THE UNDERGRADUATE SCHOOLS 2013–2014



Bulletin of

Wake Forest College and the
Schools of Business of Wake Forest University
Announcements for 2013-2014

WAKE FOREST
UNIVERSITY

New Series
June 2013
Volume 113, Number 3

THE UNDERGRADUATE SCHOOLS

Wake Forest College

and the Schools of Business of Wake Forest University

ANNOUNCEMENTS FOR 2013/2014

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 2013

August 22	Thursday	Move-in day for new students*
August 22-26	Thursday-Monday	Orientation for new students
August 24	Saturday	Residence halls open for returning students*
August 26	Monday	Check in
August 27	Tuesday	Classes begin
September 10	Tuesday	Last day to add courses**
October 1	Tuesday	Last day to drop courses**
October 11	Friday	Fall break
October 22	Tuesday	Midterm grades due
Nov. 27-Dec. 1	Wednesday-Sunday	Thanksgiving holiday*
December 2	Monday	Classes resume
December 6	Friday	Classes end
December 7	Saturday	Reading Day
December 9-14	Monday-Saturday	Examinations
December 15	Sunday	All residence halls close*
Dec. 15-Jan. 10		Winter recess

Spring semester 2014

January 11	Saturday	Residence halls open*
January 12-13	Sunday-Monday	Orientation for new students
January 13	Monday	Check in
January 14	Tuesday	Classes begin
January 20	Monday	Martin Luther King Jr. Day—no classes
January 28	Tuesday	Last day to add courses**
February	TBA	Founders' Day Convocation
February 18	Tuesday	Last day to drop courses**
March 8-16	Saturday-Sunday	Spring break*
March 12	Wednesday	Midterm grades due
March 17	Monday	Classes resume
April 18	Friday	Good Friday—no classes
April 30	Wednesday	Classes end
May 1	Thursday	Reading Day
May 2-3	Friday-Saturday	Examinations
May 5-8	Monday-Thursday	Examinations*
May 18	Sunday	Baccalaureate
May 19	Monday	Commencement*

* *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 will be in effect.*

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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 fourteen 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.

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, Schools 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 Schools of Business offer 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 Schools 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 Schools 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 Schools of Business.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over fifty 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 annex, consisting of about 150 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 the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of forty-eight bells. *Wingate Hall,* named in honor of President Washington Manly Wingate, houses the Department of Religion, the School of Divinity, and the offices of Wake Forest Baptist Church.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices including the Center for International Studies, the Office of Personal and Career Development, the offices of the University Chaplain, and the main dining facility for the Reynolda Campus. The *Benson University Center* is the central hub for student activities and events. 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 Departments of Communication, Economics, and Sociology, 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 classrooms and special research facilities. The *Olin Physical Laboratory* houses the physics department. *Harold W. Tribble Hall* accommodates primarily humanities departments and the women's and gender 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 Computer Science in *Manchester Hall*, and *Kirby Hall* is undergoing minor changes with the departure of the Schools of Business to *Farrell Hall*, which is scheduled to open in fall of 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 new 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.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and exercise science, courts for indoor sports, a swimming pool, and offices for the Department of Health and Exercise Science and Student Health Service. Adjacent are tennis courts, sports fields, *Kentner Stadium*, the *Manchester Athletic Center*, and the *Kenneth D. Miller Center.*

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, Efird 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 new *Dogwood Residence Hall and Magnolia Residence Hall* are coeducational by floor, wing, or apartment.

A *new food service building* is planned for North Campus and is expected to open in January 2014.

Information Systems

Information Systems supports the instruction, research, and administrative needs of the Reynolda Campus of Wake Forest University. The campus computer network offers high-speed wired and wireless connectivity from all campus buildings.

Information Systems maintains an extensive array of online information systems that support University admissions, student registration, grade processing, payroll administration, 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; an alumni directory and career networking service; 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 has an extensive collection of computing facilities that serve both academic and business needs. Wake Forest's network infrastructure includes a ten Gigabit per second Ethernet backbone, a mixture of 100 Megabit and 1 Gigabit per second switched connectivity to the desktop, and pervasive wireless connectivity in all campus buildings. LINUX and Windows-based servers provide for business computing needs and services. A mix of LINUX systems and Windows-based systems provide for messaging, systems management, Internet, intranet, courseware, various research needs, and file and print services. A LINUX supercomputing cluster provides supercomputing services for math, computer science, physics, and other scientific research applications. These systems are available to students, faculty, and staff 24 hours a day through the Wake Forest University network or over the Internet. All connections are protected by VPN and firewalls.

Wake Forest has a 10 gigabit Ethernet connection to the Winston-Salem RPOP (regional point of presence) for Internet access. This RPOP connects the University to the North Carolina Research and Education Network (NCREN), the Internet service provider for the majority of North Carolina colleges and universities. 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.

Information Systems offers telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided upon request at no additional charge. You can request to have local telephone service and voice mail activated for your personal telephone in your residence hall room. To make a request, after arrival to campus, students living in residence halls must send an email message to the Information Systems Service Desk that includes their name, building, and room number. Long-distance telephone service is not provided. Students must bring their own phone. Cordless phones (2.4 Ghz and 5.0 Ghz) interfere with the campus wireless network and are not allowed on campus.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 6 is student-run WAKE-TV, which features various student programming. Information Systems also offers 142 channels of CATV service to include 68 select HDTV channels and 44 music channels to students in residence halls.

Information Systems provides assistance online at http://help.wfu.edu, by telephone at 336.758.HELP (4357), and supports walk-in customers in The Bridge located on the main floor of the Z. Smith Reynolds Library. The Bridge provides assistance with information technology services including multimedia, filming, computer repair, and equipment loans and purchases. For more about The Bridge visit http://zsr.wfu.edu/services/technology/bridge.

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 American Library Association and 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 Library, which is located on the Reynolda Campus and supports the undergraduate College, the Wake Forest Schools

of Business programs, the Graduate School of Arts and Sciences, and the School of Divinity. The Professional Center Library, housed 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 million volumes. Subscriptions to more than 50,000 periodicals and serials, largely of scholarly content, are maintained at the libraries. The Z. Smith Reynolds Library holds more than 1.4 million printed volumes, complemented by over 200 research databases, millions of electronic books, and nearly 12,000 DVDs. The library serves as a congressionally designated selective federal depository and depository of North Carolina government information. The Professional Center Library holds nearly 180,000 volumes and the Coy C. Carpenter Library holds nearly 150,000 volumes. The three libraries share an online catalog, which also provides access to electronic resources, journals and databases, all accessible via the campus network and on the Internet.

Through interlibrary loan service, students, faculty and staff may obtain materials from other libraries at no charge. Both faculty and students serve on the Library Planning Committee.

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 very popular elective courses in accessing information in the 21st century and upper-level courses geared towards research in the disciplines.

Special collections in the Z. Smith Reynolds Library include the Rare Books and Manuscripts Collection and the Ethel Taylor Crittenden Baptist Historical Collection. The Rare Books and Manuscripts 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 the publications of the Hogarth Press. The extensive Anglo-Irish literature collection includes the Dolmen Press Archive. The archive of alumnus Harold Hayes, editor of Esquire magazine in the 1960s–70s, and the Maya Angelou works for theater, television and screen are maintained in the special collections. The Ethel Taylor Crittenden 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 College/University. The Wake Forest College/University Archive is maintained in the library as well.

The library is equipped for wireless Internet access. Facilities in the Z. Smith Reynolds Library include "The Bridge," a collaborative service between Information Systems and the library. Faculty, students, and staff can bring their university issued laptops for repair. An assortment of technology devices is available for checkout. The library has ten group study rooms that are equipped with Smart Board technology. These rooms can be booked online at zsr.wfu.edu/study-rooms. Multimedia computers on the fourth floor of the Reynolds Wing are equipped with audio and video capturing stations as well as image scanners. Media viewing stations are available in Reynolds Wing Room 403.

The Writing Center is conveniently 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 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 24 hour study rooms are available located near the entrance to the library and may be accessed by 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 Schools of Business are accredited by the Association to Advance Collegiate Schools 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 Schools 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. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and veterans through its affirmative action program.

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

Angela Culler, Assistant Vice President, HR Services, Title IX Coordinator
culleraa@wfu.edu / 336.758.4010
2958 Reynolda Road — HR House
Winston-Salem, NC 27106

Undergraduate Student Services
Charlene Buckley, Deputy Title IX Coordinator,
buckleca@wfu.edu / 336.758.5226
311 Benson University Center
Winston-Salem, NC 27106

Athletics
Barbara Walker, Deputy Title IX Coordinator
walkerbg@wfu.edu / 336.758.5869
211 Athletic Center
Winston-Salem, NC 27106

Graduate School of Arts and Sciences
Brad Jones, Deputy Title IX Coordinator,
jonesbt@wfu.edu / 336.758.5512
116A Salem Hall
Winston-Salem, NC 27106

Schools of Business
Betsy Hoppe, Deputy Title IX Coordinator,
hoppe@wfu.edu / 336.758.4459
3206 Worrell Professional Center
Winston-Salem, NC 27106

School of Divinity
Shonda Jones, Deputy Title IX Coordinator,
jonessr@wfu.edu / 336.758.5121
Wingate Hall
Winston-Salem, NC 27106

School of Law
Ann Gibbs, Deputy Title IX Coordinator
gibbsas@wfu.edu / 336.758.6119
2312 Worrell Professional Center
Winston-Salem, NC 27106

School of Medicine
Mark Knudson, Deputy Title IX Coordinator
mknudson@wakehealth.edu / 336.716.4271
Watlington Hall, 3rd Floor
Medical Center Boulevard
Winston-Salem, NC 27157

Dorothy Carter, Deputy Title IX Coordinator,
Physician Assistant Program
dncarter@wakehealth.edu / 336.716.2026
Victoria Hall, 1st Floor
Medical Center Boulevard
Winston-Salem, NC 27157

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 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 seven constituent parts: two undergraduate institutions, Wake Forest College and the Wake Forest Schools of Business undergraduate program; the Graduate School; and four professional schools: the School of Law, the Wake Forest University School of Medicine, the Wake Forest University Schools of Business graduate program, 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 using 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, Wake Forest is determined to chart its own course in the pursuit of its goals. As a coeducational institution, it seeks to "educate together" persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socioeconomic, and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of cocurricular 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 judicial 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 Student Services.

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, word processing equipment, microcomputers, minicomputers, mainframes, computer networks, computer peripherals, and software, whether used for administration, research, teaching, or other purposes. 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 instructional and research use by the students, faculty, and staff of Wake Forest University. Ethical standards that apply to other University activities (Honor and Ethics System, the Social Regulations and Policies, and all local, state, and federal laws) apply equally to use of campus computing facilities.

As in all aspects of University life, users of computing facilities 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 systems as they are in all other domains.

Use of campus facilities is restricted to authorized users. An "authorized user" is an individual who has been assigned a login ID and password by Information Systems staff (on any relevant system), or by an authorized agent. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are also responsible for reporting any activities that they believe to be in violation of this policy, just as students are responsible for reporting Honor and Ethics System violations.

Individuals should use these facilities:

- *in a manner consistent with the terms under which they were granted access to them;*
- *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 facilities; and*
- *in a responsible and efficient manner.*

Abusive activities which are already covered under other University policies are to be handled in the same way, and by the same authorities, as if a computer had not been involved, following established guidelines.

Systems Monitoring. This statement serves as notice to all users of campus computing systems that regular monitoring of system activities may occur. Only designated staff of Information Systems have authorization to engage in systems monitoring.

Privacy. All individuals, including members of the Information Systems staff, should respect the privacy of other authorized users. Thus they should respect the rights of other users to security of files, confidentiality of data, and the ownership of their own work. Nonetheless, in order to enforce the policies set out here, designated Information Systems staff are permitted to monitor activity on local computing systems.

In the event that staff should investigate a user, a record of the investigation shall be placed in a permanent file to be kept in Information Systems, beyond the standard log of all systems monitoring. This record shall state why the user was investigated, what files were examined, and the results of the investigation. Information Systems staff shall not reveal the contents of users' files, users' activities, or the record of investigations except in the following cases (and then only with the approval of the chief information officer or the provost):

- *Evidence of Honor and Ethics System or Social Regulations and Policies violations will be referred to the dean of the appropriate school or to the dean of student services.*
- *Evidence of improper activities by University employees will be referred to the director of human resources or the appropriate University officers.*
- *Evidence of violations of law will be referred to the appropriate law enforcement officials.*

Disciplinary Actions. Substantial evidence of a violation of the principles described in this policy statement may result in disciplinary action. As stated above, in cases where a policy already exists, and the only difference is that a computer was used to perform the activity, such action will be taken through appropriate University channels such as administrative procedures, the Honor and Ethics Council, the Graduate Council, or other supervisory authority to which the individual is subject. Violation of state or federal statutes may

result in civil or criminal proceedings. Otherwise, those who engage in computer violations are subject to the authority of Information Systems.

Violation of the policies articulated here may result in one or more of the following, plus any additional actions deemed appropriate by Information Systems:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to login to a campus network.*
- *Suspension of one's ability to send email.*
- *Suspension of one's ability to receive email.*
- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

Any disciplinary action taken by Information Systems may be revoked and/or modified by the provost of the University or anyone the provost designates to deal with such matters.

Locating Computing Policy Information and Policy Updates. The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources" and other computing policies. These policies may be updated, shortened, or expanded from time to time. Full policies can be reviewed online by clicing 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. The procedure for bringing these issues to the appropriate person or body is outlined here. Students are encouraged to seek assistance from their advisers or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

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 setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student, if unsatisfied, should then turn to the chair of the involved department (the dean in the Wake Forest Schools of Business) for assistance. The chair (or dean) will meet 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 Committee on Academic Affairs which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the Office of the Dean of Student Services. Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a University official designated by the provost after reviewing the nature of the complaint. The committee will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

The complaint/grievance process outlined above is meant to answer and resolve issues arising between individual students and the University and its various offices from practices and procedures affecting that relationship. In many cases, there are mechanisms already in place for the reporting and resolution of specialized complaints (harassment and discrimination, for instance), and these should be fully used where appropriate. Violation of student conduct rules or the honor system should be addressed

through the judicial process specifically designed for that purpose.

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**

1838 Named Wake Forest College

1845 **William Hooper, president**

1849 **John Brown White, president**

1854 **Washington Manly Wingate, president**

1879 **Thomas Henderson Pritchard, president**

1884 **Charles Elisha Taylor, president**

1894 School of Law established

1902 Two-year School of Medicine established

1905 **William Louis Poteat, president**

1921 First summer session

1927 **Francis Pendleton Gaines, president**

1930 **Thurman D. Kitchin, president**

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

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

1967 **James Ralph Scales, president**

1967 Change of name to Wake Forest University

1969 Charles H. Babcock Graduate School of Management established

1983 **Thomas K. Hearn Jr., president**

1984 Sesquicentennial anniversary

1986 Established governing independence from the Baptist State Convention of North Carolina

1995 School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy

1997 Change of name to Wake Forest University School of Medicine

1999 Divinity School founded

2005 **Nathan O. Hatch, president**

2009 Charles H. Babcock Graduate School of Management and Wayne Calloway School of Business and Accountancy merge to form the Schools of Business

2011 Opening of new Admissions and Welcome Center.

2013 Opening of Farrell Hall and Dogwood Residence Hall and Magnolia Residence Hall on North Campus

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 sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve 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 $50 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 counselors 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 6-8 weeks after the application is completed. A $500 enrollment deposit is due within 2 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 Van D. Westervelt, 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. 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 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.

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 July 1 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://wfu.edu/shs under "forms."

Immunization Policy

Wake Forest University and North Carolina State law (G.S. 130A-152) require documentation of certain immunizations for students attending a North Carolina college or university. Students must submit certification of these immunizations **PRIOR TO REGISTRATION**. *Documentation should be on or attached to the completed "Health Information and Immunization Form" provided by the Student Health Service in order to assure correct identification of the students.* If you have not received the form, you may download it from the Student Health Service website, www.wfu.edu/shs. 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, or a certificate from a student's high school containing the approved dates of immunizations. 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 (4) credit hours or less.

The American College Health Association recommendations and North Carolina State Law require certification in accordance with the following:

Required:

Tetanus/Diphtheria/Pertussis. Students must document three doses of a combined tetanus diphtheria vaccine (DTaP, Td, or Tdap) of which one must be within ten years of enrollment and one of which must have been Tdap since 2005.

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 have a physician's certificate which states that they have had measles prior to January 1, 1994, (b) they were born prior to January 1, 1957, or (c) they have documentation of a titer indicating they are immune.

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 fifty years old before they enroll. History of the disease is not acceptable.

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.

Polio. Students must document that they have had a trivalent polio vaccine series and a booster on or after their fourth birthday unless they will be eighteen years old or older when they enroll.

Hepatitis B. A three-dose series required if born on or after July 1, 1994. Recommended for all students.

Tuberculin Skin Test. The test is required within twelve months of the University registration date for (a) students who have been exposed to tuberculosis or have signs or symptoms of active tuberculosis disease or (b) students whose home country is *other than* the United States, Australia, New Zealand, Canada, Western Europe, or Japan. If the student is known to be tuberculin-positive or if this test is positive, attach the chest x-ray results and record of treatment.

Recommended:

Varicella. The two-dose series is recommended. Discuss with your health provider.

Meningococcal. The Center for Disease Control 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.

Quadrivalent Human Papillomavirus Vaccine (HPV). A three-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	$22,100	$44,200
Part-time	$1,832 /semester hour*	
Activity Fee	$89	$178
Student Health Fee	$182	$364
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 Schools 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	$4,767	$9,534
Double rooms	$4,000	$8,000

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. Charges will not be pro-rated; extra meals will be added to the student account. 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

Dining Plan Options

Meal Plan	Food Dollars	Cost/semester
Deacon Unlimited	$400	$2,526
Black 200 Block	$400	$2,184
Base 225 Block	$175	$2,000*
Gold 125 Block	$675	$1,912
Screamin' 100 Block	$335	$1,334
North Campus	$225	$734
Commuter 30 Block	$150	$465**

**First-year student minimum*
***Commuter students only*

campus. An amount of $1,000 per semester is recommended for campus purchases at the Bookstore, Benson Food Court, Subway, convenience stores, and all other dining locations.

Other Charges/Fees

An admission application fee of $50 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 payable in the Office of Financial and Accounting Services. The fee is $300 for MUS 161 courses and $600 for all other individual instruction courses, with a maximum fee of $600 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 $200 is charged to all students in the fall semester.

A student health fee of $364 per year is charged for all full-time Reynolda Campus students.

A transcript fee of $50 is charged to all newly matriculating students.

A technology fee of $150 per year is charged to all off-campus undergraduates except for students classified as: Affiliate Study Abroad, Audit Status, Continuous Enrollment Status, or Salem Student.

A tuition deposit of $500 is required by March 15 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.

Improper room change fee of $50 is charged for any unauthorized change.

Improper check-in/out residence hall fee of $50 is charged for any student who does not follow appropriate administrative procedures.

A residence hall lock core change fee (a minimum of $75 per lock) is charged to any student who loses his/her room/suite/apartment key(s).

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 ($2,652 per semester for 2013/2014).

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 or in student apartments, theme, and satellite houses), who operate a vehicle on Wake Forest property, day or night, must register their vehicle whether it is own by the student or not. Vehicle registration must be completed within 24-hours from the first time the vehicle is brought to campus.

Fees and Options

- Motor vehicle registration for first-year and sophomore students is $300. Parking is restricted to specific locations.
- Upperclassmen resident/commuter students parking on campus, the registration fee is $500.
- Commuting upperclassmen parking off-campus (Winston Salem First and Reynolda Village), the registration fee is $300.
- Free permits are available for all commuter and junior/senior resident students to park at the University Corporate Center (UCC) adjacent to Bridger Field House at no charge. This permit is also available to those who ride the shuttles to campus from their apartment complexes. The permits must be placed on the vehicles to be considered registered to park after 5 p.m. and on weekends.

Online Registration and Permit Distribution

All permits can be ordered online at https://wfu-parking.t2hosted.com/cmn/index.aspx

- First year student registration for the 2013-2014 academic year is available online. Permits ordered prior to August 20 will be distributed during Campus Service Day in Benson Center. Look for the room marked "Parking and Transportation". Otherwise, distribution will be in Benson Center on the scheduled dates and times listed below.
- Resident student permits will be available to park on campus or at UCC. Any permit ordered online by August 24 will be in your campus PO Box.
- Commuter students, including graduate students, can purchase:

  - On-campus parking permits, which will be limited for the 2013-2014 academic year. On-campus commuter permits will be sold on a first-come, first-served basis for $500.

  - Off-campus parking at Winston Salem First Church and Reynolda Village for $300.

  - UCC parking permits (free)

  Commuter students may pick up their parking permits in the Benson Center during distribution dates and times listed below.

Permit Distribution

Distribution for first-year students who did not register by August 20, resident students who did not register by August 24, and all commuter students without a campus PO Box who registered by August 24, can pick up their permits (with their WFU ID) at Benson University Center on Monday, August 26 and Tuesday, August 27, between 9 a.m. and 3:30 p.m. If you do not make the deadline for the Benson distribution listed above, pick up will NOT be available until August 28 in the parking and transportation office

located in Alumni Hall, between 8:30 a.m. and 4:30 p.m., Monday-Friday.

Fine 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 http://facilities.wfu.edu/transport/parking-and-transportation. 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 Friday. For more information call 336.758.PARK or email parking@wfu.edu.

Refunds of Charges and Return of Financial Aid Funds

A student who officially withdraws or officially is granted continuous enrollment status (begins, but does not complete) a semester may be entitled to a refund of certain charges as outlined in the Refund of Charges 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 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.

Room rent is non-refundable. 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
Before classes begin	100% tuition (-) deposit
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 does not drop the student from the class.

The Office of Financial and Accounting 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 the financial aid funds are returned, 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 and Afghanistan Service Grant, Teacher Education Assistance for College and Higher Education Grant, Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized), and Federal 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 as summer), the single session or module is the payment period. For students who are awarded Title IV aid based on 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.

A student who plans to enroll in the summer for six or more hours, whose first session's enrollment is less than six hours, can receive neither Federal Stafford Loan nor Federal PLUS Loan proceeds until after beginning attendance in the second session. If such a student does not begin attendance in the second summer session, these loans cannot disburse and must be canceled entirely. In this case, the student becomes solely responsible for the entire tuition charges of the first summer session, without benefit of any federal loan assistance.

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.

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.

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.

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: Unsubsidized Stafford Loans, Subsidized Stafford Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teacher Education Assistance for College and 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 it 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 time frame to receive a tuition refund 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 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 promotes a healthy lifestyle through health education and health maintenance. A physician-directed medical staff offers 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 international travel. For more information see our website, www.wfu.edu/shs.

Staff is available by appointment during clinic hours (fall and spring semesters): 8:30 a.m.-noon; 1:30 p.m.-4 p.m., Monday through Friday. After hours care is provided by our nursing staff 24 hours a day during fall and spring semesters when school is in session. The services of the staff 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 OneCard, Student Blue Insurance, or the charge can be transferred to the student's account in the Office of Financial and Accounting Services. Each student is given a copy of the medical charges incurred on the date of service that can be used for insurance filing. Student Health Service does not file insurance claims on behalf of the patient.

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 of 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 hospitalization 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 full-time degree-seeking students. Students who demonstrate comparable coverage that meets our criteria may waive the coverage provided by Wake Forest University. Information about the policy plan, process instructions and full information regarding eligibility can be found at www.wfu.edu/sip.

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 will be rescheduled.

Retention of Medical Records. Student medical records are retained for ten 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 Schools of Business undergraduate program includes a fall semester beginning the fourth Tuesday 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 fifteen 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. The academic adviser provides guidance during and between registration periods throughout the student's first and second years. 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. Students are encouraged to take the initiative in arranging additional meetings at any time to seek advice or other assistance. The adviser works with the student until the student declares a major toward the end of the second year. Then, an adviser in the student's major department is assigned.

Registration

Registration for continuing students in the College and the Schools of Business undergraduate program begins in April for the fall and mid-March for the summer terms, and in November 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 hour earned.

The requirements for classification after the first year 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 Schools of Business undergraduate program have a value of

three credit hours, but may vary from one-half hour to five. The normal load for a full-time undergraduate student is fifteen credit hours per semester, with a maximum of seventeen permitted without special permission. A student who feels that he or she has valid and compelling reasons to register for more than seventeen hours per semester must seek permission of the adviser and the appropriate dean no earlier than the first day of class. Only if both the adviser and the dean agree that the proposed course load is needed and in the best interest of the student will permission be granted. Students in the Schools of Business have a maximum of eighteen. Students wishing to take more than eighteen hours must petition the Committee on Academic Affairs after consulting the academic adviser and the appropriate dean. Non-business or non-accounting majors wishing to take courses in the Schools 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 registration at the University. Recipients of Wake Forest scholarships and loans, as well as some types of federal aid, must be enrolled for at least twelve 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 twelve hours in a single semester, without specific permission of 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

Attendance regulations place the responsibility for class attendance on 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 sufficiently 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 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 Schools 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, please see the statement under the Student Health Service in this *Undergraduate Bulletin* and the class excuses section in the *Student Handbook*.

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 Schools 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 in the front of this bulletin. 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 Schools of Business. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will still be recorded as F.

If, at any time, a student drops any course without prior written approval of the appropriate dean, the student will be subject to such penalties imposed by the Committee on Academic Affairs.

Drop/Add of Partial-Semester Courses

Students adding or dropping classes lasting for shorter durations than the full semester and/or which 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 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. Students approved for continuous enrollment status will not be required to apply for readmission, but must submit a notification of resumption of full or part-time status as follows.

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.

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. (See Resumption of Full or Part-Time Status).

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, 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 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 Schools 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, 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 emergency 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 that indicates that a faculty member has not reported a grade or grades. Unless a grade is recorded within forty-five days after the student enters his or her next semester, the NR automatically becomes the 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-	3.667 points
for each grade of B+	3.333 points
for each grade of B	3.00 points
for each grade of B-	2.667 points
for each grade of C+	2.333 points
for each grade of C	2.00 points
for each grade of C-	1.667 points
for each grade of D+	1.333 points
for each grade of D	1.00 points
for each grade of D-	0.667 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 satisfactorily completed but, whether passed or not, they are not computed in the grade

point average. In no case may a student change from grade to pass/fail mode or from pass/fail to grade mode after the last date to add a class. The last date to add a class is noted in the academic calendar at the front of this bulletin.

A student may count no more than eighteen hours taken on a pass/fail basis toward the degree. First- and second-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Third- and fourth-year students may elect as many as twelve hours on a pass/fail basis, but no more than four 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 permission of his or her academic adviser and course instructor. Any student who is eligible to enroll for elective pass/fail credit must follow the prescribed enrollment process overseen by the Office of the University Registrar.

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

Grade Reports and Transcripts

An electronic midterm report and a final report of grades are available to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

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

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 Schools 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. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation. Students seeking to repeat ENG 105 (WRI 105) must petition the English department.

Probation

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as de-

termined 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 or to complete papers, examinations, or other work on time.

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 one of the academic deans, 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 standings. 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 cum. 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 therapists 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.

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 also Summer Study and Transfer Credit rules.) Additionally, an official copy of the student's transcript must be made available to the Office of the University Registrar at Wake Forest University.

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.

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 otherwise. 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 therapists 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 also Summer Study and Transfer Credit rules.) Additionally, an official copy of the student's transcript must be made available to the Office of the University Registrar at Wake Forest University.

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.

Summer Study

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

To be eligible to take summer courses at another college or university, the student must have a cumulative grade point average of no less than 2.0 and must obtain advance approval through Summer School Elsewhere in the Office of the University Registrar and the academic department and in some cases, the Office of the Dean of Wake Forest College or the dean of business. All transfer work taken after enrollment at Wake Forest must be taken in an approved four-year institution.

Courses taken outside the U.S. require, in addition, prior approval from the Center for International Studies. Students must obtain program approval and course approval through the Center for International 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 in advance. 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, at least sixty-credits hours must be earned in Wake Forest programs. (Refer to the Requirements for Degrees section of this bulletin for more details.) A maximum of thirty-six Wake Forest hours may be earned from the Gymnasium, Lyceum, French Baccalaureate, or equivalent programs. Courses being considered for transfer that are not based on semester hour credits may not receive a higher conversion value than the value of the Wake Forest course.

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 six hours may be earned from such courses. 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. This does not apply to courses taken over the N.C. Interactive Video Network.

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,
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 International 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 International 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. Full-time students are considered for institutional funds; other degree-seeking students are considered for federal funds only. Full-time enrollment requires twelve or more semester hours. For federal aid purposes, the third and subsequent repetitions of previously-passed courses are excluded in the determination of enrollment level. 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 scholarship assistance not listed herein is recommended by the Department of Athletics and governed by NCAA rules. The Committee may revoke institutional aid for unsatisfactory academic performance, for violation of University regulations including its honor code, or for violations of federal, state, or local laws. IRS Publication 970 describes the possible taxability of scholarship assistance.

Policy on Satisfactory Academic Progress for Financial Aid Eligibility

Institutional Financial Aid

Evaluation of students' satisfactory academic progress for purposes of institutionally-controlled financial aid eligibility is made annually at the end of the summer term, to determine eligibility for the following academic year. Evaluation is also made upon students' readmittance and/or return to active status following a period of continuous enrollment status. The receipt of institutionally-controlled aid requires full-time enrollment (twelve or more hours) during the fall and spring semesters and a minimum cumulative grade point average of 2.00 on work attempted toward a first bachelor's degree in the undergraduate schools of the University. Certain institutional aid programs have higher academic and/or other requirements, which are communicated to recipients. The receipt of athletic aid is governed by NCAA rules. Institutional aid may be revoked for violations of University regulations, including its honor code, or for violation of federal, state, or local laws. Institutional aid generally is not awarded for summer sessions. Institutional aid is not awarded beyond the eighth (fall or spring) semester; this limit is prorated for students admitted as transfer students. Students with the following transfer hours accepted for credit at Wake Forest University (for coursework completed prior to enrollment at Wake Forest University) have the corresponding remaining semesters of institutional aid eligibility: fewer than 12.5 hours: 8 semesters; at least 12.5 hours but fewer than 25 hours: 7 semesters; at least 25 hours but fewer than 40 hours: 6 semesters; at least 40 hours but fewer than 55 hours: 5 semesters; at least 55 hours but fewer than 71 hours: 4 semesters; at least 71 hours but fewer than 87 hours: 3 semesters; at least 87 hours but fewer than 103.5 hours: 2 semesters; at least 103.5 hours but fewer than 120 hours: 1 semester; 120 or more hours: 0 semesters.

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 the

summer term, 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. A student not meeting the minimum standards of satisfactory progress for purposes of institutional financial aid eligibility when evaluation is done at the end of the summer term, may request a mid-year review if his or her academic standing achieves the minimum standards before the next scheduled annual review.

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. 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…	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 F in consequence of an honor code violation. 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, 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

Note: 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.

The University's merit-based scholarship programs for entering first-year students are listed first and do not require separate application unless noted otherwise. Other scholarship programs follow and do not require separate application unless noted otherwise. Students wishing to apply for any scholarship listing need as a consideration should complete the PROFILE application of the College Scholarship Service and the Free Application for Federal Student Aid of the U.S. Department of Education.

The Dr. George E. & Lila C. Bradford Scholarship covers the costs of tuition and is awarded to an outstanding entering first-year student with an intent and capacity to prepare for a career in medicine. Scholars may receive up to $5,000 at least one summer for approved travel or study projects.

The Guy T. Carswell Scholarship, awarded to entering first-year students possessing outstanding qualities of intellect and leadership, covers the costs of tuition, fees, room and board, and includes an allowance for books and personal expenses. Scholars may receive up to $5,000 at least one summer for approved travel or study projects. The following funds support the Guy T. Carswell Scholarship program.

The Deal Family Scholarship gives preference first to students from Catawba, Caldwell,

Burke, and Alexander counties, NC; second to other North Carolinians; and third to other students.

The Gentry Family Scholarship assists needy recipients.

The Joseph G. Gordon Scholarship is awarded to entering first-year students showing exceptional promise and leadership potential who are members of constituencies historically underrepresented in the College. Made possible by the Z. Smith Reynolds Foundation and the University, this scholarship covers the costs of tuition, fees, room and board, and includes an allowance for books and personal expenses. Scholars may receive up to $5,000 at least one summer for approved travel or study projects.

The Graylyn Scholarship, awarded to an entering first-year student to recognize leadership and academic excellence, covers the costs of tuition and fees. Scholars may receive up to $5,000 at least one summer for approved travel or study projects.

The Nancy Susan Reynolds Scholarship is awarded to up to extraordinarily capable entering first-year students. Made possible through the Z. Smith Reynolds Foundation, this scholarship covers the costs of tuition, fees, room and board, and includes an allowance for books and personal expenses. Scholars may receive up to $5,000 at least one summer for approved travel or study projects.

The Penelope W. & E. Roe Stamps IV Leadership Scholar Award is awarded to entering first-year students who demonstrate outstanding academic achievement, a high degree of intellectual curiosity and scholarship, exceptional promise in leadership, service and social responsibility, perseverance, character, integrity, and innovation. Made possible through the Stamps Family Charitable Foundation, this scholarship covers the costs of tuition, fees, room and board, and includes an allowance for books and personal expenses. Scholars may receive up to $15,000 total over their four undergraduate years for approved travel or study projects.

The O.W. Wilson Scholarship covers the costs of tuition and is awarded to an entering first-year student with superior records and excellent potential. Scholars may receive up to $5,000 at least one summer for approved travel or study projects.

The Army Reserve Officers' Training Corps (AROTC) Scholarships are awarded for academic and personal achievement and pay an amount determined by the U.S. Army for tuition; a flat rate for texts, equipment, and supplies; and a subsistence allowance. Interested students should contact the Department of Military Science.

The Junius C. & Eliza P. Brown Scholarships assist needy and worthy residents of North Carolina, with preference to residents of Rockingham County, NC.

The Edward Otis Burroughs Fund for Wake Forest Scholars assists needy students by reducing loan expectations, with preference first to a student who is an organist and intends to major in music performance, second to a student who intends to pursue a career in secondary education with an emphasis in vocal music instruction, and third to a student who intends to major in physics.

The Byrum Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The Robert P. & Dorothy Caldwell Scholarship is awarded to entering first-year students based on academic achievement, leadership, community service, and a commitment to helping others. A portion of these funds gives preference to needy students from Gaston and Catawba, NC, counties.

The Mark C. Christie Scholarship assists students based on merit, with preference to graduates of public high schools in WV or in VA west of Lynchburg.

The Crawford Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The Gary Franklin Culler Scholarship is awarded to entering first-year students based on ability and leadership potential, with preference to students from High Point, NC.

The Egbert L. Davis Jr. Scholarship is awarded to entering first-year students from North Carolina demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable based on a B average, exemplary personal conduct, and participation in the religious life of the University.

The Lelia & David Farr Scholarship is awarded to entering first-year students with an interest in and acumen for entrepreneurship.

The George Foster Hankins Scholarships assist needy and worthy residents of North Carolina or children of alumni/ae living in other states with preference to residents of Davidson County, NC.

The Heritage Scholarship is awarded to needy entering first-year students who represent the traditional constituency of the student body and who show outstanding academic achievement or potential, a high degree of intellectual curiosity, the enthusiasm and courage to take advantage of a college opportunity, a sense of service and social responsibility, and perhaps special talent in some aspect of the liberal arts.

The Robert P. Holding Scholarship, is awarded to an entering first-year student from North Carolina (with strong preference to eastern North Carolina) demonstrating strong academic talent and exceptional promise in civic leadership. The Holding Scholarship is a competitive need-based scholarship.

The James Family Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The Shelley & Tom Jennings Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The William Henry McElwee & Douglas Plonk McElwee Scholarship, as part of the Hankins Scholarship program, assists needy students who graduated from a public high school and are residents of Wilkes County, NC, with preference second to residents of Iredell County, NC.

The Merit Supplemental Scholarship is awarded to entering first-year students showing exceptional promise who are members of constituencies historically underrepresented in the College.

The Moore Fund for Wake Forest Scholars assists needy students by reducing loan expectations, with preference to students from rural NC.

The Hiram Abif Myers III Scholarship assists needy students who exemplify the ideals and characteristics of Hiram Abif Myers III, such as dedication to his or her studies, a strong sense of purpose, a belief in the promise of the future, a positive and pleasant personality, and a dedication to his or her community, with preference first to graduates of Roswell High School in Roswell, GA, second to children of alumni of Roswell High School, third to graduates of other Roswell or North Fulton County area high schools, and fourth to graduates of high schools in the Southeastern US.

The Joseph M. Neal & Kay Fundis Neal Fund for Wake Forest Scholars assists students from Washington, Oregon, Nevada, and Idaho, with preference to needy students, by reducing loan expectations.

The Pappas Family Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The William Louis Poteat Scholarship, is awarded to up to twenty entering needy and worthy first-year students who are active members of a North Carolina Baptist church and are likely to make significant contributions to church and society. A letter of recommendation from a church member is due January 1. The following funds support the William Louis Poteat Scholarship program.

The Ben T. Aycock Jr./Minta Aycock McNally Scholarship.

The Rev. Benjamin S. Beach Scholarship.

The Rev. Edgar Douglas & Jean Sholar Christman Scholarship, established by the Ministerial Council of Wake Forest University.

The Cockman/Gore Scholarship.

The H. Max Craig Jr. Scholarship, established by Winfred Norman Hasty Jr.

The Nathan D. Dail Scholarship, established by Robert L. & Barbara D. Whiteman.

The Davis Poteat Scholarship.

The Evans Family Scholarship.

The W.D. & Alberta B. Holleman Memorial Scholarship.

The E. Glen & Joyce Holt Scholarship.

The Lynn Hampton Parker Scholarship.

The Walter & Eva Reynolds Scholarship.

The Roy & Doris Smith Scholarship.

The Minnie & Fred Stone Scholarship.

The Presidential Scholarship for Distinguished Achievement, valued at $16,000 annually, is awarded to up to twenty entering first-year students based on exceptional talent in art, dance, debate, music, and theatre. A separate application is due December 1. The following funds support the Presidential Scholarship for Distinguished Achievement program.

The Annenberg Presidential Scholarship assists students based on merit, exceptional talent, and leadership, with preference to students who express strong communication skills, such as in the areas of writing or debate.

The Burchfield Presidential Scholarship assists a student based on merit, exceptional talent, and leadership.

The Ceruzzi Presidential Scholarship assists students based on merit, exceptional talent, and leadership.

The Steven & Laurie Eskind Presidential Scholarship assists a student based on merit, exceptional talent, and leadership.

The Kitty Green Presidential Scholarship assists students based on merit, exceptional talent, and leadership.

The Hurst Family Presidential Scholarship assists students based on merit, exceptional talent, and leadership.

The Milhaupt Presidential Scholarship assists students based on merit, exceptional talent, and leadership.

The Strobel Presidential Scholarship assists students based on merit, exceptional talent, and leadership.

The Thorkelson Presidential Scholarship assists students based on merit, exceptional talent, and leadership

The Riley Fund for Wake Forest Scholars assists needy students by reducing loan expectations, with preference to students interested in participating in the Innovation, Creativity, and Entrepreneurship Program.

The Leroy & Teresa Robinson Scholarship is awarded to entering first-year students from the high schools in Montgomery County, NC, based on academic achievement, diligence, integrity, character, and leadership.

The Earl F. & Jane P. Slick Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The K. Wayne Smith Scholarship is awarded to needy entering first-year students, with preference to residents of Catawba, Burke, Caldwell, and Alexander counties, NC, and to children of full-time employees of OCLC, Inc. of Dublin, OH.

The Zachary T. Smith Leadership Scholarship, established by the Z. Smith Reynolds Foundation, is awarded to needy entering first-year students from North Carolina with outstanding leadership evidence and promise, often to reduce loan expectations.

The Smithfield-Luter Scholarship, established by the Smithfield-Luter Foundation, is awarded to needy dependent children of full-time or retired employees of the Smithfield family of companies. A separate application is due February 1.

The Kenneth Monroe Tucker Scholarship is awarded to entering first-year students, with preference to students from Wilkes, New Hanover, or Brunswick counties, NC.

The USS Scholarship is awarded to entering first-year students based on academic performance and leadership, with preference to children of USS Corporation or its eligible subsidiaries.

The D.E. Ward, Jr., M.D. & Sara Henry Ward Family Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

The Yezzi Fund for Wake Forest Scholars assists needy students by reducing loan expectations.

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The Page W. Acree Humanities in Science Scholarship assists students majoring in chemistry, physics, biology, mathematics, or computer science, who have career objectives in medicine or science-related fields that require human service, and who wish to take unrequired academic work in the humanities. A separate application to the dean of the College is required.

The Matthew James Alexander Scholarship assists needy students in the Wake Forest Dijon, France, program.

The Henry M. & Ruth Williams Alford Scholarship assists needy students who have graduated from the public schools of either the City of Clinton, Sampson County, or Duplin County, NC.

The Charles I. & Louise Allen Scholarship assists students planning medical careers, based on ability and need.

The Alumni & General Scholarship assists students selected by the scholarship committee.

The Teresa Mae Arnold Scholarship is awarded based on ability and need.

The Camillo Artom Fund for Italian Studies assists well-qualified, needy students. A separate application to the provost is required.

The Baker-Martin Scholarship assists needy students who have earned their high school diploma in North Carolina and whose parents (one or both) are employed in education or government. Preference is given to residents of Cabarrus or Nash counties, NC.

The Hubbard & Lucy Ball Scholarship is awarded based on ability and need.

The Bank of America Leadership Scholarship assists students majoring in the Wayne Calloway School of Business and Accountancy and the Department of Economics, with preference to needy students and to students who help achieve and sustain the diversity of the student body. Application is made through the undergraduate Schools of Business and the Department of Economics.

The Donald Alan Baur Memorial Scholarship is awarded based on leadership, dedication, competitiveness, and citizenship, with preference to members of Sigma Chi Fraternity.

The Beal Family Scholarship assists needy students, with preference to students from single parent households.

The Gaither M. Beam Sr. Scholarship is awarded based on ability and need, with preference to residents of Franklin County, NC.

The George M. & Daisy Olive Beavers Scholarship assists one student on the basis of leadership, citizenship, and character.

The James Wallace Beavers Scholarship assists first-year students and may be renewed for three years of undergraduate study.

The Becton Family Scholarship assists a premedical student based on ability and need, with first preference to students from Augusta, GA, and second to other students from Georgia.

The J. Irvin Biggs Scholarship is awarded based on ability and need, with preference to students from Lumberton or Robeson counties, NC.

The Jack & Jean Bishop Scholarship assists needy students in the Wayne Calloway School of Business and Accountancy, from one of the counties in the East Carolina Council, Boy Scouts of America, with demonstrated exceptional service to improve others' well-being and interest in leading others to make similar contributions, with preference first to Eagle Scouts from Rocky Mount or the NC counties of Nash or Edgecombe, second to Eagle Scouts in the East Carolina Council, Boy Scouts of America, and third to Boy Scouts in the East Carolina Council, Boy Scouts of America. Application is made through the undergraduate Schools of Business.

The Blackbyrd Scholarship assists a chemistry major, with preference to the student having the second highest overall grade point average.

The Bland Scholarship for Entrepreneurship assists students with exceptional talent in entrepreneurship.

The Jean Boatwright Scholarship assists students from middle income families, with preference to students who have exhibited strong community service.

The John W. Boatwright Scholarship is based on leadership. Need may be considered but is not a required or controlling factor.

The Russell Brantley Scholarship for Writing assists a student based on merit and exceptional talent in writing, with preference to creative writers.

The Ann Levitt Brenner Scholarship, established by M. Van Brenner, Richard A. and Felice R. Brenner, and Lawrence M. and Sally B. Wolfish, assists needy students, with preference to females who do not receive an athletic scholarship.

The B. Macon Brewer Scholarship assists undergraduate students. Need may be considered but is not a required or controlling factor.

The Robert C. Bridger Jr. Scholarship assists a senior major in the Wayne Calloway School of Business and Accountancy, based on ability and need, with preference to residents of Bladen County, NC. Application is made through the undergraduate Schools of Business.

The Thomas H. Briggs Scholarship assists deserving students.

The William D. Brigman Scholarship assists a student in the Wayne Calloway School of Business and Accountancy based on ability and leadership. Application is made through the undergraduate Schools of Business.

The Claude U. Broach Scholarship gives preference to students from St. John's Baptist Church of Charlotte, NC.

The Gov. J. Melville & Alice W. Broughton Scholarship assists a North Carolina student based on ability and need.

The Paul Clark Brown Jr. Memorial Scholarship assists a needy student studying at the Worrell House.

The Dean D.B. Bryan Memorial Scholarship is awarded based on ability and need to students planning a career in education. Recipients must work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The Jack Buchanan Scholarship is awarded based on ability and need with preference to students from western North Carolina planning a business major.

The Julian W. & Martha B. Bunn Scholarship, established by Thomas W. and Gail W. Bunn, assists needy North Carolinians attending the Wayne Calloway School of Business and Accountancy. Application is made through the undergraduate Schools of Business.

The Thomas J.M. & Iris W. Burnett College Scholarship assists needy students, with preference to NC, SC, or TN residents.

The Lib & Joyner Burns Scholarship is awarded based on ability and need, with preference first to students having a physical handicap and second to students from Forsyth or Guilford counties, NC.

The Albert Louis Butler, Jr. Scholarship assists needy students, with preference first to residents of Alleghany, Surry, and Wilkes counties, and second to residents of other counties in northwest NC.

The Steve & Kent Butler Family Fund assists needy students, with preference first to residents of Columbus, GA and second to residents of GA.

The Butler-Serenbetz Family Scholarship assists needy students, with preference to students from the northeastern U.S. who are the first generation of their families to attend a four-year liberal arts college or university.

The Porter B. Byrum Scholarship assists needy students who graduated below the top five percent of their high school class.

The D. Wayne Calloway Scholarship assists students attending the Wayne Calloway School of Business and Accountancy Summer Management Program for liberal arts majors. Application is made through the undergraduate Schools of Business.

The John Douglas Cannon Scholarship assists first-year students based on ability and need, with preference to students from Rock Hill, SC.

The Christian Cappelluti Memorial Scholarship assists needy students majoring or minoring in music.

The James Lee Carver Memorial Scholarship assists needy students with preference to residents of Oxford Orphanage in Oxford, NC.

The J.D. Cave Memorial Scholarship assists a North Carolina male student who demonstrates character, a willingness to grow intellectually, and need.

The Neal M. Chastain Memorial Scholarship assists a senior business major exhibiting ability and Christian ideals. Application is made through the undergraduate Schools of Business.

The Waldo Clayton Cheek & Evelyn King Cheek Scholarship assists needy students.

The Chi Rho Scholarship assists members of the Christian men's a capella group Chi Rho, based on merit, leadership, dedication to Chi Rho, and a strong commitment to Christ.

The W.H. & Callie Anne Coughlin Clark Scholarship gives preference to needy students.

The Richard "Dick" T. Clay Scholarship assists students in the Wayne Calloway School of Business and Accountancy who are participating in learning experiences related to for-profit business or entrepreneurship and who show strong moral character and concern for business ethics. Application is made through the undergraduate Schools of Business.

The Cobb Foundation Scholarship is awarded based on ability and need, with preference first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance counties, NC.

The Elton C. Cocke Memorial Scholarship assists outstanding students majoring in biology.

The Cpl. Benny Gray Cockerham III Memorial Scholarship assists needy, well-rounded, dedicated students with a record of service to others, with preference first to students with a parent killed or permanently disabled during active military duty, and second to students with a parent in active military duty in the Marines, Navy, Coast Guard, Army, or Air Force. Recipients must maintain a minimum cumulative GPA of 2.5 to remain eligible.

The College Scholarship assists students with satisfactory academic records and need.

The Johnnie Collins III Drama Scholarship assists a first-year student showing promise for success in professional entertainment.

The Collins Family Scholarship assists needy students who help achieve and sustain the diversity of the student body, with preference first to US-resident Hispanic students who are not US citizens, and second to US-resident Hispanic students.

The William & Susan Collins Scholarship assists students from the Commonwealth of Virginia, with preference to students from certain counties and cities in southwestern Virginia.

The Julius Harshaw Corpening & Julius Shakespeare Corpening Scholarship assists needy students, with preference to residents of Burke County, NC, and Lancaster County, SC.

The Howard F. & Ruby C. Costello Scholarship assists needy students.

The Cotman-Proctor Scholarship assists a needy student representing those students historically underrepresented at the University.

The O.B. Crowell Memorial Scholarship is awarded based on character, need, and promise.

The Andrew Jackson Crutchfield & Margaret Grehan Crutchfield Scholarship assists needy students.

The Carolyn & Ira Darnell Scholarship assists needy participants in the Army ROTC program, with preference to students with demonstrated leadership ability.

The Eleanor Layfield Davis Art Scholarship assists a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The Mrs. Paul Price Davis Scholarship assists North Carolina students, with preference to residents of Baptist Children's Homes of North Carolina.

The Thomas H. Davis Business Scholarship assists a senior business major based on academic achievement, need, and potential for business leadership. Application is made through the undergraduate Schools of Business.

The Otis William Deese Presidential Scholarship is awarded to needy students as a supplement to the Presidential Scholarships for Distinguished Achievement.

The Robert H. Demsey Scholarship assists needy undergraduate students, with preference to business or accountancy majors.

The Karyn Dingledine Scholarship assists needy students with artistic ability, with preference first to majors, and second to minors, in studio art.

The John & Margaret Newett Dixon Scholarship assists needy students, with preference to students pursuing a master's degree in accountancy. Application is made through the undergraduate Schools of Business.

The Justus & Elizabeth S. Drake Scholarship assists an English major with ability and need, upon the recommendation of the English department.

The Barry & Ann Griffin Driggs Scholarship assists juniors or seniors majoring in mathematics, with preference to those with need, a meritorious academic record, and an interest in applied mathematics.

The Charles H. & Carolyn G. Duckett Scholarship gives preference to NC residents.

The Kate Dunn–Florence Weaver Scholarship primarily assists North Carolinians, with preference to women whose college careers have been interrupted by causes beyond their reasonable control, and based on academic performance, diligence, integrity, character, and leadership.

The Fred H. Duvall Scholarship assists needy students.

The Dean Robert Dyer Scholarship Fund for International Students assists students from countries other than the United States of America. Application is made through the Center for International Studies.

The Eddins Family Scholarship assists students based on ability, character, integrity, leadership, and a desire to make a contribution in their communities, with first preference to residents of Stanly County, NC, and second preference to students from North Carolina and South Carolina.

The Amanda Edwards Memorial Scholarship assists needy students with travel expenses for study abroad in the Wake Forest Venice program, with preference to students with demonstrated commitment to community service and volunteerism.

The William Alexander Eliason Scholarship gives preference to needy students from AL, FL, GA, KY, NC, SC, TN, and VA.

The Ellis Family Emergency Aid Fund provides emergency aid to undergraduates.

The Engel/Johnson 1B 1982 Scholarship assists needy students, with preference to students who have overcome significant adversity.

The Ernst & Young International Scholarship assists an accountancy student or rising accountancy student in the master of science in accountancy program. Application is made through the undergraduate Schools of Business.

The Douglas Esherick Scholarship assists a member of the Sigma Chi fraternity.

The Robert A. Eubank Scholarship assists needy students who are the first generation of their families to attend college and who embody the spirit and characteristics of Robert A. Eubank.

The Ray L. Evans Biology Scholarship assists needy NC residents majoring in biology.

The Lelia & David Farr Scholarship in Entrepreneurship gives preference to first-year students with experience in entrepreneurship and the desire to pursue this area while attending Wake Forest. Application is made through the Center for Innovation, Creativity, and Entrepreneurship.

The James Grady Faulk Scholarship assists needy North Carolinians, with preference to residents of Union County.

The John Simmons Fentress & Ruth Blount Fentress Scholarship assists needy students.

The First Citizens South Carolina Scholarship assists South Carolina residents who express an interest in pursuing studies in business, accounting, finance, economics, or a related field, with preference to needy students.

The Theodore & Freda Fisher Scholarship assists North Carolina students with need and with grade point averages in the C and low B categories.

The Bobbie Fletcher Memorial Scholarship is awarded based on ability and leadership to a female from North Carolina, possessing the qualities of kindness, thoughtfulness, unselfishness, patience, and determination. Preference is given to needy students.

The Ralph L. Foust Scholarship assists needy and deserving students.

The Lecausey P. & Lula H. Freeman Scholarship assists a needy non-senior whose home is within the West Chowan Baptist Association of North Carolina, with preference to Bertie County students. Residents of the Roanoke Association may also be considered.

The Wallace G. Freemon Memorial Scholarship assists needy premedical students.

The F. Lee Fulton Scholarship is based on leadership, citizenship, character, ability, and need.

The James Walker Fulton Jr. Scholarship is awarded based on need and merit, with preference to students who meet one or more of the following conditions: North Carolina resident, evangelical Christian, member of Kappa Alpha, or varsity basketball player.

The Gaddy Scholarship assists needy North Carolina students, with preference to residents of Anson, Union, and Wake counties.

The Lewis Reed Gaskin Scholarship is awarded based on ability and potential as a physician.

The Daniel Eugene & Beulah B. Gatewood Scholarship assists an undergraduate accountancy major based on merit and need. Application is made through the undergraduate Schools of Business.

The A. Royall Gay Scholarship is awarded based on scholarship, character, and high ideals, with preference to residents of Youngsville, NC.

The William H. & Susan H. Gibson Scholarship assists needy students, with preference to North Carolina residents.

The James W. Gill Scholarship gives preference to students from Montgomery and Prince Georges counties, MD.

The Samuel T. Gladding Scholarship assists students based on merit, leadership, and community service, with preference to students from Alabama.

The Eugene Basil Glover Memorial Scholarship is awarded based on ability and need, with slight preference to students from Halifax County, NC.

The Wallace Barger Goebel Scholarship is based on ability and need, with first preference to a student interested in literature, second preference to a student interested in history, and third preference to a student enrolled in the premedical program.

The Kenneth Gordy Memorial Scholarship assists needy students, with preference first to Pennsylvania residents and second to residents of the northeastern US.

The Charles R. Goss Scholarship assists students who plan to enter the education field as teachers. Selection is made by the department of education.

The Edward H. Greason Scholarship assists needy students, with preference to residents of Wake County, NC.

The Kitty Green & Hobart Jones College Scholarship assists needy students.

The George Washington Greene Memorial Scholarship assists the rising senior in the Delta Chapter of Phi Beta Kappa who has the highest academic average, upon the recommendation of the chair of the Delta Chapter.

The Kelley & Margaret Griffith Baptist Student Union Fund assists student members of the Baptist Student Union.

The Stanley McClayton Guthrie Scholarship assists a needy student, with preference to students from Halifax County, VA, then to children of Wake Forest alumni.

The David Hadley/Worrell House Scholarship assists a student in the Wake Forest London program who would incur excessive financial sacrifices without the scholarship.

The John Locksley Hall Scholarship assists needy North Carolinians interested in business careers, with preference to intercollegiate athletes.

The Fuller Hamrick Scholarship assists students from the Mills Home in Thomasville, NC.

The George G. & Georgine M. Harper Scholarship assists students with potential and need, with preference to North Carolinians.

The Henry Russell & Clara Stephenson Harris Scholarship assists a senior business major who plans to pursue a career in banking, based on ability and need. Application is made through the undergraduate Schools of Business.

The M. Elizabeth Harris Music Scholarship assists a music major, based on ability and need, with preference to a student whose primary interest is church music.

The William R. Hartness Jr. Scholarship assists needy North Carolinians.

The Margaret S. Hasty Memorial Scholarship assists female students based on ability and need, and is renewable if the student places in the upper third of her class.

The Louise Patton Hearn Scholarship for Human Service assists students who have demonstrated exceptional service to improve others' well-being and who show interest and potential in leading others to make similar contributions to humanity.

The Thomas K. Hearn Jr. Fund for Civic Responsibility recognizes and promotes civic responsibility and leadership among students.

The Robert M. Helm Leadership Scholarship assists participants in the Army ROTC program.

The Paula S. Henson Scholarship assists students from the Appalachian region.

The Elizabeth Hawks Herring Scholarship assists needy and meritorious students, with preference to sociology majors.

The Hines Family Scholarship assists needy students, with preference to North Carolinians diagnosed with a specific learning disability as defined by the Individuals with Disabilities Education Act.

The Hixson Fund provides assistance to students in the Wake Forest London program.

The Frank P. Hobgood Scholarship assists students based on character, purpose, intelligence, and need, with preference to students who plan to enter the ministry, do religious work, become teachers or lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The J. Sam Holbrook Scholarship assists needy students.

The Jerald Avery Holleman Scholarship assists needy students, with preference first to students from Avery or Watauga counties, NC, and second from Wake County, NC.

The Forrest H. Hollifield Scholarship assists upperclass students with evidence of character and need, with preference to natives of Rowan and Rutherford counties, NC, and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The Murray A. Honeycutt Scholarship assists a needy male student.

The Horton Family Scholarship assists needy students, with preference to North Carolinians with demonstrated serious academic ability and dedication, and commitment to civic or volunteer work or a particular talent in the arts or athletics.

The Hubert Humphrey Studies Abroad Scholarship, based on need and merit, assists students in the Wake Forest programs in London, Venice, or Vienna.

The Hunter Family Scholarship for Community Service assists students with a strong commitment to community service.

The M. Akers & Violet G. Hutchens Scholarship assists needy journalism minors.

The Jeanette Wallace Hyde Scholarship is based on need and ability, with preference to female students from Yadkin County, NC, who are political science majors or are planning to pursue a career in social work or guidance counseling.

The Carolyn Vann Irvin Scholarship assists needy students

The Stanton B. Ingram Scholarship assists needy students, with preference first to students from AL, and second to students from MS, GA, LA, TN, or FL.

The Japan Foundation Grants for study in Japan are available through application with the Center for International Studies.

The Rodell & Annette Johnson Scholarship assists needy students, with preference to art majors and other students with demonstrated exceptional interest and ability in the field of visual art.

The H. Broadus Jones Scholarship assists a rising senior student showing superior achievement in English and outstanding character.

The Jones-Holder Business Scholarship assists a rising senior business major. Application is made through the undergraduate Schools of Business.

The Nathaniel Jones Student Scholarship, established by Chris Paul, assists needy students, with preference first to graduates of West Forsyth High School in Clemmons, NC, and second to students from Forsyth County, NC.

The Dyeann B. & Henry H. Jordan II Theatre Scholarship assists theatre majors. Application is made through the theatre department.

The John Council Joyner Sr. Scholarship is awarded based on merit and need to a North Carolinian.

The Rhoda C. & Davin E. Juckett Scholarship assists needy students with a GPA of at least 2.8.

The Karcher Scholarship assists students based on persistence, fortitude, and strength of character. Need may be a consideration, with preference to students with significant athletics participation.

The Jay H. Kegerreis Scholarship assists continuing students having a 3.0 grade point average, high moral character, and a willingness to work diligently and to make personal sacrifices to attend college.

The J. Lee Keiger Sr. Scholarship assists North Carolinians with preference to students from the ALLTEL-Carolina Telephone Company service region.

The Norman B. & Ruth T. Kellum Scholarship assists needy students, with preference to students from NC counties east of Wake County.

The George Yancey Kerr & Albert Yancey Kerr Scholarship assists needy students.

The Alice Caldwell Ketner Scholarship, established by Henry Ernest Ketner, assists needy students, with preference to males from Rowan and Cabarrus counties, NC.

The Connie Williams King Scholarship assists residents of Nashville, TN, or Davidson County, TN, with preference to needy students.

The Kirkpatrick-Howell Memorial Scholarship assists members of the Sigma Chi Fraternity, or other students upon recommendation by the Kirkpatrick-Howell Memorial Scholarship Board.

The Klaritch Family Scholarship assists needy students.

The Krahnert-Cantin Family Scholarship assists needy students, with preference to residents of North Carolina or New Jersey who have indicated that Wake Forest is their preferred choice.

The Roena B. & Petro Kulynych Scholarship assists needy students, with preference first to students from Wilkes County, NC, and second to students from Avery County, NC.

The Kulynych-Story Family Fund assists needy students, with preference to first generation college students.

The Kutteh Family Scholarship assists needy students with strong preference first to students from Iredell County, NC, and second to students from its contiguous counties.

The Randall D. Ledford Scholarship assists physics majors.

The Randall D. Ledford Scholarship II assists NC residents who are physics majors or who plan to declare a major in physics.

The E. Carwile & Garnette Hughes LeRoy Scholarship assists needy students from Bertie, Chowan, Currituck, Dare, Hertford, Hyde, Gates, Martin, Northampton, Perquimans, Pasquotank, Tyrell, or Washington counties, NC.

The Jean Leuchtenberger Scholarship assists needy students.

The Charles L. Little Scholarship assists students with ability and need.

The Thomas D. & Betty H. Long Scholarship assists needy students, with preference to those from Person County, NC, and second to other North Carolinians.

The Lowden Family Scholarship assists needy students with preference first to students from Montgomery County and second to students from Anson, Stanly, Davidson, Randolph, Moore, or Richmond counties, NC.

The Lowe's Food Scholarship assists students in the Wayne Calloway School of Business and Accountancy on the basis of merit and with preference to students from North Carolina and Virginia. Application is made through the undergraduate Schools of Business.

The MacAnderson Scholarship assists students studying a foreign language, preferably at a university in Europe. Application is made through the student financial aid office.

The Dr. George C. Mackie Sr. Scholarship assists junior and senior premedical students based on need and merit.

The Heather Ann Maier Scholarship assists needy Christian students, with preference to female students from MD, DE, PA, NJ, NY, CT, or the District of Columbia, who are interested in pursuing a career in a business-related field.

The Elton W. Manning Scholarship assists students based on need and merit, with preference to students from eastern North Carolina.

The Patricia H. & James J. Marino Scholarship assists needy students, with preference first to student transferring from community colleges, second to students who are the first generation of their family to attend college, and third to students whose annual family income is less than the full cost of one year's attendance at Wake Forest.

The Lex Marsh Scholarship assists North Carolinians based on need and merit.

The James Capel Mason Scholarship assists worthy students.

The Burke M. McConnell Management Excellence Scholarship assists the senior in the Wayne Calloway School of Business and Accountancy with the highest grade point average. Application is made through the undergraduate Schools of Business.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship assists a music student. Application is made through the Department of Music.

The James McDougald Scholarship assists students first from Robeson County and second from Scotland County, NC, on the basis of leadership and ethics, academic preparation, desire, community pride, and financial need.

The McGladrey & Pullen Scholarship assists a senior accountancy major based on merit, need, and interest in public accounting. Application is made through the undergraduate Schools of Business.

The Robert A. & Margaret Pope McIntyre Scholarship gives preference to students from Robeson County, NC.

The Bernard F. McLeod Jr. Scholarship assists students from middle income families, with preference to North Carolinians.

The Medlin Scholarship assists students from middle income families with preference to North Carolinians.

The Jasper L. Memory Scholarship assists students selected by the Department of Education.

The Ted & Nancy Meredith Scholarship assists art majors who are taking, or planning to take, courses or studies in studio art, and who demonstrate strong academic performance, diligence, integrity, character, and leadership. Need is a consideration but not a required or controlling factor.

The Robert Lee Middleton Scholarship is awarded based on character, purpose, intelligence, and need, with preference to a student planning to enter the field of literature, accountancy, teaching, or the gospel ministry or other full-time religious work.

The Miller Family Scholarship assists needy students.

The Marcus C. Miller Scholarship assists needy students, with preference first to students interested in entrepreneurship and second to students from OH, IL, or KY.

The Mildred Bronson Miller Scholarship assists students based on leadership, dedication, competitiveness, and citizenship.

The Gail Sawyer Moore Scholarship, established by Ernest Linwood Moore, assists North Carolina women.

The Thomas E. & Ruth Mullen Scholarship, valued at $1,500 annually, is awarded through the Upperclass Carswell Scholarship Program to outstanding undergraduates with a minimum of one year of academic work at the University. A separate application is due October 15.

The Charlie & Addie Myers Memorial Scholarship assists preministerial students or students contributing to Christianity.

The Joyce Weeks Nanney & Harvey A. Nanney Scholarship assists needy education majors.

The R. Frank Nanney Scholarship gives preference first to students from Rutherford County, NC, and second to other North Carolinians.

The Nicholas Val Napolitano Memorial Scholarship assists members of the Psi Delta Chapter of Delta Kappa Epsilon Fraternity, with preference to needy students.

The George Thompson Noel, M.D., Memorial Scholarship is based on ability and need, with preference to students from Cabarrus County and North Carolina.

The Norfleet Scholarships assist needy students.

The North Carolina Fiscal Literacy Foundation Scholarship assists NC residents, with preference to students studying the consumer financial field. Application is made through the undergraduate Schools of Business.

The Nostitz International Travel Fund assists students from middle income families, who are studying abroad in a program approved by Wake Forest in London, Vienna, or Venice.

The Gordon Alexander O'Brien Scholarship is awarded based on ability and need, with preference to students from Rockingham County, NC.

The Curtis Eugene Overby Sr. Scholarship is awarded based on ability, need, and leadership to a North Carolina junior or senior majoring in communication, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell counties, NC.

The Dr. James Barry Douglas Palmer Scholarship, sponsored by the Bristol-Myers Squibb Company, assists needy juniors with a cumulative grade point average of 3.0 or greater who are biology, chemistry or physics majors with special interests in biomedical or biological sciences.

The Benjamin Wingate Parham Scholarship is awarded based on ability and need.

The Parrella Family Scholarship assists needy students, with preference to students with a career interest in a health profession, and with preference first to students from the Bronx or nearby areas, second to students from New Jersey, third to students from states contiguous to New Jersey, and fourth to students from other middle Atlantic states.

The Perkins-Prothro Foundation Scholarship assists needy Texas residents.

The Perricone Casa Artom Scholarship, initiated by members of the fall 1974 Venice class and others, assists students in the Wake Forest program in Venice.

The H. Franklin Perritt III Memorial Scholarship assists one or more rising sophomores enrolled in the Reserve Officers' Training Corps, based on leadership. Application is made through the Department of Military Science.

The Thomas F. Pettus Scholarship is based on merit and need, with preference to North Carolina Baptists.

The J. Robert Philpott Scholarship assists needy North Carolinians.

The Dr. Dorn Carl Pittman & Betty Mitchell Pittman Scholarship assists students from middle income families, with preference to residents of Alamance County, NC, and second preference to students whose grandparent or parent is a Wake Forest alumnus.

The Hubert McNeill Poteat III Fund provides the Hubie Poteat Brotherhood Award to assist seniors who are members of the Tau Chapter of the Kappa Alpha Order.

The Mark Christopher Pruitt Scholarship assists a senior member of the Delta Omega Chapter of Kappa Sigma Fraternity, based on good academic standing, leadership in the fraternity and campus affairs, and high esteem by peers.

The H. Ray Pullium Scholarship is awarded based on ability and need, with preference to students from North Carolina Baptist Children's Homes.

The Jay Charles Randall & Elizabeth Smith Randall Family Scholarship assists needy students, with preference to NC residents with a parent or guardian who has spent at least five years as a public school educator in NC.

The Roy M. Rawls & Fumi Kato Kubota Scholarship assists students studying accountancy. Application is made through the undergraduate Schools of Business.

The Beulah Lassiter and Kenneth Tyson Raynor Scholarship assists students in mathematics and English. Application is made through these two departments.

The Redwine Scholarship assists needy students.

The Mark and Shirley Reece Scholarship, established by John E. Reece II, assists needy students, with preference to student athletes participating in a varsity sport.

The Reifler Family Scholarship assists needy students with artistic ability, with preference first to students who have declared or intend to declare a major in studio art and second to students who have declared or intend to declare a minor in studio art.

The Reinsch/Pierce Family Scholarship gives preference to students from northern Virginia. Need may be considered but is not a required or controlling factor.

The Oliver D. & Caroline Revell Scholarship assists needy preministerial students or needy students entering full-time Christian service.

The Revelle Family Scholarship assists needy students from Northampton and Hertford counties, with second preference to students from other areas of northeastern North Carolina.

The Reynolds North Carolina Scholarship, established by the Z. Smith Reynolds Foundation, assists needy North Carolinians from middle income families.

The William & Treva Richardson Scholarship assists undergraduate students.

The Richard & Carolyn Riley Scholarship assists an entrepreneurship minor who shows outstanding potential. Application is made through the Center for Innovation, Creativity, and Entrepreneurship.

The Gerald & Stephanie Roach Scholarship assists up to four incoming students up to $4,000 each to replace loan funding, based on academic merit and need greater than $25,000 per year, with preference to North Carolina residents.

The Teresa Golding Roberts Scholarship assists needy students, with preference to North Carolina females planning a teaching career.

The Roy O. Rodwell Sr. Scholarship assists a student each year up to the cost of tuition, with preference to North Carolinians.

The George D. Rovere Scholarship assists a student planning to become an athletic trainer.

The Joe & Frances Rowell Scholarship gives preference to needy and meritorious students from the Bristol, TN, area.

The William Royall Scholarship assists classical studies students, with preference to students planning travel to classical sites. Application is made through the Department of Classical Languages.

The Mike & Debbie Rubin Scholarship assists needy students with a declared or intended major in the College of Arts & Sciences.

The William Lee Rudd & Ruth Crosby Rudd Scholarship assists worthy and needy students majoring in religion.

The W.D. Sanders Scholarship is awarded for language study in Germany or Austria, to sophomores, juniors, or seniors who have completed German 153 or above. The scholarship is designated in order of priority, for summer language study, semester or year programs with the Institute of European Studies (IES), or junior

year abroad programs with other institutions. Application is made through the Department of German and Russian.

The Sargeant Family Scholarship assists needy North Carolinians, with preference first to residents of Watauga, Caldwell, Ashe, Avery, Alleghany, and Wilkes counties, and second to residents of other rural areas.

The Scales International Studies Scholarship supports study outside the United States. Application is made through the Center for International Studies.

The Mark Schurmeier 9/11 Peace Fund assists undergraduate students who are residents of the U.S., based on merit and need, with preference to students directly affected by the September 11, 2001, terrorist attacks on the U.S., or other victims of political, social, or religious terrorism. The fund may also support student projects, travel, or academic studies dedicated to the reduction or elimination of terrorist activities and the promotion of peace.

The John Aaron & Vida Lee P. Senter Scholarship assists North Carolinians based on ability, diligence, integrity, character, and leadership, with preference to residents of Harnett County, NC, and active members of a Baptist church in North Carolina.

The Emily Crandall Shaw Scholarship in Liberal Arts is made through the art, English, music, and theatre departments to a student who best exemplifies a diverse interest in literature, art, music, and theatre.

The Sara Jo Brownlow Shearer Scholarship is awarded to students specializing in areas of learning disabilities.

The Franklin R. Shirley Debate Scholarship assists students with debate experience who successfully participate in the University's debate program.

The Daniel R. & Barbara F. Shouvlin Scholarship assists students who help achieve and sustain the diversity of the student body.

The Adelaide Alexander Sink Scholarship assists students from middle income families, with first preference to Florida residents who will help achieve and sustain the diversity of the student body, and second preference to similar residents of other states.

The Kester A. Sink Scholarship assists students from middle income families who are residents of Surry County, NC.

The John William Slate, M.D., Scholarship assists premedical students, with preference to those from western North Carolina.

The Joseph Pleasant & Marguerite Nutt Sloan Memorial Scholarship is awarded to an applied music student based on ability and need. Application is made through the Department of Music.

The Ann Lewallan Spencer & Lewallan Family Scholarship assists needy children of alumni.

The Frederick E. Sprock & Ruth Kittrell Scholarship assists needy students from Mecklenburg County, NC.

The William K. Stamey Scholarship assists needy students from North Carolina and other nearby areas of the University's historic constituency.

The William G. Starling Scholarship assists needy students based on their ability, character, integrity, leadership, and desire to make a contribution to the community in which they live.

The C.V. Starr Foundation Scholarship assists needy students.

The Gilbert T. Stephenson Scholarship is based on ability and need to a student from Kirby Township or Northampton County, NC.

The Sigmund Sternberger Scholarship assists needy North Carolinians, with preference to students from Greensboro and Guilford County, NC.

The John Belk Stevens Scholarship in Business assists senior business majors with particular interests in retailing or marketing. Application is made through the undergraduate Schools of Business.

The Edna & Ethel Stowe Scholarship gives preference to female students with a physical disability.

The J.W. Straughan Scholarship assists needy students, with preference to students from Duplin County, NC, who are interested in pursuing a medical career (especially in the field of family practice).

The Study Abroad Scholarship assists students with a minimum 3.0 grade point average through application with the Center for International Studies.

The Robert L. Sullivan Fund may be used to assist students in the biology major.

The Ben C. Sutton Scholarship assists needy students, with preference to NC residents.

The Amos Arthur Swann Scholarship assists needy students from Sevier County, TN, or other Tennessee counties.

The Ralph Judson Sykes Scholarship assists North Carolinians based on need, moral character, and Christian fellowship.

The Saddye Stephenson & Benjamin Louis Sykes Scholarship is awarded based on Christian character, academic proficiency, and need, with preference to first-year students from North Carolina.

The Tang Family Band Fund Scholarship assists upperclass members of the Wake Forest Marching Band, with preference to seniors with a grade point average of at least 3.0.

The Walter Low Tatum Scholarship in Mathematics provides in alternate years a renewable merit scholarship. The stipends of $500 each for the first two years are replaced by $5,000 awards in each of the last two years, provided that the recipient fulfills the expectation to enroll in and maintain a major in mathematics.

The Augustine John Taylor & Roby Ellis Taylor Accountancy Scholarship assists accountancy students, with preference to students with a permanent residence within fifty miles of Winston-Salem. Application is made through the undergraduate Schools of Business.

The H. Howell Taylor Jr. Risk Management Scholarship assists students interested in a career in risk management. Application is made through the undergraduate Schools of Business.

The Russell Taylor Scholarship assists an entering first-year student with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, NC.

The Thomas C. Taylor Scholarship Fund for International Studies assists accountancy majors studying outside the U.S., or studying international studies within the U.S., based on integrity, compassion, cooperativeness, and a record of academic achievement. Application is made through the undergraduate Schools of Business.

The Teague Scholarship assists needy students interested in entrepreneurship. Application is made through the undergraduate Schools of Business.

The Fred N. Thompson Sr. Scholarship assists needy students, with preference to residents of Virginia counties south and east of the city of Richmond.

The Lowell & Anne Smith Tillett Scholarship assists students studying in, or whose residence is located in, Central and Eastern Europe, Russia, and other countries in the former Soviet Union. Application is made through the Center for International Studies.

The Harold Wayland & Nelle Futch Tribble Scholarship assists students with superior academic ability.

The George Nelson Turner Scholarship assists students based on leadership ability and merit, with preference to those from North Carolina, who graduated from a public high school, who were academically ranked in the top third of the high school class, who lettered in a varsity sport while attending high school, and who participate in Christian religious and community service activities. Need is considered but is not a required or controlling factor.

The Tyner-Pitman Scholarship assists needy North Carolinians.

The Captain Mario G. & Katrina Tanner Vangeli Memorial Scholarship assists students studying Italian in the Department of Romance Languages.

The Vann Family Scholarship assists needy students, with preference to residents of northeast TN or southwest VA.

The Howard C. Vaughan Scholarship assists needy students, with preference to those from the North Carolina counties of Northampton, Gates, Chowan, Hertford, Bertie, Martin, and Halifax.

The R. Stanley Vaughan/PricewaterhouseCoopers Scholarship assists accountancy majors and students enrolled in the master's program in accountancy, with preference to fourth-year students. Application is made through the undergraduate Schools of Business.

The Venable Scholarship assists students with academic ability and leadership potential, with preference to descendants of Nora M. Venable.

The Lindsay T. Wagstaff Scholarship assists needy students.

The John D. & Bertha Wagster and Leon & Jimmie Ward Scholarship assists needy students, with preference to students from AL, GA, MS, NC, SC, TN, or VA.

The Wake Forest Cultural Diversity Scholarship, established by Linda J. Gamble, assists students whose residence is outside of the U.S., based on academic ability and potential to add to the diversity and cultural awareness of the Wake Forest community.

The Gerald C. Wallace Jr. Scholarship assists needy students from North Carolina, South Carolina, and Georgia.

The Mitchell W. Wallace Scholarship gives preference to North Carolinians. Need is a consideration, but not a required or controlling factor.

The Ware Family Scholarship assists needy students with preference to students with a parent who is serving or has served on active military duty for a period longer than six months.

The Brian James Watkins Scholarship assists students based on demonstrated leadership ability, community involvement, and character, with preference to students from North Carolina, Mississippi, and Delaware.

The Watkins-Richardson Scholarship assists students from the southeastern U.S. with academic ability and leadership potential. Awards are renewable provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The Weir Family Scholarship assists needy students.

The John C. Whitaker Jr. Scholarship assists needy students.

The J. Andrews White Scholarship assists deserving students.

The James G. White Memorial Scholarship assists needy students with academic performance in the upper half of their class.

The Alexander Hines Whitley Jr. Scholarship assists qualified students.

The Jack Wilkerson Scholarship assists undergraduates in the Schools of Business, with preference to students pursuing a course of study in which business and liberal arts are integrated in a substantive and purposeful manner. Application is made through the undergraduate Schools of Business.

The A. Tab Williams Scholarship assists needy North Carolinians.

The Graham & Flossie Williams Scholarship, established by James T. Williams, gives preference to needy students from Yadkin County, NC.

The Jesse A. Williams Scholarship gives preference to deserving students from Union County, NC.

The Leonidas Polk Williams Sr. Scholarship assists students from Chowan, Camden, and Pasquotank counties, NC, on the basis of merit.

The Dr. Paul F. Williams Scholarship assists needy students, with preference to US citizens or permament US residents who have resided in NC for fifteen or more years.

The John G. Williard Financial Aid Fund provides scholarships to needy students.

The John G. Williard Scholarship assists middle income students, with preference to students from Davie County, NC.

The James Bennett Willis Scholarship gives preference to needy North Carolina Baptist students interested in the ministry and Christian education. Application is made through the Department of Religion or the Department of Philosophy.

The Marie Thornton Willis & Miriam Carlyle Willis Scholarship gives preference to needy North Carolina Baptist students interested in music ministry.

The Charles Littell Wilson Scholarship assists needy students.

The Ellis & Helen Wilson Scholarship assists needy students, with preference to those from central Florida.

The O.W. Wilson-Yancey County Scholarship assists needy students from Yancey County, NC, with excellent academic records.

The Phillip W. Wilson/Peat Marwick Memorial Scholarship assists a senior accountancy major with demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accountancy profession. The recipient must also be in the top fifth of his or her class based on a grade point average within the Wayne Calloway School of Business and Accountancy. Application is made through the undergraduate Schools of Business.

The Dr. B.L. & Betty Ferrell Woodard Scholarship assists needy students as part of the Hankins Scholarship program, with first preference to applicants attending North Johnston High School in Kenly, NC, second preference to residents of Johnston County, NC, third preference to residents of a county contiguous to Johnston County, and fourth preference to North Carolina residents.

The William H. & Anne M. Woody Memorial Scholarship is awarded based on character, scholastic achievement, and need, with preference to students from Person County, NC, and to students intending careers in medicine, education, and ministry.

The William Luther Wyatt III Scholarship assists needy students with interest and ability in biology, with preference to a male student entering the junior year.

The Leon Wilson Wynne & Mary Ferebee Wynne Scholarship assists needy students, with first preference to residents of Martin County, NC, and second preference to residents of the North Carolina counties of Beaufort, Bertie, Camden, Chowan, Craven, Currituck, Dare, Edgecombe, Gates, Greene, Halifax, Hertford, Hyde, Johnston, Lenior, Nash, Northampton, Pamlico, Pasquotank, Perquimans, Pitt, Tyrrell, Washington, Wayne, and Wilson.

The Matthew T. Yates Scholarship assists needy children of missionaries of the International Mission Board of the Southern Baptist Convention. Applicants should notify the Office of Student Financial Aid of their eligibility to be considered.

The David Mou Chong Yeh & Tung Shai Yun Scholarship assists needy students.

Federal Financial Aid Programs

The federal government sponsors a number of aid programs for education, including: Federal Pell Grants; Federal Supplemental Educational Opportunity Grants; Teacher Education Assistance for College & Higher Education Grants; Federal Work-Study; Federal Perkins Loans; and William D. Ford Federal Direct Loans (including Federal Stafford Loans, both subsidized and unsubsidized, and PLUS Loans).

To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress.

Federal aid programs are described at the U.S. Department of Education website www.ed.gov.

Loans

The James W. Denmark Loan, established in 1875, assists qualified students.

The Hutchins Student Loan assists needy students.

The Grover & Addy Raby Loan gives preference to applicants from the First Baptist Church of Tarboro, NC.

The Sidney G. Wallace Loan gives preference to students studying at a Wake Forest-sponsored or approved overseas program.

Other Aid Programs

Student employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty 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.

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, and do not replace or reduce the expected family contribution. 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 generally results in an adjustment of need-based grant and self-help funds in equal portions. 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.

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 Schools 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.

International

Center for International Studies

The Center for International Studies (CIS) 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 the CIS can be found at http://cis.wfu.edu

Study Abroad

Students interested in studying abroad should visit the CIS 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 attend an information session and then 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 32.

International Students and Scholars

International students and scholars can obtain information, support and assistance in the Center for International Studies.

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 sixteen 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 Levy, in the Department of Music.

Chile (Santiago)

Students have the opportunity to study and live in South America on the Southern Cone Program, which is offered during 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. Each spring semester, a resident professor leads a 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 Atacam. 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.

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 twelve 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 International 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 fourteen 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 as well as surrounding cities 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 International Studies.

Europe (multiple cities visited)

EuroTour is a guided tour of Europe offered over the first term of summer session. Students study the European community's physical, economic, social, and cultural environments. Cities typically visited include Amsterdam, Paris, Interlaken, Florence, Rome, Venice, Budapest, Prague, Krakow, Berlin, Copenhagen, and London. Generally three courses are offered with students choosing to enroll in one. All courses are divisional courses and require permission of instructor. Further information may be obtained from professor William Turkett in the Department of Computer Science.

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 the 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 eighteen 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 ex-cursions 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 often 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 located 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, religion, 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 International 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 (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 SPN 212 or 213 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 grammar 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 International Studies website http://studyabroad.wfu.edu. Further information may be obtained from Michael Tyson in the Center for International Studies.

Study Abroad in Affiliate Programs

Students wishing to study abroad on an Affiliate program must visit the Center for International Studies for assistance and procedures. Affiliate programs are approved study abroad programs offered through program providers or other universities. The CIS maintains an online database of approved Affiliate programs at http://studyabroad.wfu.edu. In addition, the CIS has a collection of printed materials of approved programs. All students planning to study abroad are required to attend an information session. The CIS 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 the CIS, registrar's office, and the academic departments which oversee course credit approval. Students may not register for fewer than twelve hours or more than seventeen 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 the CIS, the registrar's office, and student financial services; the rules for withdrawal, as stated in this *Undergraduate Bulletin*, also apply. For more information, consult the CIS.

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 the CIS 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, music performance, music in liberal arts, philosophy, physics, politics and international affairs, psychology, religion, Russian, sociology, Spanish, studio art, theatre, or women's and gender studies.

The bachelor of science degree is conferred with a major in biology, biophysics, chemistry, computer science, health and exercise science, mathematical economics, mathematics, 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 Schools 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 three 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 twelve 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 sixteen 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.

All students must earn a minimum cumulative 2.0 grade point average in Wake Forest College and the Schools of Business. Of the 120 hours required for graduation, at least sixty must be earned in Wake Forest programs. Once enrolled at Wake Forest, a student may subsequently count, at most, thirty hours of credit from sources other than Wake Forest programs toward the graduation requirement of 120 hours. 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 may not be congruent with those stated in a given bulletin. Newly admitted majors to the Schools of Business, however, 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 six years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

All requirements must be completed and certified before a student may 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.)

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

Seniors must submit an application for graduation for their records to be activated for certification. Information packets are mailed immediately before the fall term to all students classified as seniors. Students who are not registered for classes in the fall term, or who do not receive the packet but intend to graduate within the academic year, may request one from the Office of the University Registrar. Application form submittals are as follows:

- December graduation: September 30
- May graduation: November 30
- August graduation: May 30

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)
- **Writing 111** (writing seminar)
- **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, 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 in the second language to be exempt from the requirement; the language review committee for international students decides in such cases. 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. Although students who complete AP courses earn credit towards the 120 hours needed for graduation, AP credit courses do not satisfy the core requirements as the student must complete

Division	Departments	Number of Courses Required
I: Humanities	History; Philosophy; Religion	2
II. Literatures	**Literatures Written in English** (English Department) **In English Translation** (Classical Languages, East Asian Languages and Cultures, German and Russian, 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, Physics	2

the required core courses while enrolled at Wake Forest. 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 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.

Students who have earned at least fifty-five hours prior to the designated declaration period and wish to declare a major 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 Schools of Business. (See the Schools 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:

accountancy • 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 • mathematics • music in liberal arts • music performance • philosophy • physics • politics and international affairs • psychology • religion • Russian • sociology • Spanish • studio art • theatre • women's and gender studies

Maximum Number of Courses in a Department

Within the College, a maximum of fifty 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, six 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 dean of the College.

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 4 or 6, 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 • 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 • religion • 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 development and policy • international 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 and gender studies

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.

Students who have studied abroad may have taken courses not listed in this bulletin. Questions should be addressed to the Office of the University Registrar.

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.

Combined Degrees In Medical Technology

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by Wake Forest University Baptist Medical Center. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (28 hours) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with Wake Forest University Baptist Medical Center. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score or SAT/ACT scores, impressions made in personal interviews, and work experience (not essential, but important). Students must complete all core course requirements: BIO 112, 113, 213, 214 (three courses or equivalents); BIO 326; CHM 111/111L, 122/122L, 223/223L, and 280; mathematics (one course); and electives for a total of eighty-four hours. Desirable electives outside the area of chemistry and biology include physics, computer science, and personnel and management courses. (Interested students should consult a biology department faculty member during the first year for further information.)

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 2012-2013, unless otherwise noted, and reflect official faculty action through February 11, 2013.

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.

African Studies (AFS)

(Interdisciplinary Minor)

Coordinator Senior Lecturer in Political Science and International Studies Yomi Durotoye

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.

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)
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. Social and Cultural Change in Urban Africa. (3h)
341. Africans in the Atlantic World, 1750-1815. (3h)
378. Race, Memory, and Identity. (3h)
HMN 222. African and Caribbean Literature. (3h)
353. African and Caribbean Women Writers. (3h)
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.

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)

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)

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. (1-3h) 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)

HST *(cont.)* 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)
390. Special Topics: Progressive Religion and the Black Freedom Struggle. (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 Paul Thacker
Associate Professors Margaret Bender, Ellen Miller, Paul Thacker
Assistant Professors Steven Folmar, Karin Friederic , Sandya Hewamanne, Eric Jones
Lecturer Sherriann Lawson Clark
Director, Museum of Anthropology and Adjunct Associate Professor Stephen Whittington

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

Methods—305, 307, 315, 342, 354, 368, 378, 380, 381, 382, 383, 384, 387

Subfield Topics—150, 301, 308, 329, 331, 332, 333, 336, 337, 339, 350, 353, 355, 361, 362, 363, 364, 366, 367, 385, 386

Area—111, 313, 334, 335, 358, 370, 374, 376, 377

Students must also take the equivalent of three additional 3 hour courses toward the major. At least two of these must be in anthropology; the third may be from a related discipline 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.

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 6 hours credit from relevant course offerings of other departments, as approved by the minor advisor).

A minimum of 6 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 3 hours from ANT 398, 399 may be used toward the minor. Only 3 hours from ANT 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses. 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. Peoples and Cultures of the World. (3h) Representative ethnographic survey of world cultures, including hunting-gathering, kin-based, and agricultural societies, as well as ethnic groups in complex societies. (CD, D)

111G. Peoples 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 world prehistory, from the earliest stone tools to the appearance of civilization, with an emphasis on the relationship between culture change and the natural environment. (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 historic cultural diversity of the world's peoples through an understanding of economic, social, and political systems; law and order, ritual, symbol, and religion; language and culture; kinship and the family; and modernization and culture change. (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)

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. (4h) 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 through hands-on use of the Museum's collections. Lab—4 hours. 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.

313. Tradition, Continuity, and Struggle: Mexico and Central America. (3h) Acquaints students with the lives and struggles of indigenous and non-indigenous people of Mexico and neighboring countries, with special focus on the Maya. Includes the study of contemporary and prehispanic traditions, including Mayan cosmology, language, art and architecture, issues of contact during Spanish colonization, and current political, economic, health, and social issues affecting these areas today. (CD)

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, GIS, and archaeological photography. P—ANT 111 or 112 or 114, or POI.

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.

331. Masculinities Across Cultures. (3h) Examines the cultural construction of masculine gender and sexualities in the Pacific, Asia, the Middle East, Africa and the Americas as they are expressed through the formation of "normal" and "alternative" male identities and patterns of behavior. Examines masculinities as a reflection of differing patterns of male socialization and life experiences and as a process shaped by—and which in turn shapes—history, political and economic processes, ideologies, and religious and aesthetic institutions.

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 between 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. Visualizing South Asia. (3h) Critically evaluates how visuals as a mode of representation play a significant role in creating, perpetuating, and reproducing 'South Asian' cultures for western, native and diasporic audiences. Focuses on mainstream and alternative visuals (films, paintings, photos) to analyze how mainstream notions of nation, gender, sexuality, family values, social hierarchies and social change in South Asia get constructed at the intersection of the audience, visual imagery and political economic context.

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. (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) Study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern 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)

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, postcolo-nialism, 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. P—ANT 111 or 112 or 114, or POI. (CD)

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 the impact of Western medical practices and theory on Western and non-Western cultures and anthropological contributions to the solving of world health problems. 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 bio-cultural 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. Prehistory of North America. (3h) The development of culture in North America, as outlined by archaeological research, with an emphasis on paleoecology and sociocultural processes. (CD)

376. Archaeology of the Southeastern U.S. (1.5h) Studies human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture.

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. (3h) 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.

390. Student-Faculty Seminar. (3h) Review of contemporary problems in the fields of archaeology, and biological and cultural anthropology. Senior standing recommended. P—ANT 112, 113 and 114, or POI.

391, 392. Internship in Anthropology. (3h, 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.

398, 399. Individual Study. (1h, 1.5h, 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
Charlotte C. Weber Professor of Art David M. Lubin
Wake Forest Professor Emeritus Margaret S. Smith
Rubin Faculty Fellow and Professor of Art Bernadine Barnes
Professors David L. Faber, David Finn, Page H. Laughlin, Harry B. Titus Jr.
Associate Professor John R. Pickel
Assistant Professors John J. Curley, Morna O'Neill, Chanchal Dadlani, Joel Tauber
Instructor Alix Hitchcock
Lecturers Brian Allen (London), Maria A. Chiari (Venice), Jennifer Gentry, Leigh Ann Hallberg, Beatrice Ottersböck (Vienna), Katie Scott (London),
Adjunct Assistant Professor Katherine Arpen, Bryan Ellis, William Willner

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 earning a minimum of 39 hours in art, of which at least 24 hours must be in the major field and at least 12 hours in the minor field.

For the art history major. 24 hours are to be in art history and 6 hours in studio art. The required art history courses include ART 103 or 105, ART 394, one art history seminar, two studio art classes, 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. In addition, majors must submit a portfolio of written work. For precise instructions, contact the art department.

For the studio art major. 24 hours are to be in studio art and 6 hours 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.

Minors. A minor in either studio art or art history requires a minimum of 15 hours. An art history minor requires 12 hours in art history and 3 hours in studio art. A minor in studio art requires 12 hours in studio art and 3 hours in art history. Students may major in one field and minor in another by earning a minimum of 39 hours in art, of which at least 24 hours must be in the major field and at least 12 hours in the minor field. Students may double minor in art history and studio art, but must complete the minor requirements for each for a total of 30 hours.

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

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)

199. International Studies in Art. (3h) Offered by art department faculty in locations outside of the U.S. on specific topics in art history or studio art. *Offered in the summer.* (D)

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. (D, CD)

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. (D, CD)

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. (D, CD)

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 the relationships among imperially-sponsored palatial, religious, and sepulchral monuments; the growth of capital cities; the regulation of courtly culture; and the role played by non-imperial patronage groups, including royal women and urban elites. (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. English Art, Hogarth to the Present. (3h) Survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by a special lecturer. *Offered in London.* (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)

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 History of Prints. (3h) Survey of the technical and stylistic developments in printmaking from the 15th century to the present. Special attention is given to the function of prints in society. Student research focuses on prints in the University 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 1930-1965 (two in-class screenings per week). Emphasizes developing skills for viewing, discussing, and writing about motion pictures as visual and dramatic art. (D)

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)

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. High Renaissance and Mannerist Art. (3h) The development of art and architecture in the 16th century 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 18th and 19th 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 Architectural History. (3h) Variable topics in architectural history, such as historical periods, geographic regions, sites, or building types. 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)

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. P—Junior or senior standing and POI.

331. 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 art. Also listed as HST 349, HON 393, 394, and MUS 307. *Offered at Reynolda House in summer only.*

351. Topics in Gender and Art. (3h) Class discussion and readings cover a range of topics that address the intersection of 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.

394. Issues in Art History. (3h) 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. (3h) Focused readings, discussion, and research on a topic selected by members of the faculty. P—One course in art history or POI.

a. Ancient Art
b. Medieval Art
c. Renaissance Art
d. Baroque Art
e. Modern Art
f. Contemporary Art
g. American Art
h. Modern Architecture
i. American Architecture
j. Art and Popular Culture
k. Film
l. Architecture and Urbanism
m. Museums
n. Special Topics

Studio Art

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

110. Topics in Studio Art. (3h) Studio art courses are determined by individual instructors in the following areas: (D)

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

111. Introduction to Studio Art Fundamentals. (3h) Students are introduced to basic elements of art through hands-on experimentation and critical thinking. (D)

112. Introduction to Painting. (3h) Introduces the fundamentals of the contemporary practice of oil painting. No prior painting experience required, although prior studio art experience is recommended. (D)

113. Digital Art: Digital Techniques in Art-making. (3h) Explores digital techniques that move with, through, outward, and beyond the computer. The imagery produced is a combination of applied hand techniques and computer-based digital techniques. The ebb and flow relationship between material/medium and concept is maintained throughout the art-making experience. (D)

114. Introduction to Video Art. (3h) Introduces historical, aesthetic, and technical principles of contemporary video art production. Students will work in groups to produce an experimental film and work individually to create a video that focuses on identity.(D)

115. Introduction to Sculpture. (3h) Introduces basic sculptural styles and multimedia with emphasis on contemporary concepts. Prior studio experience is recommended. (D)

117. Introduction to Printmaking. (3h) Introduces one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. (D)

118. Introduction to Drawing. (3h) Drawing fundamentals emphasizing composition, value, line, and form. (D)

119. Introduction to Photography. (3h) Introduces black and white photography with a brief introduction to digital imaging. Technical information serves the goal of understanding contemporary aesthetic and critical issues. Students must provide a manual 35 mm SLR camera. (D)

120. Re/Imaging Berlin. (3h) Students research the history, location and the creation of specific historical documents, such as the photographs from the airlift of 1948 and the film of President Kennedy's (now cliché) "Ich bin ein Berliner" speech. Students travel to these sites on bicycles and re-photograph the areas. Each student creates a body of images to be printed on a desktop inkjet printer for regular critiques. A short "German Language and Culture Survival" course is included. *Offered in summer only in Berlin.* (CD, D)

210. Topics in Studio Art. (3h) Used to designate studio art courses taken at other institutions. Studio art courses are determined by individual instructors in the following areas:

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

211. Intermediate Drawing. (3h) Practice and refinement of drawing skills. Emphasis on concept development. P—118 or POI.

212. Painting II. (3h) Continuation of ART 112 with concentrated emphasis on conceptual development and technical exploration. *Offered in the fall semester only.* P—ART 112.

213. Painting III. (3h) Individualized course of study with emphasis on refining the skills and concepts developed in Painting II. May be repeated. *Offered in fall semester only.* P—ART 212.

214. Video Art: Site Specific. (3h) Continues the historical, aesthetic, and technical exploration of contemporary video art production. Students produce two different multi-channel video projects that interact with a physical space. P—ART 114 or POI.

215. Public Art. (3h) Covers art that is sited in the public realm. Exercises with various sites, materials, and audiences culminate in a public project. *Offered in fall semester, even years.* P—ART 115 or POI.

216. Sculpture Fabrication. (3h) Fabrication of small scale sculpture using wood, fabric, and metal. Projects stress craftsmanship and imagination. *Offered in spring semester, odd years.* P—ART 115 or POI.

217. Intermediate Printmaking. (3h) Continuation of ART 117, with emphasis on idea development. May be repeated. P—ART 117.

218. Life Drawing. (3h) Introduction to drawing the human figure. May be repeated once. P—ART 118 or POI.

219. Darkroom Photography. (3h) Further exploration of traditional black and white photography, camera techniques, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. Not offered every semester. P—ART 119.

221. Advanced Drawing. (3h) Development of a project or series of art works with attention to methodology and material selection. P—ART 211.

222. Advanced Painting. (3h) 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. May be repeated. *Offered in spring semester only.* P—ART 212.

224. Video Art: Cyberspace. (3h) Continues the historical, aesthetic, and technical exploration of contemporary video art production. Students produce two different multi-channel video projects that interact with cyberspace. P—ART 114 or POI.

225. Bodies and Objects. (3h) Explores the social and psychological ramifications of making objects based on the body through casting and other techniques. *Offered in fall semester, odd years.* P—ART 115 or POI.

226. Sculpture Installation. (3h) Exercises to develop an understanding of material, process, and audience as they relate to contemporary sculpture. Major projects for the course are an installation and a design project. *Offered in spring semester, even years.* P—ART 115 or POI.

227. Advanced Printmaking. (3h) Individual study with faculty guidance. May be repeated. P—ART 217.

229. Digital Photography. (3h) Further exploration of digital photography camera techniques, digital printing, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. Not offered every semester. P—ART 119 or POI.

239. Photography and the Handmade Book. (3h) Explores the editing and sequencing of photographic images to direct the audience through the intimate experience of viewing the handmade book. Both physical and electronic books will be created in conjunction with the research and discussion of historical and contemporary bookmaking techniques. P—ART 119 or POI.

290. Printmaking Workshop. (3h) Workshop exploring relief, intaglio, lithography, and monotype techniques. Open to students at any skill level. *Offered in the summer.*

295. Studio Seminar. (1.5h, 3h) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—POI.

397. Advanced Topics in Studio Art. (3h) Focus on selected studio projects, critical readings, and discussions on topics selected by members of department faculty. (POI)

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

Other Art Courses

291. Individual Study. (1.5h, 3h) Independent study with faculty guidance. P—POI.

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

Biology (BIO)

Chair James F. Curran
Charles M. Allen Professor of Biology Gerald W. Esch
Charles H. Babcock Chair of Botany William K. Smith
Thurman D. Kitchin Professor of Biology Ronald V. Dimock Jr.
William L. Poteat Professor of Biology Raymond E. Kuhn
Reynolds Professor Susan Fahrbach
Professor and Scott Family Fellow William E. Conner
Professors David J. Anderson, Carole L. Browne, Robert A. Browne, James F. Curran, Herman E. Eure, Kathleen A. Kron, Hugo C. Lane, Gloria K. Muday, Miles R. Silman, Wayne L. Silver
Associate Professors Miriam A. Ashley-Ross, Erik C. Johnson, Brian W. Tague, Clifford W. Zeyl
Assistant Professors T. Michael Anderson, Ke Zhang
Senior Lecturers A. Daniel Johnson, Pat C.W. Lord
Director of Microscopy Glen S. Marrs
Lecturer Anna Kate Lack
Research Professors Terry L. Erwin, Terry C. Hazen, Peter D. Weigl
Research Associate Professor A. Dennis Lemly
Research Assistant Professors Nickolai Hristov, Daniel Lewis, David Lutz, Terri Maness, Anita McCauley, Rebecca Powell
Teacher-Scholar Postdoctoral Fellow Cheryl Burrell

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, since 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 4 hours of research in biology may be applied toward the major, but an additional 4 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. Prospective majors are strongly urged to select either BIO 113 or BIO 114 as their first course in biology. BIO 213 and 214 are more advanced courses and should be taken after BIO 113 and 114. Most prospective majors also should take CHM 111 and 122 in their first year.

Students pursuing the bachelor of arts (BA) degree are required to take BIO 113, 114, 213, and 214 and at least two 300-level 4 hour biology courses. Co-requirements for the BA degree include the following laboratory courses: CHM 111 and 122 and one additional course in mathematics or physical science.

Students pursuing the bachelor of science (BS) degree are required to take BIO 113, 114, 213, 214, a research experience (such as BIO 391 or an equivalent program approved by the major adviser) and at least two 300-level 4 hour biology courses. Co-requirements for the BS degree include the following laboratory courses: CHM 111, 120 (or 223) and 122, PHY 113, 114 and one additional course in mathematics or physical sciences at the 200 level or above.

A minor in biology requires 16 hours. Courses taken pass/fail cannot count toward a minor. 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, since the curriculum and the departmental requirements may change slightly during the student's period of residence. A minimum of 8 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. 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. 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 divisional requirements.

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 biology major. Credit not given for both BIO 101 and BIO 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 contemporary societies. Lab—3 hours. (D)

111. Biological Principles. (4h) Study of the general principles of living things with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. Recommended for students who want to pursue a health career but do not want to major in biology. Does not count towards the major 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 and for any students with adequate high school preparation in biology. 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 and for any students with adequate high school preparation in biology. Lab—3 hours. (D)

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, regula-

tions of cellular functions, bioenergetics, and metabolism. Introduces cancer, immunology, and developmental biology. Lab—3 hours. P—BIO 114 and CHM 111, or POI.

216. Biodiversity. (4h) Traces the history of life on earth and looks at its diversification in an evolutionary and ecological context. Lectures cover the mechanisms of biological diversification and surveys life on earth. Labs introduce students to the broad diversity of life through exercises with living organisms. Lab—3 hours. (D)

301-306. Topics in Biology. (1-4h) 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.

314. Evolution. (3h) Analyzes theories, evidences, and mechanisms of evolution. P—BIO 113 and 114.

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 fruitflies and other model organisms as appropriate. P—BIO 113 and 213. (QR)

317. Plant Physiology and Development. (3h) Lecture course 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 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) Analyses 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) Introduces the hormonal regulation of behavior in a broad range of animals, including humans and invertebrates. Topics include reproductive behavior, parental behavior, social behavior, sex differences, aggressive behavior, stress, mood, and the regulation of molting in insects. 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.

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 organisms. P—BIO 114, 213, 214 or POI.

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

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.

342. Aquatic Ecology. (4h) Covers the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—3 hours. P—BIO 113.

343. Tropical Ecology. (3h) Explores the ecology, biodiversity, history, and future of tropical ecosystems. Lectures emphasize ecological principles and rely heavily on the primary literature. An upper-level ecology course is recommended. P—BIO 113 and 114.

344. African Savanna Ecology and Conservation. (4h) An 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). P—Minimum one year of college biology including BIO 113 and POI. *Summer only.*

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 BIO 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 rain forests. 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.

350L. Conservation Biology Lab. (1h) Taught using the case study approach with an in-depth field study of the ecology and conservation of a particular ecosystem. Includes an extended field trip. P—BIO 113 and POI.

351. Vertebrate Physiology. (4h) Lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. 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) An 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.

354. Vertebrate Endocrinology. (3h) Lecture course on the evolution of the endocrine glands and hormones, and the physiology of the main hormonal pathways of vertebrates. P—BIO 114 and 214.

355. Avian Biology. (4h) Lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—3 hours. 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 southeasern 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. P—BIO 114

359. Genomics. (3h) Introduces the acquisition, analysis, and utility of DNA sequence information. Topics include structural, comparative, and functional genomics, genetic mapping, bioinformatics, and proteomics. P—BIO 213.

361. Microbial Pathogenesis. (3h) Examines important human pathogens, how they cause disease, and their global impact on society. Topics include pathogens affecting developing countries, important routes of transmission, and epidemiology. Special emphasis is given to mobile genetic elements related to pathogenesis and antibiotic resistance. P—BIO 213 and 214.

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. (4h) Lecture and laboratory course on classic experiments and recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the targeting of macromolecules, cell-cell communication, and the control of cell division. The text for this course consists of papers that have led to the Nobel Prize in Physiology and Medicine and more current work using biological tools. Lab introduces basic techniques in cell biology and leads to an independent project. Lab—3 hours. P—BIO 114, 213, and 214.

366. Bioethics. (3h) Seminar examining 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 and 214 or POI.

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. P—BIO 114 and 214.

370. Biochemistry: Macromolecules and Metabolism. (3h) Lecture course introducing the principles of biochemistry with 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. *Also offered in Salamanca.* P—BIO 214 or CHM 223 or CHM 280.

370L. Biochemistry: Macromolecules and Metabolism. (1h) Laboratory 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. Labs emphasize approaches for isolation and analysis of proteins and enzymes. Also listed as CHM 370L. P—BIO 214 or CHM 223 or CHM 280. P or C—BIO 370 or CHM 370.

372. Molecular Biology. (4h) Analyzes the molecular mechanisms by which stored genetic information directs cellular development. Emphasizes storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. Labs focus on modern techniques of recombinant DNA analysis. Lab—3 hours. P—BIO 114, 213, and 214.

376. The Biology of Fishes. (4h) Comparative study of structure/function, classification, ecology and phylogeny of fish. Lab—3 hours. P—BIO 113 and 114.

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 and 114.

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, socio-demographic change and site suitability analyses. P—BIO 113.

380. Biostatistics. (3h) Introduces statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. (QR)

381. Biostatistics Laboratory. (1h) Application of computer-based statistical software. May not be used to satisfy one of the three 300-level 4 hour courses required for the major if paired with BIO 380. (QR if paired with BIO 380)

***391, 392. Research in Biology.** (2h, 2h) Independent library and laboratory investigation carried out under the supervision of a member of the staff. P—POI. Pass/Fail or for grade at discretion of the instructor.

***393, 394. Research in Biology.** (2h, 2h) For students who wish to continue research projects beyond BIO 391 and 392. Not to be counted toward major. P—POI. Pass/Fail option.

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

Chemistry (CHM)

Chair Christa L. Colyer
John B. White Professor of Chemistry Willie L. Hinze
Ranlet and Frank Bell Jr. Faculty Fellow and Thurman D. Kitchin Professor of Chemistry Dilip K. Kondepudi
MacDonough Family Faculty Fellow and Professor S. Bruce King
William L. Poteat Professor of Chemistry Mark E. Welker
Professors Ulrich Bierbach, Christa L. Colyer, Bradley T. Jones, Abdessadek Lachgar, Ronald E. Noftle
Associate Professors Rebecca W. Alexander, Paul B. Jones, Akbar Salam
Assistant Professors Lindsay R. Comstock, Patricia C. Dos Santos, Amanda C. Jones
Wright Family Fellow and Senior Lecturer Angela Glisan King
Senior Lecturer Albert Rives
Lecturer John Tomlinson
Visiting Assistant Professors Jeremy Cooper, Megan Rudock
Teacher-Scholar Postdoctoral Fellows George Donati, Rajsekhar Guddneppanavar

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. MTH 113 (or 205) is not required but is strongly recommended for the BS degree in chemistry or the BS with concentration in materials chemistry. 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). 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 44.5 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, 381, 382; also 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; MTH 111, 112.

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

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

The bachelor of science degree in chemistry with concentration in biochemistry requires 40.5 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, 370L, 373, 381, 382; also 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; MTH 111, 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); MTH 111, 112
Sophomore:	BIO 213, 214; CHM 223, 223L, 280, 280L; PHY 111 or 113, 114
Junior:	CHM 341, 341L, 370, 370L, 381, 382, 391 (or 392)
Senior:	CHM 334, 334L, 361, 361L, 373, upper-level CHM elective

The bachelor of science degree in chemistry with concentration in materials chemistry requires 41.5 to 44.5 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, 381, 382; also 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; MTH 111, 112.

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); MTH 111, 112
Sophomore:	CHM 280, 280L; 223 (elective); PHY 111 or 113, 114
Junior:	CHM 341, 341L, 342, 342L, 364, 364L, 381, 382, 391 (or 392)
Senior:	CHM 334, 334L, 361, 361L, 370, 370L, upper-level CHM or PHY elective

The bachelor of arts degree in chemistry requires a minimum of 34.5 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; two of the following courses: 223, 342, 351, 364, 366, or 373; one of 381, 382, 391, or 392; also MTH 111, 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); MTH 111, 112
Sophomore:	CHM 280, 280L; one upper-level CHM elective; PHY 111 or 113, 114
Junior:	CHM 341, 341L, 370, 370L, one of CHM 381, 382, 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 9 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. 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)

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

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)

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

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

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

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

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

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* 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 the student wishes.)

280. College Chemistry II. (3h) Advanced study of fundamental chemical principles. P—CHM 111.

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

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

311. Current Topics. (1-4h) 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.

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

***341. Physical Chemistry I.** (3h) Fundamentals of thermodynamics and phenomenological kinetics, and introductory computational methods. *Also offered in Salamanca*. P—CHM 280, PHY 114. P or C—MTH 112.

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

342. Physical Chemistry II. (3h) Fundamentals of quantum mechanics, statistical thermo-dynamics, and introductory computational methods. P—CHM 341, MTH 112, and PHY 114.

342L. Physical Chemistry II Lab. (1h) Lab—4 hours. P—CHM 280L, CHM 341, MTH 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—CHM 341. C—CHM 361L.

***361L. Inorganic Chemistry Lab.** (1h) Lab—4 hours. P—CHM 280L, 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: 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. *Also offered in Salamanca.* P—CHM 223 or CHM 280 or BIO 214.

370L. Biochemistry: Macromolecules and Metabolism Lab. (1h) Emphasizes approaches for isolation and analysis of proteins and enzymes. Also listed as BIO 370L. P—CHM 223 or CHM 280 or BIO 214. P or C—BIO 370 or CHM 370.

373. Biochemistry: Protein and Nucleic Acid Structure and Function. (3h) Special topics in

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* 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 the student wishes.)

biochemistry, including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. P—CHM 223 and 370 (or BIO 370).

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.

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

Classical Languages (CLA)

Chair James T. Powell
Professor Mary L.B. Pendergraft
Associate Professor James T. Powell
Assistant Professors John M. Oksanish, Michael C. Sloan
Lecturer Brian M. Warren
Teacher-Scholar Postdoctoral Fellow T.H.M. Gellar-Goad

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

A major in Greek requires 27 hours in the department beyond Greek 112. 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; 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. (Reason and Revelation); PHI 232. (Ancient Greek Philosophy); PHI 331. (Plato); PHI 332. (Aristotle); POL 271. (Classical Political Thought). 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 6 hours of major credit may also count toward a minor.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies may serve as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

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

111, 112. Elementary Greek. (4h, 4h) 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.

211. Plato. (3h) Selections from the dialogues of Plato. P—Greek 153 or equivalent.

212. Homer. (3h) Selections from the Iliad and the Odyssey. P—Greek 153 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—POI.

325. Advanced Grammar and Composition. (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Greek 200-level or equivalent.

331. The Greek New Testament. (3h) Selections from the Greek New Testament. P—Greek 200-level or equivalent.

341. Greek Tragedy. (3h) Close study of a selected tragedy or tragedies. Includes consideration of the origin and history of Greek tragedy, with collateral reading of other tragedies in English translation. Seminar. P—Greek 200-level or equivalent.

342. Greek Comedy. (3h) Close study of a selected comedy or comedies of Aristophanes. Includes consideration of the origin and history of Greek comedy, with collateral reading of other comedies in English translation. Seminar. P—Greek 200-level 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. (4h) 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. (4h) Review of grammar and selected introductory readings. P—Latin 112 or 113.

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.

216. Roman Lyric Poetry. (3h) Interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P—Latin 153 or equivalent.

218. Roman Epic Poetry. (3h) Readings in the epics of Virgil and Ovid, with attention to their position in the epic tradition. P—Latin 153 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 and 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 200-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 in Antiquity. (3h) Explores the place of women in Greek and Roman society through the study of a wide range of primary sources, literary and non-literary. 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. Virgil and His English Legacy. (3h) Study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on 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. Also listed as ENG 319. (D)

261. Greek Myth. (3h) Consideration, principally through close study of selected literary works, of Greek myth in its various forms, primary (archaic and classical periods) and secondary (Hellenistic and Roman); 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 origins and development of comedy. A knowledge of the Greek and Latin languages is not required. (D)

272. A Survey of Latin Literature. (3h) A study of selections from Latin literature in English translation. A knowledge of the Latin language is not required. (D)

374. Special Topics. (1.5-3h) 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.

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, Candyce Leonard, Allan D. Louden, Ananda Mitra, Randall G. Rogan
Associate Professors Steven M. Giles, Marina Krcmar, John T. Llewellyn, Margaret D. Zulick
Assistant Professors Jarrod Atchison, Jennifer Priem, Alessandra Von Burg, Ron Von Burg
Professor of Practice in Communication (Documentary Film) Peter Gilbert
Lecturer Cindy Hill, Dee Oseroff-Varnell, David Stokes Piercy, Cara Pilson
Debate Coach Justin Green
Associate Debate Coach Leonard Neighbors
Permanent Part-time Lecturer T. Nathaniel French
Manager of Communication/Media Laboratory Ernest S. Jarrett
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 3 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 3 hours can count toward a major or minor. Students may enroll in up to 3 hours of practicum in any semester. Practicum hours need to be approved by supervising faculty. Students can earn a maximum of 6 hours practicum, only 3 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)

116. On-Camera Performance. (3h) Introduces the theory and practice of performing for the camera. Covers basic method acting, newscasting, and other performance formats. Also listed as THE 141.

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. P—POI.

140. Information and Disinformation on the Internet. (1.5h) Examination of information gathering practices on the Internet and World Wide Web. Students develop and apply standards for evaluating information through analysis of websites dealing with important and controversial topics.

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.

220. Empirical Research in Communication. (3h) Introduction to methodological design and univariate statistics as used in communication research. (QR)

225. Historical/Critical Research in Communication. (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)

246. 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)

247. Foundations of Digital Media. (3h) Students produce a variety of short-form media projects. P—COM 246.

270. Special Seminar. (1-3h) 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. (1-3h) 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. (1.5) Awards credits 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. Offered in alternate years.

301. Human Communication and the Structure of Reality. (3h) Examines the rhetorical process of how we "come to terms" with, and thereby understand, everyday reality and how, in turn, the meaning of this reality structures our thinking and actions.

302. Argumentation Theory. (3h) Examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*

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.

306. Seminar in Rhetorical Theory: Burke & Bakhtin. (3h) Examines the language theories of Kenneth Burke and Mikhail Bakhtin in relation to contemporary rhetorical theory.

310. Advanced Digital Media. (3h) Students produce advanced media projects over which they assume significant creative control. P—COM 247.

311. Film Theory and Criticism. (3h) Critical study of film through an analysis of selected theories, filmmakers, and film texts. P—COM 246 or POI.

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) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication.

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 theorieswhile 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 246.

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 woman'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.

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.

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)
351B. Russia (CD)
351C. Great Britain (CD)
351D. Multiple Countries (CD)
351E. China (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.

370. Special Topics. (1-3h) 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
Reynolds Professor Robert J. Plemmons
Reynolds Professor of Computational Biophysics Jacquelyn S. Fetrow
Professors Jennifer J. Burg, David J. John, Peter Santago
Associate Professors Daniel A. Cañas, Errin W. Fulp, V. Paúl Pauca, Stan J. Thomas, Todd C. Torgersen, William H. Turkett Jr.
Assistant Professor Samuel Cho
Lecturer Brian A. Kell
Associate Faculty Assistant Professors Timothy E. Miller, Sriraam Natarajan

A bachelor of science 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, and 241. The remaining 12 hours in computer science are fulfilled with courses at the 300-level or higher. The required courses in mathematics are 112, 117, and one of the following: 121, 205, or 206. MTH 113 and either MTH 256 or 357 are also recommended for students considering graduate work in computer science.

A bachelor of arts 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, and 241. An additional 12 hours in computer science are required, including 3 hours at the 191 level or higher, 3 hours at the 200 level or higher, and 6 hours at the 300 level or higher. The required courses in mathematics are MTH 117; either MTH 121, 205, or 206; and one course selected from MTH 109, 112, or 256, or any statistics course approved by the computer science department.

A minor in computer science requires CSC 111, 112, and 221; at least three additional hours in computer science at the 191 level or higher; and MTH 117.

Students considering a major in computer science are encouraged to take CSC 111 and the appropriate mathematics courses, including MTH 117, during their first year of college. Students with sufficient programming experience may substitute a higher-level course for CSC 111.

A minimum GPA of 2.0 in courses that comprise a major or minor in the department is required for graduation.

Students with a special interest in multidisciplinary work should consider a program of study that combines computer science with another discipline either through a double major or a minor

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program. To be graduated with the designation "Honors in Computer Science," students must satisfactorily complete a senior research 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 with questions and computer science faculty members for research ideas.

Students who are enrolled at Wake Forest University may not take courses in computer science at other institutions to satisfy divisional requirements.

101. Overview of Computer Science. (4h) Lecture and laboratory. Introduction to the organization and use of computers. Topics include computer architecture, systems, theory, logic, programming, the Internet, multimedia, and ethical, legal, and social issues. Does not count toward the computer science major or minor. Lab—2 hours. (D)

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 science, also appropriate for students who want computing experience applicable to other disciplines. The programming language used and the focus will vary, as listed below. May not be repeated for credit. Lab—2 hours. (D)

a. general purpose computing
b. multimedia and game computing
c. scientific and mathematical computing
d. mobile computing
e. business applications of computing

112. Fundamentals of Computer Science. (4h) Lecture and laboratory. Problem solving and program construction using top-down design, data abstraction, and object-oriented programming. Linear data structures, recursion, and software development tools 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.

191. Special Topics. (1-3h) 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 6 hours if the topic changes.

193. Independent Study. (1-3h) 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 3 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 two-hour laboratory covers combinational logic, loaders and linkers, assembly language, address computation, and other architecture-related functions. Lab—2 hours. P—CSC 111 and MTH 117. (D)

221. Data Structures and Algorithms I. (3h) Study, analysis, and implementation of abstract data structures such as stacks, queues, trees, and graphs. Complexity analysis of algorithms that operate upon these structures. P—CSC 112. P or C—MTH 117. (D)

222. Data Structures and Algorithms II. (3h) A continuation of the study, analysis, and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in CSC 221, and complexity classes are introduced. P—CSC 221 and MTH 111. (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 MTH 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 MTH 117.

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 large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—CSC 221.

331. Object-Oriented Software Engineering. (3h) Study of software design and implementation from an object-oriented perspective, covering abstraction, encapsulation, data protection, inheritance, composition, polymorphism, and dynamic vs. static binding. Students practice software engineering principles through team projects. P—CSC 221.

333. Principles of Compiler Design. (3h) Study of techniques for compiling computer languages including scanning, parsing, translating, and generating and optimizing code. 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 112 and 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 112 and 241.

346. Parallel Computation. (3h) Study of hardware and software issues in parallel computing. Topics include a comparison of parallel architectures and network topologies, and an introduction to parallel algorithms, languages, programming, and applications. P—CSC 221 or POI.

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 MTH 326. P—MTH 112; and MTH 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 MTH 355. P—MTH 112; and MTH 121, 205, or 206. (D)

361. Digital Media. (3h) Introduction to digital media covering sampling and quantization, resolution, color representation, multimedia file formats, data encoding and compression, multimedia network issues, streaming data, and multimedia programming. P—CSC 112 and MTH 111.

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 MTH 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 MTH 121, 205, or 206.

371. Artificial Intelligence. (3h) Introduction to problems in artificial intelligence. Knowledge representation and heuristic search in areas such as planning, machine learning, pattern recognition, and theorem proving. P—CSC 221 or POI.

385. Bioinformatics. (3h) Introduction to bioinformatics and computing techniques essential to current biomedical research. Topics include genome and protein sequence and protein structure databases, algorithms for sequence and structure analysis, and computer architecture and environment considerations. Emphasizes interdisciplinary interaction and communication and includes a project that may use software engineering and project management protocols and requires working as part of an interdisciplinary team. Also listed as PHY 385. P—CSC 221 or POI.

387. Computational Systems Biology. (3h) Introduction of concepts and development of skills necessary for comprehension of modern systems biology research problems, including both biological and computational aspects. Topics may include microarrays, protein interaction networks, large-scale proteomics experiments, and algorithms and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication, includes a project that may use software engineering and project management protocols, and requires working as part of an interdisciplinary team. P—CSC 221 or POI.

391. Selected Topics. (1-3h) 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—POI.

393. Individual Study. (1-3h) Independent study directed by a faculty adviser. No more than 3 hours may be counted toward a computer science major or minor. Enrollment requires prearrangement with a computer science faculty member and departmental approval. P—POI.

Counseling (CNS)

Chair Samuel T. Gladding
Professors Samuel T. Gladding, Donna A. Henderson, Edward Shaw
Associate Professors Debbie W. Newsome, José Villalba
Assistant Professors Philip Clarke, Nathaniel Ivers
Professional Teaching Lecturers Carla Emerson, Jennifer Rogers
Instructors Brian Calhoun, Heidi Robinson

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 service. 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 a 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, José Villalba, 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)

College to Career Courses. CNS 120, 220, 320 and 360 compose the four course "College to Career" strand of courses. CNS 120 and 220 are recommended for first-year students in their second semester and sophomores. CNS 320 is recommended for juniors and seniors. CNS 360 is open only to seniors. CNS 302 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.

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. Half semester.

220. Options in the World of Work. (1.5h) Second course in the College to Career series. Provides information about the structure of the world of work: industry sectors both profit and non-profit; job functions and roles; and regional, national, and global employment dynamics and trends. Helps students determine the areas of their greatest and least interests. Considers how careers and education correlate specifically in the choice of a major. Open to all students, but designed for first and second year students. Half semester. P—CNS 120 or POI.

302. 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 and senior standing only. Students may not receive credit for both CNS 320 and CNS 302. Students may not enroll in CNS 120 and CNS 302 in the same semester. Students may not enroll in CNS 220 and CNS 302 in the same semester. Half semester.

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—CNS 120 and 220 or POI. Half semester.

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. P—CNS 337.

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. P—CNS 337. (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. P—CNS 337.

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.

360. Professional and Life Skills. (1.5h) Fourth course in the College to Career series. Designed to help students excel in their transition to life and work after college. Covers professional issues such as work ethics and etiquette, project management, productivity software skills, understanding financial statements, managing work relationships, and ongoing career management. Also covers personal life skills such as budgeting and financial management, stress management, and avocations. Senior standing only. Half semester.

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. (1-3h) Independent study with faculty guidance. May be repeated for up to 6 credit hours. *By prearrangement.*

Cultural Resource Preservation (CRP)

(Interdisciplinary Minor)

Coordinator Associate Professor of Anthropology Paul Thacker

The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in cultural resource preservation which gives students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archaeological, historical, and architectural resources.

The minor requires 15 hours distributed among at least three departments. The following courses may be included in the minor. 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.

Electives for Cultural Resource Preservation

ANT 112. Introduction to Archaeology. (3h)
305. Museum Anthropology. (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 105. The History of World Architecture. (3h)
233. American Architecture. (3h)
275. History of Landscape Architecture. (3h)
288. Modern Architecture. (3h)
293. Practicum. (3h)
HST 210. Colloquium in Historical Diversity. (3h)
240. African-American History. (3h)
363. The American South to Reconstruction. (3h)
366. Historic Preservation. (3h)
398. Individual Study. (1-3h)
SOC 151. Principles of Sociology. (3h)

Students intending to minor in cultural resource preservation should consult the program coordinator during the first semester of their junior year. Equivalent courses must be approved by the program coordinator.

East Asian Languages and Cultures (EAL)

Chair Yaohua Shi
Associate Professor Yaohua Shi
Assistant Professors Andrew Rodekohr, Marc Yamada
Senior Lecturer Yasuko T. Rallings
Lecturer Fengyan Hu
Visiting Instructor Fangfang Li

The department offers courses of study leading to majors in Chinese Language and Culture, Japanese Language and Culture, and minors in Chinese and Japanese Languages and Cultures. 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. Elective courses should be selected from an approved list in the department chair's office. More specific descriptions of each of the majors and course sequences are also available there. 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 four advanced language courses beyond 201 (CHI 290 taken abroad, 220, 230, and 231), EAL 275, EAL 375, 1h of CHI 296 LAC taken in conjunction with EAL 375, a course in Chinese history (HST 244 or 245), and three electives in Humanities and Culture. 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 three advanced language courses beyond 201 (JPN 290 taken abroad, 220 and 230), EAL 275, 1h of JPN 296 LAC taken in conjunction with EAL 375, five elective courses—three in Humanities and Culture and one each from Japanese history (HST 246 or 247) and Japanese religion (REL 363 or 381). JPN 231 may substitute as a Humanities and Culture elective. 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.

Minors in Chinese/Japanese Language and Culture require 6 hours of advanced study in the language beyond 201 plus six elective credit-hours of courses in the literature, culture, history, and religion of China or Japan. 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 500 will count toward the major or minor. Courses approved as 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)

170. Introduction to Japanese Culture. (3h) Examines the social, religious, and aesthetic perspectives and values of traditional and modern Japan and how they are expressed through art, ceremony, drama, music, animation, television, and other forms. Credit not given for both EAL 170 and EAL 175. Also listed as HMN 170. (CD)

175. Japanese Culture: Insight and Outreach. (3h) Develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both EAL 170 and EAL 175. Also listed as HMN 175. (CD)

219. Introduction to Japanese Literature. (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as HMN 219. (CD, D)

221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and/or modern periods. Also listed as HMN 221. (CD, D)

222. Traditional Chinese Narrative. (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. Also listed as HMN 223. (CD, D)

231. Early 20th-Century Chinese Modernism. (3h) Explores various modernist experiments in literature and art in the first half of the 20th century.

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. Also listed as HMN 251. (CD)

252. Introduction to Chinese Film. (3h) Introduces film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the 20th century to the present. Explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as HMN 252. (CD)

253. Introduction to Japanese Film. (3h) Examines cinematic responses to the political, social, and cultural landscape of 20th-century Japan. Directors often include Mizoguchi, Kurosawa, Ozu, Naruse, Suzuki, Kore-eda, Miyazaki, and others. Also listed as HMN 253. (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. Also listed as HMN 270. (CD)

271. Mass Culture in Modern China. (3h) Begins with an inquiry 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 impact on modern China. Also listed as HMN 271. (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. (1-3h) 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.

American Ethnic Studies (AES)

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)

Chinese (CHI)

101, 102. Elementary Chinese. (4h, 4h) Emphasizes the development of listening and speaking skills in Mandarin. Introduces the writing system and basic sentence patterns. P—for CHI 102 is CHI 101 or equivalent.

153. Intermediate Chinese I. (4h) Study in grammar, reading, conversation, and composition. P—CHI 102 or equivalent.

201. Intermediate Chinese II. (4h) Further study in grammar, reading, conversation, and composition. P—CHI 153 or equivalent.

220. Advanced Chinese I. (3h) Integrates speaking, reading, and writing skills with emphasis on written and audiovisual sources. P—CHI 201 or POI.

230. Advanced Chinese II. (3h) Continuation of CHI 220, with emphasis on oral presentation and compositional skills. P—CHI 220 or POI.

231. Advanced Chinese III. (3h) Continuation of CHI 230, with emphasis on advanced reading and writing. P—CHI 230 or POI.

250. Introduction to Literature Written in Chinese. (3h) Readings in Chinese in prose and poetry. P—CHI 231 or POI.

252. Recent Literature Written in Chinese. (3h) Readings in recent Taiwan and mainland Chinese literature. P—CHI 231 or POI.

255. Business Chinese. (3h) Communicating in Mandarin Chinese for business purposes. Addresses cultural differences in communication and spoken and written linguistic forms. P—CHI 230 or POI.

290. Reading and Writing Chinese. (3h) Teaches reading and writing skills in Chinese language at the beginning and intermediate levels. 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 at 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. (1-3h) P—POI.

350. Chinese Modern Literature Survey. (3h) Examines several key works of modern and contemporary literature in Chinese. Fosters critical reading and interpretive skills and teaches the stylistics of writing analytical essays. P—CHI 250, 252, or 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—CHI 250, 252 or 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)

Humanities (HMN)

170. Introduction to Japanese Culture. (3h) Examines the social, religious, and aesthetic perspectives and values of traditional and modern Japan and how they are expressed through art, ceremony, drama, music, animation, television, and other forms. Credit not given for both EAL 170 and EAL 175. Also listed as EAL 170. (CD)

175. Japanese Culture: Insight and Outreach. (3h) Develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both HMN 170 and 175. Also listed as EAL 175. (CD)

219. Introduction to Japanese Literature. (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as EAL 219. (CD, D)

221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as EAL 221. (CD, D)

223. Traditional Chinese Narrative. (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. Also listed as EAL 222. (CD, D)

251. The Asian-American Experience: Literature and Personal Narratives. (3h) Introduces 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. Introduction to Chinese Film. (3h) Introduces film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the 20th century to the present. Explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as EAL 252. (CD)

253. Introduction to Japanese Film. (3h) Examines cinematic responses to the political, social, and cultural landscape of 20th Century Japan. Directors often include Mizoguchi, Kurosawa, Ozu, Naruse, Suzuki, Kore-eda, Miyazaki, and others. Also listed as EAL 253. (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. Also listed as EAL 270. (CD)

271. Mass Culture in Modern China. (3h) Begins with an inquiry 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 impact on modern China. Also listed as EAL 271. (CD)

273. 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 EAL 272. (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. Elementary Japanese. (4h, 4h) Emphasizes the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. P—for JPN 102 is JPN 101 or equivalent.

153. Intermediate Japanese I. (4h) Study in grammar, reading, conversation, and composition. P—JPN 102 or equivalent.

201. Intermediate Japanese II. (4h) Further study in grammar, reading, conversation, and composition. P—JPN 153 or equivalent.

220. Advanced Japanese I. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources. P—JPN 201 or POI.

230. Advanced Japanese II. (3h) Continuation of JPN 220, with emphasis on oral presentation and compositional skills. P—JPN 220 or POI.

231. Advanced Japanese III. (3h) Continuation of JPN 230, with advanced reading and writing. P—JPN 230 or POI.

250. Introduction to Literature Written in Japanese. (3h) Readings in Japanese in prose and poetry. P—JPN 231 or POI.

290. Reading and Writing Japanese. (3h) Teaches reading and writing skills in Japanese language at the beginning and intermediate levels. 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 at 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. (1-3h) P—POI.

East Asian Studies (EAS)

(Interdisciplinary Minor)

Coordinator (Inquire in the Office of East Asian Languages and Cultures)

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. (1-3h) 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. (1-3h) Supervised independent research project on a topic related to East Asia. P—Permission of both instructor and coordinator of East Asian Studies. May be repeated for credit.

East Asian Studies Electives Group One: Humanities

EAL 275. Survey of East Asian Cultures (3h)
HMN 170. Introduction to Japanese Culture. (3h)
175. Japanese Culture: Insight and Outreach. (3h)
219. Introduction to Japanese Literature. (3h)
221. Introduction to Chinese Literature. (3h)
251. The Asian-American Experience: Literature and Personal Narratives. (3h)
252. Introduction to Chinese Film. (3h)
253. Introduction to Japanese Film. (3h)
270. Contemporary Japanese Culture. (3h)

East Asian Studies Electives Group Two: Art, Philosophy, and Religion

ART 104. Topics in World Art. (3h) *when focus is Asia*
REL 361. Topics in Buddhism. (3h)
363. The Religions of Japan. (3h)
381. Zen Buddhism. (3h)
382. Religion and Culture in China. (3h)

East Asian Studies Electives Group Three: Social Sciences

AES 240. Asian-American Legacy: A Social History of Community Adaptation. (3h)

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. Imperial China. (3h)
245. Modern China. (3h)
246. Japan before 1800. (3h)
247. Japan since 1800. (3h)
249. Introduction to East Asia. (3h)
347. Japan since World War II. (3h)

Economics (ECN)

Chair Robert M. Whaples
Hultquist Family Professor of Economics J. Daniel Hammond
Reynolds Professor John H. Wood
Professors Allin F. Cottrell, Claire H. Hammond, Jac C. Heckelman, Michael S. Lawlor, Perry Patterson, Robert M. Whaples
Associate Professor Frederick H. Chen
Presidential Trust/Hough Family Faculty Fellow and Assistant Professor Sandeep Mazumder
Assistant Professors Justin Burkett, John T. Dalton, Amanda Griffith, Scott Murdock
Lecturer John MacDonald
Visiting Assistant Professors Juan-Pedro Garces, Todd McFall, Anjan Panday

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.

The major in economics consists of 30 hours in economics, including ECN 150, 205, 206, 207, 209, and at least one course from ECN 211, 222, 252 or 274. A minimum grade of C is required in ECN 150. A minimum grade of C- is required in ECN 205, 207, 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 MTH 111 and MTH 109 or 256 (or similar course, including ANT 380; BIO 380; BEM 201; HES 262; MTH 358; or SOC 271). Students must receive a grade of C or higher in ECN 150 to enroll in ECN 205, 207 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, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Honors. Students may graduate with "Honors in Economics" if they have a GPA of at least 3.0 and 3.3 in economics, and earn a minimum grade of B- in the research course, ECN 298. It is strongly recommended that ECN 297 be taken as preparation for 298.

Bachelor of Science in Mathematical Economics. The Department of Economics and the Department of Mathematics offer a major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: ECN 150, 205, 207, 210, 211, 215, 218; MTH 112, 113, 121, 254, 255; and three additional (3h) courses chosen with the approval of the program advisers. Students electing the major must receive permission from both the Department of Economics and the Department of Mathematics. A minimum grade average of C in all courses attempted for the mathematical economics major is required for graduation.

To be graduated with the designation "Honors in Mathematical Economics," a student must satisfy the requirements of ECN 298 or MTH 391 and 392 by successfully completing a senior research project with a minimum grade of B- and must have a GPA of at least 3.0 overall and 3.3 in courses for the mathematical economics major. Consult the program advisers for additional information.

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, neoclassical theory of household and firm behavior, and alternative market structures. P—ECN 150 and MTH 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 MTH 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 MTH 109 or 256. (D, QR)

210. Optimization Techniques in Economics. (1.5h) Development of formal models of consumer behavior, choice under risk, the firm, and demand and supply. Static and dynamic properties of the models are explored. P—ECN 205. C—MTH 113 and 121; or POI.

211. Macroeconomic Dynamics. (1.5h) Development of formal Keynesian, post-Keynesian, monetarist, and new classical macro models. Static and dynamic properties of the models are explored. P—ECN 207. C— MTH 113 and 121.

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, MTH 109 or 256, MTH 113 and MTH 121. (D, QR)

216. Game Theory. (3h) Introduction to mathematical models of social and strategic interactions. P—ECN 205 and MTH 109 or 256. (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 205, 207 and MTH 111, 112. (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. (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. (D)

223. Financial Markets. (3h) Studies the functions, structure, and performance of financial markets. P—ECN 205 and 207. (D)

224. Law and Economics. (3h) Economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—ECN 205. (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. (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 150. (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. (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. (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. (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. (D)

240. Economics of Health and Medicine. (3h) Applications of the methods of economic analysis to the study of the health care industry. P—ECN 150. P— or C—An applied statistics class such as (choose one): ANT 380, BIO 380, BEM 201, ECN 209, ECN 215, HES 262, MTH 256, MTH 358, or SOC 271, or POI. (D)

241. Natural Resource 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. (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 and 207. (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 POI. (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 and 207. (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 and 207. (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. P—ECN 150. Also listed as ESE 371.

270. Current Economic Issues. (1.5h, 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 and 207. (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. (D)

290. Individual Study. (1.5h, 3h) Directed readings in a specialized area of economics. P—POI.

297. Preparing for Economic Research. (1.5h) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—ECN 209 or 215 and POI.

298. Economic Research. (3h) Development and presentation of a senior research project. Required of candidates for departmental honors. P—ECN 209 or 215 and POD. ECN 297 strongly recommended. (D)

Education (EDU)

Chair Mary Lynn Redmond *(Fall 2012)*
Chair Woodrow Hood *(Spring 2013)*
Associate Chair Ann Cunningham
Francis P. Gaines Professor Patricia M. Cunningham
Professors Leah P. McCoy, Joseph O. Milner, Linda N. Nielsen, Mary Lynn B. Redmond
Associate Professors R. Scott Baker, Ann Cunningham, Adam Friedman
Assistant Professors Alan Brown
Instructor Dónal Mulcahy
Clinical Visiting Instructor Sandra Sikes
Visiting Instructor Michael Peterson

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, 311L, 354, 354L, 364L, and 365), and requires a major in one of the secondary license areas below.

The Non-Licensure Secondary Education Minor requires 18 hours (EDU 201, 201L, 307, 311, 311L, 354, and 354L) and requires a major in one of the secondary license areas below.

Exit Requirements. Students must maintain at least a 2.5 GPA while enrolled in the Teacher Education Program. The state of North Carolina requires candidates for professional licensure in elementary education to successfully complete the appropriate Praxis II Subject Assessment Exam(s).

English. 30 hours, including Shakespeare (3 hours); two courses in British literature before 1800 (6 hours); American literature (3 hours); and a major seminar, ENG 300 (3 hours). The remaining hours must include one course each in writing (210-399), linguistics (300-level), and multicultural or world literature (300-level).

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 of Spanish courses including 317, 318, 319 or 319L, 322, 324, plus three hours from each of the following groups:

> *Peninsular or Transatlantic courses: 330-359; Transatlantic or Spanish-American courses: 350-379; Any area numbered 330-379.*

Students must also take 4 additional hours from courses numbered 216 and above.

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, (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 6 hours from European or world history, 6 hours from U.S. history, and 6 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, 250, 293, 295, 296, 298, 300, 307, 311, 312. A minimum grade of C in each course attempted in education is required for graduation with a major.

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.

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. P—POI. Service Learning.

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.

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) Study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.

250. Student Teaching/Seminar: Elementary. (10h) Supervised teaching experience in grades K-6. Full-time. Includes a weekly reflective seminar. Service Learning. Pass/Fail only. 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.

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. Theories of Education. (3h) Contemporary proposals for educational theory and practice studied in the context of social issues.

305. The Sociology of Education. (3h) Study of contemporary educational institutions. Examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

307. Instructional Design, Assessment, and Technology. (3h) Introduction to contemporary technologies and their applications for supporting instruction, assessment, and professional practice. P—POI.

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.

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)

311L. Field Lab II. (2h) Practical experiences in classrooms with focus on classrooms and learners. Weekly public school experience and seminar. Pass/Fail only. Service Learning.

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

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.

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.

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.

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.

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.

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.

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. (1-3h) 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 Exceptional Students. (2h) Introduction to understanding exceptional students and effective teaching strategies for their inclusion in the regular classroom.

English (ENG)

Chair Scott W. Klein
Associate Chair and Scott Family Faculty Fellow Dean J. Franco
Director of Writing Program Anne M. Boyle
Director of English Core Curriculum Claudia Kairoff
Director of Undergraduate Studies Gale Sigal
Director of Creative Writing Program John McNally
Director of Journalism Justin J. Catanoso
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
Professors Anne M. Boyle, Mary K. DeShazer, Andrew V. Ettin, Claudia Thomas Kairoff, Scott Klein, Philip F. Kuberski, Barry G. Maine, William M. Moss, Gillian R. Overing, Gale Sigal
Associate Professors Dean J. Franco, Jefferson M. Holdridge, John McNally, Jessica A. Richard, Olga Valbuena-Hanson
Assistant Professors Laura Aull, Rian Bowie, Susan Harlan, Omaar Hena, Zak Lancaster, Judith Irwin Madera, Melissa Jenkins, Erica Still
Senior Lecturers Justin J. Catanoso, Mary Martin Niepold
Lecturers Erin Branch, Eric Ekstrand, Ryan Shirey, Eric Stottlemyer, Grace Wetzel, Elisabeth Whitehead, Phoebe Zerwick
Part-time Lecturer in Journalism Maria Henson
Adjunct Lecturer in Journalism Michael L. Horn
Part-time Instructor in Journalism Beth Hunt
Visiting Assistant Professors Michelle Balaev, Heather Branstetter, Rachael Deagman, Kathleen McClancy, Randi Saloman, Belinda Walzer, Casey Wasserman, Elizabeth Ann Way
Visiting Instructor Meredith Farmer
Part-time Assistant Professor Marianne Erhardt
Part-time Visiting Instructor Adrian Greene

The English department offers courses in four programs: Creative Writing (CRW), English Literature and Language (ENG), Journalism (JOU), and Writing (WRI). JOU courses are listed in the Journalism section 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 9 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 3 hours for the major may be fulfilled with any ENG course at the 100 level or above, or with a 3-hour 200-level course in either Creative Writing or Writing. All English majors must pre-register in the spring of their junior year for the senior seminar ENG 399.

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 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, 341, 358, 359, 363, 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 (6 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.

A 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 399) 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 (3 hours) taken elsewhere may be counted toward the 15 hours of 300-level English 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 4 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.

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)
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)

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 fic-tion writing; practice in writing; extensive study of short story form.

383. Theory and Practice of Poetry Writing. (1.5h, 3h) Emphasis on reading and discuss-ing 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. Creative Nonfiction. (3h) A writing-intensive course exploring the practice and the-ory of creative nonfiction, a genre that encompasses memoir, the personal essay, travel writing, and science writing. May be repeated once.

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 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. P—WRI 111 or exemption from WRI 111. Mainly intended for non-majors; majors and potential majors are urged to take ENG 265 or ENG 266. (D)

175. Studies in American Literature. (3h) Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P—WRI 111 or exemption from WRI 111. Mainly intended for non-majors; majors and potential majors are urged to take ENG 275. (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

299. Individual Study. (1.5h-3h) Independent study with faculty guidance. Granted upon departmental approval of petition presented by a qualified student.

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.

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

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 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.

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, Ange-lou, 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, Wertenbaker, 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, Am-mons, Bishop, and Rich. (D)

396. Contemporary British Fiction. (3h) Study of the British novel and short story, in-cluding 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)

303 A/B. Literatures in the English Language. (3h, 3h) A two-semester study of literatures written in English, based on, but not limited to, the Norton Anthologies of English and American

literature. Students will read listed texts on their own, working together with fellow majors in informal and virtual discussion groups, and will attend biweekly faculty lectures. 303A fulfills pre-1800 British literature requirement. (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)

311. 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)

319. Virgil and His English Legacy. (3h) A study of Virgil's Eclogues, Georgics, and selected passages of the Aeneid, and their influence on 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. Also listed as CLA 259. Fulfills pre-1800 British literature requirement. (D)

325. 16th-Century British Literature. (3h) Concentration on the poetry of Spenser, Sid-ney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and The Fae-rie 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. (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 Wollstoncraft. 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)

387. 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)

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 environ-mental 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 litera-ture, 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 fic-tion, poetry, drama, and other writings by American authors of African descent. (CD, D)

387. 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 vari-ous 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 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 philo-sophical background. Fulfills pre-1800 British literature requirement. (D)

323. Shakespeare. (3h) Thirteen representative plays illustrating Shakespeare's develop-ment 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 Para-dise 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.

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.

287. Tutoring Writing. (1.5h) Introduction to 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 WRI 287.

392. Magazine Writing. (3h) Analysis of magazines and their audiences through tone, design, and content. Practice story pitches and writing articles of various lengths aimed at a stated magazine which students research and select. Digital skills practiced; class magazine produced. Also listed as JOU 284.

399. 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.

Entrepreneurship and Social Enterprise (ESE)

(Interdisciplinary Minor)

Faculty Director Farr Professor of Innovation, Creativity and Entrepreneurship William E. Conner
Director Center for Innovation Creativity and Entrepreneurship Polly Black
Associate Director for Creativity and Entrepreneurship Lynn Book
Director of Interdisciplinary Programs Ben King
Research Professor in Entrepreneurship Elizabeth Gatewood

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 Schools of Business is designed to encourage entrepreneurial thinking in a student's specific discipline or area of interest.

A total of 18 hours is required for the minor. All non-business majors in the undergraduate college are required to take 9 hours of entry-level courses (ESE 100, ESE 101 and ESE 205) and 9 elective hours selected from the relevant courses across the curriculum listed as options for fulfilling the minor. Business majors wishing to minor in entrepreneurship and social enterprise should take ESE 100, BEM 377 (or ESE 101 if taken as freshman or sophomore), and at least 3 hours of credit at the ESE 300-level in place of ESE 205. BEM 372 is strongly recommended as the strategic management requirement. All students may fulfill 6 of their 9 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. Course plans will be made in consultation with the director of the minor.

Required Courses for Entrepreneurship and Social Enterprise

For Non-Business Majors

ESE 100. 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 101. 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.

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—ESE101.

For Business Majors

ESE 100. 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.

BEM 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.

• And one ESE 300-level course selected from the electives listed.

Electives for Entrepreneurship and Social Enterprise

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 the following course descriptions, see the relevant department's listings in this bulletin.

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 301-306. Topics in Entrepreneurship. (1.5 or 3h). Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title 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 245.

ESE 323. Social Entrepreneurship Summer Program. (6h) This trans-disciplinary, 4-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 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. (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—PHY 111, CHM 111, MTH 111 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. P—BIO 114.

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 391. Independent Study in Entrepreneurship. (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) 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.

Thought and Behavior

HMN 290. Innovation and Inclusivity. (3h)
PHI 161. Medical Ethics. (3h)
163. Environmental Ethics (3h)
367. Philosophical Theories in Bioethics. (3h)
368. Concepts of Health and Disease. (3h)
PSY 260. Social Psychology. (3h)
268. Industrial/Organization Psychology. (3h)
357. Cross-Cultural Psychology. (3h)
374. Judgment and Decision Making. (3h)

Leadership and Engaging the World

ANT 342. Development Wars: Applying Anthropology. (3h)
COM 110. Public Speaking. (3h)
315. Communication and Technology. (3h)
CSC 111D. Introduction to Computer Science: Mobile Computing. (4h)
361. Digital Media. (3h)

ENV 201. Environmental Issues. (3h)
FRH 329. Introduction to Business French. (3h)
GER 330. Business German II. (3h)
HMN 282. Public Life and the Liberal Arts. (3h)
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)
MUS 233. Arts and Activism. (3h)
POL 238. Comparative Economic Development and Political Change. (3h)
REL 332. Religion and Public Engagement. (3h)
245. Religion, Poverty and Social Enterprise. (3h)
SOC 362. Work, Conflict, and Change. (3h)
363. Global Capitalism. (3h)
365. Technology, Culture, and Change. (3h)
SPN 387. Spanish for Business. (3h)

Entrepreneurial Process

ACC 111. Introductory Financial Accounting. (3h)
ANT 305. Museum Anthropology. (4h)
ART 215. Public Art. (3h)
297. Management in the Visual Arts. (3h)
BEM 211. Individuals and Organizations. (1.5h)
221. Principles of Marketing. (3h)
261. Legal Environment of Business. (3h)
271. Strategic Management. (1.5h)
316. Leading in the Nonprofit Sector. (3h)
317. Change Management. (3h)
372. Strategy in Entrepreneurial Firms. (1.5h)
377. Entrepreneurship. (3h)
382. Management in the Visual Arts. (3h)
383. Seminar in Negotiations. (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. (1.5h)
353. Persuasion. (3h)
CSC 385. Bioinformatics. (3h)
ECN 205. Intermediate Microeconomics I. (3h)
266. Economics of Entrepreneurship. (3h)
JOU 283. Writing for a Social Purpose. (3h)
286. Writing for Public Relations and Advertising. (1.5h, 3h)
POL 239. State, Economy, and International Competitiveness. (3h)
PHY 385. Bioinformatics. (3h)
THE 259. Theatre Management: Principles and Practices. (3h)

Environmental Program (ENV)

Director Professor of Biology Robert A. Browne

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-environmental 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, and environmental ethics.

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

351. Natural Resource Conservation and the Fijian Way of Life. (1h) Examines resource use in Fiji from both the historical and modern context. Includes a home stay in a typical Fijian village and an ethnographic study of one member of the host family.

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. (1-4h) 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)
ECN 150. Introduction to Economics. (3h)
241. Natural Resource Economics. (3h)

A total of 18 hours, including 8 hours of elective courses, is required for the minor. As a prerequisite, ECN 150 is not included among the 18 required hours. 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. (1-4h)
(when topic is Introduction to Geographical Systems)
340. Ecology. (4h)
341. Marine Biology. (4h)

BIO *(cont.)* 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 of Southeast Australia. (4h)
377. Community Ecology. (4h)
380. Biostatistics. (3h)
CHM 334. Chemical Analysis. (4h)
ENV 306. Topics in Environmental Studies. (1-4h)
(when topic is Introduction to Geographical Systems)
391. Individual Study. (1.5h)
394. Environmental Internship. (1-4h)
ESE 335. Renewable Energy Entrepreneurship: Science, Policy and Economics. (4h)
351. Green Technologies: Science and Entrepreneurship. (2h)

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, 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 301a. Topics: Land and Natural Resource Policy. (3h)
301b. Topics: Environmental Policy and Law. (3h)

Natural Sciences (one course required)

BIO 113. Ecology and Evolution. (4h)
306. Topics in Biology: Geographical Information Systems. (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 Laboratory. (1h)
356. Ecology and Resource Management in Australia. (4h)
377. Community Ecology. (4h)
380. Biostatistics. (3h)
PHY/CHM 120. Physics and Chemistry of the Environment. (4h)

Humanities (one course required)

ENG 300. American Environmental Literature. (3h)
302a. Literature in Ecology. (3h)
302b. Hemispheric Literature. (3h)
356. Caribbean Literature and Environment. (3h)
397. Creative Non-fiction Writing: Environmental Essay. (3h)
HST 351. Global Environmental History. (3h)
355. History of Natural Conservation in Latin America. (3h)
REL 240. Religion and Ecology. (3)

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)
306. Topics in Biology: Geographical Information Systems. (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
CHM 334. Chemical Analysis. (4h)
ECN 241. Natural Resource Economics (3h)
ENG 300. Seminar in the Major: American Environmental Literature. (3h)
302a. Ideas in Literature: Literature in Ecology. (3h)
302b. Ideas in Literature: Hemispheric Literature. (3h)
356. Caribbean Literature and Environment. (3h)
397. Creative Nonfiction: Environmental Essay (3h)
ENV 301-306. Topics in Environmental Studies. (1-4h)
391, 392. Individual Study. (1.5h)
394. Environmental Internship. (1-4h)
HST 351. Global Environmental History. (3h)
355. History of Natural Conservation in Latin America. (3h)
PHY/CHM 120. Physics and Chemistry of the Environment. (4h)
REL 240. Religion and Ecology. (3h)

Film Studies (FLM)

(Interdisciplinary Minor)

Director Associate Professor of Communication and Theatre and Dance Woody 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 246) and Film Theory and Criticism (COM 311) and an additional 12 hours of courses: at least 3 hours from each of the designated fields of international cinema and production, and 6 hours of electives. A maximum of 3 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. (1-3h) Selected topics in film studies. May be repeated for credit if topic varies.

Film Studies Required Courses

COM 246. Introduction to Film and Media Aesthetics. (3h)
COM 311. Media Theory and Criticism. (3h)

Film Studies Electives in International Cinema

ART 261. Topics in Film History. (3h) *when topic relates to international cinema*
ART 396. Art History Seminar. *k. Film* (3h) *when topic relates to international cinema*
COM 312. Film History to 1945. (3h)
COM 313. Film History since 1945. (3h)
COM 370. Special Topics. (3h) *when topic relates to international cinema*
EAL 252. Introduction to Chinese Film. (3h)
EAL 253. Introduction to Japanese Film. (3h)
EAL 285. Contemporary East Asian Cinema. (3h)
FRH 360. Cinema and Society. (3h)
FRH 361. Special Topics in French and Francophone Film Studies. (3h)
GES 335. German Film. (3h)
HMN 252. Introduction to Chinese Film. (3h)
HMN 253. Introduction to Japanese Film. (3h)
HMN 382. Italian Cinema and Society. (3h)

383. Italian Fascism in Novels and Films. (3h)
384. Hispanic Cinema. (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 339. Introduction to Spanish Film Studies. (3h)
340. Film Adaptations of Literary Works. (3h)
366. Latin-American Cinema and Ideology. (3h)

Film Studies Electives in Production

ART 114. Introduction to Video Art. (3h)
214. Video Art: Site Specific. (3h)

COM 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. (1-3h) *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)

German and Russian

Chair Grant P. McAllister
Professors William S. Hamilton (Russian Linguistics), Rebecca S. Thomas (German, Dean for Faculty Development)
Associate Professors Alyssa Lonner Howards (German, Fulbright Scholars Adviser, Recruitment), Grant P. McAllister (German Studies, German Advisor, Web, Media Technologies), Kurt C. Shaw (Russian, Russian Studies)
Assistant Professors Heiko Wiggers (Business German Relations, Self-Instructional Languages), Tina M. Boyer (German, Medieval Studies)
Visiting Assistant Professors Mary (Molly) Knight (Modern German Literature and Student Engagement), Magdalenen (Maggie) Majors (Colloquia and Student Engagement)
Instructor Günter Haika (Resident German Language Instructor and House Manager for Flow House Vienna, Austria)

The major in German requires nine courses beyond 153 to include one course from the sequence 210, 212 or 214 [Vienna], 317, 399, and at least one course from the sequence 380, 381, 383, 385.

The minor in German requires five courses beyond 153, to include one course from the sequence 210, 212 or 214 [Vienna], 317 and at least one course from the sequence 380, 381, 383, 385.

Certification: German majors and minors are required to take the Zertifikat Deutsch (ZD) examination in their last semester or senior year. The Zertifikat Deutsch für den Beruf (ZDfB) 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 at the Flow House in Vienna, Austria; with IES (Institute for the International Education of Students) in Freiburg, Berlin or Vienna; or for a summer immersion course at the Goethe Institute in Germany. Students may also elect to participate in an internship (3h, P/F) 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. 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 200 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 200 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 nine courses beyond 153 to include one course from the sequence 210, 212 or 214 (Vienna), two courses from the sequence 331, 335, 340, 345, one course from the sequence 390-397, and five electives, two of which must be from external departments (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 five courses beyond 153 to include one course from the sequence 210, 212 or 214 (Vienna); one course from the sequence 331, 335, 340 or 345; one course from the sequence 390-397; and two elective courses, one of which must be from external departments (music, history, religion, political science, philosophy).

The major in Russian requires 24 hours beyond 153 and must include 210, 212, 317, and 321.

The minor in Russian requires 15 hours beyond 153 and must include 210 and 212.

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 International 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 International Studies.

German (GER)

111, 112. Elementary German. (4h, 4h) Introduces 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) The principles of grammar are reviewed; reading of selected prose and poetry. P—GER 112 or 113.

210. Introduction to German Studies. (3h) Multidisciplinary course dealing with the vast arena of German culture ranging from literature, art and architecture to music, philosophy, and film. "High" culture, as well as current trends in pop music, film, and other media are covered. P—153.

212. Introduction to German Short Fiction. (3h) Short masterpieces of German literature. P—GER 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. *Fall.* P—GER 153 or equivalent.

318. Practice in Speaking German. (3h) Vocabulary for everyday situations, fluency and pronunciation, discussion of various topics from easy to advanced, listening exercises, free speaking, oral presentations. P—153 or equivalent.

320. German Culture and Civilization I. (3h) Survey of German culture and civilization from prehistoric times to 1848. Conducted in German. *Offered fall semester of odd years.* P—GER 153 or equivalent. (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. *Offered spring semester of even years.* P—GER 153 or equivalent. (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, Zertifikat Deutsch für den Beruf, 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. Readings and discussions will be in German. P—GER 212

370. Individual Study. (1-3h) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—GER 212 and POI.

380. German Literature before 1700. (3h) Survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, medieval drama, Martin Luther, and the Baroque period. *Fall.* P—GER 212, or equivalent.

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. *Fall.* P—GER 212 or equivalent.

383. German Literature from 1815 to 1900. (3h) Study of selected works from Folk and Fairy Tales, the Realist period and subsequent Naturalist movement, with attention to the historical and social contexts in which they emerge. P—GER 212 or equivalent.

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. *Fall.* P—GER 212 or equivalent. (CD)

387, 388. Honors in German. (2.5h, 2.5h) Conference course in German literature. 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. Spring. P—GER 349, 381, 383, 385, or equivalent.

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.

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 335.

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 HMN 340. *Fall.* (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.

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)

393. Luther. (3h) Examines the social, political, and religious background of Germany on the eve of the Reformation, traces the formative (sometimes legendary) events of Luther's life, and explores

several of his most important tracts, his translation of the Bible, and his more notorious confrontations and opponents.

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. Includes an optional week-long excursion to Weimar, Germany. Also listed as HMN 397. (D)

Semester in Vienna

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—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. Taught in English. *Offered only at the Flow House in Vienna.* (D)

Internships

322. Internship in German Language. (1-3h) May be repeated for a total of 6 hours, only 3 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.

Vienna, Austria. Under faculty direction, the student tutors English at a local elementary school in Vienna, Austria. Course requirements include but are not limited to: (1) a journal including a general description of the student's responsibilities along with weekly entries that include new words, phrases and cultural literacy insights, (2) supporting portfolio of teaching materials along with summaries of activities and events conducted by the student, (3) regular consultation with Wake Forest faculty mentor 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.

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) Introduces 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—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) Study of grammar at the advanced level. 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 morphophonemics 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.

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)

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—212 or POI.

370. Individual Study. (1.5-3h) Study in language or literature beyond the 210-212 level. May be repeated for credit. P—RUS 212 or higher.

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 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 global trade and commerce studies, 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 six of the 15 hours for the minor may be taken in a single discipline or within the Schools of Business. The following list contains courses within Wake Forest University that qualify as a global trade and commerce studies 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.

The Wake Forest semester programs in Cambridge, England, and Salamanca, Spain, offer programs tailored for the global trade and commerce minor. In Cambridge, students may take up to four courses in political science, business, and economics that fulfill minor requirements. Through the Salamanca program for GTCS minors, students may choose up to three courses in business and economics that meet the requirements for the minor. For both of these programs, courses count as Wake Forest credit with no pre-approval required for Wake Forest students. Additional information may be obtained from the Center for International Studies.

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) S*alamanca, Cambridge, or pre-approved only*
	272.	Selected Areas In Economics. (3h) *Cambridge or pre-approved only*
	275.	Economics of the European Community. (3h) *Salamanca only*
ESE	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	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)
	275.	Modern Latin America. (3h)
	314.	European Economic and Social History, 1750-1990. (3h)
	350.	World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3h)
IDP	150.	Introduction to International Development. (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.*

POL *(cont.)* 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)
SOC 363. Global Capitalism. (3h)
SPN 387. Spanish for Business. (3h)
388. Advanced Spanish for Business. (3h)
389. Internship in Spanish for Business and the Professions. (1.5h-3h)

Health and Exercise Science (HES)

Chair Michael J. Berry
Thurman D. Kitchin Professor of Health and Exercise Science W. Jack Rejeski
Charles E. Taylor Professor of Health and Exercise Science Paul M. Ribisl
Professors Michael J. Berry, Peter H. Brubaker, Anthony P. Marsh, Stephen P. Messier
Professor Emeritus William L. Hottinger
Associate Professors Shannon L. Mihalko, Gary D. Miller, Patricia A. Nixon
Assistant Professor Jeffrey A. Katula
Lecturers James H. Ross, David H. Stroupe, Johnnie O. Talley, Sharon K. Woodard

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 elective 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 and must include HES 262, 312, 350, 351, 352, 353, 354, 360, and 370; and 3 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 HMN 390, WGS 321 (Research Seminar: Womens' Health Issues), COM 370 (Special Topics: Communicating for Health Behavior Change), or SPM 302. 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. Students interested in majoring in health and exercise science should consult the coordinator of the department's undergraduate program as soon as possible after entering the University.

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; O_2 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 biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—HES 262 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. Open only to majors.

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, 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 determinants of the incidence of chronic disease in the population and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues are analyzed by formal statistical modeling. P—An applied statistical methods course, such as ANT 380, BIO 380, BEM 202, HES 262, MTH 256 or 358, PSY 311, or SOC 371; or POI. (QR)

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 and Elective Health and Exercise Science

All the 100-level courses listed below are for one hour each, and they can only be taken once for credit except HES 183 which may be repeated once.

100. Lifestyle and Health. 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. Laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

112. Sports Proficiency.

116. Weight Training.

150. Beginning Tennis.

151. Intermediate Tennis.

160. Beginning Golf.

161. Intermediate Golf.

163. Bowling.

170. Volleyball.

182. Beginning Ice Figure Skating.

183. Intermediate/Advanced Ice Figure Skating. *May be repeated once for credit.*

194. T'ai Chi.

Health Policy and Administration (HPA)

(Interdisciplinary Minor)

Director Professor of Economics Michael S. Lawlor

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 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. taught by a faculty member from the Wake Forest medical center. 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. *Offered every fall.*

HPA 250. Internship in Health Policy and Administration. (3h) A semester experience in a health care policy or health care administration 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 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) P—ECN 150 and an introductory statistics course. *Offered fall semester only.*

HES 360. Epidemiology. (3h)

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. The program director maintains a complete list of all approved elective courses. 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
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, HES 360
Senior:	ECN 240, HPA 250

History (HST)

Chair Simone M. Caron
Reynolds Professor Paul D. Escott
Wake Forest Professor Emeritus James P. Barefield
Professors Nathan O. Hatch, Michael L. Hughes, Anthony S. Parent Jr., Alan J. Williams
University Professor Thomas Frank
Kahle Professor Michele K. Gillespie
Associate Professors Simone M. Caron, Robert Hellyer, Jeffrey D. Lerner, Monique O'Connell, Susan Z. Rupp, Charles Wilkins
Assistant Professors Lisa Blee, Benjamin Coates, Nathan Plageman, Raisur Rahman, John Ruddiman, Penelope Sinanoglou, Heather Welland, Qiong Zhang
Visiting Professor Charles Thomas
Visiting Associate Professor Ronald Bobroff
Visiting Assistant Professor Sean Dunwoody
Senior Lecturer M. Beth Hopkins
Visiting Instructor Nathan Roberts
Postdoctoral Teaching Fellow Leann Pace
Adjunct Instructor Steven Duke

The major in history consists of a minimum of 27 hours and must include HST 390 or 392, one pre-modern history course (206, 207, 209, 217, 219, 222, 223, 230, 242, 244, 246, 253, 254, 258, 260, 268, 284, 304, 305, 307, 308, 312, 315, 316, 328, 330, 341, 344, 353 or 387) and 3 hours in each of the following three fields: European history; Latin American, Asian, or African history; and U.S. history. History courses 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 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 only count two 100-level courses toward the required 27 hours.

Majors may include within the required 27 hours up to 6 hours of advanced placement or comparable work and up to 6 hours of any combination of individual study and 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 only count two 100-level courses toward the required 18 hours. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor. The student must take at least 9 hours of class work in history at Wake Forest University.

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.

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 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 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) Survey of world civilizations from 600 C.E. to 1600 C.E., including political, religious, cultural, and economic developments. (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. (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 education fit together. (CD, 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.* (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.(D) *Offered in Vienna.*

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. European Historical Biography. (1.5h) Study of biographies of men and women who have influenced the history and civilization of Europe. May be repeated for credit if topic varies.

132. European 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.

210. Colloquium in Historical Diversity. (3h) Broad examination of the historical roots of contemporary cultural issues through various themes such as race, ethnicity, class, gender, sexuality, religion, and nationality. Focus varies with instructor. (CD)

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.

222. The Renaissance and Reformation. (3h) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed.

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/REE200 cannot receive credit for HST 230 or 231. (CD)

240. African-American History. (3h) The role of African Americans in the development of the U.S., with attention to African heritage, forced migration, Americanization, and influence. (CD)

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. Pre-Modern 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 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 1800. (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 1800. (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)

251, 252. The U.S. (3h, 3h) Political, social, economic, and intellectual aspects. (251) Before 1865; (252) After 1865.

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 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 1914-2003. (3h) The second half of a two-semester survey 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 between 1914 and 2003. 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. The American Colonies to 1750. (3h) Explores the formative years of early continental America from its pre-contact peoples through the era of effective European settlements. Topics include the interaction among Native Americans, Europeans and Africans; borderlands; commerce; warfare; colonization; and slavery.

259. Revolutionary and Nation Making in America, 1750-1815. (3h) Explores the social, economic, cultural and political transformation of the diversity of peoples who occupied the continent during its revolutionary and national formative years. Commercial integration, the Seven Years War, the American Revolution, and the Early Republic are placed within their broader international context.

260. 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)

261. 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)

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)

273. History of Mexico. (3h) Examination of the history of Mexico from pre-Columbian settlements to the modern period. (CD)

275. Modern Latin America. (3h) Survey of Latin-American history since independence, with emphasis on the 20th century. Concentrates chiefly on economics, politics, and race. (CD)

284. Latin America's Colonial Past. (3h) Studies the history of Latin America's colonial past from the preconquest background to the wars of independence in the early 19th century. (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 demographic 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. (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.

313. 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.

314. European Economic and Social History, 1750-1990. (3h) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors.

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) 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.

319. Poland and the Baltic Region. (3h) Introduction to the history of Poland and the eastern Baltic littoral since 1760, covering the territory that later became Estonia, Latvia, Lithuania, and

Poland; emergence of independence after World War I; the Soviet experience; and re-establishment of independence during the break-up of the Soviet Union.

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)

330. Race, Religion, and Sex in Early Modern Europe. (3h) Explores issues of race, ethnicity, and gender in Europe between 1400 and 1800. Topics include contact and conflict among Jews, Muslims, and Christians; marriage, the family, and sexuality; migration and immigration; and slavery and conquest in early European colonies and empires. (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. Gender in Early America. (3h) History of gender roles from the colonial period to the mid-19th century. Examines the social constructions of femininity and masculinity and their political and cultural significance. (CD)

338. Gender, Race and Class since 1800. (3h) Analyzes how American political, economic, and cultural changes impact the 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 Society. (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. Social and Cultural Change in Urban Africa. (3h) 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. This course 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. (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)

344. Early Modernity in China. (3h) Was early modernity unique to European history, marked by the rise of capitalism, the birth of the Renaissance Man, the triumph of the New Science and the spread of the Enlightenment? Or, was it rather a global phenomenon experienced differently in different cultures? This course addresses these questions through an in-depth exploration into Chinese history from 1500 to 1800, focusing on developments in economic life, material culture, intellectual discourses, literature, and the arts.

347. Japan since World War II. (3h) Survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years. (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)

351. Global Environmental History. (3h) Analysis of environmental aspects of world history from the beginning of agriculture to the present. Focus on how humans have used the environment to different ends. Topics include forests, agriculture, water, urbanism, science, warfare, conservation, energy, and perceptions of nature. (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.

355. History of Nature Conservation in Latin America. (3h) Explores the human dimensions of nature conservation in Latin America in a global perspective. Topics include the methods used by different cultures and societies to conserve natural resources (including forests, fields, waterways, and wildlife), the social consequences of environmental protection, and how conservation changed over time. *Taught only in Latin America.* (CD)

356. Jacksonian America, 1815-1850. (3h) The U.S. in the age of Jackson, Clay, Calhoun, and Webster.

357. The Civil War and Reconstruction. (3h) The political and military events of the war and the economic, social, and political readjustments which followed.

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. Bitter Contests: Industrialization, Urbanization, and Conflict, 1877-1933. (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.

360. 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.

361. Economic History of the U.S. (3h) The economic development of the U.S. from colonial beginnings to the present.

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.

363. The American South to Reconstruction. (3h) Examination of the origins of southern distinctiveness, from the first interactions of Europeans, Native Americans and Africans to the Civil War and Emancipation. (CD)

364. The American South since the Civil War. (3h) Examination of sharecropping, segregation, political reform, the Sunbelt phenomenon, the Civil Rights Movement, and southern religion, music, and literature. Includes a service learning component. (CD)

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. (3h) Examines the history, legal frameworks, agencies, practices, and emerging challenges of historic preservation in the U.S. and other nations. P—POI.

367. Issues in 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.

368. 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.

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. Winston-Salem/Forsyth County. (3h) History of the Winston-Salem/Forsyth County area using techniques of local history including archives, museums, and oral history. Lectures, readings, and class projects.

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. Historical Black Biography. (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)

377. American Diplomatic History. (3h) Introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

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.

383. Revolution and Culture in Latin America. (3h) Explores the links between revolutionary movements and cultural expression in Latin America and the Caribbean. Includes a Language Across the Curriculum component that allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish. (CD)

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)

386. History of Islamic Law. (3h) Introduces students to the development of Islamic law in its historical context. Focuses on sources of law and methods of law-finding, emergence of schools of law, legal institutions, and administration of justice, changes that Islamic law underwent since the end of the 19th century, and its role in the modern nation state. (CD)

387. Islamic Empires Compared: the Ottomans, Safavids, and Mughals. (3h) Examines, in a comparative way, central themes in the history of the three great Islamic empires of the early modern period (1400-1800). Considers the problem of political legitimacy faced by Muslim rulers, transformations in Islamic religious practices, and the relationship between war and other aspects of Islamic society and culture. (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)

390. Research Seminar. (3h) Offered by members of the faculty on topics of their choice. A paper is required.

391. Honors Seminar. (3h) Seminar on problems of historical synthesis and interpretation. Honors students must take HST 391. P—POI.

392. Individual Research. (3h) Writing of a major research paper. May be taken in lieu of HST 390 in pursuit of honors in history. P—POI.

395. Internship In History. (1-3h) 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. (1-3h) Project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1-3h) 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.

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 Thomas O. Phillips
Reynolds Professor of American Studies Maya Angelou
Professor Linda Nielsen
Associate Professors David P. Phillips, Robert L. Utley Jr.
Assistant Professor Ronald Von Burg
Lecturer Brian Warren

In order to offer capable students a forum which encourages the pursuit of ideas across the disciplinary lines of such fields as history, philosophy, literature, politics, religion, and the arts, the minor is offered in humanities. It requires a total of 15 hours. Candidates for the minor are required to take HMN 280 and HMN 290. When these have been passed, the student is assigned a minor adviser who assists in planning the rest of the student's curriculum. In accordance with the plan, six more hours are selected from courses in the humanities or related disciplines other than those being used by the student to fulfill divisional requirements of the College or the requirements of the major.

The minor concludes with a 3-hour project in HMN 396 supervised by a member of the humanities faculty and reviewed by a committee of relevant faculty appointed by the coordinator of humanities; the project must represent the further pursuit of an idea or topic studied in one of the courses of the minor, and must successfully reflect the synthesis of views from at least two traditional disciplines.

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.

170. Introduction to Japanese Culture. (3h) Examines the social, religious, and aesthetic perspectives and values of traditional and modern Japan and how they are expressed through art, ceremony, drama, music, animation, television, and other forms. Credit not given for both HMN 170 and 175. (CD)

175. Japanese Culture: Insight and Outreach. (3h) Develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both HMN 170 and 175. (CD)

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 in Argentina only.* Pass/Fail.

186. Contemporary Chilean Experience. (1.5h) Social, political, cultural, and environmental factors of life in Chile today. *Taught in Chile only.* Pass/Fail.

Humanities courses 213-223 are designed to introduce students to works of literature not included in the normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

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. Introduction to Japanese Literature. (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as EAL 219. (CD, D)

221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and/or modern periods. Also listed as EAL 221. (CD, D)

222. African and Caribbean Literature. (3h) Examination of 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)

223. Traditional Chinese Fictional Narrative. (3h) Surveys the history of the traditional Chinese fictional narrative across a variety of genres and forms such as the classical anecdote, folktale, vernacular story, drama, and novel. Also listed as EAL 222 (CD, D)

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 in Fez, Morocco, during the summer session.*

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.

228. Viennese Culture from 1860 to 1914. (3h) Study of late 19th and early 20th century Vienna as reflected in the matrix of the city's civic and artistic life. *Offered in Vienna.*

230. Women Writers in Contemporary Italy. (3h) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)

231. Italian Women and the City. (3h) Survey of literary writings and visual texts (illuminations, paintings, sculptures, films) about women and the cities in Italy. Focuses on representation of cities such as Rome, Florence, Naples, Venice, Torino and Palermo and the spaces lived in and experienced by women from the legend of Pope Jeanne to Artemisia Gentileschi's "Judith and Olopherne," from Fellini's Rome in "La dolce vita" to the Venice of Soldini's "Bread and Tulips."

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.*

245. Interdisciplinary Seminar in Critical Thinking. (1.5h) Investigates cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.

251. The Asian-American Experience: Literature and Personal Narratives. (3h) Introduces writings and narratives of Asian Americans, examining the process of assimilation, the effects of immigration and cultural conflict on literary forms of expression, and the formation of new cultural identities. (CD)

252. Introduction to Chinese Film. (3h) Introduces film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the 20th century to the present. Explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as EAL 252. (CD)

253. Introduction to Japanese Film. (3h) Examines cinematic responses to the political, social, and cultural landscape of 20th-century Japan. Directors often include Mizoguchi, Kurosawa, Ozu, Naruse, Suzuki, Kore-eda, Miyazaki, and others. Also listed as EAL 253. (CD)

256. Beijing: A Study of Chinese Religion and Politics. (3h) Study of the religion and politics in the recent history of China, beginning with the founding of present Beijing in the early Ming Dynasty.

262. Racism, Heterosexism, and Religious Intolerance. (3h) Through fiction and nonfiction sources, a comparative cultural examination 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.

265. Gender, Spirituality, and Art. (3h) Introduces the current discussion of the nature of art and spiritual experience, with special attention to definitions of femininity and masculinity in the construction of symbols and religious meaning.

268. 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 ANT 377. (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. Also listed as EAL 270. (CD)

271. Mass Culture in Modern China. (3h) Begins with an inquiry 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 impact on modern China. Also listed as EAL 271 (CD)

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, Dostoevski, Silone, Nabokov, Miller, and Ishiguro.

273. 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 EAL 272 (CD)

280. Reason and Revelation. (3h) Investigates the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches are considered through the reading of such authors as Plato, Hesiod, Aristophanes, and Saint Thomas Aquinas, and of selections from the Bible.

282. Public Life and the Liberal Arts. (3h) Devoted to topics of abiding public 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 EDU 281.

283. Foundations of Revolution in Modernity. (3h) Subject viewed through representative writers such as Machiavelli, Spinoza, Pascal, Hobbes, Locke, Rousseau, Flaubert, Eckermann, Hegel, Nietzsche, and Conrad, each of whom, in a different way, participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

285. Culture and Religion in Contemporary Native America. (3h) Interdisciplinary survey of American-Indian cultures, 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. (CD)

290. Innovation and Inclusivity. (3h) Introduces cultural innovation in the 20th century. Written texts, visual arts, and performance art are analyzed through the perspectives of (1) paradigms such as psychoanalysis, Marxism, feminism, and liberation theology, (2) debates about political correctness and multiculturalism, and (3) strategies used by minority and non-Western voices. (CD)

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.

320. Perspectives on the Middle Ages. (3h) Team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: (a) Medieval Women; (b) Medieval Constructs of Gender, Race, and Class; (c) Love and War in the Middle Ages; (d) The Medieval Environment: Landscape and Culture. May be repeated for credit with different sub topics.

332. Humanities Perspectives on Contemporary Indigenous Cultures. (3h) Interdisciplinary seminar on the emerging global presence of indigenous cultures. Topics include world views and interreligious dialogue, contemporary social, political, and environmental developments, and indigenous cultural representation in contemporary arts, including film, literature, and theatre. (CD)

335. German Film. (3h) Survey of German cinema from the silent era to the present. Also listed as GES 335.

337. World Poetry in Dramatic Performance. (1.5h) Study, in translation, of ancient and contemporary poetry ranging from Japanese to Irish, African American, Spanish, German, Scottish, and others. Students are required, after eight class meetings, to perform in a public presentation. Pass/Fail only.

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. *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)

342. Japan in Perspective. (3h) Readings in accounts of Japan by Western visitors from the 19th century to the present, e.g., Hearn, Bird, Booth, Reid, and writing of reflective essays on student responses to their experiences with Japan and Japanese culture. *Taught only in Japan.*

347. Japanese Women Writers. (3h) Critical analysis of classical, modern, and contemporary writings by Japanese women, with an exploration of the cultural setting in which they occurred. (CD)

353. African and Caribbean Women Writers. (3h) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.

359. Fathers and Daughters. (3h) An interdisciplinary course that explores father-daughter relationships in contemporary American society through film, literature, music, theater, media, and social science research.

361. Dante I. (1.5h) Study of the Vita Nuova as apprenticeship to the *Divina Commédia,* and of the first half of the *Divina Commédia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West.

362. Dante II. (1.5h) Study of the second half of the *Divina Commédia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—HMN 361 or POI.

365. 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 HON 265.

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.

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.

381. Independent Research in Asian Studies. (1h, 2h, 3h) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of East Asian studies. May be repeated for credit, but no more than 3 hours may count toward East Asian studies.

382. Italian Cinema and Society. (3h) Survey of some of Italy's greatest postwar films, with special attention to issues and problems in Italian society as treated by major directors such as Fellini, DeSica, Rossellini, Antonioni, and Olmi.

383. Italian Fascism in Novels and Films. (3h) Explores theories of fascism, with emphasis on Italy between 1919 and 1944 as understood through novels and films.

384. Hispanic Cinema. (3h) Examines major films from the Hispanic world as cinematographic art and as expressions of political, social, and cultural issues. (CD)

385. Legends of Troy. (3h) Interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

390. Interdisciplinary Seminar on Aging. (1.5h or 3h) Study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social, structural and demographic aspects of aging. P—POI.

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)

396. Individual Study. (1h, 2h, 3h) Individual projects in the humanities which continue study begun in regular courses. P—POI.

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)

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 International Studies.

The current list of approved courses is available in the Center for International 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.

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) Students learn to develop critical and creative thinking associated with their academic work, social adaptation to a new environment, and making connections with faculty, staff and other undergraduate students to ensure personal and academic success. Taken by international students in 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.

228. Individual Study. (1h, 2h, 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, 2h, 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 fulfilment 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 ensure that students who study overseas receive sufficient credit to make satisfactory progress toward graduation: INS 101.

101. Overseas Study. (1-3h) Directed reading and/or field work as part of an approved overseas program under the supervision of the program coordinator or the Center for International Studies. The keeping of a journal and submission of an end of program evaluation are required. 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)
355. Language and Culture. (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)
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 290. Innovation and Inclusivity. (3h)
332. Humanities Perspectives on Contemporary Indigenous Cultures (3h)
INS 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 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)
FIN 234. International Finance. (3h)

ECN 251. International Trade. (3h)
252. International Finance. (3h)
258. Economic Growth and Development. (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)
HST 369. Modern Military History. (3h)
387. Islamic Empires Compared: the Ottomans, Safavids, and Mughals. (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)

Regional Studies

Two courses preferably selected from a single region. Regions include Africa, Asia, Europe, Latin America, and the Middle East.

Africa

HST 269. African History since 1850. (3h)
341. Africans in the Atlantic World, 1750-1815. (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)
CHI 350. Chinese Modern Literature Survey. (3h)
EAL 170. Introduction to Japanese Culture. (3h)
175. Japanese Culture: Insight and Outreach. (3h)
EAS 311. Special Topics in East Asian Studies. (1-3h)
381. Independent Research in East Asian Studies. (1-3h)
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 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)
271. Studies in French Art (3h)
ECN 2719. Economics of the European Community. (3h)
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 320. German Culture and Civilization I. (3h)
321. German Culture and Civilization II. (3h)
349. German Literature before 1700. (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)
350. Fin de Siècle Vienna. (3h)
GES 331. Weimar Germany. (3h)
HST 218. France since 1815. (3h)
224. Great Britain since 1750. (3h)
225. History of Venice. (3h)
231. Russia and the Soviet Union: 1865 to the Present. (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)

ITA *(cont.)* 335. Italian Women Writers. (3h)
336. Italian Women and the City. (3h)
337. Pier Paolo Pasolini and Utopia. (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) *taught in Spain*
339. Introduction to Spanish Film Studies. (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) *taught 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)
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)
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 243. The Middle East since 1500. (3h)
387. Islamic Empires Compared: the Ottomans, Safavids, and Mughals. (3h)
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)
REL 210. Jerusalem in History and Tradition. (3h)
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*
HMN *cont.* 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*

HST *(cont.)* 229. Venetian Society and Culture. (3h) *offered in Venice*
398. Individual Study. (1-3h) *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.

Journalism (JOU)

(Minor)

Director Justin Catanoso
Senior Lecturer Mary Martin Niepold
Lecturer Phoebe Zerwick
Adjunct Lecturer Michael Horn
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, layout 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 business, health care, science, sports, environment, public affairs, opinion, and commentary. Traditional and digital skills emphasized. Can be repeated with POI. P—JOU 270.

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 magazines and their audiences through tone, design, and content. Practice story pitches and writing articles of various lengths aimed at a stated magazine which students research and select. Digital skills practiced; class magazine produced. Also listed as ENG 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. (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 COM 117. P—POI.

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—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.

298. Internship. (1.5h) Practical experience in professional media: print, online, publishing, advertising/PR. Students work with a faculty adviser.

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. Up to 6 hours (2 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 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 www.wfu.edu/academics/romancelanguages/related/lac.htm.

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. In addition, candidates take 12 hours of coursework related to Latin America or to Latinos in the U.S. No more than 6 of these 12 hours may be in a single discipline.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing Spanish courses through the 213 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 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, DC. 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 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 371C. Offered in Havana. (CD)

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)

398. Individual Study. (1h, 2h, 3h) Reading, research, or 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.

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/las for current offerings.

Electives for Latin-American and Latino Studies

ANT 301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h)
313. Tradition, Continuity and Struggle: Mexico and Central America. (3h)
342. Development Wars: Applying Anthropology. (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)
273. History of Mexico. (3h)
275. Modern Latin America. (3h)
284. Latin America's Colonial Past. (3h)
311. Special Topics in History. (3h) *if related to Latin America*
355. History of Nature Conservation in Latin America. (3h)
374. Protest and Rebellion in Latin America. (3h)
390. Research Seminar in History. (3h) *if related to Latin America suggested for LAS minors who major in history*
HMN 183. The Contemporary Argentine Experience. (1.5h)
186. The Contemporary Chilean Experience. (1.5h)
216. Romance Literature. (3h) *if related to Latin America*
222. African and Caribbean Literature. (3h)
384. Hispanic Cinema. (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*
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 three hours towards the minor.*
113. Intensive Elementary Portuguese. (4h)
154. Accelerated Intermediate Portuguese (3h)
212. Exploring the Lusophone World. (3h)
SPN 318. Literary and Cultural Studies of Spanish America. (3h)
319. Grammar and Composition. (4h)
319L. Grammar and Composition for Heritage Speakers of Spanish. (4h)
323. Advanced Grammar and Composition. (3h)
351. Transatlantic Renaissance. (3h)

SPN *(cont.)* 354 Transatlantic Enlightenment. (3h)
355. European-American Encounters 1492 to the Present. (3h)
359. Special Topics in Transatlantic Literature and Culture. (1.5 or 3h)
360. Colonial Spanish America. (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)
365. 20th-Century Spanish-American Theatre. (3h)
366. Latin-American Cinema and Ideology. (3h)
367. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h)
368. Spanish-American Short Story. (3h)
369. Spanish-American Novel. (3h)
370C. Cuban Literature. (3h)
371C. Afro-Cuban Cultural Expressions. (3h)
372. Spanish-American Theatre: From Page to Stage. (3h)
373. Fictions of the Mexican Revolution. (3h)
379. Special Topics in Spanish American Literature and Culture. (3h).
387. Spanish for Business. (3h)

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*
377. Special Topics (1.5h, 2.5h, 3h) *If related to Latin America*

Linguistics (LIN)

(Interdisciplinary Minor)

Coordinator Professor of Romance Languages (Spanish) M. Stanley Whitley

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 coordinator of linguistics in the Department of Romance Languages, 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 program coordinator 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 ethnolinguistics, 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, postcolo-nialism, 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)
351B Russia (CD)
351C Great Britain (CD)
351D Multiple Countries (CD)
351E China (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—ANT/LIN 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. (1-3h, 1-3h) 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)
SPN 321. 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)
SPN 322. Spanish Pronunciation and Dialect Variation. (3h)
324. Contrastive Spanish/English Grammar and Stylistics. (3h)
329. Special Topics in Hispanic Linguistics. (3h)

Mathematics (MTH)

Chair Edward E. Allen
Associate Chair Sarah Raynor
Reynolds Professor Robert J. Plemmons
Ranlet and Frank Bell Jr. Faculty Fellow and Professor James L. Norris III
Shively Family Faculty Fellow and Professor Ellen E. Kirkman
Wright Family Faculty Fellow and Professor Stephen B. Robinson
Professors Edward E. Allen, Richard D. Carmichael, Hugh N. Howards, James Kuzmanovich
Gale Family Faculty Fellows and Associate Professor Miaohua Jiang
Associate Professors Kenneth S. Berenhaut, R. Jason Parsley, Sarah Raynor
Assistant Professors Robert Erhardt, Jennifer Erway, Sarah Mason, W. Frank Moore, Jeremy Rouse
Research Professors John Baxley, Fredric T. Howard
Teacher-Scholar Postdoctoral Fellows Andrew Conner, J. Matthew Mastin, Brian Pigott, John Webb
Senior Lecturers Jule M. Connolly, David C. Wilson
Instructor Janice Blackburn
Visiting Instructor Carol Aschenbrenner

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 MTH 112, 113, 117, 121, 211 or 311, and 321 with 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 MTH 112, 113, 117, 121, 211 or 311, 256, 357, 358, 367, 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 MTH 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 MTH 112, 113, 117, 121, 256, 311, 357, 358, 367, 391, 392; 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 MTH 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 can not 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 MTH 112, either 113 or 121, and four other courses of at least 3 hours each numbered higher than MTH 105, two of which must be numbered above 200. Credit is allowed for either MTH 107 or 109, but not both.

A minor in statistics requires MTH 256 and five courses chosen from MTH 109, 112, 117, 121, 257, 357, 358, 362, 364, 367; ANT 380; BIO 380; BEM 201, 202; ECN 215; HES 262, 360; PSY 311, 312; SOC 271. No more than one course from MTH 112, 117 and 121 may count towards the minor. No more than one course from outside MTH may count towards the 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 not earn both a major and a minor in 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 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: MTH 112, 113, 121, 254, 255; ECN 150, 205, 207, 210, 211, 215, 218; and three 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 the Department of Economics.

The Bachelor of Science Degree in Mathematical Business. The Department of Mathematics and the business school 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: MTH 205 or both 113 and 206, or both 113 and 121; 253, 256, and 353; ACC 221; BEM 211, 221, 241, 251, 261, 311, 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 courses being chosen from three-hour courses at the 300 level or higher, excluding 381. The following courses are prerequisites for admission into this major: MTH 112, ACC 111, and ECN 150. CSC 111, 112, and MTH 251 are strongly recommended electives. Students electing this joint major must receive permission from both the Department of Mathematics and the business school. 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 the business school. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the Schools 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. To be graduated with the designation "Honors in Mathematical Economics" a student must satisfy the requirements of ECN 298 or MTH 391 and 392 by successfully completing a senior research project with a minimal grade B- and must have a GPA of at least 3.0 overall and 3.3 in courses for the mathematical economics major. Consult with program advisors for additional information.

Students who are enrolled at Wake Forest may not take courses in mathematics at other institutions to satisfy divisional requirements.

105. Fundamentals of Algebra and Trigonometry. (1h or 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—MTH 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 MTH 206 and 121. Credit not allowed for both MTH 206 and 205. P—MTH 111 or POI.

211. Advanced Calculus. (3h) Rigorous proof-oriented development of important ideas in calculus. Limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. Credit not allowed for both 211 and 311. P—MTH 117 or POI. (D)

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—MTH 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—MTH 112 or POI. (D, QR)

253. Operations Research. (3h) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—MTH 111 and MTH 121, 205 or 206 or POI. (D, QR)

254. Optimization Theory. (1.5h) Unconstrained and constrained optimization problems; Lagrange multiplier methods; sufficient conditions involving bordered Hessians; inequality constraints; Kuhn-Tucker conditions; applications primarily to problems in economics. P—MTH 113 and 121 or POI.

255. Dynamical Systems. (1.5h) Introduction to optimal control, including the Pontryagin maximum principle, and systems of nonlinear differential equations, particularly phase space methods. Applications to problems in economics, including optimal management of renewable resources. P—MTH 113 and 121 or POI.

256. Statistical Methods. (3h) A project-oriented course emphasizing data analysis, with introductions to nonparametric methods, multiple and logistic regresssion, model selection, design, categorical data or Bayesian methods. P—MTH 109, ANT 380, BIO 380, BEM 201 or 202, HES 262 or 369, 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—MTH 109 or 256 or POI. (D)

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—MTH 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. Credit not allowed for both 211 and 311. P—MTH 117 or POI. (D)

317. Complex Analysis I. (3h) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—MTH 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—MTH 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—MTH 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—MTH 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—MTH 112 and MTH 121, 205 or 206 or POI. (D)

331. Geometry. (3h) Introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries. P—MTH 117 or POI. (D)

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—MTH 113 or POI. (D)

345, 346. Elementary Theory of Numbers I, II. (3h, 3h) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem. P—MTH 117 or POI. (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—MTH 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—MTH 117 or POI. (D)

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—MTH 113 and 251 or POI. (D)

353. Mathematical Models. (3h) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences. (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—MTH 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—MTH 112 and MTH 121, 205 or 206 or POI. (D)

357. Probability. (3h) Probability distributions, mathematical expectation, and sampling distributions. MTH 357 prepares students for Actuarial Exam #1. P—MTH 112 or POI. (D)

358. Mathematical Statistics. (3h) Derivation of point estimators, hypothesis testing, and confidence intervals, using both maximum likelihood and Bayesian approaches. P—MTH 357 or POI.(D)

362. Multivariate Statistics. (3h) Multivariate and generalized linear methods for classification, modeling, discrimination, and analysis. P—MTH 112, MTH 121 or 205, and MTH 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—MTH 109 or 256, and MTH 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—MTH 121 or 205 or 206, and MTH 256 or 357. (D)

381. Individual Study. (1.5h, 2.5h, or 3h) Independent study directed by a faculty adviser. By prearrangement.

383. Selected Topics. (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 one-hour oral presentation based upon work in MTH 391.

Medieval Studies

(Interdisciplinary Minor)

Coordinators Professors of English Gillian Overing and Gale Sigal

The interdisciplinary minor in medieval studies requires 18 hours, chosen from at least three different departments. Courses from the student's major may count in the minor. Students are encouraged, but not required, 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 coordinators maintain a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Electives for Medieval 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)
396. Art History Seminar: b. Medieval Art. (1.5h, 3h)

ENG 305. Old English Language and Literature. (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)
FRH 370. Seminar in French and Francophone Studies. (3h)
(Periodically offered in medieval studies)
GER 345. History of the German Language. (3h)
349. German Literature before 1700. (3h)
HON 310. The Medieval World: Special Topics. (3h)
HST 206. The Early Middle Ages. (3h)
207. The High Middle Ages Through the Renaissance. (3h)
242. The Middle East before 1500. (3h)
311. Special Topics in History. (3h) *When topic is medieval*
HMN 320. Perspectives on the Middle Ages. (3h)
ITA 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)
POL 274. Religion and Politics in Medieval Thought. (3h)
REL 367. The Mystics of the Church. (3h)
372. History of Christian Thought (3h)
SPN 331. Medieval Spain: A Cultural and Literary Perspective. (3h)
344. The Debate about Woman in Late Medieval Spain. (3h)
345. Medieval Pilgrimages. (3h)
THE 310. History of Western Theatre I (Beginnings to 1642). (3h)

Students intending to minor in medieval studies should consult one of the coordinators, preferably during the sophomore year.

Middle East and South Asia Studies

(Interdisciplinary Minor)

Coordinators

Professor of Political Science Charles H. Kennedy
Associate Professor of Political Science Michaelle Browers

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 coordinator maintains 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.

Electives for Middle East and South Asia Studies

ANT 334. Peoples and Cultures of South Asia. (3h)
335. Visualizing 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*
Arabic 111, 112. Elementary Arabic I and II. (3h)
153. Intermediate Arabic. (4h)
213. Introduction to Arabic Literature. (3h)
218. Standard Arabic Conversation. (1.5h or 3h)
ART 104. Topics in World Art. (3h) *when topic is appropriate*
206. Art and Empire: India and Europe, 1500-1900. (3h)
251. Women, Art, and Islam. (3h)
286. Topics in Architectural History. (3h) *when topic is appropriate*
ENG 358. Postcolonial Literature. (3h)
359. Studies in Postcolonial Literature. (3h)
HST 107. The Middle East and the World. (3h)
242. The Middle East before 1500. (3h)
243. The Middle East since 1500. (3h)
260. Premodern South Asia. (3h)
261. 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)
387. Islamic Empires Compared: the Ottomans, Safavids, and Mughals. (3h)
386. History of Islamic Law. (3h)
388. Nation, Faith, and Gender in the Middle East. (3h)
390. Research Seminar. (3h) *when topic is appropriate*
HMN 224. Cross-cultural Encounters in Morocco. (3h)
NLL 111, 112. Elementary Hebrew. (3h, 3h)
153. Intermediate Hebrew. (3h)
211, 212. Hebrew Literature I and II. (3h)
301. Introduction to Semitic Languages. (3h)
302. Akkadian I. (3h)
303. Akkadian II. (3h)
310. Intermediate Readings in Classical Hebrew. (1h)
311. Aramaic. (3h)
321., 322. Introduction to Middle Egyptian I and II. (3h, 3h)
325. Coptic (3h) *taught on demand*
POL 241. Contemporary India. (3h)
242. Topics in Comparative Politics. (3h) *when topic is contemporary India*
246. Politics and Policies in South Asia. (3h)
247. Islam and Politics. (3h)
250. Afghanistan, Pakistan, Iraq, and U.S. Policy since 2001. (3h)

POL *(cont.)* 252. Topics in International Politics (3h) *when topic is appropriate*
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. Religion and Politics in Medieval Thought. (3h)
278. Politics and Identity. (3h)
282. Gandhi. (3h)
300. Senior Seminar in Political Science. (4h) *when topic is appropriate*

REL 104. Introduction to Asian Religions. (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)
261. Foundations of Traditional Judaism. (1.5h)
262. Contemporary Judaism. (1.5h)
286. Directed Reading. (1-3h)
312. The Critical Study of the Pentateuch. (3h)
313. Near Eastern Archaeology. (3h)
362. Topics in Islam. (3h)
383. The Quran and the Prophet. (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)
390. Special Topics in Religion. (3h) *when topic is appropriate*

Military Science (MIL)

ARMY

Professor Lieutenant Colonel King Kao
Assistant Professors Major Jacob Blanton, Jason Pardue, Captain John Topper
Executive Officer Major Roy J. Ferguson
Adjunct Instructor Donald J. Moser

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. No military obligation is incurred by enrollment in the basic course, except by Army ROTC Scholarship cadets. The basic course may be completed, partially or fully, by three alternative methods: previous attendance of military initial entry training, a six-week long leader's training course, or constructive credit for other military service determined appropriate by the professor of military science. Leadership Laboratory (117, 118) is encouraged but not required as a corequisite for cadets not on scholarship.

The advanced course consists of four classes (225, 226, 227, and 228). Advanced Leadership Laboratory (119, 120) is a required corequisite for all advanced courses. Enrollment in the advanced AROTC courses is only for students having signed a service obligation which they will fulfill after graduation with the United States Army, Army Reserve, or Army National Guard, and a five-week Leader Development and Assessment Course, 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. (0h) 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 skills necessary to operate in a military environment and how to accomplish tasks outside of classroom setting. 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. C—MIL 121, 122, 123, or 124. P—POI of military science.

119,120. Advanced Leadership Laboratory. (1h) Focuses on practical application of time management, small unit organization, communication, and the use of 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 will be required to plan training scenarios conducted at 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. C—MIL 225, 226, 227, or 228. P—POI.

121. Leadership and Personal Development. (1.5h) Introduction to the personal challenges and competencies critical for effective leadership. 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. C—MIL 117 is required for contracted and scholarship cadets only.

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. C—MIL 118 is required for contracted and scholarship cadets only.

123. Innovative Team Leadership. (3h) Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. C—MIL 117 is required for contracted and scholarship cadets only.

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. C—MIL 118 is required for contracted and scholarship cadets only.

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 Leadership Development and Assessment Course (LDAC). P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science). C—MIL 119.

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 combat, stability, support, and humanitarian operations. 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 Leader Development Assessment Course (LDAC). P—MIL 121 through 225 (or equivalent credit as determined by the professor of military science). C—MIL 120.

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 126 (or equivalent credit as determined by the professor of military science) and MIL 225 and 226. C—MIL 119.

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 hands-on working foundation of knowledge regarding government and military policy based on hands-on case study scenarios involving current and past actors (military officers, government officials, etc.). P—MIL 121 through 227 (or equivalent credit as determined by the professor of military science) and MIL 225 through 227. C—MIL 120.

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 one-hour class and a two-hour leadership laboratory each week in addition to two one-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 three hours of class, a two-hour leadership laboratory, and two one-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
Acting Chair (spring) 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
Associate Professors Jacqui Carrasco, Richard E. Heard
Director of Bands C. Kevin Bowen
Associate Director of Bands Philip Morgan
Director of Orchestra David Hagy
Senior Lecturers Patricia Dixon, Kathryn Levy
Lecturer Joanne Inkman
Part-time Assistant Professor Pamela Howland
Lecturer Ulrike Anton (Vienna)

The Department of Music offers two majors, one in music performance, requiring 38 hours, and a second in music in liberal arts, 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 (MUS 171, 172, 173, 174, sixteen hours) and music history (MUS 181, 182, 183, nine hours), 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 3 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)

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. May not be counted toward the majors or minor in music.

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)

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.

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-century. 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.* (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. It is recommended that students take MUS 171 before enrolling in MUS 183. 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. P—POI. (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. 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. *Offered fall semester of odd years.* P—POI.

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.

272. Performance and Analysis. (1.5h) Practical analysis for use in 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—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
b. choral literature
c. piano literature
d. guitar literature
e. vocal literature
f. opera

285. Special Topics in Music. (1-3h) 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. (1-3h) 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. (1-3h) 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.

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 one 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 touring choir of 45 voices which performs a variety of choral literature from all periods. P—Audition.

116. Choral Union. A large, mixed chorus which performs a variety of choral literature from all periods. P—Audition.

118. Wind Ensemble. Study and performance of music for mixed chamber ensemble of winds, brass, and percussion. P—Audition.

119. Symphonic Band. (1h) Study and performance of music for symphonic band. Meets once weekly for ninety minutes. 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
b. string
c. brass
d. woodwind
e. mixed
f. clarinet
g. saxophone
h. guitar
i. keyboard

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble.

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
b. flute choir
c. clarinet choir
d. saxophone ensemble
e. brass choir
f. vocal ensemble
g. mixed 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. Class held once weekly. Meets from the beginning of the semester to spring break. 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 two 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.

a. violin	*i. saxophone*	*q. percussion*	*y. harpsichord*
b. viola	*j. trumpet*	*r. guitar*	*z. jazz improvisation*
c. cello	*k. French horn*	*s. harp*	*aa. carillon*
d. bass	*l. trombone*	*t. electric bass*	*jp. jazz piano*
e. flute	*m. baritone*	*u. accompanying*	*ji. jazz saxophone*
f. oboe	*n. tuba*	*v. voice*	*jj. jazz trumpet*
g. clarinet	*o. organ*	*w. recorder*	*jr. jazz guitar*
h. bassoon	*p. piano*	*x. viola da gamba*	

162. Individual Instruction. (1h) One one-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. P—MUS 167v or POI. (One hour per week.)

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—Two 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.

200. Introduction to Neuroscience. (3h) Interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, neural networks, and the philosophy of mind.

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.

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)
	351. Vertebrate Physiology. (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)

(Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.)

Philosophy (PHI)

Chair Win-chiat Lee
A.C. Reid Distinguished Teaching Fellow and Professor Charles M. Lewis
Kenan Professor of the Humanities and Professor of Philosophy Julian Young
Professor Ralph Kennedy
Shively Family Fellow and Associate Professor Ana S. Iltis
Associate Professors Adrian Bardon, Stavroula Glezakos, Win-chiat Lee, Christian B. Miller, Patrick Toner
Assistant Professor Emily Austin
Senior Lecturer Clark Thompson
Lecturers Hannah M. Hardgrave, Adam J. Kadlac
Visiting Assistant Professor Modie Christon Smith
Teacher-Scholar Postdoctoral Fellow Adam C. Pelser
Adjunct Professor Earl Crow

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 from each of the following five groups. Group I: 232, 331, 332; Group II: 241, 341, 342; Group III: 360, 361,362, 364, 366, 367; Group IV: 373, 374, 375, 376, 377, 378; Group V: 352, 353, 354, 355, 356, 363, 368, 370, 371, 372, 379. 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 3.5 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 3.5 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 221 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.

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. Medical Ethics. (3h) Study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truthtelling, 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)

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. (D)

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.

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.

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.

280. Topics in Philosophy. (1-3h) Seminar and/or lecture course in selected topics. May be repeated if course title differs. 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.

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. (3h) Treatment of selected figures and/or themes in 17th- and 18th-century European philosophy. P—One PHI course (241 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: Heidegger, Gadamer, Adorno, Habermas. (3h) Issues covered include: the difference between authentic and inauthentic life, the ethics of 'dwelling', the nature of interpretation, the critique of the effects of capitalism on modern society and culture, and the defense of reason as a basis of social life against 'postmodernism'. P—One PHI course or POI.

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.

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.

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.

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.

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.

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; 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.

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.

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. (1-3h)

Physics (PHY)

Chair Keith Bonin
Reynolds Professor of Computational Biophysics Jacquelyn S. Fetrow
Harbert Family Distinguished Chair for Excellence in Teaching and Scholarship Daniel Kim-Shapiro
Reynolds Professor Richard T. Williams
Professors Paul R. Anderson, Keith D. Bonin, David L. Carroll, Natalie A. W. Holzwarth, George Eric Matthews
Research Professors George Holzwarth, William Kerr
Wake Forest Faculty Fellow and Associate Professor Martin Guthold
Associate Professors Eric D. Carlson, Gregory B. Cook, Jed Macosko, Fred Salsbury
WFU Faculty Endowment Fund Fellow and Assistant Professor Oana Jurchescu
Ranlet and Frank Bell Jr. Faculty Fellow and Assistant Professor Timo Thonhauser
Assistant Professor Samuel Cho
Research Associate Professors Swati Basu, Kamil Burak Ücer
Lecturer Jack Dostal
Adjunct Professor Mark W. Roberson
Adjunct Associate Professor John D. Bourland, Michael Munley, Peter Santago
Adjunct Assistant Professor Timothy E. Miller

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 6 hours may be satisfied with any other 300-level courses in the department except 381. MTH 205 also is required, although students may substitute MTH 113 and 121 in place of MTH 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, MTH 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 MTH 113 and 121 in place of MTH 205, and MTH 251 and 352 in place of MTH 306. 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. A student must take PHY 381 or 382 for a minimum of 1.5 hours. Also required are MTH 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 substitute MTH 113 and 121 for MTH 205, and they may substitute CHM 341 for PHY 341.

While the physics major can be started in the sophomore year, students are encouraged to take PHY 113 and 114 and MTH 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.

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. 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. Lab—2 hours. Available for transfer, AP, IB, or A-levels credit only; not approved for summer school elsewhere. (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—MTH 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—MTH 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. P—PHY 114 and MTH 111. The department recommends that PHY 215 be taken concurrently with PHY 265. (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; inertial and non-inertial reference frames. Includes extensive use of computers. P—PHY 113 and MTH 205. (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 6h 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 114, 215. C—MTH 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. P—MTH 205 or MTH 113, 121 and 251, or POI. Credit will not be given for both PHY 335 and CSC/MTH 355.

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 MTH 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 MTH 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 MTH 112. (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 MTH 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; 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) Introduces bioinformatics and computing techniques essential to current biomedical research. Topics may include genome and protein sequence and protein structure databases, algorithms for sequence and structure analysis, and computer architecture and environment considerations. Emphasizes interdisciplinary interaction and communication and includes a project that requires using software engineering protocols and working as part of an interdisciplinary team. Also listed as CSC 385. P—CSC 221 or POI. (D)

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
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, David P. Weinstein, Helga Welsh
Professor and Director of Latin American Studies Peter M. Siavelis
Associate Professors Michaelle L. Browers, Neil DeVotta, Sarah Lischer
Assistant Professors Sara Dahill-Brown, Michael Pisapia, Will Walldorf, Betina Wilkinson
Senior Lecturers Tom Brister, Yomi Durotoye
Visiting Assistant Professor Jack Amoureux
Visiting Professor James Connelly

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) courses in methods (POL 291, 292); and (c) one seminar course (POL 300) normally taken in the senior year. The methods courses are prerequisites for the senior seminar and students are expected to take both methods courses prior to the end of their junior year and, in any case, prior to the senior seminar.

No more than 6 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 3 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, DC.

The minor in politics and international affairs consists of 18 hours. Fifteen of the hours must be taken at Wake Forest. No more than 6 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 3 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 political actors, institutions, and ideologies in the passage or rejection of policy proposals. Considers a range of social, economic, and regulatory policies.

214. Latino Political Behavior and Public Opinion. (3h) Examines the contemporary role of Latinos as minority group in the U.S., with emphasis on the history of Latino immigration to the U.S. and to North Carolina, immigration attitudes, Latino representation, political identity and partisanship, 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 (i.e. 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) Emphasizes the office and the role; contributions by contemporary presidents considered in perspective.

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) 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. Blacks in American Politics. (3h) Surveys selected topics, including black 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 and does so in such a manner as to illustrate the role of public policy in economic performance in a number of leading industrial economies (the U.S., United Kingdom, Germany, Sweden, 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.

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 central concepts (democracy, liberty, equality, and power) and ideologies (liberalism, conservatism, and socialism) as they have been formulated within some of the main schools of political thought. (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.

270. Ethics and Politics. (3h) Investigates the relationship between ethical reasoning and political theory. Representative philosophers include Hume, Kant, Nietzsche, Mill, Sidgwick, Green, Ayer, Hare, and McIntyre.

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 the Aftermath of Marxism. (3h) Examines Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of 20th-century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkeimer, Marcuse, and Sartre.

274. Religion and Politics in Medieval Thought. (3h) Investigates the medieval encounter between philosophy and revealed religion (Islam, Judaism, and Christianity). Topics include the nature of political community and its role in cultivating virtue; relations between knowledge and power, and between politics and salvation; and the origins of modern ideas of law and freedom.

275. American Political Thought. (3h) Examines the republican, civic humanistic tradition vs. the liberal, juridical tradition in American political thought from the founding to the present. Readings from Locke, Sidney, the Federalists and anti-Federalists, Spencer, Dewey, Rawls, and Sandel.

276. Modern Political Thought. (3h) Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation and citizenship. Selected writings from Machiavelli, Locke, Rousseau, Mill, Marx, and Rawls.

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.

279. Varieties of Philosophical Liberalism. (3h) Study of 20th-century philosophical liberalism such as libertarianism, utilitarianism, liberal utilitarianism, Kantian liberalism and communitarianism with special focus on rival conceptions of freedom and on utilitarianism and its critics.

Seminars and Additional Courses

282. Gandhi. (3h) Explores the life, political philosophy, and the method of non-violent 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. (1, 2, 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 3 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 6 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.

291. Research Design and Qualitative Analysis. (1.5h) Introduces students to the construction of a research design and the uses of qualitative methods such as survey methods, content analysis, field research and literature reviews. Completion of both POL 291 and POL 292 satisfies the QR requirement.

292. Quantitative Analysis. (1.5h) Focuses on problems political researchers choose to address quantitatively, and how to measure and analyze concepts relevant to politics quantitatively. *(NOTE: Students who have received a C or above in MTH 109, or an equivalent quantitative methods course outside the political science department (if approved by the department chair) are exempt from POL 292. It will remain the responsibility of such students to meet the full number of credit hours required for the politics major.)*

300. Senior Seminar in Political Science. (4h) Readings and research on selected topics. P—POL 291 and POL 292 (unless exempted).

Psychology (PSY)

Chair Dale Dagenbach
William L. Poteat Professor of Psychology Deborah L. Best
Professors Terry D. Blumenthal, Christy M. Buchanan, Dale Dagenbach, William W. Fleeson, James A. Schirillo, Catherine E. Seta, Carol A. Shively
McCulloch Faculty Fellow and Professor R. Michael Furr
Dunn-Riley Faculty Fellow and Associate Professor Wayne E. Pratt
Associate Professors Janine M. Jennings, Lisa Kiang, Cecilia H. Solano, Eric R. Stone
Assistant Professors Dunuwille Eranda R. Jayawickreme, Lara K. Kammrath, E.J. Masicampo, John V. Petrocelli, Christian E. Waugh, Dustin Wood
Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr.
Adjunct Associate Professor C. Drew Edwards
Adjunct Assistant Professors Phillip G. Batten, Jacqueline N. Friedman, Alycia K. Silman, William W. Sloan Jr.
Visiting Assistant Professors Heath L. Greene, Andrew P. Smiler
Adjunct Instructor Stephen W. Davis

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 151

and all higher numbered courses except for PSY 270, 275, 280, and 392 count toward Division IV requirements. 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 3 hours of directed study (PSY 280) may be counted toward the 32 hours required for the major, and a maximum of 5 hours of directed study (PSY 280) may be counted toward the graduation requirement of 120 hours. A maximum of 3 hours of internship credit can be taken.

No more than 6 hours will be accepted for courses taken at other schools. 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, REL 350, and SS08-4763 in the Washington, D.C., program. A maximum of 9 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: BIO 380, 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 four additional courses, two of which must come from the list above. No more than 6 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. 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)

239. Altered States of Consciousness. (3h) Examines altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—PSY 151. (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. (0-3h) 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 3 hours. P—PSY 310 or 311, POD.

280. Directed Study. (1-3h) 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) (D, QR)

312. Research Methods II. (4h) Design and statistical analysis of experimental methods. Lab twice weekly. P—311. (D, 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. (D)

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. (D)

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. (D)

329. Perception. (3h) Surveys theory and research findings on various sensory systems (vision, hearing, touch, taste). P—PSY 310 or 311. P or C—PSY 312. (D)

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. (D)

333. Motivation of Behavior. (3h) Surveys basic motivational concepts and related evidence. P—PSY 310 or 311. P or C—PSY 312. (D)

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. (D)

341. Research in Developmental Psychology. (3h) Methodological issues and selected research in developmental psychology. Research projects required. P—PSY 310 or 311. P or C—PSY 312. (D)

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. (D)

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. (D)

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. (D)

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. (D)

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. 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. (D)

381. Honors Seminar. (3h) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—PSY 311 and POI. (D)

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. (D)

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.

Religion (REL)

Chair James L. Ford
Associate Chair Lynn S. Neal
Albritton Professor of the Bible Kenneth G. Hoglund.
Easley Professor of Religion Stephen B. Boyd
Wingate Professor of Religion Simeon O. Ilesanmi
Professors Mary Foskett, Bill J. Leonard (School of Divinity), Nelly van Doorn-Harder, Ulrike Wiethaus
Associate Professors James L. Ford, Lynn S. Neal, Jarrod L. Whitaker
Assistant Professors Annalise Glauz-Todrank, Lucas F. Johnston, Tanisha Ramachandran
Visiting Assistant Professor Ronald B. Neal
Adjunct Professor Earl Crow
Senior Lecturer Darlene R. May

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 religion, 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 religion requires a minimum of 27 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). A minimum GPA of 2.0 in all courses completed in religion at Wake Forest is required for graduation with the major.

A minor in religion 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.

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 by selecting the undergraduate tab at www.wfu.edu/religion, 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 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)

104. Introduction to Asian Religions. (3h) Study of the thought and practices within the major religious traditions of South, Southeast, and East Asia. Focus, region, 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.

282. Honors in Religion. (3h) Conference course including directed reading and the writing of a research project. (Group I-III with department approval)

286, 287. Directed Reading. (1-3h) 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. (1-3h) 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.

350. Psychology of Religion. (3h) Examines the psychological elements in the origin, development, and expression of religious experience.

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.

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.

311. The Psalms. (1.5h, 3h) Study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for 1.5 hours and is a prerequisite for the second half.)

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.

319. Visions of the End: Jewish and Christian Apocalyptic. (3h) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.

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.

327. New Testament Gospels. (3h) Reading, critical study, and interpretation of one or more of the canonical Gospels.

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.

240. 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.

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)

243. Cinema and the Sacred. (3h) Investigates select theological and religious themes in film.

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)

245. 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.

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.

268. Religion and Music. (3h) Explores the intersection of religion and music with special emphasis on how music facilitates experiences of the sacred.

330. Comparative Religious 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.

340. Men's Studies and Religion. (3h) Examines the ways in which masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and have been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics. Also listed as WGS 331.

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.

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 16th 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.

366. Gender and Religion. (3h) Examines the historical and contemporary interaction between religion and sex roles, sexism, and sexuality. Also listed as WGS 333.

367. Christian Mysticism. (3h) Historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

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.

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)

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)

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.

111M. Elementary Arabic in an Immersion Setting. (6h) Five-week introduction to Modern Standard Arabic. *Taught during the summer in Fez, Morocco.*

113M. Colloquial Moroccan Arabic in an Immersion Setting. (3h) Five-week course presents the rudiments of the spoken dialect with emphasis on developing the necessary structures for everyday interactions with native speakers. Can be taught with or without recourse to the Arabic script depending on student interest. Students wishing to register must complete an application early in the preceding spring semester in the Center for International Studies and must be admitted to the course. *Taught during the summer in Fez, Morocco.*

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.

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) Texts in Hebrew and Aramaic from the Talmud and Midrash. *On request.* P—NLL 311 or POI.

321, 322. Introduction to Middle Egyptian I and II. (3h, 3h) The phonology, morphology, and grammar of Middle Egyptian. *On request.*

Arabic

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. (4h) Review of grammar and focus on the acquisition of more complex grammatical structures, vocabulary building, and expansion of reading, writing, and listening skills in Modern Standard Arabic. P—Arabic 112

213. Introduction to Arabic Literature. (3h) Reading of selected texts in Arabic, ranging from the Quran to medieval fiction, nonfiction works, and modern short stories, for the purpose of building vocabulary and reading skills, expanding knowledge of grammatical structures, and deepening cultural understanding. P—Arabic 153 or equivalent.

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—Arabic 153 or equivalent.

219. Standard Arabic Conversation II. (3h) A continuation of Arabic 218. P—Arabic 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—Arabic 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—Arabic 221 I the same dialect or POI.

288. Arabic Individual Study. (1.5h or 3h) Course may be repeated for a total of six credit hours. P—POI.

Sanskrit Language and Literature (SKT)

No SKT course may count toward the major or minor in religion.

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.*

Romance Languages

Chair Byron R. Wells
Charles E. Taylor Professor of Romance Languages Candelas S. Gala
Professors Jane W. Albrecht, Sarah E. Barbour, Mary L. Friedman, Byron R. Wells, M. Stanley Whitley
Associate Professors Irma Alarcón, Margaret Ewalt, Ola Furmanek, Luis González, Anne Hardcastle, Linda S. Howe, Judy K. Kem, Kathryn Mayers, Stéphanie Pellet, Soledad Miguel-Prendes, Roberta Morosini, Stephen Murphy, María Teresa Sanhueza, Kendall Tarte
Assistant Professors Jerid Francom, Rémi Lanzoni, Brian Price, Jose Luis Venegas
Lecturers Elizabeth Mazza Anthony, Elisabeth Barron, Karina Bautista, Vera Castro, Véronique M. McNelly, Lilliana Mendoza-Batista, Rebekah Morris, Claudia Ospina, Jenny Puckett, Jessica Shade, Patricia Swier, Encarna Turner
Instructor Diego Burgos
Visiting Assistant Professor Josefina López
Visiting Instructors Claudia Francom, Marcelo Pereira
Salamanca, Spain: On-Site Director, Javier G. Garrido; Cultural Assistant, Marta Salvado Tato

The department offers programs leading to majors in French and Spanish, minors in French, Italian, and Spanish, and certificates in Spanish and French for business, and in Spanish translation 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 certificate 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 are advised and encouraged to take related courses in other areas of the University curriculum, such as HST 217, 218, and 317, and HMN 222. 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 major in Spanish requires a minimum of 28 hours and must include SPN 317, 318, and 319 or 319L, and 3 hours from each of the following groups:

- Peninsular or Transatlantic courses: 330-359
- Transatlantic or Spanish-American courses: 350-379
- Any area numbered 330-379

Students must also take 9 additional hours from courses numbered 216 and above. Spanish 216 is strongly recommended before 300-level study. Students must achieve at least a C grade in 319 and a GPA of 2.0 in the major. 319 must be taken on the Reynolda or Salamanca campus.

The minor in Spanish requires a minimum of 18 hours in Spanish courses numbered 216 and above. Spanish 317, 318, 319 or 319L and one course in any area numbered 330-379 are required.

216 is strongly recommended before 300-level study. Students must achieve at least a C grade in 319 and a GPA of 2.0 in the minor.. 319 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.

Certificates Offered

French for Business requires FRH 319, 321, 329, 330, and one additional course in French above 214.

Spanish for Business teaches business and cultural concepts and prepares students for doing business in a crosscultural environment. Requirements include SPN 319 or SPN 319L; SPN 387; SPN 388, and one additional upper-division course, excluding 316. Includes an optional internship (SPN 389). SPN 386 or SPN 387I may be substituted for either SPN 387 or SPN 388.

Spanish for Medical Professions teaches medical and cultural concepts and prepares students to use Spanish in a clinical setting. Requirements include SPN 319 or 319L; SPN 316 or any course abroad at the 300 level; SPN 385; and one additional course above 213. Includes an optional internship (SPN 389).

Spanish Translation/Localization (STL) teaches strategies of Spanish into English translation and introduces students to various software language applications. Includes an internship in a professional translation environment. Hours: 15. Requirements: LIN 383; SPN 324, 381, 384 and either SPN 382 or 387. Students must achieve a grade of minimum B- in each course in the certificate track.

Spanish Interpreting (SI) teaches strategies for different types of Spanish/English interpreting. Includes an internship. Hours: 12. Requirements: one upper-division literature course and SPN 382, 384 and any one of the following: SPN 322, 324, 381, 385, 387 or LIN 383. Students must achieve a grade of minimum B- in each course in the certificate track.

All majors, minors, and certificate students are strongly urged to take advantage of the department's study abroad programs.

Transfer credit. For students wishing to transfer credit from other schools towards their major, minor, or certificates 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 approved as 520 will not count towards the major or minor.
- Transfer credit for courses approved as 500 will count as follows:
  - — Courses approved as 500S will count as the equivalent of Peninsular and Transatlantic courses (330-359).
  - — Courses approved as 500A will count as the equivalent of Spanish-American courses (360-379).

— Courses approved as 500E will count as the equivalent of elective courses (numbered 216 and above).
— 500S and 500A have a prerequisite of either 317 or 318. Otherwise, credit will be transferred as 520.

Honors. The honors designation in Romance Languages 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 Romance Languages 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 SPN 398 or FRH 390 (Directed Reading, 1.5h) and SPN 399 or 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.

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 SPN 153S. 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; one-hour daily lunches with instructors in the target language; two-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 (4 credits) or Italian 153 (4 credits). INS101 (1.5 credits), 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.

French (FRH)

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. Labs required.

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. Labs required. 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. Labs required. 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. Labs required. 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. (1.5) 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, or 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.) (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. Includes a regularly scheduled language lab one hour per week. 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 319 or POI.

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 Fracophone 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. Courses in conversational and idiomatic French, 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 eighteenth and nineteenth centuries. Counts for the major in French studies.

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.

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.

330. Cinematic Adaptation and Literary Inspiration. (3h) Examines cinematic adaptations of literary works by reading closely the literary texts and viewing their visual counterparts. Investigates the strategies of adaptation, as well as the criteria by which films based on novels can be evaluated as works of art in their own right. 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 Giulietta*. 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 womens' 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.

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 (SPN)

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. 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—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)* SPN 112, 113, 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.

196. 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.

196B. 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.

196C. 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.

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—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—SPN 153 or equivalent.

216. Introduction to Hispanic Studies. (3h) Introduction to the study of Hispanic cultural texts. Practice in language analysis with emphasis on developing effective reading and writing strategies. Not open to students who have taken courses above 316. P—212, 213, POI or placement.

316. Spanish Conversation. (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.

317. Literary and Cultural Studies of Spain. (3h) Study of the cultural pluralism of Spain through selected literary and artistic works to promote understanding of Spain's historical development. P—200-level course or POI. (CD)

318. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis is on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. P—200-level course or POI. (CD)

319. Grammar and Composition. (4h) Systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. P—200-level course or equivalent.

319L. 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.

Linguistics and Language Courses

321. 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

system, with a special focus on the effects of a cultural history and relationships with other languages. P—SPN 319 or SPN 319L; or POI.

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 an N.C. requirement for teacher certification. P—SPN 319 or SPN 319L, or POI.

323. Advanced Grammar and Composition. (3h) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques. P—SPN 319 or SPN 319L, or POI.

324. 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—SPN 319 or SPN 319L, or POI.

329. 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—SPN 321; or the combination of 319 or 316 and LIN 150; or POI.

Peninsular Courses

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—SPN 317 or 318; or POI. (CD)

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—SPN 317 or 318; or POI.

333. 18th and 19th-Century Spanish Literature and Culture. (3h) Study of the major intellectual movements of the period: Enlightenment, Romanticism, Realism, and Naturalism in Spain through literary texts, essays, painting, and music. P—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—SPN 317 or 318; or POI. (CD)

335. Modern Spanish Novel. (3h) Study of representative Spanish novels from the generation of 1898 through the contemporary period. P—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—SPN 317 or 318; or POI.

337. Lorca in the 20th Century. (3h) Study of the life and works of poet, playwright, painter, and lecturer Federico García Lorca within the social, cultural, literary, and artistic realities of the 20th century, including Modernism and Surrealism. Emphasis is on Lorca's treatment of minority cultures, including the Gypsy, the Arab, and homosexuals. P—SPN 317 or 318; or POI.

338. Love, Death, and Poetry. (3h) Study of the representation of universal themes in Spanish poetry from different historical periods. P—SPN 317 or 318; or POI.

339. Introduction to Spanish Film Studies. (3h) Exploration of the cinematic production of Spain from its origin to current day, covering major film trends from Second Republic, Civil War,

Dictatorship, and Democratic Spain. Focus is on films as narratives and as visual media, on Spanish culture and identity pictured through films, and on representative film-makers such as Buñuel, Saura, Almodóvar and Amenábar. P—SPN 317 or 318; or POI.

340. 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—SPN 317 or 318; or POI.

341. Golden Age Drama and Society. (3h) Study of the theatre and social milieu of 17th-century Madrid, where the works of playwrights such as Lope de Vega, Tirso de Molina, and Calderón de la Barca were performed. Includes analysis of texts and of modern stagings of the plays. P—SPN 317 or 318; or POI.

343. 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—SPN 317 or 318; or POI.

344. 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—SPN 317, 318, or POI.

345. Medieval Pilgrimages. (3h) Study of pilgrimage as transformative experience. Examines the dual experience of the physical journey, in particular to Santiago de Compostela, and the practice of reading as pilgrimage. P—SPN 317, 318, or POI.

349. Special Topics. (1.5h or 3h) Selected special topics in Spanish literature and culture. May be repeated for credit. P—SPN 317 or 318; or POI.

Transatlantic Courses

Note: These courses may count either as Peninsular or Spanish-American for the major or minor.

351. Transatlantic Renaissance. (3h) Study of the Spanish Golden Age period by reading and analyzing relevant peninsular and colonial texts within the broader political, social, and cultural contexts of the Spanish presence in the New World. Exposure to recent critical perspectives in early modern cultural studies. P—SPN 317 or 318; or POI.

352. Contemporary Theatre in Spain and Spanish America. (3h) Study of contemporary Peninsular and Spanish-American theatre within its political, social, cultural, and aesthetic context. P—SPN 317 or 318; or POI.

353. 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—SPN 317 or 318; or POI.

354. Transatlantic Enlightenment. (3h) Study of the Enlightenment in Spain and Spanish America through analysis of texts within broader cultural and political contexts. Readings include primary sources from the 17th through 19th centuries and secondary sources from the late 18th century through current critical reexaminations of the concept of Enlightenment. P—SPN 317 or 318; or POI.

355. 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—SPN 317 or 318, or POI.

359. Special Topics. (1.5 or 3h) Special topics in Transatlantic literature and culture. May be repeated for credit. P—SPN 317 or 318; or POI.

Spanish-American Courses

360. Colonial Spanish America. (3h) Explores the early Spanish-American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include 15th- and 16th-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as 20th-century documents. P—SPN 317 or 318; or POI.

361. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices. (3h) Study of a variety of texts from the 18th and 19th centuries dealing with political emancipation, nation-building, and construction of continental identity. P—SPN 317 or 318; or POI.

362. 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—SPN 317 or 318; or POI.

363. Imagined "White" Nations: Race and Color in Latin America. (3h) Study of anti-slavery narratives, 19th-century scientific racism, and 20th-century Negritude and "negrismo" movements. Explores race, the stratification of color, and ethnic images in Latin-American literature and culture. P—SPN 317 or 318; or POI. (CD)

364. 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—SPN 317 or 318; or POI. (CD)

365. 20th-Century Spanish-American Theatre. (3h) Study of major dramatic works from various Latin-American countries. P—SPN 317 or 318; or POI.

366. Latin-American Cinema and Ideology. (3h) Examines major Latin-American films as cinematographic expressions of social and political issues. P—SPN 317 or 318; or POI.

367. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h) Explores the techniques used by two Nobel Prize-winning writers to create a literary vision of Latin America. Attention to humor, surrealism and the grotesque, and both writers' assimilation of personal anxieties to their portrayal of a social world. P—SPN 317 or 318; or POI.

368. 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 Marquéz. P—SPN 317 or 318; or POI.

369. Spanish-American Novel. (3h) Study of the novel in Spanish America from its beginning through the contemporary period. P—SPN 317 or 318; or POI.

370. 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—SPN 317 or 318; or permission of director of the Cuba program.

371. 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. *Offered in Havana.* (CD)

372. Spanish-American Theatre: From Page to Stage. (3h) Study of the transition of a dramatic work from text to performance and the role of Spanish-American theatre 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—SPN 317 or 318 or 363; or POI.

373. Fictions of the Mexican Revolution. (3h) Explores 20th-century Mexican cultural production as it relates to the Mexican Revolution (1910-1920). Readings include novels, shorts stories, popular poetry, and historiographic texts. Attention to Mexican muralism and cinema, and special emphasis on relationships between literature, history, and contemporary politics. P—SPN 317, 318, or POI.

379. Special Topics. (1.5h or 3h) Selected special topics in Spanish-American literature and culture. May be repeated for credit. P—SPN 317 or 318; or POI.

379. Special Topics. *Offered in Cuba.*

Spanish for the Professional Sphere

380. Spanish for the Professions. (1.5h or 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—SPN 316 or 319; 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—SPN 324 and 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—SPN 316 and 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—SPN 381 or 382.

385. Spanish for Medical Professions. (3h) Study of terminology and sociocultural issues relevant to interlinguistic medical communication. Oral and written practice in medical contexts. P—SPN 319 or POI.

387. Spanish for Business. (3h) Introduces economic and business concepts, Hispanic business culture, and economic analysis of Spanish-speaking countries. Develops oral and written competency in business contexts through presentations, business writing, exams, and case study analysis. P—ECN 150, SPN 319, or POI.

388. Advanced Spanish for Business. (3h) Continued study of economic and business concepts, Hispanic business culture, and economic analysis of Spanish-speaking countries. Develops oral and written competency in business contexts through presentations, exams, case study analysis, and an extended research project. P—SPN 386 or 387 or 387I or POI.

389. 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—SPN 387.

Independent Study and Honors

397. Spanish Independent Study. (1.5h) 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 SPN 212 or 213, and (3) should be approved by both their major department and the Department of Romance Languages. Interested students should contact Professor Candelas S. Gala in the Romance Languages 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. Regular courses at the University of Salamanca may be taken for transfer credit with pre-approval by the respective department.

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—SPN 319 or 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.

317. Literary and Cultural Studies of Spain. (3h) Study of the cultural pluralism of Spanish through selected literary and artistic works to promote understanding of Spain's historical development. P—200-level course or POI.

318. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis is on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish-America's historical development. P—200-level course or POI.

319. 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.

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—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—SPN 317 or 318; or POI.

349. Special Topics in Spanish Literature and Culture. (1.5h or 3h) Topics vary. May be repeated for credit. P—SPN 317 or POI.

379. Special Topics in Spanish-American Literature and Culture. (1.5h or 3h) Topics vary. May be repeated for credit. P—SPN 317 or 318; or POI.

386. 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—SPN 319 or POI.

389. 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 as part of an abroad experience. Does not count toward major or minor. Pass/Fail only. P—SPN 380.

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. (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)

ECN 275. 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.

SPN 382I. Techniques in Consecutive Interpretation. (3h) Introduces strategies of interpreting. P—SPN 316 or POI.

SPN 329. Special Topics in Hispanic Linguistics. (3h) Investigates key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—SPN 321; or the combination of 319 or SPN 316, and LIN 150; or POI.

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 Romance Languages 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 Romance Languages. Electronic applications are available at the Office for International Studies and Romance Languages 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 two available 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—SPN 319 or POI.

316. 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—SPN 319 or POI.

317. Literary and Cultural Studies of Spain. (3h) Study of the cultural pluralism of Spanish through selected literary and artistic works to promote understanding of Spain's historical development. P—200-level course or POI.

318. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis is on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish-America's historical development. P—200-level course or POI.

389. 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 as part of an abroad experience. Does not count toward major or minor in Spanish. P—SPN 387 or SPN 385. 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 (SPN 199) and receive 1.5, 3h toward graduation.
- Sign up for one of the internships (SPN 199) PLUS SPN 316 and receive up to 3 hours towards the Spanish major or minor.
- Sign up for SPN 389 and count it towards the Certificate in Spanish for Business and the Professions
- Sign up for one of the internships (SPN 199) plus 317 or 318 and receive up to 3 hours towards the Spanish major or minor.

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 6 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 International 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 departments' 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 REE200/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)
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 Heiko Wiggers/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 Catherine T. Harris
Professors Catherine T. Harris, Robin Simon, Joseph Soares, Ian M. Taplin
Associate Professors H. Kenneth Bechtel, R. Saylor Breckenridge, Catherine Harnois, Ana M. Wahl, David Yamane
Assistant Professor Hana E. Brown
Research Professor of Sociology and Gerontology Eleanor P. Stoller
Lecturer Steven E. Gunkel

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 two concentrations: (1) Crime and Criminal Justice, (2) Business and Society. 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: 340, 341, 342, 343, 344, 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. 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 of SOC 270, 271, and 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 (introductory course and SOC 270). 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 is limited to 2 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. These policies apply to current Wake Forest students taking courses 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 be graduated 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. For additional information members of the departmental faculty should be consulted.

151. Principles of Sociology. (3h) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects. (D)

152. Social Problems. (3h) Survey of contemporary American social problems. (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 Culture in America. (3h) Employs critical sociological theories to enable students to understand the social forces responsible for shaping our cultural/leisure life and the effects of our lifestyle on political democracy, social community, and health. (D)

270. Sociological Theory. (3h) Introduction to the classic works of social theory—"classic" not only as time-honored explanations of past events, but also because they provide the intellectual foundations for contemporary and historical research. Theorists covered include Smith, Wollstonecraft, de Tocqueville, Marx, Durkheim, Weber, Freud, Simmel, DuBois, and Goffman. P—SOC 151, 152, 153, 154, 155 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—SOC 151, 152, 153, 154, 155 or POI. (QR)

272. Research Methods in Sociology. (3h) Overview of both quantitative and qualitative research methods. Research projects required. P—SOC 151, 152, 153, 154, 155 or POI. (QR)

301. 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 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 our selves 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.

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) Analyzes the social variables associated with health and illness.

336. Sociology of Health Care. (3h) Analyzes health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.

339. Sociology of Violence. (3h) Surveys the societal factors associated with individual and collective violence. Discussion focuses on the contemporary and historical conditions that have contributed to various patterns of violence in American society.

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) Crime, its nature, causes, consequences, methods of treatment, and prevention.

342. Juvenile Delinquency. (3h) Nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.

343. Sociology of Law. (3h) Consideration is given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, and the impact of social class and stratification upon the legal order.

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 341 and 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. P—SOC 341.

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.

359. Race and Ethnic Relations. (3h) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasizes psychological and sociological theories of prejudice. (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 and society. Topics include public and social policies, political engagement, and political violence 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) Study of some of the basic issues and problems of modern men and women in accepting and facing death.

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.

373. Honors Seminar. (3h) Seminar on selected problems in sociology. Intended for students in the departmental honors program. P—SOC 272 and POI.

378, 379. Undergraduate Research with Faculty. (0.5-3h) Awards credit to students assisting with a research project led by a faculty member. Students can earn a maximum of six credits between SOC 378 and 379, but only three credits can be counted toward the major or minor. P—POI.

380. Special Topics Seminar in Social Institutions. (3h) Intensive investigation of current scientific research on issues involving family, religion, education, politics , and sport. P—POI.

381. Special Topics Seminar in Social Inequality. (3h) Intensive investigation of current scientific research on issues involving gender, class, race, poverty, and sexuality. P—POI.

382. Special Topics Seminar in Social Psychology. (3h) Intensive investigation of current scientific re-search on issues in the areas of social psychology, the individual, and the social self. P—POI.

383. Special Topics Seminar in Medicine and Health Care. (3h) Intensive investigation of current scientific research on issue in medicine, illness, and health care. P—POI.

384. Special Topics Seminar in Crime and Criminal Justice. (3h) Intensive investigation of current scientific research on issues about crime, police, courts, and corrections. P—POI.

385. Special Topics Seminar in Business and Society. (3h) Intensive investigation of current scientific research on issues in business, work, markets, and management. P—POI.

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.

397. Honors Individual Study. (3h) Individual study toward the writing and defense of the honors thesis begun in SOC 373 (Honors Seminar), to be carried out under the supervision of a departmental faculty member. P—SOC 373 and POI.

398, 399. Individual Study. (1-3h, 1-3h) 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 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 317, Literary and Cultural Studies 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 Romance Languages, or from those offered at the University of Salamanca.

Theatre and Dance

Chair Jane Kathleen Curry
Professors Cynthia M. Gendrich, Mary Wayne-Thomas
Director of Dance and Associate Professor Nina Lucas
Denton Family Faculty Fellow and Associate Professor Brook M. Davis
Associate Professors Sharon Andrews, Jonathan H. Christman, Jane Kathleen Curry, Woodrow Hood, Christina Tsoules Soriano
Assistant Professor Rob Eastman-Mullins
Director of University Theatre and Senior Lecturer John E.R. Friedenberg
Senior Lecturers Lynn Book, Leah Roy
Lecturers Zanna Beswick (London), Brantly Shapiro
Part-time Assistant Professors Ray Collins, Mair Culbreth, Amanda Diorio, Michael Kamtman
Part-time Instructors Adina Harper, Debbie Sayles
Adjunct Assistant Professor Inez Yarborough Liggins
Adjunct Instructor Robert Simpson
Visiting Instructor Chris Martin
Postgraduate Teacher-Scholar Fellow Amy Love Beasley

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 3 hours of THE 294 may be counted toward the 36 hours required for the major; up to a maximum of 9 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 or design; or c) a directing or acting project. The theatre honors project must be presented and defended before the 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. (.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.

126. Stage Makeup. (1.5h) Study of the design and application of theatrical makeup in relationship to historical period and character development.

130. Dynamics of Voice and Movement. (3h) Builds awareness of the actor's instrument through the development of basic vocal and physical skills, emphasizing relaxation, clarity, expressiveness, and commitment, along with spontaneity, centering, and basic technical skills.

140. Acting I. (3h) Fundamental acting theory and techniques including exercises, monologues, and scene work.

141. On-Camera Performance. (3h) Introduces the theory and practice of performing for the camera. May include basic method acting, newscasting, commercials, and film acting. Also listed as COM 116.

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)

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. (D)

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. (D)

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. (D)

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. (1-1.5h) Projects under faculty supervision. May be repeated for no more than 3 hours. P—POD.

285. Internship in Theatre. (1-3h) 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. (1.5-3h) Intensive study of selected topics in theatre. May be repeated.

294. Individual Study. (1-3h) 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 9 hours. P—POI.

295. Development and Performance. (1-4h) 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—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. (1-3h) Intensive study of selected topics in the theatre. May be repeated.

392. Special Topics in Dramatic Literature. (1-3h) 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)

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. (1-3h) 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 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. (1.5h) Beginning-level dance class for male students that surveys jazz, modern and/or ballet techniques. Emphasizes flexibility, coordination, and efficiency of movement. May be taken two times for credit. 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. (1-3h) 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. (1-3h) 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

Urban Studies (URB)

(Interdisciplinary Minor)

Associate Professor, Interdisciplinary Humanities David Phillips

The interdisciplinary minor in urban studies requires 15 hours, chosen from the courses listed. No more than two courses from any given department, other than URB courses, may be counted toward the minor. For course descriptions, see the relevant department's listings in this publication.

ART 104. Topics in World Art. (4h) *When topic is Islamic art and architecture*
105. The History of World Architecture. (3h)
204. South Asian Art and Architecture. (3h)
286. Topics in Architectural History. (3h)
396. Art History Seminar. l. Architecture and Urbanism. (3h)
ECN 246. Urban Economics. (3h)
HST 225. History of Venice. (3h) *Offered in Venice.*
226. History of London. (3h) *Offered in London.*
340. Africa's Cities and Urban History. (3h)
POL 222. Urban Politics. (3h)
SOC 152. Social Problems. (3h)
URB 250. Urban Planning. (3h)
260. Selected Topics in Urban Studies. (3h)
270. Individual Study. (3h)
280. Urban Internship. (1.5h, 3h)

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.

Students intending to minor in urban studies should consult with the coordinator as early as possible to discuss scheduling of courses not offered annually, careers in urban studies, and other issues. In exceptional cases, for example, when an urban course is offered only once as a selected topics seminar in a department, the coordinator may approve limited substitutions for the listed courses.

250. Urban Planning. (3h) The principles of urban planning and urban form. Some typical topics are urban history and its relationship to urban form, the features of communities, the exploration of urban development practices, and the role of planning policies and urban design in the planning process.

260. Selected Topics in Urban Studies. (3h) Survey of an important topic in urban studies that is not otherwise covered by departmental courses.

270. Individual Study. (3h) Directed readings in a specialized area of urban studies not otherwise in the curriculum. Under supervision of an instructor teaching in the minor. P—POI and approval of the coordinator of the minor.

280. Urban Internship. (1.5h, 3h) Field work in agency addressing urban issues. Related readings and paper are required. Under direction of an instructor teaching in the minor. P—POI and approval of the coordinator of the minor.

Women's and Gender Studies (WGS)

Director Wanda Balzano
Professor Mary K. DeShazer
Associate Professor Shannon Gilreath
Core (Rotating) Faculty Sarah Barbour (Professor of Romance Languages), Bernadine Barnes (Professor of Art), Michaelle Browers (Associate Professor of Political Science), Mary Dalton (Professor of Communication), Catherine Harnois (Associate Professor of Sociology), David Phillips (Associate Professor of Humanities)
Lecturer Sherri Lawson Clark
Adjunct Professor Maureen Eggert, Gary Ljungquist
Activist in Residence Patricia K. Willis
Visiting Fulbright Scholar Angéla Kóczé
Affiliate in Women's and Gender Studies Angela Mazaris

Women's and Gender Studies (WGS) provides an opportunity for study 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 and gender studies should consult the director of women's and gender studies, preferably during their first or early in their second year.

The interdisciplinary major in women's and gender 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 may come from one department or program; 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 and gender 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 director; 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 sophomore year, two or three courses in the sophomore and junior 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 and gender studies. To be graduated with the designation "Honors in Women's and Gender 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 program director.

101. Window on Women's and Gender 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 and gender 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 requirement.

221. Introduction to Women's and Gender Studies. (3h) Interdisciplinary course, taught by women's and gender studies faculty representing at least two fields, that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, history and theory of women's and gender studies, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation. (CD)

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.

321. Research Seminar in Women's and Gender Studies. (3h) A capstone, research-centered study of questions raised by women's and gender studies on an interdisciplinary topic, such as women's health issues, international women's issues, feminist theory, lesbian and gay culture and theory, the politics of women's bodies, women and the arts, 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.

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 ANT 329.

331. Men's Studies and Religion. (3h) Examination of the ways in which masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and have been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics. Same as REL 340.

333. Gender and Religion. (3h) Examines the historical and contemporary interaction between religion and sex roles, sexism, and sexuality. Also listed as REL 366.

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. (1.5h, 2.5h, 3h) Includes such women's and gender studies topics as gender issues in the 21st century, Jewish-American women writers, African-American women writers, women and leadership, critical approaches to women's 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. (1-3h) Independent projects in women's and gender 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 and Gender Studies. (1.5h-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 and gender 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 and Gender 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 program director 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 in Antiquity. (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 336. Gender and Power in African History. (3h)
337. Gender in Early America. (3h)
338. Gender, Race and Class since 1800. (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 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)
347. Society, Culture, and Sport. (3h)
359. Race and Ethnic Relations. (3h)
360. Social Inequality. (3h)

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.

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. Accessing Information in the 21st Century. (1.5h) This seven and a half week course provides a basic understanding of concepts in the research process, enabling students to identify appropriate strategies for filling the information need. The course explores the broad array of information sources in various formats and disciplines, and emphasizes the organization, efficient retrieval, and critical evaluation of electronic and print information. No more than 3 hours from LIB classes can be counted toward graduation. Contact the Z. Smith Reynolds Library for more information.

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 and sociology). Topics covered include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research results. No more than 3 hours from LIB classes can be counted toward graduation. P—Major or minor in social science discipline or POI.

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 (biology, chemistry, physics, and health and exercise science). Topics covered include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research results. No more than 3 hours from LIB classes can be counted toward graduation. P—Major or minor in social 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. No more than 3 hours from LIB classes can be counted toward graduation. P—Major in business or accounting or POI.

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. No more than 3 hours from LIB classes can be counted toward graduation. P—Major or minor in history or political science, or POI.

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. No more than 3 hours from LIB classes can be counted toward graduation. P—Major or minor in a humanities discipline or POI.

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 objects with artifactual value, as vehicles for text, and as social constructs and agents of social change. The final project is a descriptive bibliography of one book from the collection. No more than 3 hours from LIB classes can be counted toward graduation. For more information contact Megan Mulder, Special Collections Librarian, ZSR Library.

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. (5 or 6h) A one-semester (6h) or 10 1/2 week summer (5h) internship in a business/government/non-government organization/nonprofit organization matching the individual student's interests. Washington, DC, area only; in collaboration with The Washington Center. Pass/Fail only.

Wake Forest University Schools of Business

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Vice Dean Charalambos L. Iacovou
Senior Associate Dean of Undergraduate & Master of Arts in Management Programs Gordon E. McCray
Senior Associate Dean of Master of Business Administration Programs & Diversity Melenie J. Lankau
Senior Associate Dean of Accounting Programs Jack E. Wilkerson
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Sisel Fellow in Strategy and Associate Professor Michael D. Lord
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BellSouth Mobility Technology Faculty Fellow and Associate Professor Gordon E. McCray

Associate Professors Terry A. Baker, Bernard L. Beatty, Derrick S. Boone, Sheri A. Bridges, Holly H. Brower, Pat H. Dickson, Kenneth C. Herbst, Yvonne L. Hinson, Charles R. Kennedy,

Melenie J. Lankau, Bruce Lewis, Mike Lord, Bill Marcum, Patrick R. McMullen, J. Kendall Middaugh II, Jonathan P. Pinder, Brooke Saladin, Michelle Steward, Julie H. Wayne

Visiting Associate Professor Karen Sedatole

Reznick Group Accounting Faculty Fellow and Assistant Professor Allison L. Evans

Assistant Professors Thomas G. Canace, Carol Cain, Anna Cianci, Adam Hyde, Andrea S. Kelton, Norma R. Montague, D. Deon Strickland, Ya-Wen Yang

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Senior Lecturer in Business E. Clayton Hipp Jr.
Lecturers Jack D. Ferner, Katherine S. Hoppe
Visiting Lecturer Arthur Petzel

Accreditation

The Wake Forest Schools 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 Schools 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).

When taken in conjunction with the Schools of Business' 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 Schools 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 Schools 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 Schools 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 making are becoming more intricate, requiring the use of such approaches.

Accountancy. The Schools 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, auditing and assurance, taxation, business advisory services, forensic accounting, investment and commercial banking). The five-year program also qualifies students to take the CPA examination in North Carolina and most other jurisdictions.

Undergraduate Business Program Admission

Admission to the Schools 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 Schools of Business, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the Wake Forest Schools of Business undergraduate program are completion of 49 hours with an overall WFU grade point average of 2.7, completion of ECN 150, MTH 111 or 112 (MTH 112 or the equivalent for the mathematical business major), ACC 111 (with a minimum of C in each course) and one additional Schools of Business course (ACC 221, BEM 201, 221, 251, 261, or FIN 231). Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the Schools of Business reserve the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wake Forest University Schools of Business undergraduate program first requires readmission to Wake Forest College, 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 file a formal application to the graduate business school at the beginning of the spring semester of their third year of study. In connection with the application, students must submit official transcripts and official scores on the Graduate Management Admission Test (GMAT) to the graduate business school. The MSA Admissions Committee evaluates the applicants and makes admissions decisions on a competitive basis.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the Wake Forest University Schools of Business will be taken in the Schools 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 Schools of Business must be:
(1) approved prior to admission into the School 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 Schools 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) No online courses will be considered for transfer credit from any university.
(e) Courses passed at another school with the minimum passing grade at that school may not be transferred.

(f) No work in courses from two-year schools will be accepted for major credit.

(g) Courses taken elsewhere in subjects not offered at the Schools of Business will not necessarily count toward the hours required in the Schools of Business.

(h) A maximum of two courses (6 hours) may be transferred after admission into the Schools of Business (including any approved economics course counting toward the major).

(i) Students entering the Schools of Business from Wake Forest College must take ACC 111 within the Schools of Business. Students transferring into the Schools of Business from another university must take a validation examination for ACC 111 to be eligible for transfer credit.

For the accountancy major, a minimum of 42 hours must be earned in the *Schools of Business* at Wake Forest University; for the major in business and enterprise management, a minimum of 30 hours must be earned in the Schools of Business; for the major in finance, the minimum hours earned in the Schools of Business must total 38; for the FIN-M option, a minimum of 50 hours must be earned in the Schools of Business; and for the bachelor of science in mathematical business, a minimum of 30 hours must be earned in the Schools of Business and/or mathematics department at Wake Forest University.

Students from Wake Forest College (non-Schools 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 Schools 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 Schools of Business.

Requirements for Graduation

The Wake Forest Schools 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 Schools of Business. No courses in the undergraduate Schools of Business can be taken pass/fail unless they are offered on that basis.

The accountancy major requires the following courses: ACC 111, 211, 212, 221, 237, 351, and 352; BEM 201, 211, 221, 241, 251, 261, 271, 311, 371 or 372, 388, and FIN 231; 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, 271, 287, 311, 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, 271, 311, 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, 281, 331, 332, 333, 335, 336, and 338. Subject to approval by the finance faculty, a student may substitute 3 hours of an upper level Schools of Business elective.

The mathematical business major requires the following courses: ACC 111 and 221; BEM 211, 221, 241, 251, 261, 311, 388, 392; FIN 231; ECN 150; MTH 112 (or equivalent), 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

Schools 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 are graduated 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 Schools 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 are graduated 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 Schools 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 Schools of Business degree. *Summer only.*

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 Schools of Business and non-Schools of Business students. Does not count towards a Schools of Business degree. Pass/Fail only.

181. Field Study. (1h) Directed field study in specialized areas of business. Does not count towards a Schools of Business degree. Pass/Fail only. P—ACC 111, POI.

295. Summer Management Program. (8h) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. Special application and admission procedures. Students cannot receive credit for both BEM 295 and BEM 297S. Does not count towards a Schools of Business degree. Pass/Fail only. *Offered only in the summer and open only to junior and senior liberal arts majors.*

296. Seminar in Fundamentals of Business. (4.5h) Study of the various functional areas of business, including finance, information systems, management, marketing, production, and strategic planning. Does not count towards a Schools of Business degree. Pass/Fail only. *Offered only in the summer.* P—Admission to master of science in accountancy program.

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)

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. Individuals in Organizations. (1.5h) Focuses on individual behavior and processes within organizations. Emphasis is on developing knowledge and skills regarding topics such as personality, values, ethics, diversity, perception, decision making, emotion, attitudes, leadership, power, and team development.

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. Students cannot receive credit for both BEM 221 and ESE 111. 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.

271. Strategic Management. (1.5h) Focuses on the overall competitive approach a company takes to achieve superior performance in the marketplace, and which serves as a foundation to coordinate and integrate all functional areas. Emphasizes the critical decisions and activities of senior managers who are responsible for the shape, character, and overall direction of the total enterprise. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the strategic basis upon which the firm should compete, and formulating and implementing action plans which enhance form performance. This is a discussion-oriented class in which principles of competitive analysis and strategy are applied to case studies. P—ECN 150, ACC 111, and any one of the following: BEM 221, 251, 261 or FIN 231.

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 Schools of Business and the BEM major.

311. Dynamics in Organizations. (1.5h) Focuses on group and organizational behavior and processes. Emphasis is on developing knowledge and skills regarding topics such as organizational politics, change, culture, conflict, communication, employee motivation, and team dynamics. P—(all majors) BEM 211 and 271. P—(BEM majors only) BEM 287 and 389.

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.

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 (ie, 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-Schools of Business majors. P—Junior or senior standing.

317. Change Management. (3h) Focuses on the processes of change and reorganization in organizations. Students develop the skills and knowledge necessary to allow them to assess the necessity for organizational change, identify factors that facilitate or impede successful change, and initiate and implement change in organizations. P—BEM 211.

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 market-place 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) 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 students, guest speakers, and 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.

352. Management of Technology and Innovation. (3h) Explores the management challenges and opportunities created by emerging new technologies including both product and process technologies. Themes include (1) how pioneering firms manage the initial exploitation of new technologies to create business value and establish a competitive advantage through new product development or new process development and (2) how established firms cope with an emerging technology that threatens to diminish their competitive advantage or displace demand for products and services. Deals with managerial rather than technical choices. P—BEM 211, 221, 251, and FIN 231; or POI.

362. Business Law. (3h) A study of substantive law topics applicable to business transactions including contracts, agency, property, the UCC, and business organizations with an emphasis on how these subjects intersect with the functional areas of business and affect managerial decision making. 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. (One-half of enrollment spaces are available for non-Schools of Business students.) P—Junior or senior standing.

371. Corporate Strategy. (1.5h) This course extends the foundations of strategic management to the consideration of how to organize and operate larger, more complicated businesses. Topics covered include managing growth, global strategy, mergers and acquisition, governance, managing strategic change, and organizational structuring and turnaround. This is a discussion-oriented class in which principles of strategic management are applied to complex case studies. P—(all majors) BEM 211, 271, 221, and FIN 231. P or C—241. P—(BEM majors only) BEM 287 and 389.

372. Strategy in Entrepreneurial Firms. (1.5h) Core foundational concepts in strategic management are critically examined in the context of entrepreneurial firm settings. Emphasis is placed on applying principles of competitive analysis and strategic planning to startups, fast-growth firms, young firms in rapidly-changing industries, firms confronting early organizational life cycle problems, and new ventures seeking to expand internationally. Unique strategy issues confronted by new venture and by firms operating in electronic commerce, technology, and other fast-paced industries will be considered. This is a discussion-oriented class in which principles of strategic management are applied to complex case studies. P—(all majors) BEM 211, 271, 221, and FIN 231. P or C—241. P—(BEM majors only) BEM 287 and 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 Schools 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 play 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 Schools 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.

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, 271, and FIN 231. (MBU majors are exempt from BEM 271 prerequisite.)

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 Schools of Business credit which must include BEM 211, 271, and 287.

390. International Business Study Tour. (3h) An experiential learning course which provides students with an exposure to and understanding of global operations in foreign settings. Each of the functional areas of business (marketing, operations, finance, human resources management, information systems, and strategic management) are covered through various site visits and presentations in selected foreign countries. Background readings and assignments appropriate to business or finance majors are required. *Taught overseas in the summer.* P—POI.

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 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)

110. Introduction to Financial and Managerial Accounting. (3h) Introduction to the basic accounting concepts and procedures used in the preparation of financial reports issued to stockholders, creditors, and managers of business enterprises. Topics include the accounting cycle culminating in the balance sheet, income statement, and statement of cash flows; financial statement analysis; cost behavior; cost accumulation, tracing and reporting; performance evaluation; profitability analysis; relevant information for special decisions; and planning for profit and cost control. Open only to junior and senior liberal arts majors. Does not count towards a Schools of Business degree.

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. Sophomore standing. Minimum grade of C required for admission.

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.

290. International Accounting. (3h) Experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students participate in a study tour of several selected countries and gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments appropriate to accounting or finance majors are required. *Taught overseas in the summer.* P—ACC 211 and POI.

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 with C or better 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 2011 and/or spring 2012.

Irma V. Alarcón (2005) — Associate Professor of Romance Languages
BA, Universidad de Concepción (Chile); MA, PhD, Indiana

Jane W. Albrecht (1987) — Professor of Romance Languages
BA, Wright State; MA, PhD, Indiana

Rebecca W. Alexander (2000) — Associate Professor of Chemistry
BS, University of Delaware; PhD, University of Pennsylvania

Edward E. Allen (1991) — Professor of Mathematics
BS, Brigham Young; MA, PhD, California (San Diego)

Jacque L. Amoureux (2011) — Visiting Assistant Professor of Political Science
BS, MPA, Boise State University; MA, University of Iowa; PhD, Brown University

David J. Anderson (1992) — Professor of Biology
BA, Denison; MS, Michigan; PhD, Pennsylvania

Paul R. Anderson (1990) — Professor of Physics
BS, Wisconsin (Madison); MA, PhD, California (Santa Barbara)

T. Michael Anderson (2010) — Assistant Professor of Biology
BS, Oregon State; PhD, Syracuse

Sharon Andrews (1994) — Associate Professor of Theatre
BA, UNC-Chapel Hill; MFA, UNC-Greensboro

Maya Angelou (1982) — Reynolds Professor of American Studies
LittD, Smith, Lawrence, Columbia College (Chicago), Atlanta, Wheaton;
LHD, Mills, Wake Forest, Occidental, Arkansas, Claremont, Kean

Elizabeth M. Anthony (1998) — Lecturer in Romance Languages
BA, Duke; MA, PhD, UNC-Chapel Hill

Annunziata Arpante — Fulbright Scholar In Romance Languages

Katherine Arpen — Part-time Instructor of Art

Carol Aschenbrenner (2011) — Part-time Instructor in Mathematics
BA, Salem College; MA, Wake Forest

Miriam A. Ashley-Ross (1997) — Associate Professor of Biology
BS, Northern Arizona; PhD, California (Irvine)

Robert J. Atchison (2010) — Assistant Professor of Communication and Director of Debate
BA, MA, Wake Forest; PhD, Georgia

Laura Aull (2011) — Assistant Professor of English
BA, ME, MAUniversity of Notre Dame; PhD, University of Michigan

Emily A. Austin (2009) — Assistant Professor of Philosophy
BA, Hendrix College; PhD, Washington (St. Louis)

R. Scott Baker (2001) — Associate Professor of Education
BA, Evergreen State College; MA, Tufts; PhD, Columbia

Michelle Balaev (2010) — Visiting Assistant Professor of English
BA, California; MA, Nevada; PhD, Oregon

Leslie Baldwin — Adjunct Instructor of Education

Wanda Balzano (2005) Director and Assistant Professor of Women's and Gender Studies
BA, MA, University of Naples, Italy; MA, PhD, University College, Dublin

Sarah E. Barbour (1985) Professor of Romance Languages
BA, Maryville; Diplôme de Langue et de Civilisation Françaises, Paris; MA, PhD, Cornell

Adrian Bardon (2002) Associate Professor of Philosophy
BA, Reed College; MA, University of Washington; PhD, Massachusetts (Amherst)

Bernadine Barnes (1989) Professor of Art
BA, Illinois (Urbana-Champaign); MA, Pittsburgh; PhD, Virginia

Elizabeth Barron (2005) Lecturer in Romance Languages
BA, Wake Forest; PhD, UNC-Chapel Hill

Nathan Ross Basik (2008) Part-time Assistant Professor in Mathematics
BS, Towson State; MS, Connecticut; MA, Auburn

Phillip G. Batten (1991) Part-time Assistant Professor of Psychology
BA, PhD, UNC-Chapel Hill; MA, Yale; MA, Wake Forest

Karina Bautista (2005) Lecturer in Romance Languages
BA, SUNY (Cortland); MA, Syracuse; PhD, Massachusetts

Amy Love Beasley (2009) Teacher-Scholar Postgraduate Fellow in Dance
BA, College of Charleston; MFA, UNC-Greensboro

Kristen Beavers (2012) Visiting Assistant Professor of Health and Exercise Science
BS, Cornell University; MPH, UNC-Chapel Hill; PhD, Baylor University

H. Kenneth Bechtel (1981) Associate Professor of Sociology
BA, MA, North Dakota; PhD, Southern Illinois (Carbondale)

Margaret C. Bender (2000) Z. Smith Reynolds Foundation Fellow and Associate Professor of Anthropology
BA, Cornell; MA, PhD, Chicago

Kenneth S. Berenhaut (2000) Z. Smith Reynolds Foundation Fellow and Associate Professor of Mathematics
BA, MS, University of Manitoba (Canada); MA, PhD, 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; PhD, UNC-Chapel Hill

Nathaniel Beversluis Adjunct Instructor of Music

Ulrich Bierbach (1999) Professor of Chemistry
MS, PhD, University of Oldenburg (Germany)

Mary Ann Bills Adjunct Instructor of Music

Polly Black Part-time Instructor of Entrepreneurship

Janice Blackburn (1996) Part-time Instructor in Mathematics
BS, Campbell; MA, Wake Forest

Lisa M. Blee (2009) Assistant Professor of History
BA, Lewis and Clark College; PhD, Minnesota

Terry D. Blumenthal (1987) Professor of Psychology
BS, Alberta (Edmonton); MS, PhD, Florida

Ronald Bobroff (2012) Visiting Senior Lecturer of History
BA, University of Pennsylvania; MA & PhD, Duke University;
MSc, London School of Economics and Political Science

Keith D. Bonin (1992) Professor of Physics
BS, Loyola; PhD, Maryland

Lynn Book (2005) Senior Lecturer 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

Rian E. Bowie (2006) — Assistant Professor of English
BA, Tougaloo College; MA, Temple; PhD, Emory

Stephen B. Boyd (1985) — Easley Professor of Religion
BA, Tennessee; MDiv, ThD, Harvard Divinity School

Anne Boyle (1986) — Professor of English
BA, Wilkes College; MA, PhD, Rochester

Tina M. Boyer (2010) — Assistant Professor of German
BA, MA, New Mexico; PhD, California (Davis)

Keith B. Brace (2008) — Professor of Military Science
BS, MBA, The Citadel

Katherine Bradley — Adjunct Instructor of Education

Erin Branch (2011) — Lecturer in English
AB, Middlebury College; MA, ABD-PhD, UNC-Chapel Hill

Heather Branstetter (2012) — Visiting Assistant Professor of English
BA, University of Idaho; MA & PhD, UNC-Chapel Hill

R. Saylor Breckenridge (2001) — Associate Professor of Sociology
BA, MA, PhD, Arizona

Thomas Brister (2005) — Senior Lecturer in Political Science
BS, Georgetown; MA, PhD, Virginia

Michaelle L. Browers (2000) — Associate Professor of Political Science
BA, Whitman; MA, Virginia; PhD, Minnesota

Hana Brown (2011) — Assistant Professor of Sociology
BA, Bryn Mawr College; MA, PhD, University of California (Berkeley)

M. Alan Brown (2012) — Assistant Professor of Education
BA, Appalachian State University; MA, Wake Forest University; PhD, University of Alabama

Carole L. Browne (1980) — Professor of Biology
BS, Hartford; PhD, Syracuse

Robert A. Browne (1980) — Professor of Biology
BS, MS, Dayton; PhD, Syracuse

Peter H. Brubaker (1994) — Professor of Health and Exercise Science
BS, E. Stroudsburg; MA, Wake Forest; PhD, Temple

Christy M. Buchanan (1992) — Professor of Psychology
BA, Seattle Pacific; PhD, Michigan

Jennifer J. Burg (1993) — Professor of Computer Science
BA, Elizabethtown College; MA (English), MA (French), Florida; PhD, Central Florida

Diego Burgos Herrera (2011) — Instructor in Romance Languages
BA, University of Antioquia, Medellin (Colombia); MA, Pompeu Fabra University Institute for Applied Linguistics; ABD-PhD, Pompeu Fabra University

Justin Burkett (2012) — Assistant Professor of Economics
BA, Washington University; PhD, University of Maryland-College Park

Cheryl Burrell (2010) — Teacher/Scholar/Postdoctoral Fellow in Biology
AS, BS, Northern Caribbean University (Jamaica); PhD, Loma Linda University

Brian Calhoun (2012) — Lecturer in Counseling
BS , MBA, & MA, Wake Forest University

Daniel A. Cañas (1987) — Associate Professor of Computer Science
BS, Tecnologico de Monterrey (Mexico); MS, Georgia Tech; PhD, Texas (Austin)

Eric D. Carlson (1995) — Associate Professor of Physics
BS, Michigan State; MA, PhD, Harvard

Richard D. Carmichael (1971) — Professor of Mathematics
BS, Wake Forest; MA, PhD, Duke

Simone M. Caron (1991) — Associate Professor of History
BA, Bridgewater State; MA, Northeastern; PhD, Clark

Jacqui Carrasco (1999) — Associate Professor of Music
BA, California (Los Angeles); MM, DMA, SUNY (Stony Brook)

David Carroll (2003) — Professor of Physics
BSc, NC State; PhD, Wesleyan

Stewart Carter (1982) — Professor of Music
BME, Kansas; MS, Illinois; PhD, Stanford

Tamara Cabrera-Castro (2012) — Lecturer in Romance Languages
5-yr Degree, MA, & PhD, University of Granada

Vera C. Castro (2006) — Lecturer in Romance Languages
BA, Federal University of Mias Gerais, Brazil; MA, New Mexico

Justin Catanoso (1993) — Director and Senior Lecturer in Journalism (Department of English)
BA, Pennsylvania State; MA, Wake Forest

Frederick H. Chen (2000) — Hough Foundation Faculty Fellow and Associate Professor of Economics
BS, Wisconsin (Madison); MA, PhD, Chicago

Samuel S. Cho (2010) — Assistant Professor of Physics and Computer Science
BS, Maryland; MS, PhD, California (San Diego)

Jonathan H. Christman (1983) — Zachary T. Smith Associate Professor of Theatre
AB, Franklin and Marshall; MFA, Massachusetts

Sherriann Lawson Clark (2009) — Lecturer in Anthropology
BS, Penn State; MA, PhD, American

Philip Clarke (2011) — Assistant Professor of Counseling
BA, Wake Forest; MS, PhD, UNC-Greensboro

Benjamin Coates (2012) — Assistant Professor of History
BA, Stanford University; MA, M.Phil, PhD, Columbia University

R. David Coates (1999) — Worrell Professor of Anglo-American Studies in Political Science
BA, York; PhD, Oxford

Raymond M. Collins (2004) — Part-time Assistant Professor of Theatre
Diploma, London Academy of Music and Dramatic Art; MFA, City University of New York

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, Wisconsin

James Connelly — Visiting Professor of Political Science
BSc & PhD, University of Southampton

Andrew Conner (2011) — Teacher/Scholar/Postdoctoral/Fellow in Mathematics
BS, California Institute of Technology; MA, University of Hawaii (Manoa); PhD, University of Oregon

William E. Conner (1988) — David and Lelia Farr Professor of Innovation,
BA, Notre Dame; MS, PhD, Cornell — Creativity and Entrepreneurship and Professor of Biology

Jule M. Connolly (1985) — Senior Lecturer in Mathematics
BA, UNC-Chapel Hill; MEd, 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

Allin F. Cottrell (1989) — Professor of Economics
BA, Oxford (Merton College); PhD, Edinburgh

Earl P. Crow (2006) — Part-time Professor of Religion and Philosophy
BA, BD, Duke; PhD, The University of Manchester, UK

Mair Culbreth — Adjunct Instructor in Dance

Ann C. Cunningham (1999) — Associate Professor of Education
BA, Erskine College; MAT, PhD, South Carolina

Patricia M. Cunningham (1978) — Francis P. Gaines Professor of Education
BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia

John J. Curley (2008) — Assistant Professor of Art
AB, Duke; MA, University of Manchester/Sotheby's Institute; MA, PhD, Yale

James F. Curran (1988) — Professor of Biology
BAAS, Delaware; MA, PhD, Rice

Jane Kathleen Curry (1998) — Associate Professor of Theatre
BFA, Illinois (Urbana-Champaign); MA, Brown; PhD, City University of New York

Chanchal Dadlani — Assistant Professor of Art
BA, Columbia; AM, PhD, Harvard

Dale Dagenbach (1990) — Professor of Psychology
BA, New College; MA, PhD, Michigan State

Sara Dahill-Brown (2012) — Assistant Professor of Political Science
BA, Trinity University; MA & PhD, University of Wisconsin-Madison

John Dalton (2010) — Assistant Professor of Economics
BA, UNC-Chapel Hill; MA, PhD, Minnesota

Mary M. Dalton (1986) — Professor of Communication
BA, Wake Forest; MA, PhD, UNC-Greensboro

Brook M. Davis (1997) — Denton Family Fellow and Associate Professor of Theatre
BA, Wake Forest; MFA, Virginia Commonwealth; PhD, Maryland (College Park)

Stephen W. Davis (1991) — Adjunct Assistant Professor of Psychology
BA, MA, Wake Forest

Rachael Deagman (2010) — Visiting Assistant Professor of English
BA, Virginia; MA, Colorado; PhD, Duke

Mary K. DeShazer (1982, 1987) — Professor of English and Women's and Gender Studies
BA, Western Kentucky; MA, Louisville; PhD, Oregon

Jan Detter — Part-time Instructor in Innovation, Creativity, and Entrepreneurship
BFA, UNC-Greensboro

L. Neil DeVotta (2008) — Associate Professor of Political Science
BA, MA, Brigham Young; PhD, 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, California (Santa Barbara)

John J. Dinan (2001) — Professor of Political Science
BS, MA, PhD, Virginia

Amanda Diorio — Adjunct Instructor in Dance

Patricia Dixon (1986) — Senior Lecturer in Music
BM, NC School of the Arts; MM, UNC-Greensboro

George Donati (2012) — Teacher-Scholar Postdoctoral Fellow in Chemistry
Degree, University of the Octávio Bastos Educational Foundation;
MA, Federal University of São Carlos; PhD, Wake Forest University

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) — Lecturer in Physics
BS, Northern Iowa; MS, Iowa State; PhD, Montana State

Hélène B. Ducros (2011) — Part-time Assistant Professor in Cross-Cultural Engagement
BA, University of Maryland; PhD, UNC-Chapel Hill

Sean Dunwoody (2012) — Visiting Assistant Professor of History
BA, University of Scranton; MA & PhD, University of Chicago

Yomi Durotoye (1994) — Senior Lecturer in Political Science and International Studies
BS, University of Ibadan; MA, Georgia State; PhD, Duke

Robert D. M. Eastman-Mullins (2007) — Assistant Professor of Theatre and Dance
BLS, Mary Washington College; MFA, NC School of the Arts

C. Drew Edwards (1980) — Adjunct Professor of Psychology
BA, Furman; MA, Wake Forest; PhD, Florida State

Maureen Eggert — Associate-in Women's and Gender Studies

Eric Ekstrand (2012) — Lecturer in 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

Carla Emerson (2012) — Lecturer in Counseling
BS, Guilford College; MS, EdS, & PhD, UNC-Greensboro

Marianne Erhardt — Part-time Assistant Professor of English

Rob Erhardt (2012) — Assistant Professor of Mathematics
BA, Univeristy of New York College at Geneseo; MS, University of
Wisconsin-Madison; PhD, UNC-Chapel Hill

Jennifer B. Erway (2007) — Sterge Faculty Fellow and Assistant Professor of Mathematics
BA, Claremont McKenna College; MA, PhD, California (San Diego)

Gerald W. Esch (1965) — Charles M. Allen Professor of Biology
BS, Colorado College; MS, PhD, Oklahoma

Paul D. Escott (1988) — Reynolds Professor of History
BA, Harvard; MA, PhD, Duke

Andrew V. Ettin (1977) — Professor of English
BA, Rutgers; MA, PhD, Washington (St. Louis)

Herman E. Eure (1974) — Professor of Biology
BS, Maryland State; PhD, Wake Forest

Jennifer Evanuik (2011) — Adjunct Instructor in Cross-Cultural Engagement
BS, Pennsylvania State; MEd, University of Pittsburg

Margaret Ewalt (2001) — Associate Professor of Romance Languages
BA, Colby College; MA, PhD, Virginia

David L. Faber (1984) — Professor of Art
AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois

Susan Fahrbach (2003) — Reynolds Professor of Biology
BA, Pennsylvania; PhD, Rockefeller

Meredith Farmer (2011) — Visiting Instructor in English
BA, Kenyon College; MA, ABD-PhD, UNC-Chapel Hill

Susan L. Faust (1992) — Part-time Instructor in Communication
BA, MA, Arkansas (Fayetteville)

Jacquelyn S. Fetrow (2003) — Reynolds Professor of Computational Biophysics
BS, Albright College; PhD, Pennsylvania State University College of Medicine

David Finn (1988, 1995) — Rubin Professor of Art
BS, Cornell; MFA, Massachusetts College of Art

Owen Flanagan (2012) — Jack Lynch Distinguished Visiting Professor of Philosophy

William W. Fleeson (1996) — Professor of Psychology
BA, Wisconsin; PhD, Michigan

Steven Folmar (1992) — Assistant Professor of Anthropology
BA, MA, PhD, Case Western Reserve

James L. Ford (1998) — Associate Professor of Religion
MTS, Vanderbilt; MA, PhD, Princeton

Mary F. Foskett (1997) — Professor of Religion
BA, New York; MDiv, Union Theo. Seminary; PhD, Emory

Dean J. Franco (2001) — Associate Professor of English
BA, California (Irvine); MA, California State; PhD, Southern California

Claudia Francom — Visiting Assistant Professor of Romance Languages
BA, Universidad de Sonora; MA & PhD, University of Arizona

Jerid C. Francom (2009) — Assistant Professor of Romance Languages
BA, MA, PhD, Arizona

T. Nathaniel French — Part-time Lecturer in Communication

John E. R. Friedenberg (1988) — Director of University Theatre and Senior Lecturer in Theatre
BA, Wake Forest; 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, Virginia

Jacqueline Friedman (2011) — Part-time Assistant Professor of Psychology
BA, William and Mary; MA, PhD, University of Maryland

Mary L. Friedman (1987) — Professor of Romance Languages
BA, Wellesley; MA, PhD, Columbia

Jun Fukukura — Part-time Assistant Professor of Psychology

Errin W. Fulp (2000) — Associate Professor of Computer Science
BS, MS, PhD, NC State

Ola Furmanek (1999) — Associate Professor of Romance Languages
BA, MA, Jagiello University, Cracow, Poland; PhD, Nebraska (Lincoln)

R. Michael Furr (2004) — McCullock Fellow and Professor of Psychology
BA, William and Mary; MS, Villanova; PhD, California (Riverside)

Candelas S. Gala (1978) — Charles E. Taylor Professor of Romance Languages
BA, Salamanca (Spain); MA, PhD, Pittsburgh

AnnaMarie Gallagher — Part-time Lecturer in Counseling

Joy Gambill — Adjunct Instructor/Library

Juan-Pedro Garces-Voisenat (2010) — Visiting Assistant Professor of Economics
BA, Pontificia Catolica de Chile; MA, Boston; PhD, Connecticut

Cynthia M. Gendrich (1998) — Professor of Theatre
BFA, Illinois Wesleyan; MA, PhD, Missouri

Jennifer Gentry (2003) — Senior Lecturer in Art
BFA, Carnegie Mellon; BA, Wake Forest; MA, Johns Hopkins

Steven M. Giles (1998) — Associate Professor of Communication
BA, Northern Kentucky; MA, Bowling Green State; PhD, Kentucky

Peter Gilbert (2010) — Professor of the Practice in Communication

Michele K. Gillespie (1999) — Stroupe Faculty Fellow and Kahle Professor of History
BA, Rice; PhD, Princeton

Shannon D. Gilreath (2005) — Associate Professor in Women's and Gender Studies
BA, Lenoir-Rhyne College; JD, Wake Forest

Samuel T. Gladding (1990) — Professor of Counseling
BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro

Annalise Glauz-Todrank (2012) — Assistant Professor of Religion
BA, Hampshire College; MA, C. Phil., & PhD, University of California, Santa Barbara

Stavroula Glezakos (2004) — Associate Professor of Philosophy
BA, PhD, California (Los Angeles)

Louis R. Goldstein (1979) — Professor of Music
BM, Oberlin; MFA, California Inst. of the Arts; DMA, Eastman

Luis González (1997) — Associate Professor of Romance Languages
BA, U de Medellín (Colombia); MA, West Virginia; PhD, California-Davis

Brian L. Gorelick (1984) — Associate Professor of Music and Director of Choral Ensembles
BA, Yale; MM, Wisconsin (Madison); DMA, Illinois

Paige Bentley Greason (2006) — Adjunct Assistant Professor of Counseling
BA, MAEd, Wake Forest; PhD, UNC-Greensboro

Justin Green (2012) — Lecturer in Communication and Debate Coach
BS, Wake Forest University; MA, Kansas State University

Adrian Greene — Part-time Instructor of English

Heath L. Greene (2007) — Visiting Assistant Professor of Psychology
BA, UNC-Chapel Hill; MA, MACL; PhD, Fuller Theological Seminary

Leah Griffin — Adjunct Instructor of Health and Exercise Science

Amanda L. Griffith (2009) — Assistant Professor of Economics
BA, Colgate; MA, PhD, Cornell

Michael Gross — Adjunct Assistant Professor of Chemistry

Raj Guddneppanavar (2009) — Teacher/Scholar/Postdoctoral Fellow in Chemistry
BS, Gulbarga; PhD, Indian Institute of Technology (Bombay)

Steve Gunkel (2011) — Lecturer in Sociology
BA, MA, Washington State; PhD, Indiana

Martin Guthold (2001) — Wake Forest Faculty Fellow and Associate Professor of Physics
BS, University Ulm, Germany; MA, PhD, Oregon

David Hagy (1995) — Director of Orchestra (Department of Music)
BM, Indiana; MM, MMA, DMA, Yale

Leigh Ann Hallberg (2001) — Hoak Family Fellow and Senior Lecturer in Art
BA, Mount Union College; MFA, Colorado

Theresa Hamer — Adjunct Instructor in Counseling

William S. Hamilton (1983) — Professor of Russian
BA, MA, PhD, Yale

Claire Holton Hammond (1978) — Professor of Economics
BA, Mary Washington; PhD, Virginia

J. Daniel Hammond (1978) — Timothy A. Hulquist Professor of Economics
BA, Wake Forest; PhD, Virginia

Christina Hankins — Adjunct Instructor of Music

James S. Hans (1982) — Charles E. Taylor Professor of English
BA, MA, Southern Illinois; PhD, Washington

Anne E. Hardcastle (2002) — Associate Professor of Romance Languages
BA, Texas A&M; MA, PhD, Virginia

Hannah M. Hardgrave (1985) — Part-time Lecturer in Philosophy
AB, Brown; PhD, Chicago

Susan E. Harlan (2009) — Assistant Professor of English
BA, Columbia College; MA, King's College (London); MA, PhD, New York

Catherine E. Harnois (2006) — Associate Professor of Sociology
BA, Connecticut; MA, PhD, UNC-Chapel Hill

Adina Harper — Adjunct Instructor in Dance

Katy J. Harriger (1985) — Professor of Political Science
BA, Edinboro State; MA, PhD, Connecticut

Catherine T. Harris (1980) — Professor of Sociology
BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia

Wayne Harrison (2002) — Adjunct Professor of Chemistry
BS, Tennessee (Chattanooga); PhD, Iowa State

Nathan O. Hatch (2005) — Professor of History
AB, Wheaton; AM, PhD, Washington (St. Louis)

Michael David Hazen (1974) — Professor of Communication
BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas

Richard E. Heard (1996) — Associate Professor of Music
BM, Southern Methodist; MA, California (Santa Barbara)

Jac C. Heckelman (1996) — Professor of Economics
BA, Texas; PhD, Maryland

Ashley Heffner — Part-time Assistant Professor of Psychology

Robert Hellyer (2005) — Associate Professor of History
BA, Claremont McKenna College; MA, PhD, Stanford

Omaar Hena (2009) — Assistant Professor of English
BA, Wake Forest; MA, University College (Dublin, Ireland); PhD, Virginia

Donna A. Henderson (1996) — Professor of Counseling
BA, Meredith; MAT, James Madison; PhD, Tennessee

Sandya Hewamanne (2008) — Assistant Professor of Anthropology
BA, Colombo (Sri Lanka); MA, PhD, Texas

Charles M. Hildebrandt (2011) — Part-time Instructor /Library
BA, East Carolina; MA, University of Maryland and UNC-Greensboro

Cynthia Hill (2010) — Lecturer in Communication
BA, MA, University of West Florida

Willie L. Hinze (1975) — John B. White Professor of Chemistry
BS, MA, Sam Houston State; PhD, Texas A&M

Alix Hitchcock (1989) — Part-time Instructor in Art
BFA, UNC-Greensboro; MA, New York

Kenneth G. Hoglund (1990) — Professor of Religion
BA, Wheaton; MA, PhD, Duke

Christina Holst — Adjunct Instructor in Education

Jefferson Holdridge (2002) — Associate Professor of English
BA, San Francisco State; MA, PhD, University College (Dublin, Ireland)

Natalie A.W. Holzwarth (1983) — Professor of Physics
BS, Massachusetts Inst. of Tech.; PhD, Chicago

Woodrow Hood (2011) — Associate Professor of Communication and Theatre
BA, Northwestern State; MA, Louisiana Tech; PhD, University of Missouri (Columbia)

Muriel Hopkins — Part-time Assistant Professor of History

Michael L. Horn (1998) — Adjunct Instructor in Journalism (Department of English)
BS, Florida

Jane Hottinger (2010) — Part-time Instructor in Health and Exercise Science

William L. Hottinger (1970) — Professor Emeritus of Health and Exercise Science
BS, Slippery Rock; MS, PhD, Illinois

Alyssa Lonner Howards (2003) — Associate Professor of German and Russian
BA, Technische Universitöt Braunschweig;
MA, Westfälische Wilhelms-Universitä Münster; PhD, Washington

Hugh N. Howards (1997) — Associate Professor of Mathematics
BA, Williams; MA, PhD, California (San Diego)

Linda S. Howe (1993) — Associate Professor of Romance Languages
BA, MA, PhD, Wisconsin

Pamela J. Howland (2008) — Adjunct Assistant Professor of Music

Fengyan Hu (2008) — Lecturer in Chinese (East Asian Languages and Cultures)
BA, MS, Peking

Xiaofei Hu (2010) — Teacher/Scholar/Postdoctoral Fellow in Mathematics
BS Central University of Nationalities; MS, Institute of Mathematics
Chinese Academy of Sciences; PhD, Syracuse

Michael L. Hughes (1984) — Professor of History
BA, Claremont McKenna; MA, PhD, California (Berkeley)

Beth Hunt — Part-time Instructor of English

Michael J. Hyde (1994) — University Distinguished Chair in Communication Ethics and Professor of Communication
BS, Pittsburgh; MA, PhD, Purdue

Simeon O. Ilesanmi (1993) — Washington M. Wingate Professor of Religion
BA, University of Ife (Nigeria); PhD, Southern Methodist

Ana Iltis (2010) — Assistant Professor of Philosophy
BA, Villanova; MA, PhD, Rice

Joanne Inkman (1997) — Lecturer in Music
BM, NCSA; MA, PhD, UNC-Greensboro

Andrew Paul Irwin-Smiler (2009) — Visiting Assistant Professor of Psychology
BS, Virginia Poly. Inst. & SU; MA, Towson State; MA, PhD, New Hampshire

Nathaniel N. Ivers (2009) — Assistant Professor in Counseling
BS, Brigham Young; MA, Wake Forest; PhD, UNC-Greensboro

Eranda Jayawickreme (2012) Assistant Professor of Psychology
BA, Franklin and Marshall College; MA & PhD, University of Pennsylvania

Melissa Shields Jenkins (2007) Assistant Professor of English
BA, Wake Forest; 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 Associate Professor of Mathematics
BS, Wuhan University (China); MS, East China Normal University (China); PhD, Penn State

David J. John (1982) Professor of Computer Science
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MA, PhD, University of Munich

Grace Wetzel (2011) — Lecturer in English
BA, Loyola (Maryland); MA, ABD-PhD, University of South Carolina

Robert M. Whaples (1991) — Professor of Economics
BA, Maryland; PhD, Pennsylvania

Jarrod L. Whitaker (2005) — Associate Professor of Religion
BA, MA, University of Canterbury (New Zealand); PhD, Texas

Elisabeth Whitehead (2012) — Lecturer in English
BA, St. Mary's College of Maryland; MFA, University of Montana, University of Iowa

Cristin Whiting (2011) — Part-time Assistant Professor of Psychology
BS, New York University; PhD, California School of Professional Psychology

M. Stanley Whitley (1990) — Professor of Romance Languages
BA, Wake Forest; MA, PhD, Cornell

Stephen L. Whittington (2002) — Part-time Associate Professor of Anthropology and Director of the Museum of Anthropology
AB, Chicago; MA, PhD, Penn State

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 and Russian
BA, MA, Eastern Washington; PhD, Texas

Charles Wilkins (2006) — Associate Professor of History
BA, Duke; MA, Ohio State; PhD, Harvard

Betina Wilkinson (2010) — Assistant Professor of Political Science
BA, Loyola; MA, PhD, Louisiana State

Alan J. Williams (1974) — Professor of History
BA, Stanford; PhD, Yale

Richard T. Williams (1985) — Reynolds Professor of Physics
BS, Wake Forest; MA, PhD, Princeton

Patricia K. Willis (2007) — Part-time Professor of Women's and Gender Studies
BA, East Carolina; MA, Florida State; MA, PhD., SUNY (Albany)

William Willner (2011) — Part-time Instructor in Art
BS, Engineering Case Institute of Technology; MA, Clark

David C. Wilson (1984, 1987) — Senior Lecturer in Mathematics
BS, Wake Forest; MAT, Emory

Eric Wilson (1998) — Thomas H. Pritchard Professor of English
BA, Appalachian State; MA, Wake Forest, PhD, The Graduate School and University Center, CUNY

Dustin Wood (2007) — Assistant Professor of Psychology
BA, American; PhD, University of Illinois

John H. Wood (1985) — Reynolds Professor of Economics
BS, Ohio; MA, Michigan State; PhD, Purdue

Sharon K. Woodard (1998) — Senior Lecturer in Health and Exercise Science
BS, Central Michigan; MS, Wake Forest

Ash D. Worboys (2008) — Assistant Professor of Military Science
BS, Appalachian State; MS, Southern Christian

Marc Yamada (2010) — Assistant Professor of Japanese (East Asian Languages and Cultures)
BA, MA, Brigham Young; PhD, California (Berkeley)

David Yamane (2005) — Associate Professor of Sociology
BA, California (Berkeley); MS, PhD, Wisconsin (Madison)

Inez Yarborough-Liggins (2005) — Part-time Instructor in Dance

BFA, UNC-Greensboro; MFA, Virginia Tech Julian P. Young (2010) — Kenan Professor of Humanities
BA, Cambridge; MA, Wayne State; PhD, Pittsburgh

Phoebe Zerwick (2010) — Lecturer in English
BA, University of Chicago; MA, Columbia

Clifford W. Zeyl (1997) — Associate Professor of Biology
BSc, University of Guelph; MSc, PhD, McGill

Ke Zhang (2012) — Assistant Professor of Biology
BS, Wuhan University; MS, Peking Union Medical College; PhD, Anderson Cancer Center

Qiong Zhang (2008) — Assistant Professor of History
BA, MA, Wuhan (China); PhD, Harvard

Margaret D. Zulick (1991) — Associate Professor of Communication
BM, Westminster Choir College; MA, Earlham School of Religion; MTS, Garrett-Evangelical Theological Seminary; PhD, Northwestern

Schools of Business Faculty

Date following name indicates year of appointment. Listings represent those faculty teaching either full or part-time during the fall 2012 and/or spring 2013.

Umit Akinc (1982) — Thomas H. Davis Chair and Professor of Business
BS, Middle East Tech. (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill

George R. Aldhizer III (2001) — PricewaterhouseCoopers Associate Professor for Academic Excellence
BS, BA, Richmond; PhD, Texas Tech

Elizabeth Baker (2010) — Visiting Assistant Professor
BA, UNC-Chapel Hill; MBA, University of Arizona; PhD, Virginia Commonwealth

Terry A. Baker (1998) — Associate Professor of Accountancy
BA, Miami; MS, Illinois; MBA, Chicago; PhD, Kentucky

Rajaram B. Baliga (1989) — John B. McKinnon Professor of Management
BE, University of Madras; PGDBA, Indian Institute of Management; DBA, Kent State

Roger L. Beahm (2005) — Professor of Practice
BS, MBA, University of Colorado (Boulder)

Bernard L. Beatty (1974) — Associate Professor of Management
BS, Ohio State; MBA, DBA, Harvard

S. Douglas Beets (1987) — Professor of Accountancy
BS, Tennessee; MAcc, PhD, Virginia Poly. Inst. & SU

Randall Billingsley (2011) — Visiting Assistant Professor
BA, Texas Tech; MS, PhD, Texas A&M

Robert R. Bliss (2004) — F.M. Kirby Chair of Business Excellence and Professor of Finance
BS, Purdue; MBA, PhD, University of Chicago

Derrick S. Boone (1997) — Associate Professor of Marketing
BA, UNC-Chapel Hill; MBA, Fairleigh Dickinson; PhD, Duke

Sheri A. Bridges (1996) — Associate Professor of Business
BA, South Florida; MA, Texas (Dallas); PhD, Stanford

Holly Henderson Brower (2005) — Associate Professor of Business
BS, Wake Forest; MS, Iowa State; PhD, Purdue

Carol L. Cain (2012) — Assistant Professor of Accountancy
BS, Central Connecticut State University; PhD, University of Michigan

Thomas G. Canace (2009) — Assistant Professor of Accountancy
BS, St. Joseph's; MBA, Duke; PhD, University of South Carolina

Anna Cianci (2010) — Assistant Professor of Accountancy
BS, Villanova; MA, St. Joseph's College; MS, Wake Forest; PhD, Duke

John Cenevivia (2011) — Visiting Professor of Practice
BA, Saint Joseph's University; MBA, UNC-Chapel Hill

Michael Cichello (2012) Visiting Assistant Professor
BA, Tufts University; MA, PhD, Michigan State University

James F. Cotter (2001) Thomas S. Goho Chair and Associate Professor of Finance
BSCE, New Mexico State; MBA, Indiana; PhD, UNC-Chapel Hill

William L. Davis (1996) Professor of Practice
BA, Carson-Newman College; MA, Wake Forest; PhD, Ohio State

Pat H. Dickson (2006) Associate Professor of Business
BS, MS, Mississippi College; PhD, Alabama (Tuscaloosa)

Jonathan E. Duchac (1993) Merrill Lynch Professor of Accountancy
BBA, MAcc, Wisconsin (Madison); PhD, Georgia

Allison L. Evans (2008) Reznick Group Faculty Fellow and Assistant Professor of Accountancy
BS, MS, Wake Forest; PhD, UNC-Chapel Hill

Jack D. Ferner (1971) Lecturer
BS, University of Rochester; MBA, Harvard

Daniel S. Fogel (2003) Professor of Practice
BS, MA, Pennsylvania State; PhD, University of Wisconsin

Sean T. Hannah (2012) J. Tylee Wilson Chair in Business Ethics and Professor of Ethics
BA, California State University; MBA, Syracuse University; MA, Marine Corps University;
MA, Syracuse University; PhD, University of Nebraska

Frederick H. deB. Harris (1990) John B. McKinnon Professor of Management, Economics, and Finance
BA, Dartmouth College; PhD, University of Virginia

J. Kline Harrison (1990) Kemper Professor of Business
BS, Virginia; PhD, Maryland

Kenneth C. Herbst (2007) Associate Professor of Marketing
BA, Wake Forest; MA, PhD, UNC-Chapel Hill

Yvonne L. Hinson (1997) PricewaterhouseCoopers Faculty Fellow and Associate Professor of Accountancy
BS, MBA, UNC-Charlotte; PhD, Tennessee

E. Clayton Hipp Jr. (1991) Senior Lecturer in Business
BA, Wofford; MBA, JD, South Carolina

Katherine S. Hoppe (1993) Lecturer in Business
BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro

Adam S. Hyde (2010) Assistant Professor of Economics
AB, Franklin and Marshall College; MA, University of Virginia

Charalambos L. Iacovou (2001) Professor of Management
BS, University of Vermont; PhD, University of British Columbia

Timothy R Janke (2007) Visiting Professor of Practice
BS, UNC-Chapel Hill; LLM, JD, Oglethorpe; MBA, Wake Forest

Sherry L. Jarrell (1998) Professor of Practice
BS, University of Delaware; MBA, PhD, University of Chicago

Andrea S. Kelton (2009) Assistant Professor of Accountancy
BBA, MS, James Madison University; PhD, University of Tennessee

Charles R. Kennedy (1989) Associate Professor of Management
BA, PhD, University of Texas (Austin)

Benjamin T. King (2007) Professor of Practice
BA, University of Virginia; MBA, Wake Forest

Lee G. Knight (1979, 2000) Hylton Professor of Accountancy
BS, Western Kentucky; MA, PhD, Alabama

Ray Knight (2012) Visiting Professor of Practice
BS, University of Houston; MA, University of Alabama; JD, Wake Forest

Danny Lanier (2011) — Visiting Assistant Professor
BS, Tuskegee; PhD, University of Georgia

Charles A. Lankau III (2010) — Professor of Practice
BA, JD, Miami

Melenie J. Lankau (2010) — Associate Professor of Management
BA, MBA, PhD, Miami

Alireza Lari (2011) — Professor of Practice
BBA, University of Tehran; MBA, PhD, University of Texas at Austin

Bruce R. Lewis (2002) — Associate Professor of Business
BS, Eastern Kentucky; MS, New Mexico State; PhD, Auburn

Michael D. Lord (1997) — Sisel Fellow in Strategy and Associate Professor
BA, Harvard; MBA, Baylor; PhD, UNC-Chapel Hill

Stanley W. Mandel (1998) — Professor of Practice
BS, Tulane; MBA, Kellogg GSM; PhD, Texas Tech

Bill Marcum (1996) — Citibank Faculty Fellow and Associate Professor of Finance
BA, Furman; MA, UNC-Greensboro; PhD, UNC-Chapel Hill

Dale R. Martin (1982) — Wayne Calloway Professor of Accountancy
BS, MS, Illinois State; DBA, Kentucky

Gordon E. McCray (1994) — BellSouth Mobility Technology Faculty Fellow and Associate Professor of Business
BS, Wake Forest; MBA, Stetson; PhD, Florida State

Patrick R. McMullen (2003) — Associate Professor of Management
BS, University of Louisville; MBA, Butler; PhD, University of Oregon

Jack R. Meredith (1995) — Broyhill Distinguished Scholar and Chair in Operations and Professor
BS, Oregon State; MBA, PhD, University of California (Berkeley)

J. Kendall Middaugh II (1987) — Associate Professor of Management
BBA, MBA George Washington; PhD, Ohio State

Norma R. Montague (2010) — Assistant Professor of Accountancy
BA, MA, NC State; PhD, University of South Florida

Sherry E. Moss (2005) — Professor of Organizational Studies
BS, PhD, Florida State

James A. Narus (1988) — Professor of Business Marketing
BA, MBA, University of Connecticut; PhD, Syracuse

Robert C. Nash (1997) — Orr Fellow in Finance and Professor
BS, The Citadel; MBA, University of South Carolina; PhD, University of Georgia

Steve H. Nickles (1995) — C. C. Hope Chair of Financial Services and Law and Professor
BA, MPA, JD, University of Arkansas; LLM, JSD, Columbia

Ajay Patel (1993) — GMAC Chair in Finance and Professor
BSc, St. Josephs College; MBA, University of Baltimore; PhD, University of Georgia

Benjamin Paz (2004) — Professor of Practice
BME, University of Minnesota; MBA, Stanford

Arthur Petzel (2010) — Visiting Lecturer
BS, Clemson; MSA, Wake Forest

Jonathan P. Pinder (1990) — Associate Professor of Management
BS, NC State; PhD, UNC–Chapel Hill

Matthew Phillips (2009) — Visiting Professor of Practice
BA, JD, Wake Forest; MDiv, Duke

Steven S. Reinemund (2008) — Professor of Leadership Strategy
BS, US Naval Academy; MBA, University of Virginia

Bruce G. Resnick (1995) Joseph M. Bryan Jr. Professor of Banking and Finance
BBA, University of Wisconsin; MBA, University of Colorado; DBA, Indiana

Tracy D. Rishel (2012) Professor of Practice
BS, MS, PhD, Pennsylvania State University

Michelle Roehm (1997) Board of Visitor Professor of Marketing
BS, MS, University of Illinois; PhD, Northwestern

Brooke Saladin (1983) Associate Professor of Management
BS, PhD, Ohio State; MBA, Bowling Green State

Karen Sedatole Visiting Associate Professor of Practice
BS, Baylor University; MBA, University of Texas at Austin, PhD; University of Michigan

Scott M. Shafer (1998) Professor of Management
BS, BBA, PhD, University of Cincinnati

Gary L. Shoesmith (1986) Professor of Management
BS, Pittsburg State; MS, Iowa State; PhD, Southern Methodist

Michelle D. Steward (2004) Associate Professor of Business
BA, MBA, West Florida; PhD, Arizona State

Deon Strickland (2008) Assistant Professor of Finance
AB, Harvard; MBA, Boston College; PhD, UNC-Chapel Hill

David L. Taylor (2012) Visiting Assistant Professor
BA, Indiana University; MBA, Duke University; PhD, Purdue University

Cynthia Tessien (2010) Reznick Group Faculty Fellow and Professor of Practice
BS, Wake Forest

Ron L. Thompson (2000) Professor of Management
BMath, University of Waterloo; MBA, McMaster; PhD, University of Western Ontario

Ralph B. Tower (1980) Wayne Calloway Professor of Taxation
BA, PhD, UNC-Chapel Hill; MBA, Cornell

James B. Varner (2006) Visiting Professor of Practice
BS, Wake Forest; MAB, Virginia

Amy Wallis (2012) Visiting Professor of Practice
BA, University of Scranton; MS, PhD Virginia Commonwealth

Julie H. Wayne (2003) Associate Professor of Business
BS, Furman; MS, PhD, Georgia (Athens)

G. Page West III (1995) BB&T Fellow in Capitalism and Free Markets and Professor of Business
BA, Hamilton; MBA, Dartmouth; PhD, Colorado (Boulder)

Evelyn Williams (2011) F. M. Kirby Foundation of Leadership Development and Professor of Practice
BA, UCLA; MA, University of Chicago

Jack E. Wilkerson Jr. (1989) Professor of Accountancy
BS, Bob Jones; PhD, Texas

Ya Wen Yang (2009) Assistant Professor of Accountancy
BBA, Tunghai University; MBA, University of Illinois; PhD, University of Tennessee

Emeriti

Dates following names indicate period of service.

Ralph D. Amen (1962-1993) — Professor Emeritus of Biology
BA, MA, Northern Colorado; MBS, PhD, Colorado

John P. Anderson (1984-2010) — Professor Emeritus of Counseling
BS, MS, PhD, Georgia Tech; MBA, Alabama (Birmingham); MAEd, Wake Forest

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; MEd, PhD, UNC-Chapel Hill

John V. Baxley (1968-2004) — Wake Forest Professor Emeritus of Mathematics
BS, MS, Georgia Tech; PhD, Wisconsin

Robert W. Brehme (1959-1995) — Professor Emeritus of Physics
BS, Roanoke; MS, PhD, UNC-Chapel Hill

David G. Brown (1990-2003) — Provost Emeritus
AB, Denison; PhD, Princeton

Shasta M. Bryant (1966-l987) — Professor Emeritus of Romance Languages
BA, MA, PhD, UNC-Chapel Hill

Christa G. Carollo (1985-2005) — Senior Lecturer Emerita in German
BA, UNC-Greensboro; MA, Duke

Dorothy Casey (1949-1988) — Associate Professor Emerita of Health and Sport Science
BS, UNC-Greensboro; MA, UNC-Chapel Hill

David W. Catron (1963-1994) — Professor Emeritus of Psychology
BA, Furman; PhD, George Peabody

John E. Collins (1970-2007) — Professor Emeritus of Religion
BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary;
MA, PhD, Princeton

Leon H. Corbett Jr. (1968-2002) — Vice President and Counsel Emeritus
BA, JD, Wake Forest

Nancy J. Cotton (1977-2002) — Professor Emerita of English
BA, Texas; MA, Wisconsin; PhD, Columbia

Cyclone Covey (1968-1988) — Professor Emeritus of History
BA, PhD, Stanford

Arun P. Dewasthali (1975-2012) — Associate Professor Emeritus of Business
BS, Bombay; MS, PhD, Delaware

James H. Dodding (1979-2005) — Professor Emeritus of Theatre
Diploma, Rose Bruford College of Speech and Drama (London);
Cert., Birmingham; Cert., Westhill Training College (Birmingham);
Diploma, Theatre on the Balustrade (Prague)

Robert H. Dufort (1961-1999) — Professor Emeritus of Psychology
BA, PhD, Duke

John S. Dunkelberg (1983-2001) — Kemper Professor Emeritus of Business (Schools of Business)
BS, Clemson;
MBA, PhD, South Carolina

John R. Earle (1963-2001) — Professor Emeritus of Sociology
BA, Wake Forest; MA, PhD, UNC-Chapel Hill

Leo Ellison Jr. (1957-1999) — Associate Professor Emeritus of Health and Exercise Science
BS, MS, Northwestern State

*Thomas M. Elmore (1962-1996) — Professor Emeritus of Education
BA, Wake Forest; MA, George Peabody; PhD, Ohio State

David K. Evans (1966-1998) — Professor Emeritus of Anthropology
BS, Tulane; PhD, California (Berkeley)

Stephen Ewing (1971-2009) — Professor Emeritus of Business (Schools of Business)
BS, Howard Payne; MBA, Baylor; PhD, Texas Tech

Doyle R. Fosso (1964-1995) — Professor Emeritus of English
AB, PhD, Harvard; MA, Michigan

Donald E. Frey (1972-2011) — Professor Emeritus of Economics
BA, Wesleyan; MDiv, Yale; PhD, Princeton

Caroline Sandlin Fullerton (1969-1990) — Lecturer Emerita in SCTA (Theatre Arts)
BA, Rollins; MFA, Texas Christian

Kathleen M. Glenn (1974-1998) — Wake Forest Professor Emerita of Romance Languages
BA, MA, PhD, Stanford

Thomas S. Goho (1977-2007) — Thomas S. Goho Chair Emeritus of Finance (Schools of Business)
BS, MBA, Penn State; PhD, UNC-Chapel Hill

William C. Gordon (2002-2012) — Professor Emeritus of Psychology
BA, MA, Wake Forest; PhD, Rutgers

Emmett Willard Hamrick (1952-1988) — Albritton Professor Emeritus of Religion
BA, UNC-Chapel Hill; PhD, Duke

Phillip J. Hamrick Jr. (1956-1995) — Professor Emeritus of Chemistry
BS, Morris Harvey; PhD, Duke

Lucille S. Harris (1957-1991) — Instructor Emerita in Music
BA, BM, Meredith

Elmer K. Hayashi (1973-2004) — Professor Emeritus of Mathematics
BA, California (Davis); MS, San Diego State; PhD, Illinois

Roger A. Hegstrom (1969-2001) — Wake Forest Professor Emeritus of Chemistry
BA, St. Olaf; AM, PhD, Harvard

Robert M. Helm (1940-2002) — Worrell Professor Emeritus of Philosophy
BA, Wake Forest; MA, PhD, Duke

J. Edwin Hendricks (1961-2009) — Professor Emeritus of History
BA, Furman; MA, PhD, Virginia

Marcus B. Hester (1963-2006) — Professor Emeritus of Philosophy
BA, Wake Forest; PhD, Vanderbilt

George M. Holzwarth (1983-2004) — Professor Emeritus of Physics
BA, Wesleyan; MS, PhD, Harvard

Fred L. Horton Jr. (1970-2011) — Albritton Professor Emeritus of the Bible (Department of Religion)
BA, UNC-Chapel Hill;
BD, Union Theological Seminary; PhD, Duke

William L. Hottinger (1970-1996) — Professor Emeritus of Health and Exercise Science
BS, Slippery Rock; MS, PhD, Illinois

Fredric T. Howard (1966-2009) — Professor Emeritus of Mathematics
BA, MA, Vanderbilt; PhD, Duke

* *Died October 29, 2012*

Patricia Adams Johansson (1969-1998)
BA, Winston-Salem State; MA, Wake Forest
Associate Dean of the College Emerita and Lecturer Emerita in English

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)

Lula M. Leake (1964-1997)
BS, Louisiana State;
MRE, Southern Baptist Theological Seminary
Associate Vice President for Academic Affairs Emerita

John H. Litcher (1973-2004)
BS, Winona State; MA, PhD, Minnesota
Professor Emeritus of Education

Robert W. Lovett (1962, 1968-2001)
BA, Oglethorpe; MAT, PhD, Emory
Professor Emeritus of English

Milorad R. Margitic´ (1978-2005)
MA, Leiden (Netherlands); PhD, Wayne State
Professor Emeritus of Romance Languages

J. Gaylord May (1961-2009)
BS, Wofford; MA, PhD, Virginia
Professor Emeritus of Mathematics

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

*Carlton T. Mitchell (1961-1991)
BA, Wake Forest; BD, Yale;
STM, Union Theo. Seminary; PhD, New York
Professor Emeritus of Religion

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)

Thomas E. Mullen (1957-2000)
BA, Rollins; MA, PhD, Emory
Dean of the College Emeritus and Professor Emeritus of History

John E. Parker Jr. (1950-1987)
BA, Wake Forest; MA, PhD, Syracuse
Professor Emeritus of Education and Romance Languages

Philip J. Perricone (1967-2003)
BS, MA, Florida; PhD, Kentucky
Professor Emeritus of Sociology

Lee Harris Potter (1965-1989)
BA, MA, PhD, UNC-Chapel Hill
Professor Emeritus of English

Herman J. Preseren (1953-1983)
BS, California State (Pennsylvania);
MA, Columbia; PhD, UNC-Chapel Hill
Professor Emeritus of Education

J. Don Reeves (1967-1994)
BA, Mercer; BD, ThM, Southern Baptist Theo. Seminary; EdD, Columbia
Professor Emeritus of Education

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 January 30, 2013*

Donald P. Robin (1997-2009)
BS, MBA, PhD, Louisiana State
J. Tylee Wilson Professor Emeritus of Business Ethics (Schools of Business)

*Mary Frances Robinson (1952-1989)
BA, Wilson; MA, PhD, Syracuse
Professor Emerita of Romance Languages

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

John W. Sawyer (1956-1988)
BA, MA, Wake Forest; MA, PhD, Missouri
Professor Emeritus of Mathematics and Computer Science

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

Michael L. Sinclair (1968-2006)
BA, Wake Forest; AM, PhD, Stanford
Professor Emeritus of History

Earl Smith (1996-2012)
BA, SUNY (Stony Brook); MA, PhD, Connecticut
Rubin Professor Emeritus of American Ethnic Studies and Professor Emeritus of Sociology

Margaret Supplee Smith (1979-2011)
BS, Missouri; MA, Case Western Reserve; PhD, Brown
Harold W. Tribble Professor Emerita of Art

Thomas C. Taylor (1971-2003)
BS, MA, UNC-Chapel Hill;
PhD, Louisiana State
Professor Emeritus of Accountancy (Schools 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

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

Marcellus E. Waddill (1962-1997)
BA, Hampden-Sydney; MA, PhD, Pittsburgh
Professor Emeritus of Mathematics

J. Van Wagstaff (1964-1992)
BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia
Professor Emeritus of Economics

Sarah L. Watts (1987-2011)
BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma
Professor Emerita of History

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

** Died July 31, 2012*

Larry E. West (1969-2010) BA, Berea; PhD, Vanderbilt	Professor Emeritus of German
George P. Williams Jr. (1958-1999) BS, Richmond; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
John G. Williard (1958-1994) BS, UNC-Chapel Hill	Vice President and Treasurer Emeritus
Edwin G. Wilson (1951-2002) BA, Wake Forest, 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; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Biology
Richard L. Zuber (1962-2000) BS, Appalachian; MA, Emory; PhD, Duke	Professor Emeritus of History

The Committees of the Faculty

The Committees listed represent those in effect during the academic year 2011-12. 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:* Dean of student services, associate deans of Wake Forest College, and one undergraduate student. *Voting:* Dean of Wake Forest College; dean of the Schools of Business; 2014 Jim Powell, David Finn; 2013 Terry Blumenthal, Catherine Harris; 2012 Sue Rupp, Errin Fulp; and one undergraduate student.

The Committee on Admissions. *Non-voting:* Director of admissions, two members from the administrative staff of the Office of the Dean of Wake Forest College, and one undergraduate student. *Voting:* Dean of Wake Forest College; 2014 Claire Hammond, John Friedenberg; 2013 Anne Boyle, Akbar Salam; 2012 John Pickel, Joseph Soares; and one undergraduate student.

The Committee on Scholarships and Student Aid. *Non-voting:* One undergraduate student. *Voting:* Dean of Wake Forest College, director of financial aid, two members from the administrative staff of the Office of the Dean of Wake Forest College; 2014 Uli Bierbach, Robert Utley; 2013 Eric Carlson, John Pickel; 2012 J. K. Curry, Robert Whaples; and one undergraduate student.

The Committee on Curriculum. *Voting:* Provost, dean of Wake Forest College, dean of the Schools of Business, registrar, and the chairs of each department of Wake Forest College as follows: Division I. (Humanities) Philosophy, Education, Military Science, Religion, Counseling, History. Division II. (Literatures) East Asian Languages and Culture, English, German and Russian, Romance Languages, and Classics. Division III. (Fine Arts) Music, Theatre and Dance, and Art. Division IV. (Social Sciences) Psychology, Sociology, Anthropology, Communication, Economics, Political Science. Division V. Biology, Chemistry, Computer Science, Health and Exercise Science, Mathematics, Physics. Representatives of interdisciplinary minors.

ADVISORY COMMITTEES

The Committee on Academic Planning. *Non-voting:* Provost, dean of the Schools of Business, and one undergraduate student. *Voting:* Dean of Wake Forest College, dean of the Z. Smith Reynolds Library, one undergraduate student, and 2015 Sarah Raynor, 2014 James Ford, Olga Valbuena; 2013 David Coates, Ralph Kennedy; 2012 Bernadine Barnes; and one undergraduate student.

The Committee on Athletics. *Non-voting:* Director of athletics and one undergraduate student. *Voting:* Vice president for investments and treasurer, dean of Wake Forest College, faculty representative to the Atlantic Coast Conference; one undergraduate student; and 2016 Mary Dalton, Alyssa Howards; 2015 Margaret Zulick, Steve Messier; 2014 Nina Lucas, Anthony Parent; 2013 Jane Albrecht, David Weinstein; 2012 David Faber, Peter Siavelis; and one undergraduate student.

The Committee on First-Year Seminars. *Non-voting:* Associate dean for student academic initiatives. *Voting:* Dean of Wake Forest College, and 2014 Brian Gorelick, Fred Chen; 2013 Gillian Overing, Win-chait Lee; 2012 Kathy Kron, Page West.

The Committee on Information Technology. *Non-voting:* Provost, dean of the Graduate School, vice president for student life, vice president administration, and one undergraduate student. *Voting:* Dean of Wake Forest College or the dean's designate, dean of the Schools of Business or the dean's designate, the dean of the Z. Smith Reynolds Library, a representative from Information Systems, one undergraduate student, and six elected members of the undergraduate faculties, including at least one from each of the five academic divisions of Wake Forest College. 2013 David John, Ron Thompson; 2012 Susan Borwick, Allin Cottrell.

The Committee on Library Planning. *Non-voting:* Provost, dean of the Graduate School, one undergraduate student. *Voting:* One faculty representative from each academic division of Wake Forest College, dean of Wake Forest College, one faculty representative from the Schools of Business, the dean of the Z. Smith Reynolds Library, one undergraduate student, and one graduate student. 2015 Terry Baker, Ken Berenhaut; 2014 Ola Furmanek, Ron Thompson; 2013 Saylor Breckenridge, Page Laughlin; 2012 Samuel Gladding.

The Committee on Nominations. *Voting*: 2014 Bernadine Barnes, Michaelle Browers; 2013 Debbie Best, Harry Titus; 2012 Stephen Boyd, William Hamilton, Jeffrey Lerner.

The Committee on Study Abroad. *Non-voting:* Three study abroad advisors from the Center for International Studies and the registrar. *Voting:* The director of the Center for International Studies, the dean of Wake Forest College or the dean's designate and 2014 Terry Baker, Nellie van Doorn-Harder; 2013 Mary Wayne-Thomas, Wayne Silver; 2012 William Fleeson, Soledad Miguel-Prendes.

SPECIAL COMMITTEES

The Committee on Publications. *Voting:* Dean of Wake Forest College, vice president for investments and treasurer, three faculty advisers of the *Old Gold and Black*, *Three to Four Ounces*, and the *Howler;* and 2014 Bruce Lewis, Greg Cook; 2013 Simeon Ilesanmi, Maria Sanhueza; 2012 David Levy, John Llewellyn.

The Committee for Teacher Education. *Voting:* Dean of Wake Forest College, dean of the Graduate School, chair of the Department of Education; and 2014 Louis Goldstein, Allan Louden; 2013 Alan Williams, Miriam Ashley-Ross; 2012 David Wilson, Ken Bechtel.

The Committee for the ROTC. *Voting:* Dean of Wake Forest College, ROTC coordinator, professor of military science; and 2014 Linda Nielsen; 2013 Jed Macosko; 2012 Peter Brubaker.

The Committee on Orientation and Lower Division Advising. *Non-voting:* Associate dean for academic advising and the assistant dean for academic advising. *Voting:* Dean of Wake Forest College or the dean's designate; individuals designated by the vice president for student life to represent the Division of Student Life; the president of student government or the student government president's designate; a second student chosen by the committee; the dean of the Z. Smith Reynolds Library or the dean's designate; 2015 Richard Heard, Sarah Lischer; 2014 Pat Lord; 2013 Brook Davis, Lynn Neal; 2012 Sally Barbour, Leah McCoy. A majority of the voting members shall be members of the faculty.

The Committee on Open Curriculum. Dean of Wake Forest College, the coordinator of the Open Curriculum Program and members of the faculty who are appointed as Open Curriculum advisers. Chair, Barry Maine.

The Committee on the Teaching and Learning Center. Six elected members of the faculty, one from each of the five academic divisions of the College and one faculty representative from the Schools of Business; 2014 Brook Davis, Steven Giles; 2013 Monique O'Connell, Hugh Howards; 2012 Kendall Tarte, Jack Wilkerson.

JOINT FACULTY/ADMINISTRATION COMMITTEES

The Joint Admissions Committee. Dean of Wake Forest College; director of admissions; provost; and three faculty members of the Committee on Admissions.

OTHER COMMITTEES ON WHICH THE FACULTY ENJOYS REPRESENTATION

The Committee on Capital Planning. *Non-voting:* Provost, vice president for investments and treasurer, vice president for administration, and one undergraduate student. *Voting:* Dean of Wake Forest College, dean of the Schools of Business, one undergraduate student; and 2015 Janine Jennings, Roberta Morosini; 2014 Michele Gillespie, David Phillips, Gale Sigal; 2013 Jennifer Burg, Jonathan Christman, Michael Hyde.

The Judicial Council. *Administration:* 2015 Toby Hale; 2014 Perry Patterson; 2012 Doug Bland; 2011 Kenneth A. Zick. Faculty. 2016 Barry Maine; 2015 Debbie Best, John Dinan; 2014 Simone Caron; 2013 James Powell; 2012 Clay Hipp, Brad Jones; and three undergraduate students.

The Committee on Student Life. Dean of Wake Forest College or the dean's designate, dean of student services, a designated member of the administration; 2014 Joseph Soares; 2013 Ed Allen; 2012 Doug Beets; and three undergraduate students.

Members of the Honor and Ethics Council. 2014 Adrian Bardon, Marina Krcmar, Ken Hoglund, Anne Hardcastle; 2013 Luis Gonzalez, Cliff Zeyl, Patricia Nixon, Sarah Raynor; 2012 Susan Borwick, Grant McAllister, Brian Tague, Ana Wahl.

Faculty Marshals. Mary Foskett, Brian Tague, Douglas Beets, Sylvain Boko, Christa Colyer, J.K. Curry, Cynthia Gendrich, Miaohua Jiang, John Llewellyn, Leah McCoy, David Phillips, Stephen Robinson.

University Senate. President of Wake Forest University, senior vice president, the deans of the several schools, the dean of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and eight faculty representatives from the School of Medicine and the College, and the following:

Representatives of the College. 2015 Sam Gladding, Jim Schirillo, Cathy Seta; 2014 Michael Hughes, Candelas Gala, Hank Kennedy, Martin Guthold; 2013 Paul Anderson, Judy Kem. Sharon Andrews, Mary DeShazer; 2012 Paul Escott, Mary Friedman, Ellen Miller, Ron Dimock.

Representatives of Schools of Business. 2016 Michelle Steward; 2015 Umit Akinc, Sheri Bridges; 2014 Ken Middaugh; 2013 Dale Martin, Jack Meredith

Representatives of the Graduate School. 2017, Mark Welker, 2014 Alan Townsend.

Representatives of the School of Law. 2017 Wilson Parker; 2015 Omari Simmons; 2014 Laura Graham.

Representatives of the Wake Forest School of Medicine. 2017 Martha Alexander-Miller, Jeffrey Weiner; 2016 Sarah Bodin; 2015 Duncan Hite, Leslie Kammire, John Stewart, 2014 Daniel Bourland, Sonia Crandall

Representative of the School of Divinity. 2013 Kevin Jung

Institutional Review Board. Steven Folmar (chair), Nancy Crouch, Robert Evans, Michael Hazen, Anthony Marsh, Batja Mesquita, Deborah Newsome, Robert Sanches-Langston (community representative), Joseph Soares. Alternatives: Steven Giles, Janine Jennings, Patricia Nixon, Paul Thacker, Laura Veach.

Enrollment

All Schools—Fall 2012

	Men	Women	Total
Undergraduate Schools	2,295	2,520	4,815
The Graduate School *(Reynolda Campus)*	207	238	445
The Graduate School *(Bowman Gray Campus)*	123	147	270
The School of Law	297	218	515
Divinity School	57	55	112
Schools of Business *(Graduate)*	410	252	662
The Wake Forest School of Medicine *(Includes Physician Assistant)*	284	329	613
University Totals	3,673	3,759	7,432

Geographic Distribution—Undergraduates

By State (2012-13 Academic Year)

Alabama	31	Kentucky	48	North Dakota	0
Alaska	1	Louisiana	11	Ohio	108
Arizona	12	Maine	13	Oklahoma	9
Arkansas	4	Maryland	271	Oregon	10
California	143	Massachusetts	229	Pennsylvania	230
Colorado	45	Michigan	26	Rhode Island	16
Connecticut	222	Minnesota	24	South Carolina	101
Delaware	14	Mississippi	2	South Dakota	0
District of Columbia	13	Missouri	29	Tennessee	100
Florida	306	Montana	5	Texas	172
Georgia	233	Nebraska	6	Utah	6
Hawaii	1	Nevada	6	Vermont	8
Idaho	4	New Hampshire	22	Virginia	266
Illinois	105	New Jersey	279	Washington	24
Indiana	26	New Mexico	4	West Virginia	39
Iowa	7	New York	258	Wisconsin	21
Kansas	14	North Carolina	1,099	Wyoming	0

Countries Represented (2012-13 Academic Year)

Australia
Bermuda
Brazil
Brunei
Cameroon
Canada
China
France
Germany
Honduras
Iceland
India
Italy
Japan
Kenya
Malaysia
Mexico
Netherlands
New Zealand
Nigeria
Saudi Arabia
South Africa
South Korea
Spain
Taiwan
Thailand
United Kingdom
Venezuela

International Students: 143

Governing and Advisory Boards

The Board of Trustees

2009-2013

Diana M. Adams, *Bartlesville, OK*
Donna A. Boswell, *Winston-Salem, NC*
Bobby R. Burchfield, *McLean, VA*
Candy M. Ergen, *Littleton, CO*
Deborah D. Lambert, *Raleigh, NC*
John K. Medica, *Middleburg, VA*
Richard H. Moore, *Raleigh, NC*
Celeste Mason Pittman, *Rocky Mount, NC*
James T. Williams Jr., *Greensboro, NC*
Katherine B. Wright, *Rancho Santa Fe, CA*
Charles Jeffrey Young, *Winston-Salem, NC*

2010-2014

David W. Dupree, *Washington, DC*
Matthew A. King, *Brentwood, TN*
John M. McAvoy, *Charleston, SC*
Kenneth D. Miller, *Greensboro, NC*
L. Steven Nelson, *Chapel Hill, NC*
Michael G. Queen, *Wilmington, NC*
Gerald F. Roach, *Raleigh, NC*
Deborah K. Rubin, *Winston-Salem, NC*
Mitesh B. Shah, *Atlanta, GA*
Cathy Wall Thomas, *Chapel Hill, NC*
David I. Wahrhaftig, *Larchmont, NY*

2011-2015

Ranlet S. Bell, *Winston-Salem, NC*
Shelmer D. Blackburn Jr., *Purlear, NC*
Peter C. Brockway, *Boca Raton, FL*
Mary Flynn Farrell, *Summit, NJ*
Lawrence D. Hopkins, M.D., *Winston-Salem, NC*
John R. Lowden, *Greenwich, CT*
James J. Marino, *Cranbury, NJ*
Harold O. Rosser, *New Canaan, CT*
Janice K. Story, *Atlanta, GA*

2012-2016

W. Louis Bissette Jr., *Asheville, NC*
John I. Bitove Jr., *Toronto, ON*
Jocelyn Burton, *Oakland, CA*
Daniel M. Delen, *Winston-Salem, NC*
Lisbeth Clark Evans, *Winston-Salem, NC*
Lelia J. Farr, *St. Louis, MO*
Donald E. Flow, *Winston-Salem, NC*
Frank B. Holding Jr., *Raleigh, NC*
Albert R. Hunt, *Washington, DC*
Lloyd P. Tate Jr., *Southern Pines, NC*

2012-2013 Student Trustee

James M. O'Connell, *Tampa, FL*

Life Trustees

Jerry H. Baker, *Macon, NC*
James L. Becton, *Augusta, GA*
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William B. Greene Jr., *Gray, TN*
Harvey R. Holding, *Ponte Vedra Beach, FL*
Jeanette W. Hyde, *Raleigh, NC*
James E. Johnson Jr., *Charlotte, NC*
James W. Johnston, *Mooresville, NC*
Petro Kulynych, *Wilkesboro, NC*
Dee Hughes LeRoy, *Winston-Salem, NC*
William L. Marks, *New Orleans, LA*
Theodore R. Meredith, *Vero Beach, FL*
Russell W. Meyer Jr., *Wichita, KS*
L. Glenn Orr Jr., *Winston-Salem, NC*
Arnold D. Palmer, *Youngstown, PA*
Frances P. Pugh, *Raleigh, NC*
K. Wayne Smith, *Newton, NC*
D.E. Ward, Jr. *Lumberton, NC*
Lonnie B. Williams, *Wilmington, NC*
J. Tylee Wilson, *Ponte Vedra Beach, FL*
Kyle A. Young, MD, *Greensboro, NC*

Officers - 2012-20123

Chair: Donald E. Flow
Vice Chairs: Donna A. Boswell and Bobby R. Burchfield
Treasurer: TBA
Secretary: J. Reid Morgan
Assistant Secretary: Anita M. Conrad

Trustee Liaisons to Other Boards/Councils

WFDD (Trustee Representative): Celeste M. Pittman
North Carolina Association of Independent Colleges & Universities Representative: Lisbeth C. Evans
Liaison to Alumni Council: Shelmer D. Blackburn
Liaison to College Board of Visitors: L. Steven Nelson

Wake Forest College Board of Visitors

Chairperson: Carol B. Adams, *Marietta, GA*

Terms Expiring June 30, 2014

Carol B. Adams, *Marietta, GA*
W. Prentiss Baker III, *Raleigh, NC*
William H. Bunn IV, *Raleigh, NC*
Callie Anne Clark, *Burr Ridge, IL*
Martha M. Eubank, *Charlotte, NC*
Frank R. Forrest, *Charlotte, NC*
Rosalyn V. Frazier, *Charlotte, NC*
Gloria Flippin Graham, *Pine Knoll Shores, NC*
Michael D. Gunter, *Lewisville, NC*
Douglas M. Hartman, *Austin, TX*
L. Davis Jackson, *Atlanta, GA*
K. Brian Keegan, *New York, NY*
Christopher B. Leak, *Winston-Salem, NC*
Steven A. Lineberger, *Winston-Salem, NC*
Marcus C. Miller, *Chicago, IL*
Wade W. Murphy, *El Dorado, AR*
Edgar M. Roach Jr., *Chapel Hill, NC*
Andrea Kmetz-Sheehy, *Edina, MN*
Robert Sheehy, *Edina, MN*
Linda Tate, *Blowing Rock, NC*
Zachary Reynolds Tate, *Blowing Rock, NC*
Robin A. Team Jr., *Lexington, NC*
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Lydia H. Vaughan, *Winston-Salem, NC*
Laura Horton Virkler, *Hillsborough, NC*
Pam S. Wozniak, *Charlotte, NC*
Ted C. Wozniak, *Charlotte, NC*

Terms Expiring June 30, 2015

Thomas R. Blank, *Arlington, VA*
Mark C. Christie, *Ashland, VA*
John M. Cooper, *Jamaica Plain, MA*
John H. Crowe, *Davis, CA*
F. Michael Crowley, *Richmond, VA*
Lorraine Dajani, *Jacksonville, FL*
Omar F. Dajani, *Jacksonville, FL*
Sarah Fowler DuPont, *Charlottesville, VA*
Jonathan C. Hilsabeck, *Hingham, MA*
Rhoda Cobb Juckett, *Charlotte, NC*
Donald W. Knutson, *Leesburg, VA*
Richard A. Leadem, *Charleston, SC*
Mary Llewellyn McNeil, *Washington, DC*
Joseph M. Neal, *Seattle, WA*
Amanda M. Norcross, *Jacksonville, FL*
L. H. Puckett Jr., *Norfolk, VA*
Jonathan C. Roberts, *East Greenwich, RI*
Janet E. Tuttle-Newhall, *St. Louis, MO*

Terms Expiring June 30, 2016

Terry G. Athas, *Glenview, IL*
Peter M. Carlson, *Charlotte, NC*
E. Graham Clark, *New York, NY*
Timothy J. Croak, *New York, NY*
Polly R. Fields, *San Francisco, CA*
Todd W. House, *Atlanta, GA*
Richard J. Maloy Jr., *Winston-Salem, NC*
Michael R. McMullen, *Haddonfield, NJ*
Russell D. Morrison, *Charlotte, NC*
June Sabah, *New York NY*
David P. Shouvlin, *Hilliard, OH*
Andrew J. Sterge, *Wayne, PA*

Board Liaisons

Mary F. Foskett, *Winston-Salem, NC (Associate Professor of Religion, Wake Forest University)*
Joy Vermillion-Heinsohn, *Winston-Salem, NC (Z. Smith Reynolds Foundation)*
Coleman Team, *Winston-Salem, NC (Young Alumni Development Board)*

Wake Forest University Schools of Business Board of Visitors

Chairperson: Eric Wiseman, *Greensboro, NC*

John A. Allison IV, *Washington, DC*
Richard W. Boyce, *San Francisco, CA*
P. James Brady III, *Atlanta, GA*
Thomas W. Bunn, *Kiawah Island, SC*
Lisa J. Caldwell, *Winston-Salem, NC*
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Hope Holding Connell, *Raleigh, NC*
Geraud Darnis, *Farmington, CT*
Matthew S. DeSalvo, *Riverside, CT*
Thomas A. Dingledine, *Charlottesville, VA*
John C. Doscas, *New York, NY*
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Frederick W. Eubank II, *Charlotte, NC*
Lisbeth C. Evans, *Winston-Salem, NC*
Donald E. Flow, *Winston-Salem, NC*
John J. Fosina, *New York, NY*
Michael J. Genereux, *New York, NY*
Thomas P. Gibbons, *New York, NY*
Jessica B. Good, *Greensboro, NC*
Kerry B. Graham, *Nashville, TN*
Dennis G. Hatchell, *Cary, NC*
Nathaniel R. Herring Jr., *Jacksonville FL*
William F. Hickey, *New York, NY*
S. Laing Hinson III, *Alexandria, VA*
G. Thomas Hough, *New York, NY*
A. Dale Jenkins, *Raleigh, NC*
Charles W. Johnson, *Charlotte, NC*
Ann A. Johnston, *Winston-Salem, NC*
M. Benjamin Jones, *New York, NY*
Peter N. Kellogg, *Whitehouse Station, NJ*
Alan J. Kelly, *Fairfax, VA*
Stanhope A. Kelly, *Winston-Salem, NC*
Mary L. Kesel, *Winston-Salem, NC*
Robert P. Lee, *Ridgefield, CT*
Mark D. Lyons, *Hamilton HM BX, Bermuda*
Tod J. MacKenzie, *Glendale, CA*
Michael F. Mahoney, *Natick, MA*
Kimberly D. McCaslin, *Boston, MA*
G. Whitfield McDowell, *Charlotte, NC*
John K. Medica, *Middleburg, VA*
John R. Miller, IV, *New York, NY*
Michael M. Morrow, *Atlanta, GA*
Cornelius F. Moses, *Canton, MA*
L. David Mounts, *Winston-Salem, NC*
Richard A. Noll, *Winston-Salem, NC*
Lorry J. Prentis, *New York, NY*
Billy D. Prim, *Winston-Salem, NC*
Scott E. Reed, *Winston-Salem, NC*
Andrew J. Robertson, *New York, NY*
Jorge Rodriguez, *Mexico City, Mexico*
José R. Rodriguez, *New York, NY*
June A. Sabah, *New York, NY*
Gabriel Schulze, *Beijing, China*
Mitesh B. Shah, *Atlanta, GA*
S. Sonny Tara, *Rochester, MN*
Keith Trent, *Charlotte, NC*
C. Jeffery Triplette, *Oxford, MS*
David H. W. Turner, *New York, NY*
J. Eric Wagoner, *Westport, CT*
David Wahrhaftig, *New York, NY*
Steven B. Waite, *Menlo Park, CA*
Gregory J. Wessling, *Cornelius, NC*
Mark S. Wilson, *Raleigh, NC*
Eric C. Wiseman, *Greensboro, NC*

The Administration

Administration reflects leadership as of July 1, 2013. 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; 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 President for Health Affairs
BA, University of Kansas;
MD, Loyola (Stitch School of Medicine)

B. Hofler Milam (2010, 2010) — Senior Vice President for Finance and Administration and CFO
BS, MBA, Wake Forest

James Reid Morgan (1979, 2011) — Senior Vice President and General Counsel
BA, JD, Wake Forest

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

Kenneth A. Zick (1975, 1989) — Vice President and Dean, Student Affairs
BA, Albion; JD, Wayne State; MLS, Michigan

College

Jacquelyn S. Fetrow (2003, 2008) — Dean of Wake Forest College and Reynolds Professor of Computational Biophysics
BS, Albright College;
PhD, Pennsylvania State University College of Medicine

Anne Boyle (1986, 2012) — Associate Dean for Student-Faculty Academic Initiatives
BA, Wilkes College; MA, PhD, Rochester

Christy Buchanan (1992, 2012) — Associate Dean for Academic Advising
BA, Seattle Pacific; PhD, Michigan

Randall G. Rogan (1990, 2010) — Sr. Associate Dean for Academic Programs and Planning
BA, St. John Fisher College; MS, PhD, Michigan State

Rebecca Thomas (1993, 2010) — Sr. Associate Dean for Faculty
BA, MA, California (Los Angeles): PhD, Ohio State

José Villalba (2011, 2013) — Associate Dean for Faculty Recruitment, Diversity, and Inclusion
BS, Med, EdS, PhD, University of Florida

David Levy (1976, 2013) — Associate Dean for Faculty Governance
BM, MA, Eastman; PhD, Rochester

Karen M. Bennett (1985, 2011) — Assistant Dean for Academic Advising
BS, Winston-Salem State; MA, Wake Forest

Jane H. Caldwell (1999, 1999) — Director of Academic Counseling for Student-Athlete Services and Assistant to the Dean of the College
BA, UNC-Greensboro; MA, Wake Forest

T. Nathaniel French (1993, 2005) — Director, Magnolia Scholars
BA, Wake Forest; MA, PhD, UNC-Chapel Hill

Tom Phillips (1982-2003) — Director of Wake Forest Scholars and Interdisciplinary Humanities
BA, MA, Wake Forest; PhD, UNC-Chapel Hill

Provost

Rogan Kersh (2012, 2012) — Provost and Professor of Politics and International Affairs
BA, Wake Forest; MA, MPhil, PhD, Yale

Jennifer M. Collins (2003, 2010) — Associate Provost for Academic and Strategic Initiatives and Professor of Law
BA, Yale; JD, Harvard

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 Planning
BA, UNC-Charlotte

S. Bruce King (1995, 2012) — Associate Provost for Research and MacDonough Family Fellow and Professor of Chemistry
BS, MS, West Virginia; PhD, Cornell

George E. Matthews Jr. (1979, 2007) — CIO and Associate Provost for Technology and Information Systems and Professor of Physics
BS, PhD, UNC-Chapel Hill

Barbee Myers Oakes (1989, 2009) — Assistant Provost for Diversity and Inclusion
BS, MA, Wake Forest; PhD, Tennessee

Harold L. Pace (2010, 2010) — 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) — Interim Dean, Bowman Gray Campus
BA, University of West Florida; PhD, University of Alabama (Birmingham)

Bradley T. Jones (1989, 2010) — Interim Dean, Reynolda Campus
BS, Wake Forest; PhD, Florida

Schools of Business

Steven S Reinemund (2008, 2008) — Dean of Business
BS, US Naval Academy; MBA, University of Virginia

Charles Iacovou (2001, 2012) — Vice Dean
BS, University of Vermont; PhD, University of British Columbia

Melenie J. Lankau (2010, 2011) — Senior Associate Dean of MBA Programs and Diversity
BA, MBA, PhD, University of Miami

Gordon E. McCray (1994, 2012) — Senior Associate Dean of Undergraduate and Master of Arts in Management Programs
BS, Wake Forest; MBA, Stetson; PhD, Florida State

Matthew Merrick (2010) — Senior Associate Dean of Students
BA, Brown; MBA, Harvard

Michelle L. Roehm (1997, 2012) — Senior Associate Dean of Research
BS, MS, University of Illinois; PhD, Northwestern

Jack E. Wilkerson (1989, 2011) — Senior Associate Dean of Accounting Programs
BS, Bob Jones; PhD, University of Texas

Derrick S. Boone (1996, 2012) — Associate Dean of the Master of Arts in Management Program
BA, UNC-Chapel Hill; MBA, Fairleigh Dickinson; PhD, Duke

Katherine S. Hoppe (1993, 2007) — Associate Dean of Undergraduate Student Affairs
BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro

J. Kendall Middaugh II (1987, 2012) — Associate Dean of Working Professional and Executive Education Programs
BBA, MBA, George Washington; PhD, Ohio State

David Clark (2003, 2010) — Assistant Dean of Administration
BSEd, MEd, University of Georgia; PhD, UNC-Greensboro

Umit Akinc (1982, 2009) — Program Director, Mathematical Business
BS, Middle East Tech. (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill

Pat Dickson (2006, 2009) — Program Director, Business and Enterprise Management
BS, MS, Mississippi College; PhD, Alabama (Tuscaloosa)

Sherry Jarrell (1998, 2011) — Program Director, Finance
BS, University of Delaware; MBA, PhD, University of Chicago

Marjorie Benbow (2012) — Managing Director, Charlotte Center
BA, MSPH, UNC-Chapel Hill; JD, MBA, Wake Forest

Mercy Eyadiel (2011, 2011) — Executive Director, Employer Relations
BA, Southern Nazarene; MEd, Oklahoma City

Sam L. Beck (2008) — Director, Student Professional Development
BA, MA, Wake Forest

Nicole Hall (2011, 2011) — Director, Career Management Center
BS, Indiana; MBA, Pepperdine

Hansford S. Johnson (2009, 2011) — Director, Graduate Student Affairs
BS, Middle Tennessee State; MS, Fuller Theological Seminary;
MBA, Keller Graduate School of Management

Lyn B. Myers (2001, 2010) — Director, Business Operations
BS, Appalachian State

John Owen (1996, 1999) — Director, Information Technology
BS, Wake Forest

Stacy P. Owen (1999, 2003) — Director, Graduate Business Admissions
BS, MS, NC State

Beth Warrick (2010, 2011) — Manager, Academic Operations
BA, Eastern Washington; MA, Eastern Kentucky; EdD, University of Washington

School of Divinity

Gail R. O'Day (2010, 2010) — Dean
BA, Brown; MTS, Harvard Divinity School; PhD, Emory

Jill Crainshaw (1999, 2002) — Associate Dean for Academic Affairs
BA, Wake Forest;
MDiv, Southeastern Baptist Theological Seminary;
PhD, Union Theological Seminary

Shonda Jones (2011, 2011) — Associate Dean of Admissions and Student Services
BA, Texas Christian University;
MDiv, Brite Divinity School, Texas Christian University

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

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 University

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, University of Michigan; BA, University of 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, University of 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

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, 2011) — Dean, Wake Forest School of Medicine
BA, MD, Stanford

Steven M. Block (1983, 2008) — Senior Associate Dean for Academic Affairs
MB, BCh, University of Witwatersran (South Africa)

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DO, University of Medicine and Dentistry of New Jersey - School of Osteopathic Medicine

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BS, MD, Temple

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BS, Baldwin-Wallace College; PhD, SUNY (Syracuse)

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Admissions and Financial Aid

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BA, Georgia State

Athletics

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Campus Life

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BA, Pittsburgh (Johnstown); MA, Indiana University of Pennsylvania

James R. Buckley (1996, 2001) — Director of the Benson University Center
BS, MEd, Clemson

Kathy Arnett (2002, 2006) — Director of Student Union & Associate Director Benson University Center
BA, Elon; MBA, Averett

Timothy L. Auman (2003, 2003) — University Chaplain
BA, Wofford College; MDiv, Duke

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Andrea Bohn (1997, 2013) — Director, Campus Life Budget and Planning
BS, Gardner Webb

Cecil D. Price (1991, 1991) — Director of Student Health Service
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BS, UNC-Wilmington

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BA, MLIR, Michigan State

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BS, Northeastern State; MBA, University of Tulsa

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Global Affairs & Center for International Studies

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Graylyn International Conference Center

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Shelley Brown (2010, 2010) — Director of Sales
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Information Systems

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Institutional Research

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Investments

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Libraries

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University Advancement

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BA, MS, George Peabody (Vanderbilt)

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BS, East Carolina

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BA, Wake Forest

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BA, MBA, Wake Forest

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BS, Wake Forest

Jennifer Richwine (1999, 2009) — Assistant Vice President, University Events
BA, Wake Forest

Jennifer Shimp-Bowerman (2009, 2009) — Assistant Vice President, Advancement Services
BA, McMurry

Gordon Soenksen (2009, 2011) — Associate Vice President, Principal Gifts
BA, Wartburg College; MBA, Chicago

William T. Snyder (1988, 2009) — Associate Vice President, Alumni and Donor Services
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Gordon Soenksen (2009, 2011) — Associate Vice President, Principal Gifts
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University Registrar

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BA, Wells College; MA, College at Brockport

Steve Benton (1982, 1982) — Assistant Registrar

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BA, Duke; JD, UNC-Chapel Hill

Sarah Dale (2013, 2013) — Assistant Registrar for Online Programs
BA Rollins College; MS University of Texas (Austin)

Fagueye Ndiaye Dalmadge (2008, 2008) — Assistant Registrar
BS, MBA, Southern Illinois

Jean Kimmer (1990, 1990) — Associate Registrar

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BS, Appalachian State

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BA, East Tennessee State; MA, Strayer

Tracy Pinto, (2012, 2013) — University Registrar Services Administrator
BA, UNC-Chapel Hill

Candace Speaks (2010, 2010) — Administrative and Records Coordinator

Wake Forest University Theatre and Dance

John E. R. Friedenberg (1988, 1998) — Director of the University Theatre
BA, Wake Forest; 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, University of North Carolina School of the Arts

Nina Maria Lucas (1996, 1996) — Director of Dance
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

Jarrod Atchison (2010) — Director of Debate
BA, MA, Wake Forest; 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 (Schools of Business)
BA, MA, Wake Forest University

C. Kevin Bowen (1994, 1996) — Director of Bands
BS, Tennessee Tech; MM, Louisville; PhD, Florida State

Ann Boyle (1986, 2012) — Director of the WAKE Washington Program
BA, Wilkes College; MA, PhD, Rochester

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BFA, South Carolina

Heather M. Childress, (2004, 2004) — Art Collections Curator
BA, NC State; MA, Fashion Institute of Technology

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BA, Salamanca (Spain); MA, PhD, Pittsburgh

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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, University of Southern California; MBA, Persidio Graduate School

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Alta Mauro (2009, 2009) — Director of Multicultural Affairs
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BA, St. Andrews College

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The Bulletins of Wake Forest

The Undergraduate Bulletin is published by the office of Communications and External Relations, Reynolda Campus. Kim McGrath, bulletins editor, mcgratka@wfu.edu

The information in this Undergraduate Bulletin applies to the academic year 2012-2013 and is accurate and current, to the extent possible, as of June 1, 2013. The University reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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