Lecturers Jennifer Hudson, Thad Lewallen

Accreditation

The Wake Forest School of Business is accredited through AACSB International's management accreditation standards as well as its accounting accreditation standards. Accounting accreditation is an elective extension of management accreditation. AACSB International may be contacted at 813.769.6500, 777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602 and at www.aacsb.edu. Inquiries should relate only to the accreditation status of the school and not to general admissions information.

AACSB International accreditation represents the highest standard of achievement for business schools and accounting programs, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in business education.

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Wake Forest University.

Programs and Majors

The Wake Forest School of Business offers a four-year bachelor of science degree, with majors in accountancy, business and enterprise management, finance, and mathematical business (offered jointly with the Department of Mathematics); and three graduate degree programs, master of science in accountancy (MSA), master of arts in management (MA), master of business administration (MBA), and master of science in business analytics (MSBA).

When taken in conjunction with the School of Business's undergraduate degrees (accountancy or finance), the MSA degree requires only one additional year of study. The School does NOT offer an undergraduate degree in accountancy as a stand-alone degree. The undergraduate degree in accountancy is available ONLY if a student is accepted into the MSA program in his or her junior year of study.

Business and Enterprise Management. The business and enterprise management major in the School of Business combines a rigorous and high-quality curriculum with real-world applications. The degree program preserves a general business curriculum while simultaneously allowing students to gain greater depth in a number of specialty areas. The program emphasizes the development of strong leadership and critical thinking skills, enabling students to pursue careers in management in a wide range of fields.

Finance. The finance major in the School of Business prepares students to think analytically and critically by exposing them to theory and its real-world applications. Finance majors typically pursue careers in corporate finance and financial services, including portfolio management, investment and commercial banking, and financial consulting. The major emphasizes a strong concentration in finance and quantitative analysis and is supported by accounting concepts beyond the introductory level.

Mathematical Business. The mathematical business major, offered by the School of Business jointly with the Department of Mathematics, prepares students for careers in business and government that require model-based, advanced quantitative approaches to problem solving. The major responds to today's complex global environment, where problems in business administration and public policy are becoming more intricate, requiring the use of such approaches.

Accountancy. The School of Business' separate accounting accreditation through AACSB International requires that the School establish a separate statement of mission for its accountancy program complementary to the School's basic mission statement provided. Accordingly, the mission and values of the School's accountancy program are as follows:

The mission of the Wake Forest accountancy program is to enhance business, society, and the accountancy profession through our teaching and scholarship. We value: an environment that promotes thoughtful reflection and a high level of face-to-face interaction; intellectual curiosity, including a passion for the study of business; teaching excellence; challenging academic standards consistent with high-quality students; the creation and dissemination of knowledge; honor, integrity, and respect for the ethical and legal foundations of the accountancy profession; and strong relationships with alumni, recruiters, and other members of the accountancy profession.

The five-year accountancy program includes both the baccalaureate and master's programs, and requires admittance during the student's junior year. Students admitted to the five-year accountancy program may major in either accountancy or finance (FIN-M) at the baccalaureate level. During the third and fourth years, students admitted to the program take the business and enterprise management, accounting, and finance courses required for a major in accountancy or finance. The curriculum also provides students with the opportunity to do a professional internship during

the fourth year. The coursework, combined with the professional internship, provides students with a solid foundation in the concepts, principles, and practices of accountancy and business. Students need this foundation for success in the MSA program and the early years of their careers.

The curriculum for the fifth year of study adds both depth and breadth to students' undergraduate foundation in accountancy or finance and prepares them for a wide variety of careers in accountancy and financial services (for example, assurance, taxation, business advisory services, transaction services, forensic accounting, investment and commercial banking). The five-year program qualifies students to take the CPA examination in North Carolina and many other jurisdictions. Students are responsible for researching the CPA examination requirements for those locations.

Undergraduate Business Program Admission

Admission to the School of Business undergraduate program is by formal application, and applicants are screened by the School's Committee on Admissions, Continuation, and Scholarships. Before being considered for admission to the School of Business, the applicant first must have been admitted to Wake Forest University. Minimum requirements for admission to the Wake Forest School of Business undergraduate program are as follows:

1. Completion of 49 hours with a cumulative WFU grade point average of 2.85;
2. Completion of ECN 150, MTH 111 or 112 (MTH 112 for the mathematical business major), ACC 111, and BEM 201 (MTH 256 for the mathematical business major) with a minimum grade of C in each course; and,
3. Based on availability, one additional School of Business course (ACC 221, BEM 211, BEM 221, 251, 261, or FIN 231).

Students who have not fully met the above requirements may still apply while requirements are in progress. The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the School of Business reserves the right to deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wake Forest University School of Business undergraduate program must be approved by the Committee on Admissions, Continuation, and Scholarships but first requires readmission to Wake Forest University, requirements for which are discussed in this bulletin.

MSA Program Admission

Admission to the MSA program requires undergraduate business school students who have completed ACC 211 to submit an application to the MSA program during their third year of study. The required application components include the online application, an interview with the MSA Program, an official transcript, and either an official Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) score. All application components are due by February 15 (of the third year of study).

Additional information may be found at www.business.wfu.edu/ms-accountancy/.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the Wake Forest University School of Business will be taken in the School of Business. For students wishing to transfer credit from other schools towards their major, the following general guidelines apply:

- (a) *All approvals for transfer credits from other institutions to the School of Business must be:*

- (1) approved prior to admission into the School and will be limited to 6 hours for transfer students and*
- (2) pre-approved before such courses are taken by non-transfer students.*
- (b) Courses taken at AACSB accredited schools will be considered for transfer credit per (a) above. Transfer credit for all courses taken at schools not accredited by the AACSB generally requires a validation exam in order to be considered for transfer credit.*
- (c) Study abroad transfer credit will be considered per (a) above for coursework taken through international programs sponsored by AACSB accredited schools or offered by select universities or programs approved by the School of Business faculty. Courses taken through international programs not meeting these qualifications will require a validation exam in order to be considered for transfer credit [per (a) above].*
- (d) Courses passed at another school with the minimum passing grade at that school may not be transferred.*
- (e) No work in courses from two-year schools will be accepted for major credit.*
- (f) Courses taken elsewhere in subjects not offered at the School of Business will not necessarily count toward the hours required in the School of Business.*
- (g) A maximum of two courses (6 hours) may be transferred after admission into the School of Business (including any approved economics course counting toward the major).*
- (h) Students earning 6 or more hours of School of Business credit through the Wake Forest Barcelona Program and the Wake Forest London Program may not also transfer credit from programs offered by institutions other than the Wake Forest School of Business.*
- (i) Students entering the School of Business from Wake Forest College must take ACC 111 within the School of Business. Students transferring into the School of Business from another university must take a validation examination for ACC 111 to be eligible for transfer credit.*

Students from Wake Forest College (non-School of Business majors) wishing to transfer business or accounting courses taken at other institutions towards credit as general electives in the College may do so upon review of that course's description in the school's catalog (and in some cases review of the syllabus for that course).

Requirements for Continuation

In addition to the requirements outlined in the Procedures section of this bulletin, a student must be academically responsible and must show satisfactory progress toward completing the requirements for the degree. The administration of the Wake Forest School of Business notifies the student if satisfactory progress is not being made and, after consultation with the Committee on Admission, Continuation, and Scholarships, decides if the student may continue as a major in the School of Business.

Requirements for Graduation

The Wake Forest School of Business confers the bachelor of science degree with a major in accountancy, business and enterprise management, finance, or mathematical business. The requirements for completion of the degrees are those in effect at the time the student enters the School of Business. No courses in the undergraduate School of Business can be taken pass/fail unless they are offered on that basis. In addition, the POI designation for any course does not override any program requirements for the major.

The accountancy major requires the following courses: ACC 111, 211, 212, 221, 237, 351, and 352; BEM 201, 211, 221, 241, 251, 261, 371 or 372, 388, and FIN 231 and 232; ECN 150; MTH 111 or 112.

The business and enterprise management major requires the following courses: ACC 111 and 221; BEM 201, 202 (or 3 hours of advanced quantitative methods chosen from a pre-approved list), 211, 221, 241, 251, 261, 287, 318, 365, 371 or 372, 388, 389; FIN 231; ECN 150; MTH 111 or 112; and 9 hours in a pre-approved concentration area. Concentration areas must include at least one BEM elective course or INS 260.

The finance major requires the following courses: ACC 111, 211, 212, and 221; BEM 201, 211, 221, 241, 251, 261, 371 or 372, 388; FIN 203, 231, and 232; ECN 150; MTH 111 or 112; and a minimum of 9 hours from FIN 233, 234, 235, 237, 331, 332, 333, 335, 336, 338, and 381.

The mathematical business major requires the following courses: ACC 111 and 221; BEM 211, 221, 241, 251, 261, 388, 392; FIN 231; ECN 150; MTH 112, 205 (or 113 and 121), 253, 256, 353; and a minimum of 6 additional hours—only three of which can be in the business school excluding BEM 201, BEM 202, and FIN 203. Mathematics electives must be at the 300 level or above, excluding 381.

In addition to the courses stipulated, the student in business and accountancy also must meet the following requirements for graduation:

- (a) *a minimum of 120 hours, including the basic and divisional requirements established by Wake Forest College;*
- (b) *a minimum grade point average of 2.0 on all work attempted at Wake Forest;*
- (c) *a minimum grade point average of 2.0 on all work attempted at other institutions; and*
- (d) *an overall 2.0 grade point average in all business and accountancy courses.*

Senior Honors Program

School of Business students (exclusive of mathematical business majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the School graduate with the designation “Honors in Accountancy,” “Honors in Business and Enterprise Management,” or “Honors in Finance.” For additional information, interested students should consult a member of the faculty of the Wake Forest School of Business.

Mathematical business majors with a grade point average of at least 3.0 on all college work and a minimum grade point average of 3.5 in the major are invited to apply for admission to the honors program in mathematical business. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the School and the Mathematics Department graduate with the designation “Honors in Mathematical Business.” For additional information, interested students should consult a member of the faculty of the Mathematics Department or the Wake Forest School of Business.

Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the top ten percent of the junior or senior class.

Courses of Instruction

Business (BUS)

101S. Introduction to Business Software. (1.5h) Provides students with basic skills in business software. Focuses on software for presentations, spreadsheets, and databases. In addition, students are familiarized with databases provided through the library and through the Internet that facilitate their ability to do research. Does not count towards a School of Business degree. *Summer only.*

105. Why Business? (3h) What is the role of business in a humane and just society? In this course, we look at both classic and contemporary discussions of the nature, benefits, and limits of a market economy, and we consider various objections, including moral objections, to commercial society. We also look at several functional areas of business and investigate the extent to which they can contribute to a humane and just society. POI

111. Professional Life Skills. (1.5h) Provides students with the basics of managing their personal finances and employee benefits. Focuses on topics such as: personal banking and budgeting fundamentals, individual credit and tax issues, employee investment and insurance options, and home rental or purchase considerations. Open to School of Business and non-School of Business students. Does not count towards a School of Business degree. Pass/Fail only.

181. Field Study. (1h) Directed field study in specialized areas of business. Does not count towards a School of Business degree. Pass/Fail only. P—ACC 111, POI. Limit of 2.

295. Summer Management Program. (8h) A study of the various functions of business including accounting, business analytics, finance, managing information, entrepreneurship, management, marketing, and strategic planning. Special application and admission procedures. Does not count towards a School of Business degree. Pass/Fail only. *Offered in the summer and open to non-business majors.*

Business and Enterprise Management (BEM)

201. Quantitative Analysis I. (3h) Emphasizes the understanding and application of quantitative tools used in the business decision-making process. Issues covered include collection and presentation of data, sampling, and inferences. (QR). P—ACC 111 with a C or better and sophomore standing; or POI.

202. Quantitative Analysis II. (3h) Emphasizes the understanding and application of quantitative tools for data analysis and managerial decision-making. Topics include statistical tools such as Chi-Square methods, analysis of variance, regression, and correlation analysis. Management science tools include statistical decision theory and some deterministic optimization models such as linear programming and its various extensions. Application of these methods to the analysis of decisions from various functional areas of business is an important component of the course. P—BEM 201.

211. Organizational Behavior. (3h) This survey course provides a broad overview of several evidence-based theories and frameworks of organizational behavior (OB) at the individual, group and organizational levels of analysis that can be applied to help identify, diagnose and provide solutions to important organizational challenges. In this way, students will gain the requisite knowledge and skills necessary to become more effective working professionals. P or C— (For BEM majors only) BEM 287.

221. Principles of Marketing. (3h) Investigates the means by which firms create, maintain, and improve relationships with customers through the development of strong brands and effective marketing programs. Emphasizes the application, rather than the acquisition, of marketing knowledge.

Explores how the four Ps—product, price, place, and promotion—can be used to solve problems, exploit opportunities, and meet challenges in the global marketplace. Discussions, cases, objective tests, in-class exercises and a marketing campaign project are among the instructional methods used. P—ECN 150 and ACC 111; or POI.

241. Production and Operations Management. (3h) Introduces the basic concepts of operations strategy and operations planning in support of the business strategy of the firm. Topics include: operations strategy, quality management, project planning and control, capacity planning, location, layout, demand forecasting, supply chain management, aggregate planning, production scheduling, and inventory systems. P—BEM 201; MTH 256 for MBU majors.

251. Management Information Systems. (3h) Introduction to the business issues associated with information systems, designed to provide a broad perspective for utilizing and managing an organization's information resources. Frameworks are presented for understanding the placement and relationship of different types of information systems within an organization. Includes an overview of computing technology currently used in business organizations, techniques for developing and implementing information systems, advanced applications of information technology, and the strategic implications of information systems and technology for business.

261. Legal Environment of Business. (3h) Study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is on how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes an overview of private law topics (such as torts, contracts, and agency) and public regulation of the employment relationship, the competitive marketplace, and the environment. P or C—ACC 111.

287. Professional Development Workshop Series A. (1.5h) Enhances students' career-building skills through a series of workshops designed to address specific dimensions of professional development and career management. Students select from a menu of opportunities available during their first year in the management program; content varies. Pass/Fail only. P—Admission to the School of Business and the BEM major.

312. Human Resource Management. (3h) Focuses on important human resource management (HRM) skills that are frequently used by general managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of general managers' HRM responsibilities, and skilled in HRM applications as prospective managers. P—BEM 211.

315. Seminar in Comparative Management. (3h) Focuses on the global issues in management. Emphasis is on different management philosophies and styles practiced in an international context. Conducted in a seminar format, the course examines the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and employee behavior. P—BEM 211 or POI.

316. Leading in the Nonprofit Sector. (3h) Explores the role of nonprofit organizations (churches, schools, civic organizations, health clinics, etc.) and examines how to effectively lead them. Basic knowledge areas of responsibility in nonprofit organizations (i.e., legal classifications and issues, recruiting and managing volunteers, community development, fundraising, board development, and ethical concerns) are covered. Pertinent leadership theories and issues are addressed. One-half of the available seats are open to non-School of Business majors. P—Junior or senior standing.

318. Calloway Leadership Experience. (3h) Explores the history, art, science, and practice of leadership in organizational settings. Focuses on theories and contemporary applications of such

issues as change, vision, communication, coaching, followership, and motivation. The experience capitalizes on the liberal arts background, previous business courses, and students' practicum experience to demonstrate practical leadership insights. Emphasis is on merging theory and practice using experiential learning to prepare students to excel in leadership positions in their organizations and communities. P—Senior standing and BEM 287.

322. Global Marketing Strategy. (3h) Builds on BEM 221 to explore strategic issues in the global marketplace in greater depth through intensive examination of cases from consumer and industrial markets, product and service businesses, and for-profit and nonprofit organizations. Analyzes social, cultural, economic, legal, and political factors present in the global marketplace and their impact on planning and implementing marketing strategy. Focuses on building analytical and decision-making skills. Objective is to ensure students understand the key role of marketing strategy in achieving and maintaining competitive advantage in an ever-changing, increasingly complex global business environment. P—BEM 221.

323. Selected Topics in Marketing. (3h) Selected Topics in Marketing. (3h) Identifies the most current marketing topics and practices in the dynamic global marketplace and covers them in detail. Focuses on the application of leading-edge concepts and ideas in the creation of superior marketing strategies. Seminar approach requires active student participation in the identification, elaboration, and discussion of course material. P—BEM 221.

324. Marketing Research. (3h) Introduction to fundamentals of research methodology and use of research information in marketing decision making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—BEM 201 and 221.

325. Consumer Behavior. (3h) Focuses on understanding the customers/consumers/buyers/clients/patients/patrons without whom marketing and business cannot survive. Examines consumer motivations, influences, decision-making processes, and behaviors as they relate to the development of a competitive marketing strategy. Discussions, mini-cases, in-class exercises, and a project are among the instructional methods used. P—BEM 221 or POI.

326. Brand Management and New Product Development. (3h) Provides students with unique insight into the role of a brand manager charged with identifying and implementing strategies to measure, manage, and build brand equity over time. Special emphasis is placed on identifying new sources of profitable growth while enhancing brand equity through strategic new product development. A team-based approach is utilized and supported by lectures, case studies, guest speakers, and a semester-long brand equity assessment/new product development project. P—BEM 221.

327. Marketing Communications. (3h) Designed for students whose career plans involve making strategic marketing decisions. Emphasizes ways to foster relationships with consumers by establishing a dialogue through advertising, consumer and trade promotions, the Internet, direct mail, publicity, packaging, point of sale material, and event sponsorship. Discussions, cases, in-class exercises, oral presentations, and a marketing communications campaign project are among the instructional methods used. P—BEM 221.

328. Sports Marketing. (3h) Focuses on the application of the strategic marketing process to the rapidly growing sports industry. Varied elements of the industry are examined: understanding the sports consumer, marketing and media, advertising and communication, promotion and special events, licensing, and corporate sponsorships. Current research, including gender-specific marketing, using athletes as endorsers, segmenting the sports market, measuring value of sponsorship, and the impact of technology on sports are covered. P—ECN 150 or equivalent.

332. Financial Statement Analysis. (1.5h) This course is intended to present you with a framework for using financial and market information to analyze a business and assess its potential market value. The focus will be on the information included in a firm's financial statements and the accompanying notes, however you will also consider how other available information is relevant to this analysis. Throughout the semester we will examine (i) how to analyze and assess a company's business strategy, (ii) how to interpret and analyze differences in firm-specific application of accounting techniques, (iii) how to analyze financial data in a systematic and logical method, (iv) techniques for forecasting financial information, and (v) techniques for equity valuation. These components will then be pulled together into a comprehensive framework for evaluating a business focusing on the available financial information. P—ACC 111, 221; FIN 231; BEM 201, P or C—BEM 371.

342. Project Management. (1.5h) With today's problems being increasingly more complex, this course offers an important skill set addressing these problems by covering concepts and issues important in effectively managing projects. Some of the topics are project selection, project planning, resource allocation, project control, project auditing, as well as team creation and team leadership. Upon completion of this course, students will have an understanding of the challenges and opportunities involved in project management. They will also understand the types of decisions involved in effectively completing a project meeting stakeholders' expectations, that is also on time, and within budget. P—ACC 111, 221; FIN 231; BEM 201, P or C—BEM 371.

362. Contemporary Issues in Law and Public Policy. (3h) In a seminar setting, the course explores emerging topics that have the capacity to affect the marketplace in significant ways. Flowing naturally from previous law-oriented classes, it provides the opportunity for students to delve more deeply and critically into the actual policies that give rise to legislation, case precedent, and regulation. As such, the course encourages strategic thinking about decision-making in a complex, ever-changing business environment. P—BEM 261.

365. Ethics and Business Leadership. (3h) An interdisciplinary exploration of ethics applied to business. Lectures, readings, and a case-based approach introduce the necessary background information. Examples of ethical and unethical situations are used to develop an understanding of how an efficient and effective business can also be ethical. P—Junior or senior standing.

371. Strategic Management. (3h) Focuses on the derivation of competitive advantage and sustainable, superior performance by organizations. Emphasizes the shape, character, and overall direction of the total enterprise, and the activities of managers who are responsible for achieving strategic coordination and coherence across functions and divisions. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the basis upon which the firm should compete, formulating and implementing integrative action plans, and strategic leadership. Strategy analysis frameworks are applied to situations including for-profit and nonprofit organizations, diversification, global strategy, and strategic change. This is a discussion-oriented class in which principles of strategic management are applied to complex case studies. P— (all majors) BEM 211, 221 and FIN 231. P or C— (all majors) BEM 241. P— (BEM majors only) BEM 287, 389.

372. Strategic Management in Entrepreneurial Firms. (3h) Core foundational concepts in strategic management are critically examined in the context of entrepreneurial firm settings. Emphasis is on applying principles of competitive analysis and strategic planning using case studies of startups, fast-growth firms, young firms in rapidly-changing industries, and firms confronting early organizational life cycle problems. Unique strategy issues confronted by firms in electronic commerce, technology, and other fast-paced industries are considered. This is a discussion-oriented class in which principles of strategic management are applied to complex case studies. P— (all majors) BEM 211, 221 and FIN 231. P or C— (all majors) BEM 241. P— (BEM majors only) BEM 287, 389.

375. Contemporary Issues in Business and Foundations of Capitalism. (3h) Explores contemporary business issues such as corporate social responsibility, government regulation of business, health care and/or tax policy implications for business, stakeholders versus stockholders, and sources of economic development in less-developed nations. To do so we examine the foundations of capitalism, its moral and intellectual underpinnings, the principal arguments that challenge and support capitalism and free markets, and the obligations of free institutions in society. This will be accomplished by reading a combination of novels, the work of leading political economists who have shaped generations of thinking at the highest levels of government and academia about capitalism, economics, and free markets, and recently-published works by business and political leaders.

377. Entrepreneurship. (3h) Exposes students to multiple facets of entrepreneurship and teaches about creating new ventures in a hands-on fashion. A broad range of ideas, readings, and cases enable students to understand the ambiguous and highly-charged environment of entrepreneurship, the contribution of entrepreneurial endeavors to business and society, and the characteristics of successful new venture startups. Focuses on three areas that define successful entrepreneurial pursuit of new for-profit, nonprofit, and social enterprise initiatives: recognizing opportunity, management, and assembling resources. The completion of a team-based business plan for a new venture is usually required. Guest speakers present their views of entrepreneurial organizations based on real-world experiences—startup, financing, legal, transition, failure, etc. P—BEM 211, 221, and FIN 231; or POI.

381. Individualized Reading and Research. (1h, 1.5h, 2h, 3h) Directed study in specialized areas of business. P—POI.

382. Management in the Visual Arts. (3h) Taught by faculty from the School of Business and the Art Department. Provides both art and business students with the essential skills, pragmatic experiences, and a conceptual framework for understanding the role the visual arts plays within the national and international economies. Students receive preparation for involvement in art galleries, auction houses, museums, and publishing, as well as for contributions to various boards and organizations that commission or purchase works of art. The marketing, financial, legal, and strategic aspects of art management are explored. Emphasis is on dialogue between art majors and business majors enrolled in the course. Field study in at least one major metropolitan area for the purpose of gaining intensive exposure to professional arts management is required, but the majority of travel costs are covered by the University. One-half of enrollment spaces are available for students who have been accepted into the School of Business; the remaining half of the spaces are available to declared art majors with junior standing or higher. Also listed as ART 297. P—Junior or senior standing and POI.

383. Seminar in Negotiations. (3h) Focuses on the process of conducting successful negotiations in a business setting. Introduces concepts, theories, and analytical frameworks that underlie common negotiation techniques. Practical skills are emphasized through negotiation exercises and the analysis of contemporary business situations. Lectures, discussions, and role plays are among the instructional methods used. P—Senior standing or POI.

384. Design-Thinking and High-Performance Teams. (3h) In this experiential class, we study the evolution of high-performance teams in design-thinking environments. At its core, design thinking is an approach to innovative problem solving that balances art, science, and business perspectives in realistic and highly impactful ways. In this course we develop the ability to participate in and lead high-performance teams within a design-thinking environment. The course involves an action-learning project that applies the perspectives of anthropology, history, political science, communication, and psychology, among others, in solving a real-world problem. Also listed as ESE 384.

386. Selected Topics in Real Estate. (1.5h) Examines the most pertinent topics in real estate. Focuses on subjects such as ownership and interest, the legal aspects of real estate, real estate finance and real estate trends. P—Senior standing or POI.

388. Management Simulation. (1.5h) Designed to integrate the functional areas of business through the use of an experiential simulation exercise. The simulation that provides the foundation of this course requires students to draw on their learning from previous courses in operations, marketing, finance, human resource management, information systems, and strategic management. Students are organized into cross-functional management teams, and the teams are required to make plans for a business enterprise operating in a competitive environment, make critical managerial decisions in response to real-world situations that arise, and present their work to a faculty committee. P—Senior standing and BEM 211, 221, 241, 251 and FIN 231; P or C— BEM 371 or 372 (MBU majors are exempt from strategy requirement).

389. Management Internship. (3h) The internship is a supervised learning experience that applies business coursework to an actual work environment for academic credit. The internship is subject to approval and consists of both academic and on-the-job learning components. P—Acceptance as a BEM major and completion of 15 hours of School of Business credit, which must include BEM 211 and 287.

392. Seminar in Mathematical Business Analysis. (3h) Provides mathematical business majors with a forum where they can actually see how the mathematical, statistical and computer techniques can be brought to bear on many business problems in a variety of business functions. Emphasis is more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details. Critical and reflective thinking about models and the translation of results into management action is a major objective. Another objective of the seminar is to foster group work and the sharpening of presentation skills. P—BEM 211, 221, 241, FIN 231, and MTH 253, 256, 353.

393. Principles of Risk Management. (1.5h) Intended to assist students in identifying and analyzing risk and in managing it through a variety of mechanisms. Techniques such as loss control, risk retention, and risk transfer are discussed. C—BEM 394 P—Junior or senior standing and POI.

394. Applied Risk Management. (1.5h) Professional risk management field work, under the direction of a faculty member. Students gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is on analysis, decision-making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve problems. C—BEM 393. P—Junior or senior standing and POI.

Accountancy (ACC)

111. Introductory Financial Accounting. (3h) Introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities. P—Sophomore standing; minimum cumulative GPA 2.85.

211. Financial Accounting Theory and Problems I. (4h) Study of the conceptual framework underlying financial accounting in the U.S. as well as the financial accounting standards setting process and the basic corporate financial statements. Financial accounting and reporting issues associated with receivables, inventories, property, plant, equipment, and intangible assets are also examined. P—Minimum of C in ACC 111.

212. Financial Accounting Theory and Problems II. (4h) Examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, stockholders' equity, dilutive securities and earnings per share, income taxes, pensions, postretirement benefits, leases, financial statement errors, and the statement of cash flows. P—Minimum of C in ACC 211.

221. Introductory Management Accounting. (3h) Study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. Topics covered include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. P—Minimum of C in ACC 111.

237. Taxes and Their Role in Business and Personal Decisions. (3h) Review of legal and accounting concepts associated with the federal taxation of income. Topics examined include the regular and alternative minimum tax models as well as gross income, capital gains, property transactions, deductions, and credits. P or C—ACC 211 or POI.

311. Advanced Accounting and Government & Nonprofit Accounting. (3h) A comprehensive study of business combinations, the equity method of accounting for investments in common stock, and consolidated financial statement preparation. Also covered are accounting theory as applied to special problems such as accounting for partnerships and international accounting issues including foreign currency financial statement translation. In addition, government and nonprofit accounting are introduced in this course. P-ACC211 and ACC212 with a grade of C or better.

321. Accounting for Managerial Decision Making. (3h) Provides students with advanced exposure to topics in cost structure management, planning, control, and decision making. Primary emphasis is placed on developing students' appreciation for how financial modeling and strategic analysis work together in unified decision making. To develop students as financial leaders, the foundation of the course will be the Information Value Chain promulgated by accounting academic researchers (e.g., Blocher 2009) and accounting practitioner organizations (Institute of Management Accountants). P-ACC221 with a grade of C or better.

351. Accounting Information Systems. (3h) Study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is on the necessary controls for reliable data. P—Admission to and enrollment in the MSA program, BEM 251 and a minimum of C in ACC 212; or POI.

352. Introduction to Auditing. (4h) Examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting. P—Admission to and enrollment in the MSA program, minimum of C in ACC 212; C—ACC 351; or POI.

378. Individualized Reading and Research. (1h, 2h, 3h) Directed study in specialized areas of accountancy. P—POI.

391. Professional Accounting Internship. (3h) Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework in the fifth year. Students are expected to provide weekly reports and write a reflective paper on their internship experience. Pass/Fail. P—Admission to MSA program and POI.

392. Accounting Internship Reflection (3h). Students are expected to attend required meetings, provide weekly reports during the internship, and write a reflective paper on their internship experience. P—Admission to MSA program and POI; P or C—ACC 391.

Finance (FIN)

203. Applied Quantitative Analysis for Finance. (3h) Provides students the basic mathematical and statistical tools needed for the study of applied finance. Topics include multiple regression, analysis of residuals and F-tests; analysis of time-series data; risk, preference, and utility theory; stochastic processes; and applied optimization. P—BEM 201 and FIN 231 with a C or better; C—FIN 232; or POI.

231. Principles of Finance. (3h) Survey course examining the fundamentals of financial decision-making and includes topics such as the time value of money, security valuation (corporate debt and equity pricing), risk and return, financial statement analysis, capital budgeting, and the cost of capital. Financial decision-making is developed within the context of domestic and international institutions and markets. P—ACC 111. P or C—ECN 150.

232. Intermediate Finance. (3h) Required of all finance majors and is intended as preparation for upper level electives. Provides an examination of financial decision-making under uncertainty stressing practical applications of technology. Topics include yield curves and interest rate risk; the uses and risks of derivative securities; capital structure and the impact of leverage; statistical estimation of the cost of capital for the firm and its projects; financial statement forecasting (pro forma); and discounted cash flow valuation of the firm. Incorporates electronic spreadsheet applications (Excel) in problem solving, statistics, and financial modeling. P—BEM 201 and FIN 231 with C or better; C—FIN 203; or POI.

233. Equity Investments. (3h) The Equity Investments course exposes students to equity research, portfolio formation and analysis, equity security valuation, and stock selection for portfolio construction. The course uses accounting, fundamental analysis and a discounted cash flow framework to value equity securities. P—FIN 203 and FIN 232 with a C or better. May be taken as a co-requisite with FIN 203 and/or FIN 232 with POI.

234. International Finance. (3h) Examines the impact of international financial economics on markets and the management of both domestic and multinational firms. Emphasis is on institutional and environmental factors influencing trade, foreign exchange, and capital acquisition and allocation. P—FIN 203 and FIN 232 with a C or better; or POI.

235. Selected Topics in Finance. (3h) Identifies the most current topics and practices in the dynamic global financial industry and covers them in detail; may also explore a more narrower finance topic in depth. Focuses on the application of leading-edge concepts and ideas in the financial services and/or banking industries. A seminar approach requires active student participation in the identification, elaboration and discussion of course materials. Oral and written skills are emphasized. P—FIN 203 and FIN 232 with a C or better. May be taken as a co-requisite with FIN 203 and/or FIN 232 with POI.

237. Financial Markets and Institutions. (3h) Provides students with an understanding of the structure and functioning of U.S. and international financial markets. Topics covered in the class: banking theory, the roles of traditional and non-traditional financial intermediaries, the impact of securitization, international financial competition, financial system stability, and financial regulation. Although primarily targeted toward finance majors, the course is suitable for business and economics majors wishing to understand our financial system. P—FIN 203 and FIN 232 with a C or better; or POI.

331. Corporate Finance. (3h) Explores the practical application of corporate financial theory. The strategic financial decisions of firms are analyzed with regard to capital budgeting, capital structure, dividend policy, seasoned equity offerings, rights issues, the application of option theory to corporate finance strategy, and real options. P—FIN 203 and FIN 232 with a C or better; or POI.

332. Banking and Investment Banking. (3h) Examines corporate restructuring and how commercial and investment banks facilitate the transactions. Investigates the impact of strategic financial alterations on the performance of the firm's assets. Examines IPOs, mergers and acquisitions, divestitures, spin-offs, and capital acquisition. Focuses on the application of financial modeling and the use of discounted cash flow valuation to analyze managerial decisions under uncertainty. P—FIN 203 and FIN 232 with a C or better; or POI.

333. Advanced Finance. (3h) Focuses on maximizing the firm's market value in a dynamic environment by exploring the interplay between (1) its operating and strategic decisions, (2) the evaluation of the firm and its strategies by the investment community, and (3) the functioning of capital markets and economies within which the firm operates. The course integrates results from relevant research with the effective practice of financial management by business professionals. P—FIN 203 and FIN 232 with a C or better; or POI.

335. Financial Derivatives. (3h) Explores the pricing and uses of derivatives, the role of market participants, how market structures and practices facilitate risk transfer, and the uses of derivatives for hedging. Covers futures/forwards, options, and swaps, the three most important types of financial derivatives. P—FIN 203 and FIN 232 with a C or better; or POI.

336. Fixed Income and Financial Engineering. (3h) Provides an introduction to interest rate risk management, the nature of fixed income markets, the structure and underlying economic rationale for various structured products including collateralized debt obligations, and the role of financial engineering in fixed income markets and risk management. P—FIN 203 and FIN 232 with a C or better; or POI.

338. Real Estate Finance. (3h) Focuses on concepts and techniques used to value and finance income-producing property investments. Provides a critical perspective for making financial decisions about real estate. The nature of real estate risk at both the level of the individual project and the investment portfolio is considered. Case discussions encourage students to evaluate how economic characteristics of the property and the local market, motives of different actors, and institutional arrangements interact to shape decision-making in real estate. P—FIN 203 and FIN 232 with a C or better; or POI.

381. Individualized Reading and Research. (1h, 2h, 3h) Directed study in specialized areas of finance. P—POI.

Wake Forest College Faculty

Date following name indicates year of appointment. Listings represent those faculty teaching either full or part-time during the fall 2016 and/or spring 2017.

Irma V. Alarcón (2005)	Associate Professor of Spanish and Italian
BA, Universidad de Concepción (Chile); MA, PhD, Indiana University	
Nicholas E. Albertson (2014)	Assistant Professor of Japanese
AB, Brown University; MA, PhD, University of Chicago	
Jane W. Albrecht (1987)	Professor of Spanish and Italian
BA, Wright State; MA, PhD, Indiana University	
Dahlia Al-Habielei (2016)	Teacher-Scholar Postdoctoral Fellow in Dance
MA, Carnegie Mellon University; BA, Wellesley College	
Rebecca W. Alexander (2000)	F.M. Kirby Family Faculty Fellow and Professor of Chemistry
BS, Delaware; PhD, University of Pennsylvania	
Edward E. Allen (1991)	Professor of Mathematics
BS, Brigham Young; MA, PhD, University of California (San Diego)	
Jacque L. Amoureux (2011)	Teacher-Scholar Postdoctoral Fellow in Politics and International Affairs
BS, MPA, Boise State University; MA, Iowa; PhD, Brown University	
David J. Anderson (1992)	Professor of Biology
BA, Denison; MS, Michigan; PhD, Pennsylvania University	
Paul R. Anderson (1990)	Professor of Physics
BS, Wisconsin-Madison; MA, PhD, University of California (Santa Barbara)	
T. Michael Anderson (2010)	Assistant Professor of Biology
BS, Oregon State; PhD, Syracuse University	
Sharon Andrews (1994)	Professor of Theatre
BA, UNC-Chapel Hill; MFA, UNC-Greensboro	
Elizabeth Mazza Anthony (1998)	Associate Teaching Professor of French Studies
BA, Duke; MA, PhD, UNC-Chapel Hill	
Diana R. Arnett (2014)	Assistant Teacher Professor of Biology
BS, MA, Youngstown State University; PhD, Kent State University	
Shawn Arthur (2014)	Assistant Professor of Religion
BA, MA, University of Tennessee; PhD, Boston University	
Carol Aschenbrenner (2011)	Adjunct Instructor of Mathematics
BA, Salem College; MA, Wake Forest University	
Miriam A. Ashley-Ross (1997)	Associate Professor of Biology
BS, Northern Arizona; PhD, University of California (Irvine)	
Robert J. Atchison (2010)	Associate Professor of Communication and Director of Debate
BA, MA, Wake Forest University; PhD, University of Georgia	
Alison Atkins (2013)	Assistant Teaching Professor of Spanish and Italian
BA, Wake Forest University; MA, PhD, University of Virginia	
Laura Aull (2011)	Associate Professor of English
BA, ME, MA, Notre Dame; PhD, University of Michigan	
Emily A. Austin (2009)	Assistant Professor of Philosophy
BA, Hendrix College; PhD, Washington University (St. Louis)	
R. Scott Baker (2001)	Associate Professor of Education
BA, Evergreen State College; MA, Tufts; PhD, Teacher's College of Columbia University	

Wanda Balzano (2005) Director and Associate Professor of Women's, Gender, and Sexuality Studies
BA, MA, University of Naples, Italy; MA, PhD, University College, Dublin

Surya Banks (2016) Teacher-Scholar Postdoctoral Fellow in Chemistry
BS, Southern Arkansas University; St. Joseph's College, Darjeeling, India; PhD, University of Kentucky

Sarah E. Barbour (1985) Professor of French Studies
BA, Maryville; Diplôme de Langue et de Civilisation Françaises, Paris; MA, PhD, Cornell

Adrian Bardon (2002) Associate Professor of Philosophy
BA, Reed College; MA, Washington; PhD, University of Massachusetts (Amherst)

Bernadine Barnes (1989) Professor of Art
BA, Illinois (Urbana-Champaign); MA, Pittsburgh; PhD, University of Virginia

Elise Barrella (2017) Assistant Professor of Engineering
BS, Bucknell University; PhD, Georgia Institute of Technology

Phillip G. Batten (1991) Adjunct Assistant Professor of Psychology
BA, PhD, UNC-Chapel Hill; MA, Yale; MA, Wake Forest University

Amy Love Beasley (2009) Adjunct Instructor of Dance
BA, College of Charleston; MFA, UNC-Greensboro

Kristen Beavers (2012) Assistant Professor of Health and Exercise Science
BS, Cornell; MPH, UNC-Chapel Hill; PhD, Baylor University

H. Kenneth Bechtel (1981) Associate Professor of Sociology
BA, MA, North Dakota; PhD, Southern Illinois University (Carbondale)

Margaret C. Bender (2000) Associate Professor of Anthropology
BA, Cornell; MA, PhD, University of Chicago

Kenneth S. Berenhaut (2000) Z. Smith Reynolds Foundation Fellow and Professor of Mathematics
BA, MS, University of Manitoba (Canada); MA, PhD, University of Georgia

Michael J. Berry (1985) Professor of Health and Exercise Science
BS, Jacksonville State; MA, Southeastern Louisiana; PhD, Texas A&M

Deborah L. Best (1972, 1978) William L. Poteat Professor of Psychology
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill

Ulrich Bierbach (1999) Professor of Chemistry
MS, PhD, University of Oldenburg (Germany)

Mary Ann Bills (2001) Adjunct Instructor of Music
BM, Washington State; MM, UNC-Greensboro

Erin Binkley (2014) Assistant Professor of Counseling
BA, UNC-Chapel Hill; MA, WFU; PhD, Idaho State

Janice Blackburn (1996) Part-time Instructor of Mathematics
BS, Campbell; MA, Wake Forest University

Lisa M. Blee (2009) Associate Professor of History
BA, Lewis and Clark College; PhD, University of Minnesota

Terry D. Blumenthal (1987) Professor of Psychology
BS, Alberta (Edmonton); MS, PhD, University of Florida

Elizabeth Boatman (2017) Assistant Professor of Engineering
BS, Beloit College; MS, PhD, University of California (Berkeley)

Eleonora Boglioni (2017) Visiting Assistant Professor of Spanish and Italian
MA, University of Milan

Keith D. Bonin (1992) Professor of Physics
BS, Loyola; PhD, University of Maryland

Lynn Book (2005) Associate Teaching Professor in Theatre and Associate Director of Creativity ESE
BFA, Memphis College; MFA, School of the Art Institute of Chicago

Susan Harden Borwick (1982)	Professor of Music
BM, BME, Baylor; PhD, UNC-Chapel Hill	
C. Kevin Bowen (1994)	Director of Bands
BS, Tennessee Tech; MM, Louisville; PhD, Florida State University	
Rian E. Bowie (2006)	Assistant Teaching Professor of English
BA, Tougaloo College; MA, Temple; PhD, Emory University	
Stephen B. Boyd (1985)	Easley Professor of Religion
BA, Tennessee; MDiv, ThD, Harvard Divinity School	
Tina M. Boyer (2010)	Assistant Professor of German
BA, MA, New Mexico; PhD, University of California (Davis)	
Anne Boyle (1986)	Professor of English
BA, Wilkes College; MA, PhD, University of Rochester	
Keith B. Brace (2008)	Professor of Military Science
BS, MBA, The Citadel	
Erin Branch (2011)	Associate Teaching Professor of English and Writing Program Administrator
AB, Middlebury; MA, PhD, UNC-Chapel Hill	
R. Saylor Breckenridge (2001)	Associate Professor of Sociology
BA, MA, PhD, University of Arizona	
Cyndi Briggs	Adjunct Professor of Counseling
BS, Guilford College; MAEd, WFU; PhD, Oregon State	
Thomas Brister (2005)	Associate Teaching Professor of Politics and International Affairs
BS, Georgetown; MA, PhD, University of Virginia	
Michaelle L. Browsers (2000)	Associate Professor of Politics and International Affairs
BA, Whitman; MA, Virginia; PhD, University of Minnesota	
Christopher Brown (2016)	Assistant Professor of English
BA, Georgetown University; JD, Georgetown University; MA, University of Maryland; PdD, University of Maryland	
Hana E. Brown (2011)	Associate Professor of Sociology
BA, Bryn Mawr; MA, PhD, University of California (Berkeley)	
LeAndra Brown (2017)	Assistant Professor of the Practice of Health & Exercise Science
BS, Indiana University; MS, UNC-Charlotte	
M. Alan Brown (2012)	Assistant Professor of Education
BA, Appalachian State; MA, Wake Forest University; PhD, University of Alabama	
Heather Brown-Harding (2017)	Assistant Director of Microscopy
Robert A. Browne (1980)	Professor of Biology
BS, MS, Dayton; PhD, Syracuse University	
Peter H. Brubaker (1994)	Professor of Health and Exercise Science
BS, E. Stroudsburg; MA, Wake Forest University; PhD, Temple	
Christy M. Buchanan (1992)	Professor of Psychology
BA, Seattle Pacific; PhD, University of Michigan	
Jennifer J. Burg (1993)	Professor of Computer Science
BA, Elizabethtown College; MA (English), MA (French), Florida; PhD, University of Central Florida	
Diego Burgos (2011)	Associate Professor of Spanish and Italian
BA, University of Antioquia, Medellin (Colombia); MA, Pompeu Fabra University Institute for Applied Linguistics; PhD, Pompeu Fabra University	
Justin Burkett (2012)	Assistant Professor of Economics
BA, Washington University; PhD, University of Maryland (College Park)	
Cheryl Burrell (2010)	Part-time Assistant Professor of Biology
AS, BS, Northern Caribbean University (Jamaica); PhD, Loma Linda University	

Brian Calhoun (2012)	Assistant Professor of the Practice in Education
BS, MBA, MA, Wake Forest University	
Daniel A. Cañas (1987)	Associate Professor of Computer Science
BS, Tecnológico de Monterrey (Mexico); MS, Georgia Tech; PhD, University of Texas (Austin)	
Mollie Canzona (2015)	Assistant Professor of Communication
BA, Salem College; MA, Emerson College; PhD, George Mason University	
Eric D. Carlson (1995)	Associate Professor of Physics
BS, Michigan State; MA, PhD, Harvard	
Richard D. Carmichael (1971)	Professor of Mathematics
BS, Wake Forest University; MA, PhD, Duke	
Simone M. Caron (1991)	Professor of History
BA, Bridgewater State; MA, Northeastern; PhD, Clark University	
Jacqui Carrasco (1999)	Associate Professor of Music
BA, University of California (Los Angeles); MM, DMA, SUNY (Stony Brook)	
David L. Carroll (2003)	Scott Family Fellow and Professor of Physics
BSc, NC State; PhD, Wesleyan University	
Cheyenne Carter (2014)	Assistant Teaching Professor of Counseling
BA, Baylor University; MS, Tarleton State University; PhD, University of North Texas	
Stewart Carter (1982)	Wake Forest Professor and Professor of Music
BME, Kansas; MS, Illinois; PhD, Stanford University	
Donald Casares (2017)	Assistant Professor of Counseling
BA, Franciscan University; MA, University of Holy Cross	
Tammy Cashwell (2013)	Assistant Teaching Professor of Counseling
BS, Appalachian State; MS, PhD, Mississippi State University	
Justin Catanoso (1993)	Professor of the Practice in Journalism
BA, Pennsylvania State; MA, Wake Forest University	
Amy Catanzano (2013)	Assistant Professor of English
BA, Colorado State; MFA, University of Iowa	
Frederick H. Chen (2000)	Associate Professor of Economics
BS, Wisconsin-Madison; MA, PhD, University of Chicago	
Tess Chevalier (2015)	Visiting Assistant Professor
BA, MA UNC-Wilmington; PhD University of Wyoming	
Samuel S. Cho (2010)	Shively Faculty Family Fellow and Assistant Professor of Physics and Computer Science
BS, Maryland; MS, PhD, University of California (San Diego)	
Elena P. Clark (2014)	Teacher-Scholar Postdoctoral Fellow
BA, UNC-Charlotte; MA, Columbia University; PhD, UNC-Chapel Hill	
Sherriann Lawson Clark (2009)	Assistant Professor of Anthropology
BS, Penn State; MA, PhD, American University	
Philip Clarke (2011)	Assistant Professor of Counseling
BA, Wake Forest University; MS, PhD, UNC-Greensboro	
Gabriel Clausen (2015)	Adjunct Instructor of Theatre
BS, Iowa State; MFA, UNC School of the Arts	
Elizabeth A. Clendinning (2014)	Assistant Professor of Music
AB, University of Chicago; MM, PhD, Florida State University	
Benjamin Coates (2012)	Assistant Professor of History
BA, Stanford; MA, M.Phil, PhD, Columbia	
R. David Coates (1999)	Worrell Professor of Anglo-American Studies in Politics and International Affairs
BA, York; PhD, Oxford	

Brooke Cole (2016)	Visiting Assistant Professor of Politics and International Affairs
Bruce Cole (2017)	Assistant Teaching Professor of Spanish and Italian
BA, MAT, Middle Tennessee State University	
Christa L. Colyer (1997)	Professor of Chemistry
BSc, Trent University (Canada); MSc, University of Guelph (Canada); PhD, Queen's University (Canada)	
Lindsay Rae Comstock (2008)	Assistant Professor of Chemistry
BS, Northern Arizona; PhD, University of Wisconsin	
Andrew Conner (2011)	Teacher-Scholar Postdoctoral Fellow of Mathematics
BS, California Institute of Technology; MA, Hawaii (Manoa); PhD, Oregon	
William E. Conner (1988)	David and Lelia Farr Professor of Innovation, Creativity and Entrepreneurship and Professor of Biology
BA, Notre Dame; MS, PhD, Cornell	
Jule M. Connolly (1985)	Associate Professor of the Practice of Mathematics
BA, UNC-Chapel Hill; MEd, University of South Carolina	
Gregory Cook (1999)	Associate Professor of Physics
BS, PhD, UNC-Chapel Hill	
Jeremy T. Cooper (2009)	Visiting Assistant Professor of Chemistry
BCS, Redeemer; BS, Calvin College; PhD, Indiana University	
Naima Coster (2016)	Visiting Assistant Teaching Professor of English
BA, Yale University; MA, Fordham University; MFA, Columbia University	
Allin F. Cottrell (1989)	Professor of Economics
BA, Oxford (Merton College); PhD, Edinburgh	
Kimberly Creasap (2016)	Adjunct Assistant Professor of Sociology
BA, Bowling Green State University; MA, Eastern Michigan University; PhD, University of Pittsburgh	
Jamie Crockett (2014)	Visiting Assistant Professor of Counseling
BA, Keene State College; MS, PhD, UNC-Greensboro	
Earl P. Crow (2006)	Part-time Professor of Religion and Philosophy
BA, BD, Duke; PhD, The University of Manchester, UK	
Ann C. Cunningham (1999)	Associate Professor of Education
BA, Erskine College; MAT, PhD, University of South Carolina	
Patricia M. Cunningham (1978)	Francis P. Gaines Professor of Education
BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, University of Georgia	
John J. Curley (2008)	Rubin Faculty Fellow and Associate Professor of Art
AB, Duke; MA, University of Manchester/Sotheby's Institute; MA, PhD, Yale	
James E. Curran (1988)	Professor of Biology
BAAS, Delaware; MA, PhD, Rice University	
Jane Kathleen Curry (1998)	Associate Professor of Theatre
BFA, Illinois (Urbana-Champaign); MA, Brown; PhD, City University of New York	
E. Mark Curtis (2014)	Assistant Professor
BA, Furman University; MA, Duke University; PhD Georgia State University	
Chanchal Dadlani	Assistant Professor of Art
BA, Columbia; AM, PhD, Harvard	
Dale Dagenbach (1990)	Professor of Psychology
BA, New College; MA, PhD, Michigan State University	
Sara Dahill-Brown (2012)	Assistant Professor of Politics and International Affairs
BA, Trinity University; MA, PhD, University of Wisconsin-Madison	
Christina M. Dalton (2014)	Assistant Professor
BA, Cornell University; PhD, University of Minnesota	
John Dalton (2010)	Assistant Professor of Economics
BA, UNC-Chapel Hill; MA, PhD, University of Minnesota	

Mary M. Dalton (1986)	Professor of Communication
BA, Wake Forest University; MA, PhD, UNC-Greensboro	
Mridul Datta (2013)	Adjunct Assistant Professor of Health and Exercise Science
MS, East Tennessee State University; PhD, UNC-Greensboro	
Brook M. Davis (1997)	Associate Professor of Theatre
BA, Wake Forest University; MFA, Virginia Commonwealth; PhD, University of Maryland (College Park)	
Stephen W. Davis (1991)	Adjunct Assistant Professor of Psychology
BA, MA, Wake Forest University	
Richard DePolt	Adjunct Instructor of Economics
Jan Detter	Part-time Instructor in Innovation, Creativity, and Entrepreneurship
BFA, UNC-Greensboro	
L. Neil DeVotta (2008)	Associate Professor of Politics and International Affairs
BA, MA, Brigham Young; PhD, University of Texas	
Sandra J. Dickson (2009)	Professor of Communication
BSED, Mississippi College; MA, West Florida; PhD, Florida State	
Ronald V. Dimock Jr. (1970)	Thurman D. Kitchin Professor of Biology
BA, New Hampshire; MS, Florida State; PhD, University of California (Santa Barbara)	
John J. Dinan (2001)	Professor of Politics and International Affairs
BS, MA, PhD, University of Virginia	
Patricia Dixon (1986)	Senior Lecturer of Music
BM, NC School of the Arts; MM, UNC-Greensboro	
George Donati (2012)	Visiting Assistant Professor of Chemistry
Degree, University of the Octávio Bastos Educational Foundation; MA, Federal University of São Carlos; PhD, Wake Forest University	
Iana Dontcheva (2013)	Adjunct Instructor of Communication
BA, MFA, ESEC School of Filmmaking (Paris)	
Patricia C. Dos Santos (2008)	Assistant Professor of Chemistry
BS, Universidade Federal do Rio Grande do Sul, Porto Alegre (Brazil); PhD, Virginia Tech	
Jack A. Dostal (2010)	Assistant Teaching Professor of Physics
BS, Northern Iowa; MS, Iowa State; PhD, Montana State University	
Adam Dovico (2014)	Visiting Clinical Instructor
MA, Appalachian State University	
Robert D. M. Eastman-Mullins (2007)	Associate Professor of Theatre
BLS, Mary Washington College; MFA, NC School of the Arts	
Andrea Echeverria (2014)	Assistant Professor of Spanish and Italian
MA, University of Virginia; PhD, Georgetown University	
C. Drew Edwards (1980)	Part-time Assistant Professor of Psychology
BA, Furman; MA, Wake Forest University; PhD, Florida State University	
Maureen Eggert	Affiliate-in Women's, Gender, and Sexuality Studies
BA, University of Central Florida; MLIS, University of Southern Mississippi; JD, Florida State University	
Eric Ekstrand (2012)	Assistant Teaching Professor of English
BA, Wake Forest University; MFA, University of Houston	
Bryan Colburn Ellis (2006)	Adjunct Assistant Professor of Art
BFA, UNC-Greensboro; MFA, Cranbrook Academy of Art	
Marianne Erhardt (2012)	Part-time Instructor of English
BA, State University of New York College; MFA, University of Wisconsin-Madison	
Rob Erhardt (2012)	Assistant Professor of Mathematics
BA, University of New York College at Geneseo; MS, Wisconsin-Madison; PhD, UNC-Chapel Hill	

Jennifer B. Erway (2007)	Sterge Faculty Fellow and Associate Professor of Mathematics
BA, Claremont McKenna College; MA, PhD, University of California (San Diego)	
Paul D. Escott (1988)	Reynolds Professor of History
BA, Harvard; MA, PhD, Duke	
Margaret Ewalt (2001)	Associate Professor of Spanish and Italian
BA, Colby College; MA, PhD, University of Virginia	
David L. Faber (1984)	Professor of Art
AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois University	
Susan Fahrback (2003)	Reynolds Professor of Biology
BA, Pennsylvania; PhD, Rockefeller University	
Meredith Farmer (2011)	Assistant Teaching Professor
MA, PhD, UNC-Chapel Hill	
Susan L. Faust (1992)	Adjunct Instructor of Communication
BA, MA, University of Arkansas (Fayetteville)	
Sarah J. Fick (2014)	Assistant Professor of Education
BA, Bowdoin College; MA, MS, PhD, University of Michigan	
Andrew Finegold (2013)	Visiting Assistant Professor of Art
BA, University of Houston; MA, MPhil, PhD, Columbia	
David Finn (1988, 1995)	Rubin Professor of Art
BS, Cornell; MFA, Massachusetts College of Art	
Francis Flanagan (2013)	Assistant Professor of Economics
BA, Washington University in St. Louis; MS, PhD, University of Wisconsin-Madison	
William W. Fleeson (1996)	Professor of Psychology
BA, Wisconsin; PhD, University of Michigan	
Steven Folmar (1992)	Associate Professor of Anthropology
BA, MA, PhD, Case Western Reserve	
James L. Ford (1998)	Associate Professor of Religion
MTS, Vanderbilt; MA, PhD, Princeton	
Allison Forti (2013)	Assistant Teaching Professor of Counseling
BA, Indiana University-Bloomington; MS, PhD, UNC-Greensboro	
Mary F. Foskett (1997)	Wake Forest Kahle Professor of Religion and Albritton Fellow
BA, New York; MDiv, Union Theo. Seminary; PhD, Emory	
Amanda Foster (2013)	Librarian - ZSR
BA, Kansas State; MS, UNC-Chapel Hill	
Dean J. Franco (2001)	Professor of English
BA, University of California (Irvine); MA, California State; PhD, University of Southern California	
Claudia Francom	Assistant Teaching Professor of Spanish and Italian
BA, Universidad de Sonora; MA, PhD, University of Arizona	
Jerid C. Francom (2009)	Associate Professor of Spanish and Italian
BA, MA, PhD, University of Arizona	
T. Nathaniel French (2004)	Part-time Assistant Teaching Professor of Communication
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill	
John E. R. Friedenbergl (1988)	Director of University Theatre and Associate Teaching Professor of Theatre
BA, Wake Forest University; MFA, Carnegie Mellon	
Karin Friederic (2012)	Assistant Professor of Anthropology
BA, The Colorado College; MA, PhD, University of Arizona	
Adam M. Friedman (2007)	Associate Professor of Education
BA, SUNY (Geneseo); MAEd, PhD, University of Virginia	

Mary L. Friedman (1987) BA, Wellesley; MA, PhD, Columbia	Professor of Spanish and Italian
Errin W. Fulp (2000) BS, MS, PhD, NC State	Professor of Computer Science
Ola Furmanek (1999) BA, MA, Jagiello University, Cracow, Poland; PhD, Nebraska (Lincoln)	Professor of Spanish and Italian
R. Michael Furr (2004) BA, William and Mary; MS, Villanova; PhD, University of California (Riverside)	McCullock Fellow and Professor of Psychology
Matthew J. Fuxjager (2014) BA, Pomona College; MS, UNC-Chapel Hill; PhD, University of Wisconsin	Assistant Professor of Biology
Candelas S. Gala (1978) BA, Salamanca (Spain); MA, PhD, University of Pittsburgh	Charles E. Taylor Professor of Romance Languages
Bryan Gallimore (2014) BM, NC School of the Arts; AAEMS, Forsyth Technical	Adjunct Instructor of Health and Exercise Science
Joy Gambill	Adjunct Instructor/Library
Ted Gellar-Goad (2012) BA, NC State University; MA, PhD, UNC-Chapel Hill	Teacher-Scholar Postdoctoral Fellow in Classical Languages
Cynthia M. Gendrich (1998) BFA, Illinois Wesleyan; MA, PhD, University of Missouri-Columbia	Professor of Theatre
Amanda Gengler (2013) BA, MSSW, Wisconsin-Madison; PhD, Brandeis	Assistant Professor of Sociology
Jennifer Gentry (2003) BFA, Carnegie Mellon; BA, Wake Forest University; MA, Johns Hopkins	Associate Teaching Professor of Art
Michelle Ghoston (2017) BA, University of Virginia; MEd, Lynchburg College; PhD, Virginia Tech	Assistant Professor of Counseling
John Giannini	Part-time Instructor of Philosophy
Carole L. Gibson (1980) BS, Hartford; PhD, Syracuse University	Professor of Biology
Steven M. Giles (1998) BA, Northern Kentucky; MA, Bowling Green State; PhD, University of Kentucky	Associate Professor of Communication
Michele K. Gillespie (1999) BA, Rice; PhD, Princeton	Stroupe Faculty Fellow, Presidential Chair, and Professor of History
Shannon D. Gilreath (2005) BA, Lenoir-Rhyne College; JD, Wake Forest University	Associate Professor in Women's, Gender, and Sexuality Studies
Laura Giovanelli (2014) BA, UNC-Chapel Hill; MFA, NC State	Assistant Teaching Professor of English
Samuel T. Gladding (1990) BA, MAEd, Wake Forest University; MA, Yale; PhD, UNC-Greensboro	Professor of Counseling
Annalise Glauz-Todrank (2012) BA, Hampshire College; MA, C. Phil., PhD, University of California (Santa Barbara)	Assistant Professor of Religion
Stavroula Glezakos (2004) BA, PhD, University of California (Los Angeles)	Associate Professor of Philosophy
Tyron Goldschmidt (2014) BA, University of Witwatersrand MPhil, University of Cambridge; PhD, King's College	Visiting Assistant Professor of Philosophy
Louis R. Goldstein (1979) BM, Oberlin; MFA, California Inst. of the Arts; DMA, Eastman	Professor of Music
Luis González (1997) BA, U de Medellín (Colombia); MA, West Virginia; PhD, University of California-Davis	Associate Professor of Spanish and Italian

Mary K. Good (2014)	Assistant Professor of Anthropology
BA, University of Michigan; MA, University of Chicago; PhD, University of Arizona	
Brian L. Gorelick (1984)	Associate Professor of Music and Director of Choral Ensembles
BA, Yale; MM, Wisconsin-Madison; DMA, University of Illinois	
Annelise Gorensek (2017)	Teacher-Scholar Postdoctoral Fellow in Chemistry
BS, Furman University; PhD, UNC-Chapel Hill	
Justin Green (2012)	Associate Professor of the Practice in Communication and Debate Coach
BS, Wake Forest University; MA, Kansas State University	
Adrian Greene	Visiting Assistant Professor of English
BA, MA, Wake Forest University; MA, Western Kentucky; PhD, UNC-Chapel Hill	
Heath L. Greene (2007)	Assistant Teaching Professor of Psychology
BA, UNC-Chapel Hill; MA, MACL; PhD, Fuller Theological Seminary	
Jennifer Greiman (2016)	Associate Professor of English
BA, University of Virginia; PhD, University of California	
Leah Griffin	Adjunct Instructor of Health and Exercise Science
Amanda L. Griffith (2009)	Associate Professor of Economics
BA, Colgate; MA, PhD, Cornell	
Michael Gross (2012)	Associate Professor of Engineering
BS, Bucknell University; MS, PhD, University of Pennsylvania	
Marissa Griggs (2015)	Adjunct Assistant Professor
BS, High Point University; MA, Appalachian State University; MA, University of Virginia; PhD, University of Virginia	
Raj Guddneppanavar (2009)	Visiting Assistant Professor of Chemistry
BS, MS, MPhil, Gulbarga; PhD, Indian Institute of Technology (Bombay)	
Steve E. Gunkel (2011)	Senior Lecturer of Sociology
BA, MA, Washington State; PhD, Indiana University	
Kristina Gupta (2014)	Assistant Professor of Women's, Gender, and Sexuality Studies
BA, Georgetown; MA, Rutgers; PhD, Emory University	
Andrew W. Gurstelle (2015)	Assistant Teaching Professor of Anthropology and Director of the Museum
BA, University of Wisconsin-Madison; MA, University of Michigan; PhD, University of Michigan of Anthropology	
Martin Guthold (2001)	Professor of Physics
BS, University Ulm, Germany; MA, PhD, University of Oregon	
César Gutiérrez (2017)	Assistant Professor of Spanish and Italian
BA (Licenciatura), Universidad Complutense de Madrid (Spain); MA, Consejo Superior de Investigaciones Científicas and Universidad Internacional Menéndez Pelayo (Spain); PhD, Purdue University	
David Hagy (1995)	Director of Orchestra (Department of Music)
BM, Indiana University; MM, MMA, DMA, Yale	
Leigh Ann Hallberg (2001)	Hoak Family Fellow and Associate Teaching Professor of Art
BA, Mount Union College; MFA, University of Colorado	
William S. Hamilton (1983)	Professor of Russian
BA, MA, PhD, Yale	
J. Daniel Hammond (1978)	Timothy A. Hulquist Professor of Economics
BA, Wake Forest University; PhD, University of Virginia	
Christina Hankins	Adjunct Instructor of Music
James S. Hans (1982)	Charles E. Taylor Professor of English
BA, MA, Southern Illinois; PhD, Washington University in St. Louis	
Roy Hantgan	Adjunct Associate Professor of Chemistry
Anne E. Hardcastle (2002)	Associate Professor of Spanish and Italian
BA, Texas A&M; MA, PhD, University of Virginia	

Hannah M. Hardgrave (1985) AB, Brown; PhD, Chicago	Part-time Associate Teaching Professor of Philosophy
Susan E. Harlan (2009) BA, Columbia College; MA, King's College (London); MA, PhD, New York University	Associate Professor of English
Catherine E. Harnois (2006) BA, Connecticut; MA, PhD, UNC-Chapel Hill	Professor of Sociology
Adina Harper	Adjunct Instructor of Dance
Katy J. Harriger (1985) BA, Edinboro State; MA, PhD, University of Connecticut	Professor of Politics and International Affairs
Catherine T. Harris (1980) BA, Lenoir-Rhyne; MA, Duke; PhD, University of Georgia	Professor of Sociology
Jasmine Harris-LaMothe (2013) BA, Vassar; MS, Syracuse University; ABD-PhD, Minnesota	Visiting Assistant Professor of Sociology
Melissa Harris-Perry (2014) BA, Wake Forest University; MA, PhD, Duke University	Maya Angelou Presidential Chair and Professor of Politics and International Affairs
Wayne Harrison (2002) BS, Tennessee (Chattanooga); PhD, Iowa State	Part-time Professor of Chemistry
Nathan O. Hatch (2005) AB, Wheaton; AM, PhD, Washington (St. Louis)	Professor of History
Seth Hayden (2014) BA, MS, University of Memphis; PhD, University of Virginia	Assistant Professor of Counseling
Michael David Hazen (1974) BA, Seattle Pacific; MA, Wake Forest University; PhD, University of Kansas	Professor of Communication
Jac C. Heckelman (1996) BA, Texas; PhD, University of Maryland at College Park	Professor of Economics
Ashley Heffner BS, Appalachian State; MA, PhD, University of South Carolina	Visiting Assistant Professor of Psychology
Robert Hellyer (2005) BA, Claremont McKenn; MA, PhD, Stanford	Associate Professor of History
Daniel Helm (2016) BS, NC State; MA, PhD, University of Rochester	Visiting Instructor of English
Omaar Hena (2009) BA, Wake Forest University; MA, University College (Dublin, Ireland); PhD, University of Virginia	Associate Professor of English
Donna A. Henderson (1996) BA, Meredith; MAT, James Madison; PhD, University of Tennessee	Professor of Counseling
Maria Henson (2010) BA, Wake Forest University	Part-time Instructor of Journalism
Sandya Hewamanne (2008) BA, Colombo (Sri Lanka); MA, PhD, Texas	Assistant Professor of Anthropology
Carter Higgins	Part-time Instructor of Religion
Willie L. Hinze (1975) BS, MA, Sam Houston State; PhD, Texas A&M	John B. White Professor of Chemistry
Sarah Hogan (2013) BA, MA, Syracuse University; PhD, University at Buffalo (SUNY)	Assistant Professor of English
Kenneth G. Hoglund (1990) BA, Wheaton; MA, PhD, Duke	Professor of Religion
Jefferson Holdridge (2002) BA, San Francisco State; MA, PhD, University College (Dublin, Ireland)	Professor of English

Natalie A.W. Holzwarth (1983)	Professor of Physics
BS, Massachusetts Inst. of Tech.; PhD, University of Chicago	
Woodrow Hood (2011)	Professor of Communication and Director of Film Studies
BA, Northwestern State; MA, Louisiana Tech; PhD, University of Missouri (Columbia)	
Jane Hottinger (2010)	Part-time Instructor in Health and Exercise Science
Alyssa Lonner Howards (2003)	Associate Professor of German and Russian
BA, Western Washington University; MA, PhD, Washington University	
Hugh N. Howards (1997)	Professor of Mathematics
BA, Williams; MA, PhD, University of California (San Diego)	
Linda S. Howe (1993)	Associate Professor of Spanish and Italian
BA, MA, PhD, University of Wisconsin-Madison	
Pamela J. Howland (2008)	Part-time Instructor of Music
Nickolay Hristov	Research Assistant Professor of Biology
Fengyan Hu (2008)	Assistant Professor of the Practice in Chinese (East Asian Languages and Cultures)
BA, MS, Peking	
Michael L. Hughes (1984)	Professor of History
BA, Claremont McKenna; MA, PhD, University of California (Berkeley)	
Michael Huie (2015)	Adjunct Instructor of Theatre
BA, MA, Wake Forest University	
Beth Hunt (2013)	Adjunct Instructor of English
BS, University of Florida	
Michael J. Hyde (1994)	University Distinguished Chair in Communication Ethics and Professor of Communication
BS, Pittsburgh; MA, PhD, Purdue University	
Simeon O. Ilesanmi (1993)	Washington M. Wingate Professor of Religion
BA, University of Ife (Nigeria); PhD, Southern Methodist University	
Ana Iltis (2010)	Associate Professor of Philosophy
BA, Villanova; MA, PhD, Rice University	
Joanne Inkman (1997)	Lecturer of Music
BM, NCSA; MA, PhD, UNC-Greensboro	
Nathaniel N. Ivers (2009)	Assistant Professor of Counseling
BS, Brigham Young; MA, Wake Forest University; PhD, UNC-Greensboro	
Steve Jarrett	Director of Media Facilities
BA, UNC Chapel Hill; MA, UNC Greensboro	
Eranda Jayawickreme (2012)	Assistant Professor of Psychology
BA, Franklin and Marshall College; MA, PhD, University of Pennsylvania	
Melissa Shields Jenkins (2007)	McCulloch Family Faculty Fellow and Associate Professor of English
BA, Wake Forest University; MA, PhD, Harvard	
Janine M. Jennings (1998)	Associate Professor of Psychology
BS, University of Toronto; PhD, McMaster University (Hamilton, Ontario, Canada)	
Miaohua Jiang (1998)	Gale Family Fellow and Professor of Mathematics
BS, Wuhan University (China); MS, East China Normal University (China); PhD, Penn State	
David J. John (1982)	Professor of Computer Science
BS, Emory and Henry; MS, PhD, Emory University	
A. Daniel Johnson (1998)	Kirby Faculty Fellow and Associate Teaching Professor of Biology
BS, UNC-Charlotte; PhD, Wake Forest University	
Erik C. Johnson (2005)	Associate Professor of Biology
BA, PhD, University of Maine	
Lucas F. Johnston (2009)	Ollen R. Nalley Family Faculty Fellow and Assistant Professor of Religion
BA, Wake Forest University; MA, Graduate Theological Union; PhD, University of Florida	

Amanda C. Jones (2010)	Associate Professor of Chemistry
AB, Princeton; PhD, University of Wisconsin-Madison	
Bradley T. Jones (1989)	Professor of Chemistry
BS, Wake Forest University; PhD, University of Florida	
Eric E. Jones (2009)	Assistant Professor of Anthropology
BA, Hamilton; MA, PhD, Pennsylvania State	
Paul B. Jones (2000)	Associate Professor of Chemistry
BS, Oklahoma State; PhD, Duke	
Tiffany Judy (2013)	Assistant Professor of Spanish and Italian
BA, Northern Iowa; MA, University of Iowa; PhD, University of Florida	
Oana Jurchescu (2009)	Associate Professor of Physics
BS, The West University of Timisoara (Romania); MS, PhD, University of Groningen (Netherlands)	
Eric Juth (2014)	Adjunct Instructor of Communication
BFA, Temple University; MA, MFA Wake Forest University	
Adam Kadlac	Assistant Teaching Professor of Philosophy
BA, Wisconsin-Madison; MA, PhD, University of Virginia	
Claudia Thomas Kairoff (1986)	MacDonough Family Faculty Fellow
BA, Notre Dame of Maryland; MA, University of Virginia; PhD, Brandeis	
Peter D. Kairoff (1988)	Professor of Music
BA, California (San Diego); MM, DMA, University of Southern California	
Lara Kammrath (2011)	Associate Professor of Psychology
BA, Chicago; MA, PhD, Colombia University	
Michael J. Kamtman (2011)	Assistant Teaching Professor of Theatre
BA, Bucknell; MA, Connecticut; MFA, UNC-Greensboro	
Taeghyun Kang (2014)	Visiting Assistant Professor of Computer Science
BS, Sungkyunkwana University; PhD, Texas Tech University	
Jeffrey Katula (2005)	Associate Professor of Health and Exercise Science
BA, Augustana College; MA, Loyola; PhD, University of Illinois (Urbana-Champaign)	
Brian Kell (2005)	Assistant Professor of the Practice of Computer Science
BS, California (Berkeley); MS, MIT; MS, SUNY, Albany	
Judy K. Kem (1987)	Associate Professor of French Studies
BA, Western Kentucky; MA, Louisville; PhD, UNC-Chapel Hill	
Richard Kendall	Adjunct Professor of Mathematics
Charles H. Kennedy (1985)	Professor of Politics and International Affairs
BA, Eckerd; AM, MPP, PhD, Duke	
Ralph C. Kennedy III (1976)	Professor of Philosophy
BA, PhD, University of California (Berkeley)	
Lisa Kiang (2006)	Associate Professor of Psychology
BS, Maryland; PhD, University of Denver	
Stella Soojin Kim	Visiting Assistant Professor of Spanish and Italian
BA, Southern Adventist University; MA, PhD, UNC-Chapel Hill	
Daniel B. Kim-Shapiro (1996)	Harbert Distinguished Chair and Professor of Physics
BA, Carleton College; MS, Southern Illinois; PhD, University of California (Berkeley)	
Leah Kinberg (2013)	Visiting Professor of Religion
BA, MA, The Hebrew University; PhD, Michigan	
Angela Glisan King (1995)	Wright Faculty Fellow and Associate Teaching Professor of Chemistry
BA, Pennsylvania; PhD, Cornell	
S. Bruce King (1995)	MacDonough Family Fellow and Professor of Chemistry
BS, West Virginia; PhD, Cornell	

Rowena Rowie Jean Louise Kirby-Straker (2016) Assistant Teaching Professor of Communication
AAS, Hocking College; BS, Lake Erie College; MA, Ohio University; PhD, University of Maryland

Ellen E. Kirkman (1975) Professor of Mathematics
BA, Wooster; MA, MS, PhD, Michigan State

Lisa Klarr (2013) Visiting Assistant Professor of English
BA, Michigan; MA, Georgetown; PhD, Duke

Christine Kirouac (2011) Part-time Assistant Professor of Art
MFA, Concordia (Montreal); MAWA, BFA University of Manitoba (Winnipeg)

Scott W. Klein (1991) Professor of English
AB, Harvard; BA, MA, Cambridge; MA, MPhil; PhD, Yale

Molly Knight (2011) Assistant Teaching Professor of German
BA, Clemson University; PhD, Duke

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BA, Budapest Szazadveg School of Politics; BA, Teacher Training College;
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BS, Biology; PhD, Wake Forest University	
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BA, MA, Hochschule für Philosophie; PhD, Ludwig-Maximilians University	
Soledad Miguel-Prendes (1993)	Associate Professor of Spanish and Italian
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Christian Miller (2004)	Zachary T. Smith Associate Professor of Philosophy
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DEA, University of Rennes II (France); PhD, McGill University (Montreal)	
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BS, MS (Science), MS (Statistics), NC State; PhD, Florida State	
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MA, PhD, University of Texas	
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BFA, Indiana State; MFA, Cranbrook Academy of Art	
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BBA, MS, Baylor; PhD, University of Alabama	
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Eric Stottlemeyer (2012)	Assistant Teaching Professor of English
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BA, Colorado; MA, Chicago Theological Seminary; PhD, Emory University	
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Brian Tague (1995)	Associate Professor of Biology
ScB, AB, Brown; PhD, University of California (San Diego)	
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The College of Architecture, Oxford (England); BA, York (England); MPhil, Leicester (England); PhD, Brown	
Kendall B. Tarte (1996)	Associate Professor of French Studies
BA, MA, PhD, University of Virginia	
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BS, Yale; ME, Lesley; MFA, Art Center College of Design	
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Paul Thacker (2003)	Z. Smith Reynolds Foundation Fellow and Associate Professor of Anthropology
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Charles Thomas (2012)	Part-time Professor of History
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Clark Thompson (2001)	Associate Teaching Professor of Philosophy
BA, JD, PhD, University of Virginia	
Timo Thonhauser (2008)	Associate Professor of Physics
BS, PhD, Karl-Franzens-Universität (Austria)	
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John Tomlinson (2007)	Associate Teaching Professor of Chemistry
BA, The College of Wooster; PhD, Wake Forest University	
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ABJ, University of Georgia	
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BS, MS, Syracuse University; PhD, Delaware	
William H. Turckett Jr. (2004)	Associate Professor of Computer Science
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BA, MA, Brigham Young	
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BA, University of Utrecht; MA, PhD, Free University of Amsterdam	
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José Villalba (2011)	Professor of Counseling
BS, MEd, EdS, PhD, University of Florida	
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Ana M. Wahl (2002)	Associate Professor of Sociology
BS, Creighton; MA, PhD, Indiana University	
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BA, Yale; PhD, Johns Hopkins; MLIS, UNC-Greensboro	
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BA, Wake Forest University; MA, University of Durham (England); PhD, University of Georgia	
Mary R. Wayne-Thomas (1980)	Professor of Theatre
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Jarrold L. Whitaker (2005)	Associate Professor of Religion
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Cristin Whiting (2011)	Adjunct Assistant Professor of Psychology
BS, New York University; PhD, California School of Professional Psychology	
Melicia Whitt-Glover	Adjunct Associate Professor of Health and Exercise Science
Stephen L. Whittington (2002)	Part-time Associate Professor of Anthropology and
AB, Chicago; MA, PhD, Penn State	Director of the Museum of Anthropology
Ulrike Wiethaus (1991)	Shively Faculty Fellow and Professor of Religion and American Ethnic Studies
Colloquium at Kirchliche Hochschule (Berlin, Germany); MA, PhD, Temple	
Heiko Wiggers (2005)	Assistant Professor of German
BA, MA, Eastern Washington; PhD, University of Washington at Seattle	
Charles Wilkins (2006)	Associate Professor of History
BA, Duke; MA, Ohio State; PhD, Harvard	
Betina C. Wilkinson (2010)	Assistant Professor of Politics and International Affairs
BA, Loyola; MA, PhD, Louisiana State	
Alan J. Williams (1974)	Professor of History
BA, Stanford; PhD, Yale	
Sherri Williams (2015)	Anna Julia Cooper Center Teacher-Scholar Postdoctoral Fellow in Communication
BA, Jackson State University; MA, PhD, Syracuse University	
Patricia K. Willis (2007)	Part-time Professor of Women's, Gender, and Sexuality Studies
BA, East Carolina; MA, Florida State; MA, PhD, SUNY (Albany)	
William Willner (2011)	Adjunct Instructor of Art
BS, Engineering Case Institute of Technology; MA, Clark University	
David C. Wilson (1984, 1987)	Associate Professor of the Practice of Mathematics
BS, Wake Forest University; MAT, Emory University	
Eric Wilson (1998)	Thomas H. Pritchard Professor of English
BA, Appalachian State; MA, Wake Forest University; PhD, The Graduate School and University Center, CUNY	
Tyler Wilson (2015)	Teacher-Scholar Postgraduate Fellow in Theatre
BA, Illinois State; MFA, University of Missouri-Kansas City	
Nicholas Wolters (2016)	Assistant Professor of Spanish and Italian
BA, York College; MA, University of Delaware; PhD, University of Virginia	
John H. Wood (1985)	Reynolds Professor of Economics
BS, Ohio; MA, Michigan State; PhD, Purdue	
Sharon K. Woodard (1998)	Associate Professor of the Practice in Health and Exercise Science
BS, Central Michigan; MS, Wake Forest University	
Ash D. Worboys (2008)	Assistant Professor of Military Science
BS, Appalachian State; MS, Southern Christian	
David Wren (2013)	Assistant Teaching Professor of Chemistry
BS, California-Davis; MS, Colorado-Boulder; PhD, University of Northern Colorado-Greeley	
Abbie Wrights (2016)	Assistant Professor of the Practice of Health & Exercise Science
BA, Messiah College; MS, Wake Forest University	

David Yamane (2005)	Associate Professor of Sociology
BA, California (Berkeley); MS, PhD, University of Wisconsin-Madison	
Mir Yarfitz (2013)	Assistant Professor of History
BA, Reed; MA, PhD, University of California-Los Angeles	
Julian P. Young (2010)	Kenan Professor of Humanities
BA, Cambridge; MA, Wayne State; PhD, University of Pittsburgh	
Qiaona Yu (2016)	Assistant Professor of East Asian Languages and Cultures
BA, Beijing Foreign Studies University; MA, Peking University; PhD, University of Hawaii (Mānoa)	
Phoebe Zerwick (2010)	Associate Professor of the Practice and Director of Journalism Program
BA, Chicago; MA, University of Columbia	
Clifford W. Zeyl (1997)	Associate Professor of Biology
BSc, University of Guelph; MSc, PhD, McGill University	
Ke Zhang (2012)	Assistant Professor of Biology
BS, Wuhan University; MS, Peking Union Medical College; PhD, Anderson Cancer Center	
Qiong Zhang (2008)	Associate Professor of History
BA, MA, Wuhan (China); PhD, Harvard	
Katherine Ziff (2014)	Assistant Professor of Counseling
BA, UNC-Chapel Hill; MAEd, WFU; PhD, Ohio University	
Margaret D. Zulick (1991)	Associate Professor of Communication
BM, Westminster Choir College; MA, Earlham School of Religion; MTS, Garrett-Evangelical Theological Seminary; PhD, Northwestern University	

School of Business Faculty

Date following name indicates year of appointment. Listings represent those faculty teaching either full or part-time during the fall 2016 and/or spring 2017.

George R. Aldhizer III (2001)	PricewaterhouseCoopers Associate Professor of Accountancy
BS, BA, Richmond; PhD, Texas Tech	
Derek R. Avery (2015)	Sisel Professor of Management
BS, Tulane; MA, PhD, Rice University	
Terry A. Baker (1998)	Associate Professor
BA, Miami; MS, Illinois; MBA, Chicago; PhD, Kentucky	
Rajaram B. Baliga (1989)	Professor
BE, University of Madras; PGDBA, Indian Institute of Management; DBA, Kent State	
Roger L. Beahm (2005)	Professor of the Practice
BS, MBA, Colorado (Boulder)	
S. Douglas Beets (1987)	Professor
BS, Tennessee; MAcc, PhD, Virginia Poly. Inst. & SU	
Polly Black (2010, 2013)	Part-time Professor of the Practice
BA, Vassar College; MA, Columbia University; MBA, University of Virginia	
Robert R. Bliss (2004)	Professor
BS, Purdue; MBA, PhD, University of Chicago	
Derrick S. Boone (1997)	Associate Professor
BA, UNC-Chapel Hill; MBA, Fairleigh Dickinson; PhD, Duke	
Pete Brewer (2013)	Lecturer
BS, Penn State; MSA, University of Virginia; PhD, Tennessee	

Holly Henderson Brower (2005)	Associate Professor
BS, Wake Forest University; MS, Iowa State; PhD, Purdue	
Jeff Camm (2015)	Inmar Presidential Chair in Business Analytics & Professor
BS, Xavier; Phd, Clemson	
Thomas G. Canace (2009)	Associate Professor
BS, St. Joseph's; MBA, Duke; PhD, South Carolina	
Anna Cianci (2010)	Associate Professor
BS, Villanova; MA, St. Joseph's College; MS, Wake Forest University; PhD, Duke	
Dan Cohen (2015)	Professor of the Practice
BS, Towson; MACC, George Washington; MBA, Johns Hopkins; DM, PhD, Case Western	
James F. Cotter (2001)	Associate Professor
BSCE, New Mexico State; MBA, Indiana University; PhD, UNC-Chapel Hill	
William L. Davis (1996)	Teaching Professor
BA, Carson-Newman College; MA, Wake Forest University; PhD, Ohio State	
Pat H. Dickson (2006)	Associate Professor
BS, MS, Mississippi College; PhD, University of Alabama	
Lisa Drogoni (2015)	Exxon-Wayne Calloway Fellow & Associate Professor
BA, Franklin & Marshall; MA, George Washington; PhD, University of Maryland	
Jonathan E. Duchac (1993)	D. Wayne Calloway Professor of Accounting
BBA, MAcc, Wisconsin-Madison; PhD, Georgia	
Mark E. Evans (2014)	Citibank/Calloway Rising Faculty Fellow & Assistant Professor
BBA, MBA, Radford University; PhD, Duke	
Haresh Gurnani (2015)	Benson-Pruitt Professor in Business
BE, Indian Institute of Technology, New Delhi; MS, PhD, Carneige Mellon	
Sean T. Hannah (2012)	J. Tylee Wilson Chair in Business Ethics and Professor
BA, California State University; MBA, Syracuse University; MA, Marine Corps University;	
MA, Syracuse University; PhD, Nebraska	
Frederick H. deB. Harris (1990)	Dean's Fellow in Investments & Professor
BA, Dartmouth College; PhD, University of Virginia	
Kenneth C. Herbst (2007)	Sisel Fellow and Associate Professor
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill	
E. Clayton Hipp Jr. (1991)	Adjunct Senior Lecturer
BA, Wofford; MBA, JD, South Carolina	
Adam S. Hyde (2010)	Assistant Professor
AB, Franklin and Marshall College; MA, University of Virginia	
Charalambos L. Iacovou (2001)	Kirby Chair in Business Excellence & Professor of Management
BS, Vermont; PhD, University of British Columbia	
Timothy R. Janke (2007)	Professor of the Practice
BS, UNC-Chapel Hill; LLM, JD, Oglethorpe; MBA, Wake Forest University	
Andrea S. Kelton (2009)	Assistant Professor
BBA, MS, James Madison University; PhD, Tennessee	
Charles R. Kennedy (1989)	Associate Professor
BA, PhD, University of Texas (Austin)	
Benjamin T. King (2007)	Professor of the Practice
BA, University of Virginia; MBA, Wake Forest University	
Lee G. Knight (1979, 2000)	Professor
BS, Western Kentucky; MA, PhD, University of Alabama	
Ray Knight (2012)	Visiting Professor of the Practice
BS, University of Houston; MA, University of Alabama; JD, Wake Forest University	

Susan I. Langlitz (2014)	Visiting Professor of Business Communications
BS, Towson University; MA, Emerson College; PhD, University of Maryland	
Alireza Lari (2011)	Associate Teaching Professor
BBA, University of Tehran; MBA, PhD, Texas	
Denis Maier (2014)	Visiting Professor of the Practice
MS, Karlsruhe (Germany); PhD, TU Munich (Germany)	
Stanley W. Mandel (1998)	Associate Professor of the Practice
BS, Tulane; MBA, Kellogg GSM; PhD, Texas Tech	
Bill Marcum (1996)	Wall Street Partners Fellow & Associate Professor
BA, Furman; MA, UNC-Greensboro; PhD, UNC-Chapel Hill	
Dale R. Martin (1982)	Delmer P. Hylton Professor in Accountancy
BS, MS, Illinois State; DBA, Kentucky	
Gordon E. McCray (1994)	AT&T Fellow and Associate Professor
BS, Wake Forest University; MBA, Stetson; PhD, Florida State	
Patrick R. McMullen (2003)	Associate Professor
BS, Louisville; MBA, Butler; PhD, Oregon	
Jack R. Meredith (1995)	Broyhill Distinguished Scholar and Chair in Operations and Professor of Management
BS, Oregon State; MBA, PhD, California (Berkeley)	
Norma R. Montague (2010)	Assistant Professor
BA, MA, NC State; PhD, University of South Florida	
Sherry E. Moss (2005)	Professor
BS, PhD, Florida State	
James A. Narus (1988)	Professor
BA, MBA, Connecticut; PhD, Syracuse University	
Robert C. Nash (1997)	BB&T Center Associate & Professor
BS, The Citadel; MBA, South Carolina; PhD, Georgia	
Steve H. Nickles (1995)	C. C. Hope Chair of Financial Services and Law and Professor
BA, MPA, JD, Arkansas; LL.M., JSD, Columbia	
James R. Otteson (2013)	Thomas W. Smith Presidential Chair in Business Ethics
BA, University of Notre Dame; PhD, University of Chicago	
Ajay Patel (1993)	Thomas Goho Chair in Finance and Professor
BSc, St. Josephs College; MBA, University of Baltimore; PhD, Georgia	
Matthew T. Phillips (2009)	John Hendley Fellow & Associate Teaching Professor
BA, JD, Wake Forest University; MDiv, Duke	
Jonathan P. Pinder (1990)	Associate Professor of Management
BS, NC State; PhD, UNC-Chapel Hill	
Steven S. Reinemund (2008)	Executive in Residence
BS, US Naval Academy; MBA, University of Virginia	
Bruce G. Resnick (1995)	Joseph M. Bryan Jr. Professor of Banking and Finance
BBA, Wisconsin; MBA, Colorado; DBA, Indiana University	
Lauren Rhue (2014)	Exxon-Wayne Calloway Fellow & Assistant Professor
BS, Stanford University; PhD, NYU Stern	
Michelle Roehm (1997)	Board of Visitors Professor of Marketing
BS, MS, Illinois; PhD, Northwestern	
Brooke Saladin (1983)	Associate Professor
BS, PhD, Ohio State; MBA, Bowling Green State	
Scott M. Shafer (1998)	Professor
BS, BBA, PhD, Cincinnati	

Gary L. Shoesmith (1986)	Professor
BS, Pittsburg State; MS, Iowa State; PhD, Southern Methodist	
Michelle D. Steward (2004)	Associate Professor
BA, MBA, West Florida; PhD, Arizona State	
Deon Strickland (2008)	Teaching Professor
AB, Harvard; MBA, Boston College; PhD, UNC-Chapel Hill	
John Sumanth (2013)	James Farr Faculty Fellow and Assistant Professor
BS, Miami; MBA Florida; PhD, UNC-Chapel Hill	
Cynthia Tessien (2010)	Reznick Group Faculty Fellow and Professor of the Practice
BS, Wake Forest University	
Ron L. Thompson (2000)	John B. McKinnon Professor of Management
BMath, University of Waterloo; MBA, McMaster; PhD, University of Western Ontario	
Michael Travis (2015)	Visiting Professor of the Practice
BA, MBA, University of Texas, Austin	
J. Bren Varner (2006)	Senior Lecturer
BS, Wake Forest University; MBA, University of Virginia	
George Violette (2015)	Teaching Professor
BS, MBA, University of Maine; PhD, Arizona State University	
Amy Wallis (2012)	Bern Beatty Fellow and Professor of the Practice
BA, University of Scranton; MS, PhD, Virginia Commonwealth	
Julie H. Wayne (2003)	Associate Professor
BS, Furman; MS, PhD, Georgia (Athens)	
G. Page West III (1995)	BB&T Professor in Capitalism and Free Enterprise
BA, Hamilton; MBA, Dartmouth; PhD, Colorado (Boulder)	
Jack E. Wilkerson Jr. (1989)	Professor
BS, Bob Jones; PhD, Texas	
James B. Willis (2013)	Associate Professor of the Practice
BS, Masters of Taxation; Virginia Commonwealth	
Ya Wen Yang (2009)	Associate Professor
BBA, Tunghai University; MBA, Illinois; PhD, Tennessee	

Emeriti

Dates following names indicate period of service.

Umit Akinc (1982-2016)	Thomas H. Davis and Professor Emeritus of Business
BS, Middle East Tech. (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill	
John P. Anderson (1984-2010)	Professor Emeritus of Counseling
BS, MS, PhD, Georgia Tech; MBA, Alabama (Birmingham); MAEd, Wake Forest University	
John L. Andronica (1969-2008)	Professor Emeritus of Classical Languages
BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins	
James P. Barefield (1963-2004)	Wake Forest Professor Emeritus of History
BA, MA, Rice; PhD, Johns Hopkins	
Richard C. Barnett (1961-1994)	Professor Emeritus of History
BA, Wake Forest University; MEd, PhD, UNC-Chapel Hill	
John V. Baxley (1968-2004)	Wake Forest Professor Emeritus of Mathematics
BS, MS, Georgia Tech; PhD, University of Wisconsin	

Benard L. Beatty (1974-2016)	Associate Professor Emeritus of Business
David G. Brown (1990-2003) AB, Denison; PhD, Princeton	Provost Emeritus
Christa G. Carollo (1985-2005) BA, UNC-Greensboro; MA, Duke	Senior Lecturer Emerita of German
David W. Catron (1963-1994) BA, Furman; PhD, George Peabody	Professor Emeritus of Psychology
Jonathan H. Christman (1983-2016) AB, Franklin and Marshall; MFA, University of Massachusetts (Amherst)	Associate Professor Emeritus of Theatre and Dance
John E. Collins (1970-2007) BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary; MA, PhD, Princeton	Professor Emeritus of Religion
Leon H. Corbett Jr. (1968-2002) BA, JD, Wake Forest University	Vice President and Counsel Emeritus
Nancy J. Cotton (1977-2002) BA, Texas; MA, Wisconsin; PhD, Columbia	Professor Emerita of English
Mary K. DeShazer (1982, 1987-2014) BA, Western Kentucky; MA, Louisville; PhD, Oregon	Professor Emerita of English and Women's, Gender, and Sexuality Studies
Arun P. Dewasthali (1975-2012) BS, Bombay; MS, PhD, Delaware	Associate Professor Emeritus of Business
Ronald V. Dimock Jr. (1970-2015) BA, New Hampshire; MS, Florida State; PhD, California (Santa Barbara)	Thurman D. Kitchin Professor Emeritus of Biology
James H. Dodding (1979-2005) Diploma, Rose Bruford College of Speech and Drama (London); Cert., Birmingham; Cert., Westhill Training College (Birmingham); Diploma, Theatre on the Balustrade (Prague)	Professor Emeritus of Theatre
Robert H. Dufort (1961-1999) BA, PhD, Duke	Professor Emeritus of Psychology
John S. Dunkelberg (1983-2001) BS, Clemson; MBA, PhD, South Carolina	Kemper Professor Emeritus of Business (School of Business)
Yomi Durotoye (1994-2016) BS, University of Ibadan; MA, Georgia State; PhD, Duke	Associate Teaching Professor Emeritus of Politics and International Affairs
John R. Earle (1963-2001) BA, Wake Forest University; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Sociology
Gerald W. Esch (1965-2017) BS, Colorado College; MS, PhD, University of Oklahoma	Professor Emeritus of Biology
Andrew V. Ettin (1977-2013) BA, Rutgers; MA, PhD, Washington (St. Louis)	Professor Emeritus of English
Herman E. Eure (1974-2013) BS, Maryland State; PhD, Wake Forest University	Professor Emeritus of Biology
David K. Evans (1966-1998) BS, Tulane; PhD, California (Berkeley)	Professor Emeritus of Anthropology
Stephen Ewing (1971-2009) BS, Howard Payne; MBA, Baylor; PhD, Texas Tech	Professor Emeritus of Business (School of Business)
Doyle R. Fosso (1964-1995) AB, PhD, Harvard; MA, Michigan	Professor Emeritus of English
Donald E. Frey (1972-2011) BA, Wesleyan; MDiv, Yale; PhD, Princeton	Professor Emeritus of Economics
Caroline Sandlin Fullerton (1969-1990) BA, Rollins; MFA, Texas Christian	Lecturer Emerita of SCTA (Theatre Arts)

Kathleen M. Glenn (1974-1998) BA, MA, PhD, Stanford	Wake Forest Professor Emerita of Romance Languages
Thomas S. Goho (1977-2007) BS, MBA, Penn State; PhD, UNC-Chapel Hill	Thomas S. Goho Chair Emeritus of Finance (School of Business)
William C. Gordon (2002-2012) BA, MA, Wake Forest University; PhD, Rutgers	Professor Emeritus of Psychology
Claire Holton Hammond (1978-2013) BA, Mary Washington; PhD, Virginia	Professor Emerita of Economics
Phillip J. Hamrick Jr. (1956-1995) BS, Morris Harvey; PhD, Duke	Professor Emeritus of Chemistry
Elmer K. Hayashi (1973-2004) BA, California (Davis); MS, San Diego State; PhD, Illinois	Professor Emeritus of Mathematics
*Richard E. Heard (1996) BM, Southern Methodist; MA, University of California (Santa Barbara)	Professor of Music
Roger A. Hegstrom (1969-2001) BA, St. Olaf; AM, PhD, Harvard	Wake Forest Professor Emeritus of Chemistry
Robert M. Helm (1940-2002) BA, Wake Forest University; MA, PhD, Duke	Worrell Professor Emeritus of Philosophy
Marcus B. Hester (1963-2006) BA, Wake Forest University; PhD, Vanderbilt	Professor Emeritus of Philosophy
E. Clayton Hipp Jr. (1991-2016) BA, Wofford; MBA, JD, South Carolina	Senior Lecturer Emeritus of Business
Alix Hitchcock (1989-2013) BFA, UNC-Greensboro; MA, New York	Instructor Emerita of Art
George M. Holzwarth (1983-2004) BA, Wesleyan; MS, PhD, Harvard	Professor Emeritus of Physics
Fred L. Horton Jr. (1970-2011) BA, UNC-Chapel Hill; BD, Union Theological Seminary; PhD, Duke	Albritton Professor Emeritus of the Bible (Department of Religion)
William L. Hottinger (1970-1996) BS, Slippery Rock; MS, PhD, Illinois	Professor Emeritus of Health and Exercise Science
Fredric T. Howard (1966-2009) BA, MA, Vanderbilt; PhD, Duke	Professor Emeritus of Mathematics
Patricia Adams Johansson (1969-1998) BA, Winston-Salem State; MA, Wake Forest University	Associate Dean of the College Emerita and Lecturer Emerita of English
Charles H. Kennedy (1985-2017) BA, Eckerd; AM, MPP, PhD, Duke	Associate Professor Emeritus of Business
William C. Kerr (1970-2008) BS, Wooster; PhD, Cornell	Professor Emeritus of Physics
**Wayne King (1993-2011) BA, UNC-Chapel Hill	Associate Professor Emeritus of Journalism (Department of English)
James Kuzmanovich (1972-2014) BS, Rose Polytechnic; PhD, Wisconsin	Professor Emeritus of Mathematics
Hugo C. Lane (1973-2013) Licenciate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva	Professor Emeritus of Biology
Michael S. Lawlor (1986-2014) BA, Texas (Austin); PhD, Iowa State	Professor Emeritus of Economics
Candyce C. Leonard (1996-2014) BA, Texas Wesleyan; MA, MEd, Louisville; PhD, Indiana (Bloomington)	Professor Emerita of Communication

*Died May 8, 2016

**Died February 17, 2017

Charles M. Lewis (1968-2016) BA, Wake Forest University; ThM, Harvard; PhD, Vanderbilt	A.C. Reid Professor Emeritus of Philosophy
Robert W. Lovett (1962, 1968-2001) BA, Oglethorpe; MAT, PhD, Emory University	Professor Emeritus of English
Milorad R. Margitic ' (1978-2005) MA, Leiden (Netherlands); PhD, Wayne State	Professor Emeritus of Romance Languages
Jill Jordan McMillan (1983-2006) BA, Baylor; MA, Arkansas; PhD, Texas	Professor Emerita of Communication
Gordon A. Melson (1991-2006) BS, PhD, Sheffield (England)	Dean of the Graduate School of Arts & Sciences Emeritus and Professor Emeritus of Chemistry
Jack R. Meredith (1995-2017) BS, Oregon State; MBA, PhD, California (Berkeley)	Professor Emeritus of Business
J. Kendall Middaugh II (1987) BBA, MBA George Washington; PhD, Ohio State	Associate Professor of Management
Joseph O. Milner (1969-2014) BA, Davidson; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Education
John C. Moorhouse (1969-2006) BA, Wabash; PhD, Northwestern	Archie Carroll Professor Emeritus of Ethical Leadership (Department of Economics)
Patrick E. Moran (1989-2010) BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania	Associate Professor Emeritus of Chinese (East Asian Languages and Cultures)
*William M. Moss (1971-2016) BA, Davidson; PhD, UNC-Chapel Hill	Professor Emeritus of English
Thomas E. Mullen (1957-2000) BA, Rollins; MA, PhD, Emory University	Dean of the College Emeritus and Professor Emeritus of History
Joel Newman (1976-2017)	Professor Emeritus of Law
Mary Niepold (2003-2015) BA, Wake Forest University	Associate Professor Emerita of the Practice of English
Ronald E. Nofle (1967-2014) BS, New Hampshire; PhD, Washington	Professor Emeritus of Chemistry
**John E. Parker Jr. (1950-1987) BA, Wake Forest University; MA, PhD, Syracuse University	Professor Emeritus of Education and Romance Languages
Perry L. Patterson (1986-2013) BA, Indiana University; MA, PhD, Northwestern	Professor Emeritus of Economics and Lecturer Emeritus of Russian
Philip J. Perricone (1967-2003) BS, MA, Florida; PhD, Kentucky	Professor Emeritus of Sociology
Robert J. Plemmons (1990-2013) BS, Wake Forest University; PhD, Auburn	Reynolds Professor Emeritus of Mathematics and Computer Science
James T. Powell (1988-2015) BA, Emory; MPhil, MA, PhD, Yale	Associate Professor Emeritus of Classical Languages
Jenny Puckett (1995-2013) BA, Wake Forest University; MA, Middlebury	Lecturer Emerita in Romance Languages
Paul M. Ribisl (1973-2013) BS, Pittsburgh; MA, Kent State; PhD, Illinois	Charles E. Taylor Professor Emeritus of Health and Exercise Science
Charles L. Richman (1968-2006) BA, Virginia; MA, Yeshiva; PhD, Cincinnati	Professor Emeritus of Psychology
Leonard P. Roberge (1974-2002) BA, New Hampshire; MA, Atlanta; EdD, Maine	Professor Emeritus of Education

*Died October 10, 2016

**Died February 18, 2017

Donald P. Robin (1997-2009) BS, MBA, PhD, Louisiana State	J. Tylee Wilson Professor Emeritus of Business Ethics (School of Business)
Eva M. Rodtwitt (1966-1997) Cand Philol, Oslo (Norway)	Lecturer Emerita in Romance Languages
Wilmer D. Sanders (1954-1957, 1964-1992) BA, Muhlenberg; MA, PhD, Indiana	Professor Emeritus of German
Richard D. Sears (1964-2002) BA, Clark; MA, PhD, Indiana	Professor Emeritus of Political Science
Timothy F. Sellner (1970-2003) BA, PhD, Michigan; MA, Wayne State	Professor Emeritus of German
*Dudley Shapere (1984-2002) BA, MA, PhD, Harvard	Reynolds Professor Emeritus of Philosophy and History of Science
Howard W. Shields (1958-2001) BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke	Professor Emeritus of Physics
Robert N. Shorter (1958-1999) BA, Union; MA, PhD, Duke	Professor Emeritus of English
Jeanne M. Simonelli (1999-2013) BA, MA, PhD, Oklahoma; MPH, Oklahoma University Health Sciences Center	Professor Emerita of Anthropology
Michael L. Sinclair (1968-2006) BA, Wake Forest University; AM, PhD, Stanford	Professor Emeritus of History
Earl Smith (1996-2012) Rubin Professor Emeritus of American Ethnic Studies and Professor Emeritus of Sociology BA, SUNY (Stony Brook); MA, PhD, Connecticut	
Margaret Supplee Smith (1979-2011) BS, Missouri; MA, Case Western Reserve; PhD, Brown	Harold W. Tribble Professor Emerita of Art
Cecilia H. Solano (1977-2017) BA, Harvard; MA, PhD, Johns Hopkins	Associate Professor Emerita of Psychology
David H. Stroupe (1990-2016) BS, Wake Forest University; MA, UNC-Chapel Hill	Associate Professor Emeritus of the Practice in English
Thomas C. Taylor (1971-2003) BS, MA, UNC-Chapel Hill; PhD, Louisiana State	Professor Emeritus of Accountancy (School of Business)
Harold C. Tedford (1965-1998) BA, Ouachita; MA, Arkansas; PhD, Louisiana State	Professor Emeritus of Theatre
Stanton K. Tefft (1964-2000) BA, Michigan State; MS, Wisconsin; PhD, Minnesota	Professor Emeritus of Anthropology
Harry B. Titus Jr. (1981-2013) BA, Wisconsin (Milwaukee); MFA, PhD, Princeton	Professor Emeritus of Art
Ralph B. Tower (1980-2014) BA, PhD, UNC-Chapel Hill; MBA, Cornell	Wayne Calloway Professor Emeritus of Taxation
George W. Trautwein (1983-1996) BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana	Director of Instrumental Ensembles Emeritus (Department of Music)
Robert W. Ulery Jr. (1971-2011) BA, MA, PhD, Yale	Professor Emeritus of Classical Languages
Robert L. Utley Jr. (1978-2013) BA, Wake Forest University; MA, PhD, Duke	Associate Professor Emeritus of Humanities
**Marcellus E. Waddill (1962-1997) BA, Hampden-Sydney; MA, PhD, Pittsburgh	Professor Emeritus of Mathematics
Sarah L. Watts (1987-2011) BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma	Professor Emerita of History

*Died December 26, 2016

**Died August 24, 2016

David S. Weaver (1977-2002) BA, MA, Arizona; PhD, New Mexico	Professor Emeritus of Anthropology
Peter D. Weigl (1968-2009) BA, Williams; PhD, Duke	Professor Emeritus of Biology
David P. Weinstein (1989-2015) BA, Colorado College; MA, Connecticut; PhD, Johns Hopkins	Professor Emeritus of Politics and International Affairs
Byron R. Wells (1981-2016) BA, MA, Georgia; PhD, Columbia	Professor Emeritus of Romance Languages
Larry E. West (1969-2010) BA, Berea; PhD, Vanderbilt	Professor Emeritus of German
M. Stanley Whitley (1990-2013) BA, Wake Forest University; MA, PhD, Cornell	Professor Emeritus of Romance Languages
Richard T. Williams (1985-2017) BS, Wake Forest University; MA, PhD, Princeton	Professor Emeritus of Physics
John G. Williard (1958-1994) BS, UNC-Chapel Hill	Vice President and Treasurer Emeritus
David C. Wilson (1984-85, 1987-2015) BS, Wake Forest University; MAT, Emory	Associate Professor of the Practice Emeritus of Mathematics
Edwin G. Wilson (1951-2002) BA, Wake Forest University, AM, PhD, Harvard	Provost Emeritus and Professor Emeritus of English
Donald H. Wolfe (1968-2000) BS, MS, Southern Illinois; PhD, Cornell	Professor Emeritus of Theatre
J. Ned Woodall (1969-2003) BA, MA, Texas; PhD, Southern Methodist	Professor Emeritus of Anthropology
Raymond L. Wyatt (1956-1992) BS, Wake Forest University; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Biology

The Committees of the Faculty

The Committees listed represent those in effect during the academic year 2016-17. Each committee selects its own chair except where the chair is designated. Dates noted are year of term expiration.

EXECUTIVE COMMITTEES

The Committee on Academic Affairs. *Non-voting:* The Dean of Student Services, the Associate Deans of the College for Academic Advising, Student Academic Advising, Student Academic Initiatives, and Special Academic Projects, the Assistant Dean for Academic Advising, and one undergraduate student. The Dean of Wake Forest College shall appoint one of the Associate Deans as the permanent Secretary of the Committee. *Voting:* Dean of Wake Forest College or the Dean's designate; the Dean of Business or the Dean's designate; 2017 Brook Davis, Ulrich Bierbach; 2018 Steve Folmar, Jessica Richard, Brian Tague; 2019 Melissa Jenkins, Erica Still; and one undergraduate student.

The Committee on Admissions. *Non-voting:* Director of Admissions, who shall be the Secretary and executive officer of the Committee, the Associate Dean for Academic Advising, the Associate Dean for Special Academic Projects of the Office of the Dean of Wake Forest College, and one undergraduate student. *Voting:* Dean of Wake Forest College or the Dean's designate; 2017 Ann Cunningham, Robert Hellyer; 2018 Oana Jurchescu, Pete Santiago; 2019 Amanda Griffith, Miaohua Jiang; and one undergraduate student.

The Committee on Scholarships and Student Aid. *Non-voting:* One undergraduate student. *Voting:* Dean of Wake Forest College or the Dean's designate, the Director of Financial Aid, two members from the administrative staff of the Office of the Dean of Wake Forest College; 2017 David Phillips, Alessandra von Burg; 2018 Sharon Andrews, Janine Jennings, William Turkett; 2019 Irma Alarcon, Omar Hena; and one undergraduate student.

The Committee on Curriculum. *Voting:* The Provost; the Dean of Wake Forest College or the Dean's designate; the Dean of Business or the Dean's designate; the Registrar or the Registrar's designate; 2018 Michaelle Browers, Heiko Wiggers; and the Chair of each department of Wake Forest College.

ADVISORY COMMITTEES

The Committee on Academic Planning. *Non-voting:* The Provost of the University, the Registrar or Registrar's designate, and one undergraduate student. *Voting:* The Dean of Wake Forest College or the Dean's designate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, one undergraduate student, and 2017 Margaret Bender, Scott Baker; 2018 Simone Caron, Anne Hardcastle; 2019 Jennifer Erway; 2020 Cindy Gendrich.

The Committee on Athletics. *Non-voting:* The Director of Athletics, a member of the Faculty Senate, and one undergraduate student. *Voting:* The Vice President for Investments and Treasurer, the Dean of Wake Forest College or the Dean's designate, the Faculty representative to the Atlantic Coast Conference; 2017 Peter Brubaker Todd Torgersen; 2018 Carole Gibson, Leah McCoy; 2019 Jeff Lerner, Shannon Mihalko, Rob Eastman-Mullins, Mary Wayne-Thomas; 2020 Steven Giles, Qiong Zhang; 2021 Alan Williams, Stan Thomas; and one undergraduate student.

The Committee on Nominations. *Voting:* 2017 Irma Alarcon, Sharon Andrews; 2018 Simone Caron, Billy Hamilton, Barry Maine; 2019 Anne Boyle, Wayne Silver.

The Committee on First-Year Seminars. *Non-voting:* Associate Dean for Student Academic Initiatives. *Voting:* The Dean of Wake Forest College or the Dean's designate, and 2017 Leah Roy, Saylor Breckenridge; 2018 Akbar Salam; 2019 Nate Plageman, Billy Hamilton.

The Committee on Study Abroad. *Non-voting:* Three study abroad advisers from the Center for Global Studies and Programs to be appointed by its Director, the Registrar or the Registrar's designate, and other resource persons whom the Committee may invite on an ad hoc basis. *Voting:* The Director of the Center for Global Studies and Programs, the Dean of Wake Forest College or the Dean's designate; and 2017 Jarrod Whitaker, Terry Baker (School of Business); 2018 Kathryn Mayers, Allin Cottrell; 2019 Bernadine Barnes, Paul Pauca.

The Committee on Orientation and Lower Division Advising. *Non-voting:* The Associate Dean for Academic Advising and the Director of Lower Division Advising. *Voting:* The Dean of Wake Forest College or the Dean's designate; individuals designated by the Vice President for Student Affairs to represent the Division of Student Life; the President of Student Government or his or her designate; a second student chosen by the Committee; the Dean of the Z. Smith Reynolds Library or the Dean's designate; 2017 Donna Henderson, Robert Whaples; 2018 Patricia Dos Santos; 2019 Ann Cunningham, John Friedenberg; 2020 Tina Boyer, Eric Ekstrand; and other persons whom the chair shall invite to serve. A majority of the voting members shall be members of the faculty.

The Committee on Tenure and Promotion. *Voting:* Appointed 2017 Nelly van Doorn-Harder, Ananda Mitra, Jennifer Burg; 2018 Stephen Murphy, David Finn. Elected 2017 Win-chiat Lee, Dean Franco; 2018 David Levy, Debbie Best, Ed Allen.

The Committee on Online Education. *Non-voting:* Director of Online Education, Managing Director of the Teaching and Learning Center. *Voting:* The Dean of Wake Forest College or the Dean's designate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, , 2017 Sam Gladding, Jeff Holdridge; 2018 David Faber, Saylor Breckenridge; 2019 Carole Gibson, Daniel Canas; and one undergraduate student.

SPECIAL COMMITTEES

The Committee on Publications. *Voting:* The Dean of Wake Forest College or the Dean's designate, 2017 Timo Thonhauser, Rob Bliss (School of Business); 2018 J.K. Curry; 2019 Lynn Neal, Remi Lanzoni; and one undergraduate student.

The Committee for Teacher Education. *Voting:* The Dean of Wake Forest College or the Dean's designate, the Dean of the Graduate School or the Dean's designate, the Chair of the Department of Education, and 2017 Alyssa Howards, Brian Gorelick; 2018 Stan Thomas, Fred Chen.

The Committee for the ROTC. *Voting:* The Dean of Wake Forest College or Dean's designate, the ROTC Coordinator, Chair of the Department of Military Science; and 2017 David Yamane; 2018 Jim Norris.

The Committee on Open Curriculum. The Dean of Wake Forest College or the Dean's designate, the Coordinator of the Open Curriculum Program and Barry Maine, Terry Blumenthal, David Finn, Gloria Muday, Alan Williams.

JOINT FACULTY/ADMINISTRATION COMMITTEES

The Joint Admissions Committee. Dean of Wake Forest College; Dean of Admissions; Provost; and three faculty members of the Committee on Admissions.

OTHER COMMITTEES ON WHICH THE FACULTY ENJOYS REPRESENTATION

The Judicial Council. *Administration:* 2017 Penny Rue, Bill Wells, Doug Bland—Secretary; *Faculty:* 2017 Miriam Ashley-Ross, Holly Brower (School of Business); 2018 Patricia Nixon; 2019 Simone Caron; 2020 Debbie Best, John Dinan; and two undergraduate students.

The Honors and Ethics Council. The Dean of the College or the Dean's designate 2017 Chanchal Dadlani, Michael Pisapia, Akbar Salaam, Patricia Dos Santos; 2018 Mary Friedman, Olga Valbuena; Sue Rupp, Erica Still, Terry Blumenthal, Carole Gibson.

Capital Projects Advisory Committee. *Non-voting:* Provost or the Provost's designate, Vice President for Investments and Treasurer, Vice President for Administration, and one undergraduate student. *Voting:* Dean of Wake Forest College or the Dean's designate, Dean of the School of Business or the Dean's designate, one undergraduate student; and 2017 Daniel Hammond, Willie Hinze, Gillian Overing; 2019 Patricia Dos Santos, Hugh Howards, Olga Valbuena.

The Committee on Student Life. *Administration:* Mike Ford, Mary Gerardy, Donna McGalliard, Valerie Holmes, Adam Goldstein, Timothy Wilkinson, Nate French; Penny Rue; *Faculty:* 2017 Nellie van Doorn-Harder; 2018 Sharon Andrews; 2019 Tom Brister; and three undergraduate students.

Faculty Marshals. Sally Barbour, Eric Carlson, Christa Colyer, J. K. Curry, Margaret Ewalt, Miaohua Jiang, John Llewellyn, Stephen Robinson, Yaohua Shi, Brian Tague, Rosalind Tedford, Mary Wayne-Thomas.

The Committee on Information Technology. *Non-voting:* Provost or the Provost's designate, the Vice President for Student Affairs or designate, the Vice President for Finance and Administration or designate, the Managing Director of the Teaching and Learning Center or designate, two ITG representatives in staggered terms, one student from the Undergraduate College, and the liaison to the Information Technology Executive Committee and the Partners Council, if not a voting member. *Voting:* Dean of Wake Forest College or the Dean's designate, Dean of the School of Business or the Dean's designate, the Dean of the Graduate School of the Arts and Sciences or the Dean's designate, the Dean of the Z. Smith Reynolds Library or the Dean's designate, (the Deans of the Schools of Divinity and Law if they so choose), a representative from Information Systems, 2017 Christian Miller, Tina Boyer; 2018 John Pickel, Cathy Seta; 2019 Jim Curran; and one undergraduate student.

The Committee on Library Planning. *Non-voting:* Provost, Dean of the Graduate School, one undergraduate student and one graduate student. *Voting:* Dean of Wake Forest College or the Dean's designate; one faculty representative from the School of Business and one from the School of Divinity (if they choose to participate); the Dean of the Z. Smith Reynolds Library or the Dean's designate, and 2017 Janine Jennings, Mary Wayne-Thomas; 2018 Margaret Ewalt, Deon Strickland (School of Business); 2019 Jeremy Rouse; 2020 Stephen Boyd; one undergraduate student, and one graduate student.

The Committee on the Teaching and Learning Center. *Non-voting:* The Administrative Co-Director of the Center. *Voting:* Faculty Co-Director; 2017 Christina Soriano, Ellen Miller; 2018 Alyssa Howards; 2019 Christian Miller, Sarah Mason.

Faculty Senate. Ex-officio representatives from the administration, elected representatives from the Faculties, and an ex-officio representative from the Staff Advisory Council.

Representatives of the College. 2017 Will Fleeson, Claudia Kairoff, Nina Lucas, Peter Siavelis; 2018 Susan Borwick, Simeon Ilesanmi, John Pickel, Kathy Smith; 2019 Stew Carter, Jay Ford, Sarah Raynor; 2020 Jane Albrecht, Simone Caron, Ralph Kennedy, Steve Robinson.

Representatives of School of Business. 2017 James Cotter, Tim Janke; 2018 Julie Wayne; 2019 Doug Beets, Page West; 2020 Michelle Steward.

Representatives of the Graduate School. 2017 Mark Welker; 2018 Larry Daniel.

Representatives of the School of Law. 2017 Wilson Parker; 2019 Christopher Knott; 2020 Tanya Marsh.

Representatives of the Wake Forest School of Medicine. 2017 Beverly Snively, Jeffrey Weiner; 2018 Mark Knudson, John Parks; 2019 Arjun Chatterjee, Allen Tsang, Lisa Washburn; 2020 Amy Hildreth.

Representative of the School of Divinity. 2019 Bill Leonard

Representatives of the Z. Smith Reynolds Library. 2017 Rosalind Tedford; 2018 Molly Keener.

Institutional Review Board. Ann Petitjean (Community Representative), John V. Petrocelli (Chair), Gary Miller (Vice-Chair), E. J. Masicampo, Pam Moser, Sherri Lawson Clark, Pat Cunningham, Susan Smith (ZSR Library), Anna Cianci (School of Business). Alternates: Lisa Kiang, Adam Friedman, Jeff Katula.

Global Advisory Council. Mark Chappell (Graduate School); Lauren Corbett (ZSR Library); Mary Gerardy (Campus Life); Bret Nicks (Medical School); Richard Schneider (Law School); Leigh Stanfield (Global Campus Programs); Ian Taplin (College); David Taylor (Global Abroad Programs); Amy Wallis (Business School); Neal Walls (Divinity School).

Enrollment

All Schools—Fall 2016

	Men	Women	Total
Undergraduate Schools	2340	2615	4955
The Graduate School (<i>Reynolda Campus</i>)	238	443	681
The Graduate School (<i>Bowman Gray Campus</i>)	118	127	245
The School of Law	294	274	568
Divinity School	48	69	117
School of Business (<i>Graduate</i>)	384	314	698
The Wake Forest School of Medicine (<i>Includes Physician Assistant and Nurse Anesthesia</i>)	296	408	705
University Totals	3,718	4,250	7,968

Geographic Distribution—Undergraduates

By State (2015)

Alabama	38	Kentucky	35	North Dakota	1
Alaska	0	Louisiana	12	Ohio	78
Arizona	13	Maine	17	Oklahoma	7
Arkansas	9	Maryland	189	Oregon	11
California	170	Massachusetts	217	Pennsylvania	230
Colorado	47	Michigan	18	Rhode Island	31
Connecticut	188	Minnesota	33	South Carolina	111
Delaware	20	Mississippi	2	South Dakota	2
District of Columbia	17	Missouri	21	Tennessee	97
Florida	343	Montana	2	Texas	153
Georgia	219	Nebraska	4	Utah	3
Hawaii	1	Nevada	5	Vermont	18
Idaho	5	New Hampshire	11	Virginia	252
Illinois	101	New Jersey	281	Washington	13
Indiana	20	New Mexico	1	West Virginia	14
Iowa	4	New York	334	Wisconsin	18
Kansas	15	North Carolina	1,020	Wyoming	1

Countries Represented (Fall 2016)

Argentina	Ecuador	Ireland	Philippines	Tunisia
Australia	El Salvador	Italy	Poland	United Kingdom
Austria	Ethiopia	Japan	Romania	Uzbekistan
Botswana	France	Korea (South)	Russia	Zimbabwe
Brazil	Germany	Netherlands	Saudi Arabia	
Canada	Ghana	New Zealand	Spain	
China	Greece	Nigeria	Sweden	
Columbia	India	Norway	Switzerland	
Cyprus	Indonesia	Peru	Taiwan	

International Students: 437

Governing and Advisory Boards

The Board of Trustees

2013-2017

Jeanne Whitman Bobbitt, *Dallas, TX*
Donna A. Boswell, *Winston-Salem, NC*
Thomas W. Bunn, *Kiawah Island, SC*
Frederick W. Eubank, II, *Charlotte, NC*
Curtis C. Farmer, *Dallas, TX*
Kathleen Brelsford French, M.D., *Great Falls, VA*
Donald E. Flow, *Winston-Salem, NC*

James R. Helvey, III, *Winston-Salem, NC*
Alice Kirby Horton, *Durham, NC*
Wade W. Murphy, *Denver, CO*
Andrew J. Schindler, *Winston-Salem, NC*
Adelaide A. Sink, *Thonotosassa, FL*
John M. Vann, *Bristol, TN*
Seth H. Waugh, *North Palm Beach, FL*

2014-2018

Diana M. Adams, *Bartlesville, OK*
Bobby R. Burchfield, *McLean, VA*
Jermyn M. Davis, *Denver, CO*
Cantey M. Ergen, *Littleton, CO*
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Deborah D. Lambert, *Raleigh, NC*

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Gerald F. Roach, *Raleigh, NC*
Michael J. Selverian, Sr., *St. Davids, PA*
Katherine B. Wright, *Rancho Santa Fe, CA*
Charles Jeffrey Young, *Winston-Salem, NC*

2015-2019

H. Lawrence Culp, Jr., *McLean, VA*
Thomas A. Dingleline, *Winston-Salem, NC*
David W. Dupree, *Washington, DC*
Mary R. Farrell, *Summit, NJ*
John M. McAvoy, *Charleston, SC*

Ogden Phipps II, *Old Brookville, NY*
Steven S. Reinemund, *Denver, CO*
Mit B. Shah, *Atlanta, GA*
Cathy Wall Thomas, MD, *Chapel Hill, NC*
David I. Wahrhaftig, *Larchmont, NY*

2016-2020

Shelmer D. Blackburn, Jr., *Purlear, NC*
Peter C. Brockway, *Boca Raton, FL*
Helen Hough Feinberg, *St. Pete Beach, FL*
Richard Alan Fox, *Houston, TX*
Lawrence D. Hopkins, M.D., *Advance, NC*
John R. Lowden, *Greenwich, CT*

James J. Marino, *Johns Island, SC*
Jane Love McGraw, *Short Hills, NJ*
Harold O. Rosser, *New Canaan, CT*
Janice Kulynych Story, *Atlanta, GA*
Ben C. Sutton, Jr., *Winston-Salem, NC*

Student Trustee 2016-2017

Sarah E. Rudasill, *New Oxford, PA*

Life Trustees

Jerry H. Baker, *Macon, NC*
James L. Becton, M.D., *Augusta, GA*
Ranlet S. Bell, *Hobe Sound, FL*
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Louise Broyhill, *Winston-Salem, NC*
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A. Doyle Early, Jr., *High Point, NC*
Victor I. Flow, Jr., *Winston-Salem, NC*
Marvin D. Gentry, *King, NC*
Murray C. Greason, Jr., *Winston-Salem, NC*
William B. Greene, Jr., *Gray, TN*
Harvey R. Holding, *Ponte Vedra Beach, FL*
Jeanette W. Hyde, *Raleigh, NC*
James W. Johnston, *Mooresville, NC*
Donald D. Leonard, *Pawleys Island, SC*
Dee Hughes LeRoy, *Winston-Salem, NC*
William L. Marks, *New Orleans, LA*
Theodore R. Meredith, *Vero Beach, FL*
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Arnold D. Palmer, *Orlando, Florida*
Celeste M. Pittman, *Rocky Mount, NC*
Frances P. Pugh, *Raleigh, NC*
Michael G. Queen, *Wilmington, NC*
Deborah K. Rubin, *Winston-Salem, NC*
K. Wayne Smith, *Newton, NC*
D. E. Ward, Jr., M.D., *Lumberton, NC*
James T. Williams, Jr., *Greensboro, NC*
Lonnie B. Williams, *Wilmington, NC*
J. Tylee Wilson, *Ponte Vedra Beach, FL*
Kyle A. Young, M.D., *Greensboro, NC*

Board of Trustees Officers 2016-2017

Chair: Dr. Donna A. Boswell
Vice Chairs: Mr. Bobby R. Burchfield, Mr. Gerald F. Roach
Treasurer: Mr. B. Hofler Milam
Secretary: Mr. J. Reid Morgan
Assistant Secretary: Ms. Anita M. Conrad

Wake Forest College Board of Visitors

Chairperson: Carol B. Adams, *Marietta, GA*

Terms Expiring June 30, 2017

Carol B. Adams, *Marietta, GA*
Frank A. Armstrong, *Melbourne, FL*
Elizabeth C. Becton, *Augusta, GA*
Andrew G. Blaisdell, *Alexandria, VA*
Allison D. Blaisdell, *Alexandria, VA*
Callie Anne C. Clark, *Burr Ridge, IL*
Martha M. Eubank, *Charlotte, NC*
Rosalyn V. Frazier, *Charlotte, NC*
Felicia L. Goins, *Columbia, SC*
Douglas M. Hartman, *Austin, TX*
Lawrence D. Jackson, *Brookhaven, GA*
Kathleen A. Kelly, *Greensboro, NC*
Andrea Kmetz-Sheehy, *Edina, MN*
Denise D. Kotos, *Jacksonville, FL*
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Christopher B. Leak, *Winston-Salem, NC*
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Marcus C. Miller, *Chicago, IL*
David H. Prothro, *Bedford, NH*
Leslie C. Prothro, *Bedford, NH*
William G. Scoggin, *Raleigh, NC*
Robert J. Sheehy, *Edina, MN*
William C. Sinclair, *New York, NY*
Zachary R. Tate, *Blowing Rock, NC*
Linda Tate, *Blowing Rock, NC*
Robert A. Team Jr., *Lexington, NC*
Joy Vermillion-Heinsohn, *Winston-Salem, NC*
Pamela Wozniak, *Charlotte, NC*
Theodore C. Wozniak, *Charlotte, NC*

Terms Expiring June 30, 2018

Roland H. Bauer, *Silver Lake, OH*
Elliot S. Berke, *Arlington, VA*
John F. Blair, *Ruxton, MD*
Vance F. Brown, *Colorado Springs, CO*
John M. Cooper, *Jamaica Plains, MA*
Mike Crowley, *Richmond, VA*
David M. Curtis, *Marietta, GA*
Jonathan C. Hilsabeck, *Hingham, MA*
Charles O. Izard, *Charlotte, NC*

Katherine G. Izard, *Charlotte, NC*
William Z. Lunsford Sr., *Charlotte, NC*
Lucas H. Puckett Jr., *Norfolk, VA*
Brian D. Siska, *Maple Plain, MN*
Tisha S. Turner, *Raleigh, NC*
Elizabeth Tuttle-Newhall, *Greenville, NC*
Keith W. Vaughan, *Winston-Salem, NC*
Lydia H. Vaughan, *Winston-Salem, NC*

Terms Expiring June 30, 2019

Shannon Bothwell, *Miami, FL*
Karoline D. Carlson, *Houston, TX*
Peter M. Carlson, *Charlotte, NC*
Michael A. Carter, *Wilmette, IL*
Timothy J. Croak, *New York, NY*
Susan H. Greene, *Jacksonville, FL*
Todd W. House, *Atlanta, GA*
Hannah F. Kehaya, *Raleigh, NC*
Erik L. Lisher, *New York, NY*

Jennifer S. Madden, *Lexington, KY*
Michael R. McMullen, *Palo Alto, CA*
Scott W. Mohr, *Greenwich, CT*
Arthur W. Orr, *Decatur, AL*
George M. Rountree II, *Lyme, NH*
June Sabah, *New York, NY*
Jared C. Shelton, *Dallas, TX*
Caroline R. Trautmann, *Charlotte, NC*
John C. Weber Jr., *Wayne, PA*

Board Liaisons

Joy Vermillion-Heinsohn, *Winston-Salem, NC (Z. Smith Reynolds Foundation)*
Jared Lilly, *New York, NY (Young Alumni Development Board)*

Wake Forest University School of Business Board of Visitors

Chairperson: Alan J. Kelly, *Houston, TX*

Dana S. Alligood, *San Diego, CA*
John A. Allison IV, *Winston-Salem, NC*
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G. Thomas Hough, *Atlanta, GA*
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Thomas E. Line, *Columbus, OH*
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Michael I. Pappas, *Miami, FL*
R. Doyle Parrish, *Raleigh, NC*
Lorraine J. Prentis, *New York, NY*
Billy D. Prim, *Winston-Salem, NC*
Jorge Rodriguez, *Mexico City, Mexico*
José R. Rodriguez, *New York, NY*
Andrea L. Malik Roe, *Atlanta, GA*
Michael E. Rogers, *New York, NY*
Gabriel Schulze, *Singapore*
Gerald F. Smith Jr., *Winchester, VA*
C. Jeffery Triplette, *Sandy, UT*
Howard Upchurch, *Winston-Salem, NC*
David Wahrhaftig, *New York, NY*
Gregory J. Wessling, *Cornelius, NC*
Eric C. Wiseman, *Greensboro, NC*

The Administration

Administration reflects leadership as of July 1, 2017. Years following name indicate year of hire/year of appointment to current position.

Administration—Reynolda Cabinet

Nathan O. Hatch (2005, 2005)	President
AB, Wheaton College; AM, PhD, Washington (St. Louis)	
Rogan Kersh (2012, 2012)	Provost
BA, Wake Forest University; MA, M.Phil.; PhD, Yale	
Andrew R. Chan (2009, 2009)	Vice President, Personal and Career Development
BA, MBA, Stanford	
James J. Dunn (2009, 2009)	Vice President and Chief Investment Officer
BS, Villanova	
John D. McConnell, MD (2008, 2010)	CEO, WFU Baptist Medical Center WFU Executive Vice
BA, University of Kansas; MD, Loyola (Stitch School of Medicine)	President for Health Affairs
B. Hofler Milam (2010, 2010)	Senior Vice President for Finance and Administration and CFO
BS, MBA, Wake Forest University	
James Reid Morgan (1979, 2011)	Senior Vice President and General Counsel
BA, JD, Wake Forest University	
Mark A. Petersen (2008, 2008)	Vice President for University Advancement
BA, Brandeis; MA, University of Southern California	
Mary E. Pugel (2005, 2010)	Chief of Staff, President's Office
BA, University of Washington	
Ron D. Wellman (1992, 1992)	Director of Athletics
BS, MS, Bowling Green State	
Penny Rue (2013, 2013)	Vice President for Campus Life
AB, Duke University; MA, The Ohio State University; PhD, Maryland	

College

Michele K. Gillespie (1999, 2015)	Dean of Wake Forest College
BA, Rice; PhD, Princeton	
Christy Buchanan (1992, 2012)	Senior Associate Dean for Academic Advising
BA, Seattle Pacific; PhD, Michigan	
Christa L. Colyer (1997, 2016)	Associate Dean for Academic Planning
BSc, Trent University (Canada); MSc, University of Guelph (Canada); PhD, Queen's University (Canada)	
José Villalba (2011, 2013, 2016)	Senior Associate Dean for Faculty, Evaluation, and Inclusivity
BS, Med, EdS, PhD, Florida	
Karen M. Bennett (1985, 2011)	Assistant Dean for Academic Advising
BS, Winston-Salem State; MA, Wake Forest University	
Jane H. Caldwell (1999, 1999)	Director of Academic Counseling for Student-Athlete Services
BA, UNC-Greensboro; MA, Wake Forest University	and Assistant to the Dean of the College
T. Nathaniel French (1995, 2009)	Director, Magnolia Scholars
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill	
Anthony P. Marsh (1996, 2016)	Associate Dean for Research, Scholarship and Creativity
BPE, MEd, Western Australia; PhD, Arizona State	

George E. Matthews Jr. (1979, 2007, 2016)	Director, Academics and Instructional Technology
BS, PhD, UNC-Chapel Hill	
Tom Phillips (1982, 2003, 2016)	Associate Dean and Director of Wake Forest Scholars and Interdisciplinary Humanities
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill	
Robert T. Baker (1978, 1991)	Interim Assistant Dean of College Development
BA, MS, George Peabody (Vanderbilt)	

Provost

Rogan Kersh (2012, 2012)	Provost and Professor of Politics and International Affairs
BA, Wake Forest University; MA, MPhil, PhD, Yale	
J. Kline Harrison (1990, 2007)	Associate Provost for Global Affairs and Kemper Professor of Business
BS, Virginia; PhD, Maryland	
Beth Hoagland (2004, 2008)	Assistant Provost for Budget and Finance
BA, UNC-Charlotte	
Barbee Myers Oakes (1989, 2009, 2015)	Chief Diversity Officer
BS, MA, Wake Forest University; PhD, Tennessee	
Harold L. Pace (2010, 2010, 2011)	Assistant Provost for Academic Administration and University Registrar
BS, Southern Arkansas; MS, East Texas State; PhD, Texas A&M	

Graduate School

Dwayne Godwin (1997, 2011)	Dean, Bowman Gray Campus
BA, University of West Florida; PhD, University of Alabama (Birmingham)	
Bradley T. Jones (1989, 2010)	Dean, Reynolda Campus
BS, Wake Forest University; PhD, Florida	

School of Business

Charles Iacovou (2001, 2014)	Dean
BS, University of Vermont; PhD, University of British Columbia	
Gordon E. McCray (1994, 2014)	Vice Dean of Programs
BS, Wake Forest University; MBA, Stetson; PhD, Florida State	
Michelle L. Roehm (1997, 2014)	Vice Dean of Faculty
BS, MS, University of Illinois; PhD, Northwestern	
Derek A. Avery (2015)	Senior Associate Dean of Diversity and Global Initiatives
BS, Tulane; MA, PhD, Rice University	
James B. Willis (2013)	Associate Dean, Accounting Programs
BS, Masters of Taxation; Virginia Commonwealth	
Jeff Camm (2015)	Associate Dean, Business Analytics Program
BS, Xavier; PhD, Clemson	
Pat Dickson (2006, 2013)	Associate Dean, Undergraduate Program
BS, MS, Mississippi College; PhD, Alabama (Tuscaloosa)	
Timothy R. Janke (2007, 2016)	Associate Dean, MBA Programs
BS, UNC-Chapel Hill; LLM, JD, Oglethorpe: MBA, Wake Forest University	
Scott Shafer (1998, 2008)	Associate Dean, MA in Management Program
BS, BBA, PhD, Cincinnati	
Mercy Eyadiel (2011, 2015)	Chief Corporate Engagement Officer
BA, Southern Nazarene; MEd, Oklahoma City	
Keith Gilmer (2015)	Chief Administrative Officer
BS, Lander University; MBA Vanderbilt University	

Sylvia Green (2009, 2013) BS, University of Colorado	Chief Marketing Officer
Haresh Gurnani (2015, 2016) BE, Indian Institute of Technology, New Delhi; MS, PhD, Carnegie Mellon	Program Director, Mathematical Business
Bill Marcum (1996, 2016) BA, Furman; MA, UNC-Greensboro; PhD, UNC-Chapel Hill	Program Director, Finance
Bren Varner (2006, 2013) BS, Wake Forest University; MBA, Virginia	Program Director, Business and Enterprise Management
Michael Abhulimen (2015) BSc, MS, Bowling Green State University; MBA, Mercer University	Executive Director, MA in Management Program
Kevin Bender (1999, 2011) BS, Allegheny College; MBA, Wake Forest University	Executive Director, Winston-Salem Evening MBA Program
Katherine S. Hoppe (1993, 2007) BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro	Executive Director, Undergraduate Program
Stacy P. Owen (1999, 2014) BS, MS, NC State	Executive Director, MSA Program
Thomas P Smith (2016) BE, Stevens Institute of Technology; MBA, Florida Atlantic University	Executive Director, Charlotte MBA Programs
John White (2013, 2014) BA, Saint Michael's College	Executive Director, Business Analytics Program
Roger Beahm (2011) BS, MBA, University of Colorado	WestRock Executive Director, Center for Retail Innovation
Haresh Gurnani (2015) BE, Indian Institute of Technology, New Delhi; MS, PhD, Carnegie Mellon	Executive Director, Center for Retail Innovation
Matt Imboden (2008, 2013) BA, MA, Wake Forest University	Executive Director, Integrative Student Services Center of Excellence
Eric Olson (2012, 2014) AB, Dartmouth College; MBA, Cornell University Johnson School	Executive Director, Enrollment Management Center of Excellence
James R. Otteson (2013) BA, Notre Dame; PhD, Chicago	Executive Director, BB&T Center for the Study of Capitalism
Thomas Truskowski (2015) BS, Eastern Michigan University; MBA, Davenport University	Executive Director, Development
Sam L. Beck (2008) BA, MA, Wake Forest University	Director, Student Professional Development
Michael Haggas (2010) BA, Clark University	Director, Development
Aaron Henniger (2015) BA, University of Florida; MA, US Air Force Air Command and Staff College; Ed.D Creighton University	Director, Strategic Communications and Marketing
Michelle Horton (2014) BA, UNC-Chapel Hill; MBA, Wake Forest	Director, Experiential Learning and Development
Ben King (2007, 2008) BA, Virginia; MBA Wake Forest	Director, Summer Management Program
Elizabeth Nolan (2013) BSPH, UNC-Chapel Hill	Director, Faculty Affairs
Jeremiah Nelson (2016) BS, MS Central Connecticut State University; MSHR, Western Carolina University	Director of Enrollment Management, Charlotte MBA Programs
John Owen (1996, 1999) BS, Wake Forest University	Director, Building Operations

Mike Summers (2015)	Director, Employer Relations
BA, Wake Forest University	
Pat Sweeney (2013)	Director, Center for Leadership, Character and Business Ethics Initiatives
BA, West Point; MA, United States Army General Staff College; MA, PhD, UNC	
Amy Wallis (2012, 2014)	Director, Global Initiatives
BA, University of Scranton; MS, PhD, Virginia Commonwealth	
Lori Wrenn (2010, 2013)	Director, Budget and Financial Planning
BS, MBA Wake Forest University; MS, Indiana University Purdue	

School of Divinity

Gail R. O'Day (2010, 2010)	Dean of the School of Divinity
BA, Brown; MTS, Harvard Divinity School; PhD, Emory	
Michelle Voss Roberts (2011, 2015)	Associate Dean for Academic Affairs
BA, Calvin College; MTS, Emory; PhD, Emory	
Shonda R. Jones (2011, 2011)	Associate Dean of Admissions and Student Services
BA, Texas Christian; MDiv, Brite Divinity School; EdD, University of Alabama	

School of Law

Blake D. Morant (2007, 2007)	Dean of the School of Law
BA, JD, Virginia	
Suzanne Reynolds (1981 2010)	Executive Associate Dean, Academic Affairs
BA, Meredith College; MA, UNC-Chapel Hill; JD, Wake Forest University	
Ann Setien Gibbs (2000, 2000)	Associate Dean for Administrative and Student Services
BS, Virginia; JD, Richmond	
Richard C. Schneider (1992, 2011)	Associate Dean for International Affairs and Professor of Law
BA, Colorado; MA, Yale; JD, New York	
Jonathan Cardi (2010, 2011)	Associate Dean for Research and Development and Professor of Law
BA, Harvard; JD, Iowa	
Christopher Knott (2012, 2012)	Associate Dean for Information Services and Technology
MLIS, Indiana; JD, Michigan; BA, Iowa	and Professor of Law
Jon M. McLamb (2010, 2010)	Assistant Dean of Development, School of Law
BS, East Carolina	
R. Jay Shively, Jr. (2011, 2011)	Assistant Dean for Admissions and Financial Aid
AA, Polk Community College; BA, Florida State; JD, Houston	
Kim M. Fields (2001, 2001)	Director of Career Services
BS, Southwestern Louisiana	
Margaret C. Lankford (1990, 1990)	Budget Director
BS, UNC-Greensboro	
Edward S. Raliski (1988, 1999)	Director of Law School Information Services
BA, Wake Forest University	
Lisa L. Snedeker (2008, 2008)	Director of Communications and Public Relations
BA, Saint Mary-of-the-Woods College; MA, Illinois	
LeAnn P. Steele (1977, 1987)	Registrar
BMu, Salem	

Wake Forest School of Medicine

Edward Abraham (2011)	Dean, Wake Forest School of Medicine
BA, MD, Stanford	

Terry L. Hales, Jr. (2014)	Vice President Academic Administration and Operations & Executive Vice Dean BSBA, Appalachian State; MBA, Wake Forest University
Christopher O'Byrne, (2016)	Vice President and Associate Dean of Research Administration and Operations BA, Stonehill College, MA; MS, Northeastern University, Boston
Evelyn (Lynn) Y. Anthony (2017)	Associate Dean of Faculty Affairs BS, University of North Carolina, Chapel Hill; MD, Duke University School of Medicine
C. Randall Clinch (2011)	Associate Dean of Academic Accreditation BS, College of New Jersey; DO, University of Medicine and Dentistry of New Jersey - School of Osteopathic Medicine; MS, Wake Forest University
David D. Grier (2012)	Associate Dean of Admissions and Student Financial Services BA, BS, Wofford College; MD, MUSC
Stephen Kritchevsky, (2012)	Associate Dean of Research Development MSPH, PhD, University of North Carolina, Chapel Hill
Brenda Latham-Sadler (2012)	Associate Dean of Student Inclusion and Diversity BS, Pace; MD, Wake Forest University
Michael P. Lischke (2006, 2001)	Associate Dean of Continuing Medical Education BA, MPH, Emory; EdD, Temple Richard Janeway, MD Distinguished Director, Northwest Area Health Education Center
Donald A. McClain, (2016)	Associate Dean for Clinical and Translational Science MD, PhD, The Rockefeller University, Cornell Medical College
Mary Claire O'Brien (2014)	Associate Dean of Academic Affairs BA, LaSalle University; MD, Temple University
Avinash (Avi) Shetty, (2015)	Associate Dean of Global Health MBBS, University of Bombay, India; MD, University of Bombay, Mumbai, India
Mitchell Sokolosky (2014)	Associate Dean of Graduate Medical Education MD, West Virginia University School of Medicine
Lynne Wagenknecht (2013)	Associate Dean for Interdisciplinary Research BS, Lenoir-Rhyne, Dr PH, Alabama-Birmingham
Marcia M. Wofford (2013)	Associate Dean of Student Affairs BA, Millsaps College; MD, University of Mississippi Medical Center
Terri S. Yates (2015)	Assistant Dean of Medical Education Administration PhD, University of North Carolina, Greensboro; MA, Wake Forest University; BS, Wake Forest University

Admissions and Financial Aid

Martha Blevins Allman (1982, 2011)	Dean of Admissions BA, MBA, Wake Forest University
Tamara L. Blocker (1999, 2011)	Senior Associate Dean of Admissions BS, Florida State; MA, Central Florida
Dawn E. Calhoun (1999, 2011)	Associate Dean of Admissions BA, MA, Wake Forest University
Paul M. Gauthier (2003, 2011)	Associate Dean of Merit-Based Scholarships BA, Wake Forest University; MA, St. Louis University
Jennifer P. Harris (2006, 2011)	Associate Dean of Admissions BA, Wake Forest University
Marcus R. Ingram (1999, 2016)	Associate Dean of Admissions BA, MDiv, Wake Forest University; Ph.D. University of Virginia
Arron Marlowe-Rogers (1995, 2002)	Associate Dean of Admissions BS, JD, Wake Forest University

Nicole McInter (2015) BA, Wake Forest University	Associate Dean of Admissions
Kevin Pittard (2007, 2011) BA, Wake Forest University; MEd, Georgia	Associate Dean of Admissions
Susan Faust (2014) BA, MA, University of Arkansas at Fayetteville	Assistant Dean of Admissions
Rayce Lamb (2016) BA, Emory & Henry; MDiv, Wake Forest University	Assistant Dean of Admissions
Lowell Tillett (2014) BA, Wake Forest University; JD, Quinnipiac University	Assistant Dean of Admissions
Nomair Alam (2016) BS, Wake Forest University	Coordinator of International Admissions
Thomas Ray (2014, 2016) BA, Wake Forest University	Coordinator of Diversity Admissions
Nathaniel Brickhouse (2016) BA, Wake Forest University	Admissions Counselor
Danielle Cales (2016) BA, Wake Forest University	Admissions Counselor
Houston Clark (2016) BS, Wake Forest University	Admissions Counselor
Devon Fero (2015) BA, Wake Forest University	Admissions Counselor
Sarah Millsaps (2016) BA, Wake Forest University	Admissions Counselor
William T. Wells (1997, 1997) BA, Wake Forest University; MAT, MEd, UNC-Chapel Hill	Director of Financial Aid
Thomas P. Benza (2006, 2012) BA, BS, Appalachian State; MA, Wake Forest University	Associate Director of Financial Aid
Milton W. King (1992, 1997) BA, MBA, Wake Forest University	Associate Director of Financial Aid
Terri E. LeGrand (2005, 2010) BS, Iowa State; JD, Wake Forest University	Associate Director of Financial Aid
Lisa A. Myers (1996, 2015)	Student Employment Coordinator and Assistant Director of Financial Aid
Roberta L. Powell (2007, 2007) BA, Asbury College; MS, Kentucky	Assistant Director of Financial Aid
Elizabeth G. Sandy (2013, 2013) BS, MA, Rider	Study Abroad Aid and Scholarships Coordinator
Kathy W. Idol (2009, 2009) BA, UNC-Chapel Hill; MA, Appalachian State	Communications Coordinator and Financial Aid Counselor
Leigh Lovelace (1977, 2007) AAS, Forsyth Technical Community College	Financial Aid Counselor
Lauren Trethaway (2013, 2013)	Financial Aid Counselor
Sara J. Blackburn (2008, 2008) BA, Georgia State	Financial Aid Advisor

Athletics

Ron Wellman (1992, 1992) BS, MS, Bowling Green State	Director of Athletics
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Barbara Walker (1999, 1999)	Senior Associate Athletic Director/SWA
BS, MAEd, Central Missouri State	
W. Douglas Bland (1975, 2000)	Associate Athletic Director for Administration,
BA, MA, Wake Forest University	Assistant to the Dean of the College
Simpson (Skip) Brown (2013)	Assistant Athletic Director, Student-Athlete Development
MBA, Wake Forest University	
Jane Caldwell (1999, 2008)	Senior Associate Athletic Director for Student-Athlete Services
BS, UNC-Greensboro; MA, Wake Forest University	Assistant to the Dean of the College
Randy Casstevens (2012, 2012)	Senior Associate Athletic Director for Finance
BS, MBA, Wake Forest University	
Barry Faircloth (2001, 2002)	Senior Associate Athletic Director, Development
BS, Wake Forest University	
C. Todd Hairston (2005, 2008)	Senior Associate Athletic Director for Compliance
BS, Wake Forest University; MS, Meharry Medical College, PhD, Florida State	
Dwight Lewis (2000, 2000)	Associate Athletic Director for Student-Athlete Development
BA, MA, California State (Chico)	
Bill Oakes (2011, 2012)	Senior Associate Athletic Director for Strategic Communications
BS, Georgia Tech	
Mike Odom (2006)	Associate Athletic Director, Marketing & Special Projects
MA, NC State	
Steven J. Shutt (2007, 2007)	Associate Athletic Director, Athletic Communications
BS, Bowling Green State	
Ashley Wechter (2013)	Associate Athletic Director, Student-Athlete Development
BS, Wake Forest University	

Campus Life

Penny Rue (2013, 2013)	Vice President for Campus Life
AB, Duke; MA, Ohio State; PhD, Maryland (College Park)	
Mary T. Gerardy (1985, 1993)	Associate Vice President
BA, Hiram; MEd, Kent State; MBA, Wake Forest University; MA, PhD, The Fielding Graduate University	
Donna McGalliard (2000, 2006)	Associate Vice President & Dean of Residence Life and Housing
BA, NC State; MEd, UNC-Greensboro; EdD, Florida State	
Adam Goldstein (2014, 2014)	Associate Vice President & Dean of Students
BA, Indiana University of PA; MEd, University of Georgia; PhD, University of Georgia	
Andrea Bohn (1997, 2015)	Assistant Vice President, Campus Life Finance & Operations
BS, Gardner Webb	
Regina G. Lawson (1989, 1992)	Chief of University Police
BS, UNC-Wilmington	
Timothy L. Auman (2003, 2003)	University Chaplain
BA, Wofford College; MDiv, Duke; PhD, Interfaith Seminary/Mahidol University	
Cecil D. Price (1991, 1991)	Director of Student Health Service
BS, MD, Wake Forest University	
Joseph Cassidy (2016, 2016)	Executive Director for Campus Fitness & Recreation
BA, Bellarmine University, MS, Eastern Illinois; MBA, University of Notre Dame	
James D. Raper (2008, 2015)	Director, University Counseling Center
BA, Colgate; MAEd, Wake Forest University; PhD, Syracuse	
Michael P. Shuman (1997, 2016)	Director, Learning Assistance Center and Disability Services
BA, Furman; MEd, South Carolina; PhD, UNC-Greensboro	

Malika Roman Isler (2014, 2014) Director, Office of Wellbeing
BS, Wake Forest University; MPH, University of South Carolina; PhD, UNC (Chapel Hill)

Chaplain's Office

Timothy L. Auman (2001, 2001) Chaplain
BA, Wofford College; MDiv, Duke

Khalid F. Griggs (2010, 2010) Associate Chaplain for Muslim Life
BA, Howard; Imams Training/Certification, Islamic Teaching Center

Kellee Monet (K. Monet) Rice (2012, 2012) Associate Chaplain
BA, Louisiana State; MDiv, Princeton Theological Seminary

K. Virginia Christman (2015, 2015) Associate Chaplain
BA, University of Richmond; MDiv, Fuller Theological Seminary

Elizabeth Orr (2014, 2014) Coordinator of Catholic Programming
BA, Stonehill College; MA, Boston College School of Theology and Ministry

Gail H. Bretan (2014, 2014) Program Director, Jewish Life
BS, Temple University; BBA, Northwood University; MS, University of Arizona; PhD, UNC-Greensboro

Finance and Administration

B. Hoffer Milam (2010, 2015) Executive Vice President/CFO
BS, MBA, Wake Forest University

Kenneth Basch (2008, 2008) Executive Director, Wake Forest Properties
BA, Ohio State; MBA, Case Western Reserve

Carmen I. Canales (2011, 2011) Chief Human Resources Officer
BA, MLIR, Michigan State University

Brandon E. Gilliland (2007, 2016) Vice President for Finance
BS, Northeastern State; MBA, Tulsa

Dedee DeLongpre Johnston (2009, 2009) Chief Sustainability Officer
BS, Southern California; MBA, Presidio

Mur K. Muchane (2015, 2015) Associate Vice President, Information Technology/CIO
BA, Warren Wilson College; MS, University of Tennessee

Emily G. Neese (2006, 2013) Associate Vice President, Strategy & Operations
BS, Wake Forest University

John J. Shenette (2014, 2014) Associate Vice President, Facilities & Campus Services
BS, Central New England College

John K. Wise (2002, 2014) Associate Vice President, Hospitality & Auxiliary Services
BS, Wisconsin (Stout)

Global Affairs & Center for Global Programs and Studies

J. Kline Harrison (1990, 2007) Associate Provost for Global Affairs and Kemper Professor of Business
BS, Virginia; PhD, Maryland

Leigh Hatchett Stanfield (1999, 2013) Director of Global Campus Programs
BA, Wake Forest University

David F. Taylor (2005, 2013) Director of Global Abroad Programs
BA, Princeton; MALS, Wake Forest University

Jessica A. Francis (2007, 2015) Associate Director of Global Abroad Programs
BA, St. Edward's

Nelson Brunsting (2008, 2014) Director of Global Research & Assessment

BA, Wake Forest University; MA, Victoria University of Wellington, New Zealand; PhD, UNC-Chapel Hill	
Michelle Klosterman (2010, 2014)	Director of Global Academic Development
BE, Vanderbilt University; MEd, Vanderbilt University; PhD, University of Florida	
Michael J. Tyson (2010, 2015)	Assistant Director of Summer Abroad Programs
BA, UNC-Charlotte; MEd, University of South Carolina	
Vinithra Sharma Mihill (2010, 2015)	Assistant Director of International Students & Scholars
BA, Wake Forest University; MSL, Wake Forest University	
Deborah D. Hallstead (2007, 2007)	Assistant to Associate Provost for Global Affairs
BS, Radford University	
Nancy Metcalf (1990, 1990)	Administrative Assistant
BA, Wake Forest University	
Janice W. Claybrook (2006, 2016)	Study Abroad Advisor
BA, UNC-Chapel Hill; MS, UNC-Greensboro	
Kim Snipes (2008, 2015)	Global Programs Project Coordinator
Attended Bob Jones University	
Sandra Lisle McMullen (2012, 2013)	International Student Advisor
BS, Ball State University	
Carrie O'Brien (2013, 2013)	International Student Advisor
BA, Saint Mary's College; MA, SIT Graduate Institute	
Molly Dunn (2014, 2016)	Study Abroad Advisor
BA, Wake Forest University	
Dineo Gaothiwe-Ingram (2016, 2016)	Global Programs & Services Advisor
BA, Cape Peninsula University of Technology (South Africa)	
Lauren Formica (2016, 2016)	Global Program Coordinator
BA, Wake Forest University	
Tara Grischow (2016, 2016)	International Student Advisor
BA, Youngstown State University; MA Youngstown State University	
Cody Ryberg (2016, 2016)	Study Abroad Advisor
BA, Luther College; MS, St. Cloud State	
Lynne Kerr (2016, 2016)	Global Programs Assistant
BA, Wofford College	

Graylyn International Conference Center

John K. Wise (2002, 2013)	Associate Vice President for Hospitality and Auxiliary Services
BS, Wisconsin (Stout)	
Alex Crist (2010)	Director Parking and Transportation
BS University of Indianapolis	
T. Matthew Pack (2004, 2004)	Director of Conference Services
BA Kentucky Wesleyan; MA, Murray State	
Alyssa Armenta (2015, 2016)	Marketing Manager
BA, Salem College	
Roger Brown (2015, 2015)	Director of Food and Beverage
Northern Arizona University	
Daryl Gomersall (2015, 2015)	Director of Rooms Operations
Shelley Brown (2010, 2010)	Director of Sales
BA, Austin Peay State	

Information Systems

Mur Muchane (2015, 2015) BA, Warren Wilson College; MS, University of TN	Associate Vice President for IT and CIO
Mary Jones (2015, 2015) BA, UNC-Chapel Hill	Director of Finance & Administration
Lynn Berry (1998, 2015) BS, Wake Forest University	Director of Client Services
Brian Pearce (1999, 1999) BS, Appalachian State; MBA, Wake Forest University	Director of IT Infrastructure
John Bowers (2013, 2015) BA, Wake Forest University; PhD, University of Cincinnati	Director, Application Development & Portfolio Management
Joel Garmon (2011, 2011) BS, University of Central FL; MS, US Airforce Institute of Technology	Director of Information Security
Chris McLaughlin (2000, 2015) BA, MBA, Wake Forest University	Assistant Director Service & Project Portfolio Manager
Drew Ray (1995, 2016) BS, Kutztown University of PA; MBA, Wake Forest University	Assistant Director Applications Development
Steve Allen	Assistant Director Release Management
Brent Babb (2015, 2015) AA, ECPI	Assistant Director IT Infrastructure
Marty McGowen (1998, 2013) BS, UNC-Greensboro	Assistant Director IT Infrastructure
Sarah Wojcik-Gross (2007, 2015) BA, Mansfield University; MEd, Elmira College	Assistant Director Client Services
Mike Greco (2015, 2015) BS, Lenoir-Rhyne College	Assistant Director Client Technologies
Aubrey Bowman (1998, 2011)	Associate Director Technical Services

Institutional Research

Philip G. Handwerk (2013, 2013) BA, Wake Forest University; MS, NC State; PhD, Pennsylvania	Director of Institutional Research
Adam Shick (2001, 2006) BS, US Merchant Marine Academy; MA, Wake Forest University	Associate Director of Institutional Research
Sara Gravitt (1996, 2006) BS, High Point	Assistant Director of Institutional Research

Investments

James J. Dunn (2009, 2009) BS, Villanova	Vice President and Chief Investment Officer
Craig O. Thomas (2003, 2007) BS, Alfred; MS, Syracuse	Director of Investments
Vicki J. West (2006, 2012) BA, Lenoir-Rhyne	Director of Operations
Mary S. Law (2008, 2012) BS, Wyoming; MS, Cornell	Senior Portfolio Manager

Legal Department

J. Reid Morgan (1979, 2011)	Senior Vice President and General Counsel and Secretary of the Board of Trustees
BA, JD, Wake Forest University	
William K. Davis (2012, 2012)	Senior Counsel
AB, Davidson; MBA, UNC-Chapel Hill; LLB, Wake Forest University	
Anita M. Conrad (1999, 2006)	Counsel and Assistant Secretary of the Board of Trustees
BA, Akron; JD, Wake Forest University	
Dina J. Marty (2001, 2011)	Counsel
BA, Drake; JD, Wake Forest University	
K. Carter Cook (2004, 2010)	Associate Counsel
BS, MBA, JD, Wake Forest University	
Brian J. McGinn (2007, 2011)	Associate Counsel
BA, JD, Wake Forest University	

Libraries

Timothy Pyatt (2015, 2015)	Dean, Z. Smith Reynolds Library
AB, Duke University; MLIS, NC Central	
Susan Sharpless Smith (1996, 2011)	Associate Dean, Z. Smith Reynolds Library
BA, University of Maryland; MLIS, UNC-Greensboro; MA, George Washington University	
Lauren Corbett (2008, 2008)	Director, Resource Services, Z. Smith Reynolds Library
BA, Davidson College; MLIS, UNC-Greensboro	
Thomas P. Dowling (2012, 2012)	Director, Technologies, Z. Smith Reynolds Library
BM, MLIS, University of Michigan	
Molly Keener (2006, 2017)	Director, Digital Initiatives & Scholarly Communication, Z. Smith Reynolds Library
BA, UNC-Chapel Hill; MLIS, UNC-Greensboro	
Mary Beth Lock (2007, 2007)	Director, Access Services, Z. Smith Reynolds Library
BS, Wayne State; MLS, NC Central	
Rosalind Tedford (1994, 2011)	Director, Research and Instruction, Z. Smith Reynolds Library
BA, MA, Wake Forest University; MLIS, UNC-Greensboro	
Tanya Zanish-Belcher (2013, 2013)	Director, Special Collections and University Archives, Z. Smith Reynolds Library
BA, Ohio Wesleyan; MA, Wright State	
Stephen Edwards (2013, 2016)	Assistant Director of Development, Z. Smith Reynolds Library
BS, Wake Forest University	
E. Parks Welch III (1991, 2000)	Director of the Coy C. Carpenter Library
BS, UNC-Chapel Hill; MBA, Wake Forest University; MLS, UNC-Greensboro	
Molly C. Barnett (1988, 1999)	Associate Director for Technical Services, Coy C. Carpenter Library
BA, St. Andrews Presbyterian; MLS, NC Central	
David C. Stewart (1991, 1999)	Associate Director for Public Services, Coy C. Carpenter Library
BA, Colorado College; MSLS, UNC-Chapel Hill	
Christopher Knott (2012, 2012)	Associate Dean for Information Services and Technology, Professional Center Library
BA, Iowa; JD, Michigan; MLIS, Indiana	

Personal and Career Development

Andrew Chan (2009, 2009)	Vice President, Innovation and Career Development
BA, MBA, Stanford	
Vicki L. Keslar (2009, 2009)	Office Operations Manager & Executive Assistant to the Vice President
BS, Indiana University of PA; MPM, Carnegie Mellon	
Allison McWilliams (2010, 2010)	Director, Mentoring Resource Center & Alumni Career Development,
BA, Wake Forest University; MA, PhD, Georgia	

Amy Willard (2011, 2011) BA, NC State	Assistant Director, Career Education & Coaching
Caleigh McElwee (2011, 2011) BA, Wake Forest University; MS, EdS, UNC-Greensboro	Associate Director, Career Coaching, School of Business
Shan Woolard (2001, 2001) BA, Salem College; MS, UNC-Greensboro	Assistant Director, Career Education and Coaching
Jessica Long (2014, 2014) BA Wake Forest, MS, UNCG	Assistant Director, Career Education & Coaching
Cheryl Hicks (2014, 2014) BS, Texas A&M	Assistant Director, Career Education & Coaching
Lauren Beam (2010, 2010) BA, Wake Forest University; MS, UNC-Greensboro	Associate Director, Mentoring Resource Center & Alumni Career Development
Patrick Sullivan (1997, 2010) BA, MBA, Wake Forest University	Interim Director, Career Education & Coaching
Heidi Robinson BA, Washington State; MA, Wake Forest University	Part-time Associate Professor of the Practice in Education
Dana Hutchens (1991, 2012) BS, UNC-Greensboro	Employer Experience Manager
Amy Bull (2013, 2013) BS Grove City College	Employer Experience Manager
Amy Wagner (1986, 2010)	Office Manager
ShaShawna McFarland (2010, 2010) BS, Winston-Salem State	Receptionist
Rhonda Stokes (2007, 2007) BA, Georgia	Associate Director, Family Business Center- Charlotte Metro
Polly Black (2010, 2010) BA, Vassar College; MA, Columbia; MBA, Virginia	Director, Center for Innovation, Creativity and Entrepreneurship
Elisa Burton (1998, 2004) BA, High Point	Program Coordinator, Office of Innovation, Creativity and Entrepreneurship
Michael A. Crespi (2004, 2009) BA, BS, New Hampshire; MBA, Wake Forest University	Sr. Associate Director, Career Coaching, School of Business
Lori Sykes (2004, 2009) BS, MBA, Appalachian State	Associate Director, Corporate Relations
Lisa Simmons (2002, 2012) BS, Rollins College; MALS, Wake Forest University	Associate Director, Employer Experience
Mercy Eyadiel (2011, 2011) BA, Southern Nazarene; MAEd, Oklahoma City	Associate Vice President, Career Development & Executive Director Corporate Engagement

University Advancement

Mark A. Petersen (2008, 2008) BA, Brandeis; MA, Southern California	Vice President for University Advancement
Robert T. Baker (1978, 1991) BA, MS, George Peabody (Vanderbilt)	Associate Vice President, University Development
Melissa N. Combes (1996, 2006) BA, Washington College; MBA, Wake Forest University	Assistant Vice President, Principal Gifts
Jay E. Davenport (2010, 2010) BA, Xavier; MA, Ball State	Associate Vice President, Campaign Director

Brett Eaton (2010, 2012)	Associate Vice President, Communications and External Relations
BA, Clemson; MBA, American	
Lyne Gamble (1975)	Assistant Vice President, Gift Planning
BA, Millsaps College	
Maria Henson (2010)	Associate Vice President, Editor-at-Large
BA, Wake Forest University	
Shaida Horner (1993, 1994, 1999)	Assistant Vice President, Gift Planning and Marketing
BA, UNC-Chapel Hill; M.Acct., UNC-Chapel Hill; JD, Wake Forest University	
Linda Luvaas (2009, 2009)	Assistant Vice President, Corporate and Foundation Relations
BA, Allegheny College; MA, Duke	
Michelle Mattox (1995, 2002)	Assistant Vice President, Major Gifts
BS, Florida State University; MPA, Florida State University	
Minta A. McNally (1978)	Associate Vice President, Parent Giving
BA, Wake Forest University	
William T. Snyder (1988)	Associate Vice President, Alumni and Donor Services
BA, Wake Forest University	
Wade Stokes (1983)	Assistant Dean of Development, College Development
BA, Wake Forest University	
Mary Tribble (1982)	Senior Advisor for Engagement Strategies
BA, Wake Forest University	
T.J. Truskowski (2002, 2005)	Executive Director of Development, School of Business
BS, Eastern Michigan University; MBA, Davenport University)	
Sheila Virgil (1988, 1993)	Assistant Dean of Development, Divinity School
BA, St. John's College; MNO, Case Western Reserve University	
Paul Wingate (1992, 2001)	Assistant Dean of Development, School of Law
BA, Wake Forest University; MBA, UNC-Greensboro	

University Registrar

Harold Pace (2010, 2010)	Assistant Provost for Academic Administration and University Registrar
BS, Southern Arkansas; MS, East Texas State; PhD, Texas A&M	
Ronda Hirtzel (2007, 2011)	Senior Associate Registrar and Reporting Specialist
BA, Wells College; MA, College at Brockport	
Margaret Cutler (2014, 2014)	Assistant Registrar
BS, MS, East Carolina University	
Sarah Dale (2013, 2014)	Associate Registrar
BA, Rollins College; MS, University of Texas (Austin)	
Trey Frye (2014, 2014)	Assistant Registrar
BA, Gardner Webb University; MA, Wake Forest University	
Fagueye Ndiaye Dalmadge (2008, 2008)	Assistant Registrar
BS, MBA, Southern Illinois	
Ellen Meachum (2013, 2013)	Reporting Analyst
BS, Appalachian State	
Susan Parrott (2007, 2007)	Certification Officer
BA, Duke; JD, UNC-Chapel Hill	
Shemeka Penn (2008, 2008)	Assistant Registrar
BA, East Tennessee State; MA, Strayer	
Tracy Pinto, (2012, 2014)	Office Manager
BA, UNC-Chapel Hill	

Candace Speaks (2010, 2014)	Academic Records Administrator
Sasha Suzuki (2006, 2014)	Assistant Registrar
BA, MA, Wake Forest University	

Wake Forest University Theatre and Dance

John E. R. Friedenberg (1988, 1998)	Director of the University Theatre
BA, Wake Forest University; MFA, Carnegie-Mellon	
R. Trevor Anderson (2002, 2002)	Technical Director
BA, Lynchburg College	
Alice Barsony (2012, 2012)	Costume & Props Conservator
BFA, Rhode Island School of Design; MFA, UNC School of the Arts	
Nina Maria Lucas (1996, 1996)	Chair
BFA, Ohio State; MFA, UCLA	
Leslie Spencer (2001, 2001)	Audience Services Coordinator
BA, Salem College	
Lisa Weller (1993, 1993)	Costume Studio Supervisor
BFA, UNC School of the Arts	

Other Administrative Offices

Jarrold Atchison (2010)	Director of Debate
BA, MA, Wake Forest University; PhD, Georgia	
Sarah E. Barbour (1985, 2008)	Program Director of the Dijon Program
BA, Maryville; Diplôme de Langue et de Civilisation Françaises, Paris; MA, PhD, Cornell	
Rachel Barnes	Lecturer, Worrell House (London)
Sam L. Beck (2008, 2008)	Director, Student Professional Development (School of Business)
BA, MA, Wake Forest University	
C. Kevin Bowen (1994, 1996)	Director of Bands
BS, Tennessee Tech; MM, Louisville; PhD, Florida State	
Katy J. Harriger (1985)	Director of the Washington Program
BA, Edinboro State; MA, PhD, University of Connecticut	
Paul Bright (2004, 2004)	Gallery Director
BFA, South Carolina	
Heather M. Childress, (2004, 2004)	Art Collections Curator
BA, NC State; MA, Fashion Institute of Technology	
Candelas S. Gala (1978, 1980)	Program Director of the Salamanca Program
BA, Salamanca (Spain); MA, PhD, Pittsburgh	
Brian Gorelick (1984, 1984)	Director of Choral Ensembles
BA, Yale; MM, Wisconsin-Madison; DMA, Illinois	
David Hagy (1995, 1995)	Director of Orchestra
BM, Indiana; MM, MMA, DMA, Yale	
Dedee Delongpré Johnston (2009, 2009)	Director of Sustainability
BS, Southern California; MBA, Persidio Graduate School	
Peter D. Kairoff (1988, 1995)	Program Director of the Venice Program
BA, California (San Diego); MM, DMA, Southern California	
Benjamin T. King (2007, 2007)	Director of Interdisciplinary Programs (School of Business)
BA, Virginia; MBA, Wake Forest University	
David B. Levy (1976, 2010)	Program Director of the Vienna Program
BM, MA, Eastman; PhD, Rochester	

Jonathan A. McElderry (2016)	Assistant Dean of Students, Director of the Intercultural Center
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The Bulletins of Wake Forest

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