



**Warren Wilson**  
**COLLEGE**

# **Catalog**

## **2017 – 2018**

*The Warren Wilson College Catalog is primarily an online document, and the current version can be found here:*

[www.warren-wilson.edu/academics/catalog](http://www.warren-wilson.edu/academics/catalog)

**P.O. Box 9000**  
**Asheville, NC 28815-9000**

**1-800-934-3536**  
**Fax: 1-828-298-1440**

**[www.warren-wilson.edu](http://www.warren-wilson.edu)**

## **O.1 Academic Calendar**

The Academic Calendar is published on the Warren Wilson College website at the following address:  
[http://www.warren-wilson.edu/academics/academic\\_calendar.php](http://www.warren-wilson.edu/academics/academic_calendar.php)



## **0.2**

# **Warren Wilson College Catalog**

### **0.2.1**

## **Nondiscrimination Policy**

Warren Wilson College does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, gender or gender identity, age, marital status, disability, or sexual orientation, in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other College administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

The College prohibits taking any retaliatory action against any employee for opposing a practice that he or she believes to be discriminatory, including the filing of an internal grievance or a charge with a state or federal civil rights enforcement agency. (Approved by the President, June 26, 2012)

### **0.2.2**

## **Title IX**

The following person has been designated to handle inquiries regarding Title IX:

**Paul Perrine**  
Dean of Students and Title IX Coordinator  
Dodge, Second Floor  
PO Box 9000  
Asheville, NC 28815-9000  
pperrine@warren-wilson.edu  
Office phone: 828.771.3768

For more information, and for a list of deputies, you can go to: [www.warren-wilson.edu/student/center-for-gender-and-relationships/title-ix](http://www.warren-wilson.edu/student/center-for-gender-and-relationships/title-ix)

If you want to learn more about your rights, or if you believe that the college is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

### **0.2.3**

## **Disclaimer**

This publication is not a contract or an offer to contract. The College reserves the right to change information or conditions contained in this publication without notice. The information contained in this document is current as of July 2017.



## **0.3**

### **From the President**

As I join the Warren Wilson community as the College's 8th president, I stand in awe of the distinctive educational environment that this resilient institution has built over 123 years. Grounded in history with its roots as the Asheville Farm School, the College steadily evolved to become an innovative liberal arts college dedicated to environmental sustainability, social justice, inclusion, and global awareness. Attracting students from across the United States and many countries in the world, Warren Wilson offers a very special educational experience.

Talented and passionate faculty and work crew supervisors work closely with students to support hands-on learning integrated with a robust work and community engagement program. These rich experiences prepare students to enter the workplace with strong critical thinking skills, a sound work ethic, and a keen desire to make a difference in the world and live a meaningful life.

Located in the Swannanoa Valley on 1132 acres of field and forest surrounded by mountain ranges, just minutes from the creative and thriving city of Asheville, Warren Wilson has a profound sense of place that informs its commitment to environmental stewardship and sustainability as well as to arts and culture.

As a native North Carolinian with a deep love for the mountains and an academic background in literature and history, I am proud to be a part of this caring and highly engaged community, all of us committed to the success of every student. Let us live each day with intention and purpose.

Lynn M. Morton  
President



## **0.4 Accreditation and Licensure**

### **0.4.1 - Accreditation**

Warren Wilson College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelors of Arts, Bachelors of Science and Masters of Fine Arts 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 Warren Wilson College.

Inquiries about Warren Wilson College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the College and not to the Commission's office. The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with the accrediting agency's standards.

#### **Southern Association of Colleges and Schools**

Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Telephone 1-404-679-4500  
Fax 1-404-679-4558  
[www.sacscoc.org](http://www.sacscoc.org) ([link](#))

The Social Work Baccalaureate Degree Program is accredited by the Council on Social Work Education.

### **0.4.2 - Licensure**

Degrees awarded by the Board of Higher Education, State of North Carolina

### **0.4.3 - Religious Legacy**

In covenant relationship with the Charlotte, New Hope, Salem, and Western North Carolina presbyteries of the Presbyterian Church (U.S.A.) and the Synod of the Mid-Atlantic of the Presbyterian Church (U.S.A.).



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## **1.01 Mission**

### **1.01.1 - Introduction**

Warren Wilson College is an independent, accredited, four-year liberal arts college, which awards the Bachelor of Arts and Bachelor of Science degrees in a variety of disciplines and the Master of Fine Arts degree in creative writing.

The College was founded by Presbyterians in 1894 and maintains a covenant relationship with the Presbyterian Church (USA). The roots of this historic relationship continue to nurture the College's commitment to community, social responsibility, the value of work, and openness in the pursuit of truth. The College provides a strong sense of purpose, place, and participation, and supports diversity, community, and personal development. We welcome those from all religious faiths and secular perspectives who share similar commitments.

### **1.01.2 - Mission Statement**

The mission of Warren Wilson College is to provide a distinctive undergraduate and graduate liberal arts education. Our undergraduate education combines academics, work, and service in a learning community committed to environmental responsibility, cross-cultural understanding, and the common good.



## **1.02 Strategic Plan 2016-2023**

View Warren Wilson College's Strategic Plan here: <http://www.warren-wilson.edu/about/strategic-plan>



## 1.03 History

Warren Wilson College began as the Asheville Farm School in 1894. The school was founded by the women's home missions board of the Presbyterian Church, in order to give mountain boys vocational training and classroom study. Initially the school enrolled 25 students in grades one through three. Higher grades were added as enrollment increased, and in 1923 the first high school class was graduated.

In 1942 the Asheville Farm School, Dorland-Bell School of Hot Springs, N.C., and Mossop School of Harriman, Tenn., merged to become the coeducational Warren H. Wilson Vocational Junior College and Associated Schools. The expanded institution in the Swannanoa Valley was named for the late superintendent of the Presbyterian Church's Department of Church and Country Life.

After graduating its final high school class in 1957, Warren Wilson remained a junior college until 1967, when it became a senior liberal arts college offering a bachelor's degree. The first seniors in the four-year program were graduated in 1969. Four years later, the College officially separated from the Presbyterian Board of National Missions and became an independent college guided by a board of trustees.

An international and cross-cultural emphasis is a major part of the history and heritage of the College. Faculty, staff, and administrators have sought to advance intercultural understanding since the 1920s, when Cuban students enrolled in the Asheville Farm School. The College admitted a boy in 1939 whose parents had fled Nazi Germany, and perhaps even more remarkably, enrolled two Japanese-American students in 1942, after the Pearl Harbor attack. In 1952 -- two years before the landmark Brown v. Board of Education decision began to slowly integrate schools in the old South -- the College admitted its first African-American student, Alma Shippy of Swannanoa. Today the College enrolls students from many nations, and through its international program offers all students study, internship, and service opportunities across the globe.

Set within one of the most biodiverse regions in North America, Warren Wilson has an environmental ethic anchored in the early history of its land and promised in its mission. Students, faculty and staff honor these traditions and, through the College's educational program, apply formal commitments to sustainability in their work, service, and academics. Warren Wilson was one of the first institutions in the nation, in the 1970s, to pioneer an environmental studies major.

Since 1967, Warren Wilson College has come far as a four-year college. The curriculum has greatly expanded as enrollment has increased. Students can now choose from a wide variety of majors, concentrations, and minors, plus honors and pre-professional programs. Although the College has remained primarily an undergraduate institution, in 1981 it added a graduate program, the MFA Program for Writers, that has become nationally acclaimed with many award-winning faculty and alumni.

The College's recent past also has been distinguished by the forging of numerous partnerships with the broader community including The Center for Craft, Creativity & Design, Buncombe County Schools and, on the edge of campus, North Carolina Outward Bound School and Verner Center for Early Learning. In 1996 the College and the Eastern Band of Cherokee Indians became official partners in the Cherokee Archaeology Field School on campus near the Swannanoa River. More recently, Warren Wilson and the City of Asheville signed an agreement stating their intent to work together toward climate partnership goals.



## **1.04 Admission**

Admission to Warren Wilson College represents a selection based on both the personal and the academic qualifications of the applicant. All available information is considered, including previous school record, evidence of academic and social maturity, extracurricular activities, community service, scores on the SAT or ACT (if submitted), interview, references, recent grade trends, and general contributions to school and community. The criteria are designed to build a balanced student body with high standards of scholarship, personal integrity, serious educational and personal goals, and a willingness to support the mission of the College.

### **1.04.01 - The First Year Student Admission Process**

All students must possess either a high school diploma or GED upon matriculation. Each candidate for admission should be enrolled in a college preparatory curriculum showing competency in the following as a recommended minimum admission standard:

- four years of English
- two years of algebra
- one year of geometry
- two years of laboratory sciences
- three years of social sciences
- two years of a foreign language strongly recommended

The deadline for fall semester First Year applications is November 1 for Early Decision, November 15 for Early Action, and Regular Decision applicants are reviewed on a rolling admissions basis (see section 1.04.12). A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Common Application ([www.commonapp.org](http://www.commonapp.org))
2. \$50.00 application fee (waiver may be requested)
3. an official high school transcript
4. a recommendation from the student's guidance counselor
5. other recommendations
6. demonstrated English proficiency (see the English Proficiency policy below)

On-campus meetings with an admission counselor are strongly encouraged.

For First Year students with college credit, see section 1.04.08 "College Credit While in High School." Prior to matriculation all students must provide the College with their final, official high school transcript that includes their graduation date.

### **1.04.02 - The Transfer Student Admission Process**

The deadline for fall semester transfer applications is November 1 for Early Decision, November 15 for Early Action, and for Regular Decision applicants are reviewed on a rolling basis (see section 1.04.12). A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Common Application ([www.commonapp.org](http://www.commonapp.org))
2. \$50.00 application fee (waiver may be requested)
3. proof of high school graduation: either the final, official high school transcript including the graduation date or a copy of the high school diploma
4. official transcripts from all colleges or universities attended
5. Transfer College Report
6. demonstrated English proficiency (see the English Proficiency policy below)



In addition, for transfer students to be competitive applicants, they should meet the following conditions:

1. students must be eligible to return to their most recently attended college
2. students must be in good standing at colleges previously attended

On-campus meetings with an admission counselor are strongly encouraged.

### **1.04.03 - The International Student Admission Process**

Deadlines for international students are the same as outlined in sections 1.04.01 and 1.04.02. Other materials required for admission include the following:

1. the Common Application ([www.commonapp.org](http://www.commonapp.org))
2. an official high school transcript, including results of external examinations (GCE-O, GCE-A, West African Examinations, CAPE)
3. results of external examinations (GCE-O, GCE-A, West African Examinations, CAPE)
4. demonstrated English proficiency (see the English Proficiency policy below)
5. official bank statements
6. photocopy of passport

All documents submitted must be in English.

*Please be prepared for a Skype interview with the international admission counselor. A final high school transcript with the graduation date must be provided before matriculation. Transfer students, please have your final college transcript submitted prior to matriculation.*

### **1.04.04 - The Home School Student Application Process**

**Applicants who have been home schooled should follow the same guidelines indicated in 1.04.01 and 1.04.02.**

**In addition, applicants must submit the following:**

1. a home school transcript listing course titles, content, and grades
2. a letter of recommendation (not from a parent)
3. a document that serves as the "diploma" including a copy of the rules under which the home school was formed (state requirements, for example)

On-campus meetings with an admission counselor are strongly encouraged.

### **1.04.05 - Graduate Equivalency Degrees (G.E.D.)**

A GED may be accepted in place of a regular high school diploma. Applicants with a GED will receive close scrutiny to determine whether they have had the appropriate courses to succeed at Warren Wilson. In general, a GED is used for older students who now show good reason to enroll in college, or home-schooled/early admission students. Applicants must have a minimum battery average of 500 per section on the GED. In addition, all applicants with the GED must provide the College with:

1. the Common Application ([www.commonapp.org](http://www.commonapp.org))
2. official GED scores
3. official transcripts from the high school that show the courses completed before withdrawal

On-campus meetings with an admission counselor are strongly encouraged.

### **1.04.06 - College Credit From Other Institutions**

Academic work presented for transfer credit must be from a college or university accredited by one of the following

agencies: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and of Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

All transcripts are subject to final evaluation by the College Registrar's Office. Transfer credit is granted for comparable college-level courses in which a "C-" or better was earned. Courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis do not transfer. Warren Wilson College accepts a maximum of 64 credits from a two-year college program. For courses transferred, grades/quality points are not included in the computation of a student's grade point average.

Please see **section 2.2** "Baccalaureate Degree Requirements" for information on credit totals required, the residency requirement, and other requirements to graduate.

### **1.04.07 - College Credit While in High School**

First year students who have taken college courses prior to entering Warren Wilson College must report such work on their application and to their admission counselor. A copy of the college transcript may be reviewed for admission and to assess transferable credit. Should the student choose to matriculate, the final, official college transcript must be provided in order for the Registrar to evaluate the credits earned and then correlate these to the General Education fulfillments or relegate them as elective or life credit.

### **1.04.08 - Advanced Placement (AP) Credit**

Academic credit may be granted to enrolled students dependent on the score received on College Board Advanced Placement tests. **Refer to chart 2.3.01.1** to determine the required score, amount of credit, General Education fulfillment, and/or course equivalent.

### **1.04.09 - International Baccalaureate (IB) Credit**

Academic credit may be granted to enrolled students dependent on the score received. **Refer to chart 2.3.02.1** to determine the required score, amount of credit, General Education fulfillment, and/or course equivalent.

### **1.04.10 - Falsification of Records**

Entering the College using falsified or misleading documents or intentionally omitting documents can lead to a revocation of admission status, dismissal, or degree revocation if matriculated.

### **1.04.11 - Day Students**

Warren Wilson College is primarily a residential community. It is desired that most students live on campus throughout their enrollment. Students who wish to be day or non-residential students must qualify as one of the following:

1. living with parents
2. married
3. single parent
4. financially independent as determined by the IRS

Students who have lived on campus for one full year may petition the Dean of Students for day student status before April 1 (for fall semester) or November 1 (for spring semester). Considerations may include space on campus, the work program, and residential aspects of the community.



**Notes:** All students must participate in the work program for at least one full year; beyond this requirement, day students do not ordinarily participate in the work program. Full-time interns are automatically approved for day student status, if they seek it.

### **1.04.12 - Early Decision and Regular Decision**

There are three application types.

#### **Early Action**

Students who are highly interested in Warren Wilson College and have strong academic records may apply as Early Action candidates. Applications must be received by November 15. A commitment is not required until May 1, as this is a non-binding process. Applications submitted for Early Action will receive admission decisions in December.

#### **Early Decision**

Students who are highly interested in Warren Wilson College and, if accepted, are prepared to make a commitment in the form of a non-refundable deposit, may apply as Early Decision candidates. Applications must be received by November 1. Decisions will be made no later than December 1. Early Decision is binding for accepted students, with the deposit due January 15. At that time, accepted students must agree to withdraw applications made to other schools. If a student chooses not to deposit at that time, the offer of admission will be withdrawn. Any student not granted admission under Early Decision will automatically be put into the Regular Decision pool of applicants.

#### **Regular Decision**

Applications received after the November 1 or November 15 deadlines will automatically be rolled into the Regular Decision applicant pool. Regular Decision is non-binding, and a commitment in the form of a deposit is not due until May 1.

#### **Spring Admission**

Applications for the spring admission (first year and transfer) must be received by December 1 with a commitment in the form of a non-refundable deposit due by January 1. Exceptions to deadlines may be made only by the chief enrollment officer of the College.

(See section 1.04.01 and 1.04.02 regarding the application process for First Year and for Transfer applicants.)

### **1.04.13 - Wait List**

The College may assign some applicants to a wait list. Students assigned to the wait list may be offered admission later in the year if space becomes available or may be offered admission to a future semester. Students who are assigned to the wait list may contact the Office of Admission to determine their positions on the list and to learn the list's history in previous years.

### **1.04.14 - Deferred Admission**

Accepted students may have the opportunity to defer their offers of admission for one semester or one year. Students must submit the Request for Deferment Form to request a deferment. Requests are reviewed by the chief enrollment officer. Decisions of the chief enrollment officer are final. Students deferring admission must remit the non-refundable deposit of \$300.00. Students who have deferred may have their acceptance revoked if they are contacted by the Office of Admissions three times over the course of a year with no response. If a student takes courses at another college or university, the deferral is no longer valid and the student must reapply.



### **1.04.15 - Readmission**

Requests for readmission (after a period of non-enrollment) are made. An abbreviated application and essay outlining the desire to return and the student's academic goals is required. A student who was suspended or on any form of probation when last enrolled must include pertinent information as to why reinstatement should be granted. If another college or university has been attended during the period of non-enrollment, a transcript must be presented with the request for readmission.

The readmission process does not apply to students who have submitted an approved Leave of Absence application form to the Registrar's Office.

### **1.04.16 - Conditional Admission**

An applicant who demonstrates the ability to be successful at Warren Wilson College but whose academic credentials are well below the admitted student average may be admitted conditionally. Conditional admission may require a student to take a lighter academic load (12 credits), or to enroll in preparatory coursework to support the student's transition to Warren Wilson. Upon successful completion (satisfactory academic progress) in their first semester, students admitted under Conditional Admission are assumed to be fully admitted with no further conditions unless otherwise stated to the student.

### **1.04.17 - Appealing an Admission Decision**

If applicants feel that circumstances exist that warrant a reconsideration of a previous admissions decision, they are invited to complete Undergraduate Admissions Appeal Form, available from the Office of Admissions, and return it, along with the appropriate supporting documents, to the Vice-President of Enrollment.

A complete appeal packet includes: Completed Admissions Appeal Form; Statement written by the applicant outlining why the applicant feels the application should be re-evaluated; and a plan for success at Warren Wilson College. Some students may choose to submit an updated transcript to demonstrate academic readiness. This is optional.

Once a complete appeal packet is received, the application is reviewed a second time by the Vice-President of Enrollment, in conjunction with a community admissions committee that includes at least the Dean of Students, a faculty member, and the applicants' admissions counselor. A final decision that cannot be appealed is made within two weeks of receiving the complete appeal.

### **1.04.18 - English Language Proficiency Policy**

A satisfactory command of the English language is required for admission to Warren Wilson College. Please note that this requirement applies to all applicants, including resident aliens and citizens. Requiring valid proof of English language proficiency is a mandate of the College. Thus, only the College can approve any exceptions.

#### **Valid Proof of English Language Proficiency**

The following criteria represent different ways to prove English proficiency:

- Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Test scores are valid for two years after the test date but are still considered valid if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the United States since the exam date;
- Completion of three consecutive years, and graduation from, an accredited, mainland U.S. high school where English is the language of instruction;
- Completion of an associate's, bachelor's, master's, doctorate, or professional degree at an accredited college



- or university where English is the language of instruction;
- Obtaining an SAT verbal section score of 450 or better;
- Obtaining an ACT reading section score of 18 or better;
- Obtaining an official score of four or higher on either the International Baccalaureate Higher Level Language A examination in English, or the College Board Advanced Placement Program (AP) examination in English Language;
- Being selected by one of our approved exchange program partners to attend Warren Wilson College through an approved exchange relationship.

### **Minimum Test Score Requirements**

#### **TOEFL:**

Paper-based - 550 overall

Computer-based - 213 overall

Internet-based - 79 overall

#### **IELTS:**

6.5 overall

### **Invalid Proof of English Language Proficiency**

The following criteria represent different ways that indicate insufficient English skills:

- Test score less than Warren Wilson College's minimum requirement;
- Test score more than two years old (unless the applicant has lived in the United States since the exam date);
- Institutional TOEFL score from any school except explicit partners of Warren Wilson College;
- Completion of an English as a Second Language (ESL) program at any school except explicit partners of Warren Wilson College;
- Successful completion of English, writing, or literature courses at any college or university.

### **1.04.17 - Graduate Admission**

Information on admission to the Master of Fine Arts in Creative Writing can be found in **Section 3.3.1.3** and on the **MFA for Writers website: [www.wwcma.org](http://www.wwcma.org)**.



## 1.05 Financial Aid

Warren Wilson College provides an educational opportunity for many students who might otherwise not be able to attend college. The College endeavors to keep expenses at a minimum by offering a substantial and comprehensive financial aid program to those who are eligible.

The basis for determining eligibility is the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each year that students wish to be considered for aid. The amount of assistance from the College may increase or decrease from one year to the next depending on the financial circumstances of the family. Aid for evaluated need is offered to students as long as funds remain available and students make satisfactory progress toward completion of their courses of study.

### 1.05.1 - Federal and State Programs Available

The College complies with all federal and state educational assistance agencies including Vocational Rehabilitation and other agencies that aid students in obtaining a post-secondary education. Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Federal Work College, William D. Ford Federal Direct Loan Program, and all state programs are channeled through the College to the students by the Financial Aid Office. Additional information may be obtained from the Financial Aid Office web site: [www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid)

For information on Veteran's Administration benefits, please visit <http://warren-wilson.edu/VA-benefits>.

### 1.05.2 - Other Loans

Warren Wilson College has an emergency loan fund for students who need to borrow a limited amount for a short period. Other Loans for educational costs with a long-term repayment option are also available with a completed FAFSA.

### 1.05.3 - Financial Aid Deadline

The priority date for students to apply for financial aid for the fall semester is March 1. Applications completed prior to this date will be given priority in the award process for grants and scholarships. *Applications received after March 1 will be handled on a date-priority basis.* The availability of need-based grants is limited. These dates are subject to change for 2017-2018 due to Early FAFSA implementation.

### 1.05.4 - Campus Work Program

All resident students, regardless of their financial resources, participate in the Campus Work Program during the academic year. The College also offers work contracts during the summer and other break periods, but these are limited. Students may apply to the Work Program Office for break employment. The College's work program is supported by both Federal Work Study and Federal Work College funds.

### 1.05.5 - Scholarships

**Academic Scholarships:** Warren Wilson College offers merit scholarships to newly admitted students based on academic achievement and promise, not on financial need. To be considered, new or re-admitted students should contact the Admission Office. A minimum annual GPA is required to renew academic scholarships.



**North Carolina Need-Based Scholarship (NC NBS)** established by the 2011 NC General Assembly to provide need-based funding for students attending eligible private institutions. Eligible students must be NC residents enrolled in one of the eligible private institutions and demonstrate eligibility based on a calculation of need, using income data from the Free Application for Federal Student Aid (FAFSA). The value of the award varies, based on legislative appropriations. Consideration for the grant is automatic once the FAFSA is filed. Late applicants may be denied if sufficient funds are not available. North Carolina students are required to file a FAFSA to be considered for the North Carolina Need-Based Grant. Students are encouraged to file their FAFSA early and complete the Residency Determination process early to be considered, as funds are limited.

Dependents of Presbyterian ministers will automatically receive a \$1,000 grant from Warren Wilson College. Warren Wilson College will also match up to \$500 per semester any scholarship provided by a Presbyterian Church to one of its students. The scholarship from the congregation must be applied to tuition charges. For further information, contact the Financial Aid Office.

### **1.05.6 - Required Financial Aid Forms**

Students begin the financial aid process by completing the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov). Please add our school code so Warren Wilson College will receive the results of your FAFSA electronically. Our school code is 002979 and we are listed as located in Asheville, NC. Both students and parents must apply for a FSA ID (electronic signature) to submit the FAFSA. Please note students and parent must safeguard their FSA ID as they are electronic signatures for subsequent FAFSA filings and loan application materials. Students and parents should visit [fsaid.ed.gov](http://fsaid.ed.gov) to create a FSA ID.

Requests for financial aid will be considered after applicants have been officially accepted for admission to the College and their aid files are complete.

### **1.05.7 - Satisfactory Academic Progress Standards**

Students receiving Title IV Federal Aid and/or need-based state grants are required to make *Satisfactory Academic Progress* (referred to as "SAP") toward a degree in order to maintain eligibility for this aid. Warren Wilson College also applies the same "progress" standards to our institutional aid (need-based scholarships, honor/merit scholarships, international grants, etc.) for all students. SAP is evaluated for all students on a semester basis. Minimum standards require that students remain off of academic probation and academic warning, earn 67% of attempted hours versus earned hours each semester, maintain the minimum cumulative GPA, and graduate within the maximum length of eligibility. In reviewing students' progress, these standards are applicable regardless of whether or not financial aid has previously been received. For the purpose of administering financial aid, Warren Wilson College defines an academic year as two 15-week semesters during which undergraduate students complete a minimum of twelve (12) credit hours per semester (full-time).

*This policy is effective beginning fall 2017. This policy may be amended whenever federal and state laws and regulations are changed. This policy is included in the college Catalog and other appropriate college publications.*

*The most current and up to date policy will also be provided to each financial aid recipient on the college web site at [www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid)*

The federal and state governments require each educational institution to define standards of progress for students seeking financial aid. All students who wish to qualify for financial aid while attending Warren Wilson College will be assessed on the following criterion at the end of each semester, including summer:

- Minimum grade point average
- Minimum credit hour completion rate
- Has not exceeded 150% of required credit hours



- Completion of a degree within a maximum number of credit hours

These standards are applied uniformly to all Warren Wilson College financial aid applicants. If a student meets these standards, they are eligible to be considered for financial aid. If a student does not meet these standards, they will not be eligible to receive financial aid. Procedures for re-establishing financial aid eligibility are described in this policy.

Financial aid is defined as all federally-funded aid programs and all state-funded student assistance programs (except as otherwise noted).

In this policy, "eligible for financial aid" means that a student meets the standards of the Satisfactory Academic Progress (SAP) Policy for Financial Aid. A student must also meet all other financial aid requirements in order to receive financial aid.

### Minimum Grade Point Average

Undergraduate students' semester GPA must meet standards established by the Warren Wilson College Academic Catalog. If their semester GPA falls below the minimum standard, students are placed on Financial Aid Warning for the next semester. If they continue to not meet the GPA standard, students are placed on Financial Aid Probation and must submit an appeal. Financial aid will be cancelled immediately for any student who is academically suspended.

<i>Class</i>	<i>Required GPA</i>
Freshman	1.500
Sophomore	1.600
Junior	1.750
Senior	1.960
Graduate Students	2.950

### Minimum Credit Hour Completion Rate Requirement

At the end of each academic semester a student (undergraduate and graduate) must earn a minimum of 67% of the courses they were registered for at the end of add/drop. Add/drop is usually during the first 5 to 7 days into the semester; please check the course schedule for specific dates. *All students must also complete 67% of their cumulative attempted hours.*

This completion requirement measures both semester and cumulative credits and is referred to as pace. Pace defines the rate at which a student must progress to ensure educational program completion within the maximum timeframe.

**number of hours student attempted** x **67%** =  
**number of hours student must successfully complete to make SAP**

#### *Undergraduate Student Example*

For the semester, if a student has a total of 3 courses at the end of add/drop, then the student would have to complete at least 2 courses to remain eligible for further financial aid ( $3 \times .67 = 2$ ).

Cumulatively, if a student has attempted 25 courses, then the student must have cumulatively completed at least 16.75 courses to remain eligible for further financial aid ( $25 \times .67 = 16.75$ ).

#### *Graduate Student Example*

For the semester, if a student has a total of 15 credit hours at the end of add/drop, then the student would have to complete at least 10 credit hours to remain eligible for further financial aid ( $15 \times .67 = 10.05$ ).



Cumulatively, if a student has attempted 30 credit hours, then the student must have cumulatively completed at least 20 credit hours to remain eligible for further financial aid ( $30 \times .67 = 20.10$ ).

### Completion of a Degree within a Maximum Number of Credit Hours

Students are eligible to receive financial aid for a maximum of 150% of the credit hours required for the degree.

The length of an undergraduate program at Warren Wilson College is 128 hours. For undergraduate students, 150% of the 128 hours required is 192 hours. A student who has attempted more than 192 hours will no longer be eligible for federal financial aid.

Graduate students may receive financial aid for a maximum of 150% of the hours required for the degree as well.

### Students are meeting the Completion Rate Requirement if:

overall *attempted* credit hours  $\leq$  150% of credit hours required for the degree

### General Information

Grades of F, W, NC (no credit), or I (INCOMPLETE) are not acceptable for SAP. Therefore, if students have incompletes they will not be making SAP. This is a result of an incomplete GPA and hour evaluation for courses not completed.

### Re-establishing Financial Aid Eligibility

The Financial Aid Office notifies students of their failure to meet the standards of this policy. Each student is responsible for knowing their own status, whether or not they receive this notification. If students are not making SAP, they are placed on Financial Aid Warning for the following semester. Students who fail to meet the minimum requirements at the end of the Financial Aid Warning semester are placed on Financial Aid Probation. At that time, they lose eligibility for federal financial aid until such time that the minimum SAP requirements have been met. All students placed on Financial Aid Probation as a result of the failure to meet these SAP standards have the right to appeal.

- **Financial Aid Warning** is a warning that the student has failed to meet the minimum SAP requirements. The student has one (1) semester to meet the minimum SAP requirements. Students are notified by the Financial Aid Office if they are placed on Financial Aid Warning. **Students may receive federal funds during their warning period. However, students who fail to meet the minimum SAP requirements at the end of the warning period are placed on Financial Aid Probation.**
- **Financial Aid Probation** is when a student fails to meet the SAP requirements after their warning period. **Students do not receive federal funds during their probation period until they submit all documentation for their appeal, and it is approved.**

*Students may receive a maximum of two Financial Aid Probations during their academic career at Warren Wilson College. After the second probation, students are no longer eligible for federal financial aid. Exceptions to this policy must be approved by the Director of Financial Aid.*

Please refer to the Warren Wilson College SAP appeal process. This policy is on the Warren Wilson College Financial Aid website. ([www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid))

Students who fail to meet the standards of this policy may re-establish their financial aid eligibility at Warren Wilson College in one of two ways:

- Students can earn the number of credit hours for which they are deficient or improve their GPA without financial aid. **These hours may be earned at WWC, or, they may be earned at another institution and transferred to WWC for any term after the deficiency occurs.** Students should get prior approval from

the Registrar's Office to ensure that courses taken at another institution will be accepted. After the deficiency is resolved, students must submit a written appeal requesting that the Financial Aid Office review their eligibility to receive financial aid. Reminder: grades are not transferred in, therefore any courses that students transfer back to WWC affect only their hours earned. Thus, if students are not making SAP due to not meeting GPA standards, this scenario will not benefit them.

- If there were circumstances beyond the student's control that prohibited the student from keeping the standards of this policy, and those circumstances are now resolved, and those circumstances can be documented, the student may submit a written appeal to the Financial Aid Office, according to the SAP appeal calendar.

### SAP Appeal Calendar

To receive financial aid for any semester, students should appeal no later than 5:00 p.m. on the last day of add/drop of the semester they wish to attend.

Once all documentation is received by the Financial Aid Office, students should expect an answer within two weeks.

### SAP Appeal Process

Warren Wilson College students who are on Financial Aid Probation have the right to appeal.

Students may obtain a **SAP Appeal Form** and the **Financial Aid Probation: Academic Plan Form** from the Financial Aid Office. Both of these forms are required, along with documentation to be considered for an appeal.

The appeal documents should be based on one of the following categories:

- **Death in the immediate family or relative**
- **Illness/injury or medical condition**
- **Extenuating/mitigating circumstances (students must include documentation of the circumstances)**

Appeals must include a detailed description of the extenuating circumstances that occurred during the semester in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. If they do not have documentation of their extenuating circumstance, students are asked to resubmit their appeal with documentation.

Students are encouraged to contact Academic Support, to develop an **Academic Plan**. This must be submitted with their appeal.

Students are notified in writing of the decision within two weeks of all documentation being received. (*Please note that students are responsible for any charges incurred until the appeal committee has rendered a decision.*)

Appeals may be approved or denied.

- **Approved appeals** - A student whose appeal is *approved* will be eligible to receive federal financial aid for the approved semester.
- **Denied appeals** - A student whose appeal was *denied* may take courses at their own expense until they meet the minimum SAP requirements. If an appeal is denied, the student may submit a second appeal to the Director of Financial Aid. Once the appeal has been reviewed by the director, notification will be sent to the student along with any other options available. If an appeal is denied a second time, the student is only eligible for private/alternative loans.

**Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid assistance until the appeal process is complete and a decision has been made by the Financial Aid Office. Students**



**should be prepared to pay tuition, fees, and other educational expenses until they have been approved to receive financial aid.**

*For further details, please visit the Warren Wilson College Financial Aid Office web page:*  
**[www.warren-wilson.edu/financialaid](http://www.warren-wilson.edu/financialaid)**

## 1.06 Withdrawal and Return of Aid Policy

The Warren Wilson College withdrawal and refund policy is established to provide equitable treatment to finances of both the student and the College. Since Warren Wilson College makes financial commitments on behalf of each student at the time of enrollment, those costs will be shared with the student as explained in the following policies.

The College operates on a traditional semester basis (minimum of 15 weeks). Academic credit is awarded by the semester. Tuition, room, board, and fees are charged by the semester. Financial aid is awarded and posted to the student account by the semester (not the "term"). A minimum of 12 attempted (registered) credits is determined to be full-time and will be charged at the full-time rate.

- If a student lives in a residence hall, the student is required to be full-time and will be charged for a minimum of 12 credits; however, a student's aid will be adjusted if they fail to register full-time.
- If a student's aid package is based upon the student attending Warren Wilson College full-time, the student is required to register, attend, and complete a minimum of 12 credits.
- If a student registers for 12 credits, begins attendance in all courses but fails to complete those 12 credits due to an official withdrawal from the College, the student's aid status will be evaluated and determined by the College's "Satisfactory Academic Progress Policies."
- If a student registers for 12 credits but fails to begin attendance in all or part of those courses prior to an official withdrawal from the College, the student's federal and state aid will be recalculated to three-quarter, half-time, or less-than-half-time. The withdrawal calculation will then be processed based upon the student's reduced aid package (costs will not be reduced).
- Students are particularly vulnerable to financial issues if they are registered for Term 2 or Term 4 courses that make them full-time (minimum 12 credits) and they withdraw prior to beginning attendance in those Term 2 or Term 4 courses.

### 1.06.1 - Institutional Withdrawal Policy

A student may begin the process of an *official withdrawal* by contacting the Office of the Dean of Students. The date of withdrawal will be the date that the College is notified of the student's decision to withdraw. This may be verbal notification; however, written notice is preferred. If a withdrawal is by written notice, the withdrawal date is the date the student begins the official process or otherwise gives notification to a campus official. If there are extenuating circumstances determined to be beyond the student's control such as illness, accident or grievous personal loss, the Dean of Students can, prior to the last day of classes within the current semester, set a withdrawal date based upon the student's last documented date of attendance at an academically-related activity. (*The Dean of Students Office is located on first floor of Dodge.*)

A student establishes an academic record once the student registers for a class. In order to complete the *official withdrawal* process, the Dean of Students will notify the Registrar's Office of the student's decision. The Registrar will inform the student's instructor(s) and academic advisor who will follow the same guidelines as "Withdrawing from a Course" (refer to the academic Catalog for more detailed information). Should a student withdraw from school after the end of the fourth week of a term course or the end of the ninth week of a semester course, the student's instructors will determine a grade of W or WF. Should any grade be recorded as WF, the Scholastic Standards Committee will review the student's record at the end of the semester.

For financial aid purposes, an *unofficial withdrawal* date will be set as the midpoint of the payment period (semester) if a student "drops out" without notifying the Dean of Students. It is also an unofficial withdrawal if a student does not *pass at least one of the attempted courses* since the College cannot make a presumption that the student attended. Charges will *not* be adjusted for unofficial withdrawals; however, federal grants and loans, both student and parent, will be pro-rated per the Federal Return of Funds Policy. The student will be billed for any aid that was required to be sent back to the federal processor.

### 1.06.2 - Medical or Administrative Withdrawals

Refer to the chapter on "Academic Life and the WWC Degree" of the Warren Wilson College Student Handbook.



Regular refund policies and Satisfactory Academic Progress Standards will apply.

### **1.06.3 - Institutional Charges Policy to Return Federal and State Aid**

"Refund" is the term used to return federal and state aid to the same source from which it came (i.e. Direct Loan lender, Pell Grant fund, community/private donor, etc.). Special expenses such as private rooms, lab fees, parking stickers, admission deposits, registration deposits and fees (comprehensive and orientation) are non-refundable. Therefore institutional charges may or may not be adjusted on a prorated basis.

For more detailed information regarding the refund of charges on your student account please visit:

**<http://www.warren-wilson.edu/student/student-accounts>**

If a student withdraws prior to the College's receipt of the student's aid (loan check from bank; scholarship check from donor; grant funds from state agencies; etc.), the student may have to forfeit those funds if the funds cannot be approved for late or post-withdrawal disbursement. The student may also forfeit government funds that are not allowed to be pro-rated or whose eligibility has a precondition tied to another grant or full-time status.

In most cases, a withdrawn student will leave WWC with a "balance due." Since resident students may choose to apply their campus work earnings toward the cost of tuition, room and board, this defers (delays) payment to the College. A withdrawn student may leave WWC owing at least the equivalent value of hours not worked in the semester or an amount equal to any aid the College is required to return as a result of the Refund Policy. Scholarships/grants/loans that have been designated for the spring semester cannot be used to cover a withdrawn student's unpaid costs from the fall semester.

### **1.06.4 - Return of Federal Funds**

The treatment of Title IV funds is governed by the Higher Education Amendments of 1998, Section 484B 34 CFR 668.22 (*Return of Federal Funds*). The Law requires that the college determines the amount of aid a student earned based upon the length of time the student is enrolled during a payment period (semester). If a student completes 60% or less of the semester, the percentage of the period completed is the percentage of aid earned. Refer to the pro-ration calculation as an example. If a student completes at least one day beyond the first 60% of the semester, the student will have earned 100% of the aid disbursed. Eligibility for late disbursements will be considered on a case-by-case basis. Exceptions are "unofficial withdrawals" as described on the previous page. (Work earnings are excluded from these calculations. The student will be paid for actual hours worked.)

Software provided by the Department of Education is used to determine your "earned" versus "unearned" federal aid. Any unearned federal aid will be returned first to an Unsubsidized Direct Student Loan, Subsidized Direct Student Loan, Perkins, PLUS for parents of students, Pell Grant, FSEOG then all other Title IV programs - in that order. *A copy of this worksheet is available upon request.*

### **1.06.5 - Return of State Funds**

(NC/VT/others if applicable) Awards made by a state will be refunded back to that state as directed by that state's policy. Most are consistent with the same process as "Return of Federal Funds." North Carolina provides Warren Wilson College with the state's own policy and refund calculation worksheet. *Copies of any completed refund calculation worksheets are available upon request.*

### **1.06.6 - Return of All Other Funds**

This same earned and unearned percentage will be used for the remainder of a student's aid (institutional/private donor when applicable). Any remaining unearned non-federal aid will be returned to WWC institutional and/or private donor - in that order. Any designated scholarships (civic club, church, etc.) will be handled as instructed by the donor. If there are no special instructions, designated scholarships will be applied towards any remaining balance due to Warren Wilson College or refunded to the donor. Alternative educational bank loans and VA Chapter 33 benefits will also be applied towards any remaining balance due to the College. Any



remaining alternative loan funds held by WWC after direct costs have been paid will be returned to the borrower's lender as a prepayment.

Spring awards cannot be applied towards fall charges. Any remaining VA Chapter 33 funds will be refunded to the student (VA recipient). The VA recipient will be responsible for repaying, if necessary, any unearned veteran funds to Veteran Affairs.

*The Return of Federal Funds Policy and the definition of withdrawal are subject to change if necessary to remain in compliance with Federal Regulation.*

*Updated August 2016*



## **1.07 Student Life**

For Student Life information, regulations, and resources, please see the Student Life website at [www.warren-wilson.edu/student](http://www.warren-wilson.edu/student) and the Student Handbook at [www.warren-wilson.edu/student/handbook](http://www.warren-wilson.edu/student/handbook).



## 1.08

### Pew Learning Center and Ellison Library

Faculty & Staff: David O. Bradshaw, Brian Conlan, Heather Stewart Harvey, Teresa Imfeld, Y. Mei Mah, Mary Malelu, Christine Nugent (Director), Diana Sanderson, BK Segall

#### 1.08.1

##### Overview

**Mission:** The Ellison Library is an active partner in shaping the College's distinctive Triad educational program. The library provides a dynamic space of inquiry, exploration, and discovery. Library staff and faculty strive to create an atmosphere that facilitates learning, sparks curiosity, and inspires discovery by thoughtfully curating a collection of diverse information resources and by providing a variety of learnings spaces.

The library staff and faculty aspire to

- Serve as a welcoming social and intellectual center of the College, honoring differences to create an inclusive atmosphere where diverse voices are heard.
- Partner with students, faculty, and staff in creating a learning environment that fosters intellectual curiosity, discovery, creativity, collaboration, and growth.
- Enable and facilitate the development of skills necessary for research and academic discourse.
- Embrace transformations in research and collections, building on the foundational collaboration between collections, technology, and media to redefine library services.
- Empower a creative and energetic staff to experiment, expand the library's reach across campus, and anticipate student needs in a rapidly changing world.
- Adapt and design facilities, collections, formats, and access to promote an open and experiential learning environment.
- Foster a productive work environment in which student crew members thrive and where their contributions are valued and celebrated.
- Nurture a collegial work environment built on collaboration and consensus that values and celebrates the contribution of all staff members and supports their professional growth.

The library is open 88 hours a week during the academic year while classes are in session. Students have seating choices including group study rooms, study tables, study booths, stand-up counters, individual carrels, lounge seating and rocking chairs. While classes are in session, the Cole Study Room is open 24 hours a day, seven days a week, and is equipped with three networked computers, a printer, laptop ports, wireless capabilities and an emergency phone. An instructional room is equipped for multimedia presentations.

The library maintains a collection of over 90,000 print titles and provides access to about 300,000 electronic books. The collection supports all areas of the College curriculum and contributes to the cultural and recreational enrichment of students. The heavily used alternative press magazine collection ensures that alternative and minority viewpoints are represented.

The library has a collection of videotapes and DVDs that students may either view in the library or check out. It also has a large collection of streaming videos.

The library is a charter member of the NC LIVE (North Carolina Libraries in Virtual Education) program and is part of the ACA BCLA (Appalachian College Association Bowen Central Library of Appalachia). Both provide extensive library resources to students at participating colleges and universities. These and other services include full text coverage of over 50,000 periodicals and newspapers, extensive databases, and many other information resources.

The library provides access to the Internet and the World Wide Web through the campus network, including wireless capabilities throughout the building. Librarians continuously update and expand the library homepage at <http://www.warren-wilson.edu/academics/library> to serve as the gateway to information resources.

Books and journal articles not available from WWC may be requested from other libraries. Public library cards may be obtained from any branch of the public library system.

The library offers many opportunities for instruction in the use of its resources. They include individual help with library research, instruction in library research skills, library orientation and instruction for new students and



staff, instruction in conjunction with college courses, workshops for faculty and staff, and training for students who work on the library crews.

The library also houses a Technology Lab and a Sound Lab. In the Technology Lab students, faculty and staff can explore the uses of emerging technologies in higher education. Currently, the Lab is stocked with a 3D Printer, 3D scanning equipment, motion-controlled computing hardware, and multiple computers, tablets and e-readers. Occupying a room on the main floor, the space is designed to encourage independent exploration and collaborative learning. The Sound Lab is a dedicated space for the creation of digital sound. It encourages experiential and applied learning and offers opportunities for students to engage with media in new, creative and accessible ways and to build oral and aural communication skills.

## **1.08.2**

### **The Arthur S. Link Archives and Elizabeth Shepard Special Collections**

The College Archives (located in the lower level of the library) holds the legal, fiscal, administrative, historical and cultural records from 1894 through the present. Materials include manuscripts, records, printed materials, audiovisual items, photographs, and artifacts. The archives holds personal papers of administrators, faculty, staff members, students, and alumni. Printed materials include news clippings, graphics, and programs from official college events, yearbooks, course catalogs, handbooks, school newspapers, and literary and administrative publications. Audiovisual holdings include oral histories, mountain and folk music recordings, and videos and movies of concerts, commencements, and other events. Photographic collections include some 40,000 prints, negatives, slides, and digital files that document the campus and people from the 1890s to the present.

The Elizabeth Shepard Special Collections contains theses by graduates of the Master of Fine Arts in Creative Writing program, students' seminar papers and capstone theses, documentary source books in American history, and the Federal Writers' Project guides to America. Books on college history, the Presbyterian Church, the cultural and natural history of Western North Carolina, and publications by school administrators, staff, faculty, and alumni are also part of the collections.

For more information about the archives, visit <http://www.warren-wilson.edu/~dsanderson/>



## **1.09 Educational Resources and Services**

### **1.09.01 - Academic Support Services**

The Academic Support Center offers assistance to students so that they can become more effective, engaged and intentional learners. Academic Support services are designed to provide support for students at all stages of their college careers. These services help students develop the skills necessary to be successful learners by providing a supportive learning environment that fosters intellectual growth.

Within a supportive environment, students work collaboratively and one-on-one with support staff to achieve academic success by:

- gaining an understanding of their learning behaviors;
- mastering learning strategies that can be applied to general knowledge acquisition or specific course work;
- connecting students with campus resources to assist them throughout their learning experiences at Warren Wilson College.

### **1.09.02 - Asheville Area Education Consortium**

Degree-seeking students enrolled at Warren Wilson College may enroll for credit in courses offered at Mars Hill University and the University of North Carolina at Asheville through the Asheville Area Educational Consortium. Credit hours will be awarded by Warren Wilson College. Students interested in participating should contact the Registrar for approval and for registration information.

Participation guidelines:

1. The consortium is open to full-time, degree-seeking students who have completed at least one semester at Warren Wilson College.
2. Students may not normally cross-register for courses currently available at Warren Wilson College.
3. Spaces in courses are made available to students who wish to cross-register only after all students at the host campus have registered. Permission of the instructor does not guarantee registration for a course.
4. Warren Wilson College tuition will be charged.

### **1.09.03 - Career Development Center**

The Career Development Center creates meaningful connections to the world of work, empowering Warren Wilson College students and alumni to explore and identify their diverse interests, values and passions. Programs and services intersect the College's educational program and support the development of skills, networks, and knowledge for career and professional development.

Through interactions with the programs, services, and staff of the Career Development Center, students develop the skills that enable them to

- Reflect on, discern, and articulate their gifts, interests, aptitudes, abilities, and values as well as the connections with the College's educational program
- Research and explore the range of opportunities for service, experiential learning, work, and/or education
- Link with various constituencies who provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities
- Practice and gain the greater mastery needed to pursue, obtain, and sustain opportunities

The services and resources provided include the following:

- one-on-one career advising,
- self-assessment tools,
- a resource center,



- assistance in writing resumes, cover letters, personal statements, and other professional correspondence,
- OWLink, a robust, searchable database of employment, internship, educational, fellowship, and service opportunities, and
- connections with alumni and friends of the College through the Warren Wilson Career Network.

### **1.09.04 - English Language Learners Opportunities**

The College supports international students in English Language Learners (ELL) tutoring and classes throughout the regular school year. Warren Wilson students interested in teaching English Language Learners also can become involved as teaching tutors or in the College's English Language Learners classes and activities conducted during the regular academic year.

### **1.09.05 - Honors Programs**

Honors programs are offered through the Biology, Chemistry, English, and Environmental Studies Departments. The objectives of these programs are to set high academic standards to which all students can aspire, to encourage students to pursue scholarly research, and to provide incentives and recognition for students of unusual ability and interest. Students who complete all requirements for graduation with Honors will have this distinction included on their transcripts.

For the Honors Program in Biology, Chemistry, and Environmental Studies, see Honors Program Natural Sciences in **section 3.2.08.2.2**. For the English Honors Program, see **section 3.2.07.2.1**.

### **1.09.06 - International Programs Office: Study Abroad Opportunities**

Warren Wilson College's International Programs Office offers many options and highly encourages every qualified student to study abroad. Although international study is not required for graduation except in select majors, many students completing degrees at Warren Wilson College each year have taken advantage of our financially-supported study abroad opportunities to develop their awareness and understanding of cultural and international issues. International Program qualification is based on credit hours, residency, good standing, compliance with program rules and procedures, and participation in pre-departure class meetings and orientation sessions. Full-time, regular students with sophomore standing who have met residency and other conditions may take advantage of the program and begin formal application for the program in a prescribed manner.

The International Programs Office offers certain study abroad options and identifies specific sites as part of the program. These options and sites may change from year to year. Although all College study abroad program options are supported in part through College funding, application and program fees are also required in all cases. These fees vary depending on such variables as the distance of the international location, the time to be spent in the field, and the special needs of particular programs. Students who have transferred to Warren Wilson College should inquire about their status regarding funding and the associated fees for enrolling in the program.

**Semester or Year Abroad:** The College offers numerous education abroad and intercultural opportunities through partner institutions and collaborative partnerships. Through these connections, students may elect to spend a semester in Japan at Kansai Gaidai University; in South Korea at Hannam University; in Northern Ireland at the University of Ulster or the Queen's University of Belfast; in China at Liaocheng University; in France at the Universite Catholique de l'Ouest; in Finland at Mikkeli University of Applied Sciences; in Germany at the Trier University-Birkenfeld Environmental Campus; in Mexico at the Universidad Popular Autonoma del Estado de Puebla; and in Spain, India, Argentina, Botswana, Costa Rica, Australia, and elsewhere through Warren Wilson College's collaborative partnerships. Selection for placement in these programs may be competitive, and in some cases a certain level of foreign language competence is required. Full academic credit is available for work completed through exchanges and partnership institutions.

To participate in any of these programs, students must apply, meet all International Program requirements, and must have their proposed studies approved in advance by their academic advisors. For further details, contact the



International Programs Office.

**Short-term Courses:** Several short-term, intercultural/international courses in various academic disciplines are offered each year. This option combines on-campus study with two to three weeks of group travel during the summer or winter break directly following the academic term. Students and instructors study on campus and then travel together for further experiential study and service in such places as Chile, Costa Rica, England, Ghana, Greece, Ireland, Italy, Micronesia, New Zealand, Thailand, China, Nicaragua, or closer to home for a cross-cultural experience in the Florida Everglades, Alaska, or Mexico. Travel is not permitted without satisfactory performance in the on-campus study preceding departure.

**Term-length courses** are also periodically offered. Similar to short-term courses, term-length courses spend three to five weeks in the field following on-campus study, offering more depth in academic and cross-cultural immersion as well as service opportunities. Previous term-length courses have been offered in Guatemala, Mexico, Sri Lanka, India and Chile.

**Other (external) program options:** Students meeting International Program qualifications may choose to participate in another U.S.-accredited academic study abroad program administered by a different U.S. college or organization. Many excellent U.S. study abroad programs are offered in a wide range of disciplines and locations around the world. For example, several students have participated in programs offered through the Council on International Educational Exchange (CIEE) or the School for International Training (SIT), which have special relationships with Warren Wilson College. To receive College support for an external study abroad option, students must plan carefully in advance with their academic advisors and obtain approval from the Registrar and the International Programs Office by specified deadlines during the semester prior to their planned period of study. Details are available from the International Programs Office.

## 1.09.07 - The Writing Studio

Located in the lower level of the library, the Writing Studio strengthens the liberal arts at Warren Wilson through interdisciplinary tutoring and integration of the components of the educational program. Offerings include the following:

- Laboratory-like setting where 25% of the student body come for peer support in composition and revision, and tutors develop workshops that reach each generation of first-year students
- Writing Fellows program that partners advanced undergraduates with faculty to strengthen writing instruction in the disciplines
- Publication of *Auspex: Interdisciplinary Journal of Undergraduate Research* and *Peal* literary journal
- Partnerships with Steadfast House, Literacy Council, and other community partners to carry out community writing projects
- Intellectually challenging work environment for exceptional students, with opportunities for undergraduate research
- Credited courses, one for writers (EDU 1050 Weekly Writing Sessions) and two for tutors (EDU 2070 Teaching Writing in Communities and EDU 2080 Theory and Practice in Tutoring Writing).

For more information about the Writing Studio, visit the website: <http://www.warren-wilson.edu/academics/writing-studio>



## 1.10 Academic Advising

Academic advising empowers students to develop meaningful educational plans consistent with their academic, personal and professional goals through accessible services and collaboration with faculty and other resources. Each student has an Academic Advisor. Academic Advisors are campus educators who facilitate students' progress towards graduation and career goals. Through the advisee-advisor relations, students grow in their understanding of their interests and abilities by discussion academic, work, community engagement, and additional applied learning opportunities at Warren Wilson College.

Incoming students are assigned an advisor. For first-year students, the instructor of their First Year Seminar is usually also their advisor. Transfer students have an advisor in their academic area of interest. Students declare their major before registering for classes for their fourth semester at the College. At that time, students choose faculty members in their chosen fields of study to serve as their advisors.

Students should take advantage of the opportunity afforded them through their relationship with their academic advisor. This faculty member is uniquely poised to be a student's advocate, guide, and a source of information. Students are responsible for knowing and acting in accordance with College policies. Students are individually responsible for monitoring progress in satisfying the requirements for graduation established by the College in general and by the major department. An academic advisor can help students meet these responsibilities.

### 1.10.1 - Expected Student Learning Outcomes for the Academic Advising Experience

Through the advising experience at Warren Wilson College, students demonstrate the following qualities:

**Personal growth:** developing communication, decision-making, and problem-solving skills

Students

- Define and articulate short-term and long-term goals after reflecting on values, interests, strengths, and challenges.
- Appreciate how general education courses, major requirements, and applied learning contribute progress toward their goals.
- Develop academic plans that integrate applied learning.
- Discuss problems, causes, and possible solutions; assess consequences of actions.
- Use advising and resources to support their progress.

**Resourcefulness:** developing skills in locating and effectively using information and resources that help them achieve their goals

Students

- Identify websites, campus offices, and faculty or staff they can consult with questions
- Use information from resources to assess progress towards achieving goals (degree check sheets, degree progress reports, information from faculty and staff)
- Demonstrate knowledge of departmental and College processes and policies
- Demonstrate knowledge of applied learning opportunities that contribute to their goals.

**Curriculum integration:** understanding the relationship between classroom experiences and applied learning, and between academic, career, and personal goals

Students

- Understand how classes can help them explore and select a major
- Explain how their major curriculum helps them achieve their goals
- Describe how the liberal arts education and applied learning requirements help them achieve their goals
- Schedule courses so they graduate in a timely manner based on their educational plans
- Connect their educational plans - academics and applied learning - to their career goals
- Articulate personal strengths and weaknesses



## **2.1 Educational Program**

Warren Wilson College is the only national liberal arts college with integrated work and service programs blended in a residential setting. The College's rigorous liberal arts education incorporates experiential learning, challenging work experiences, and deliberate community engagement. Graduates of Warren Wilson College are committed to engaging in collective action to foster a just, equitable, and sustainable world.

The distinctive program at Warren Wilson College empowers students to explore and develop their own civic identity. Students learn and practice the knowledge, skills, values, and collective action that comprise their civic identity, using a developmental model. Warren Wilson College graduates demonstrate capacity for and commitment to civic responsibility through intentional engagement with community.

### **Knowledge**

Students matriculate at Warren Wilson with a diverse array of backgrounds, experiences, and expectations. They begin with a sense of self-awareness that they strengthen and contextualize in their first year. As they advance, they broaden their self-awareness and add to it a contextual understanding of complex issues.

### **Skills**

Critical inquiry permeates the Warren Wilson College experience. Students hone this skill in the classroom through their Major, their General Education courses, and their electives; outside of the classroom, students hone this skill through their work crews, their service, and as part of the campus community. Upper-level students use the skills they have acquired from diverse and distinct experiences to effectively engage in a pluralistic setting.

### **Values**

Community mindedness is central to the ethos of Warren Wilson College. In conjunction with practicing critical inquiry - through their coursework and through engagement beyond the classroom - students explore and deepen the values central to their civic identity. Advanced students demonstrate commitment to ethical integrity, justice, and equity across campus and as global citizens.

### **Collective Action**

Collective action may be performed by a community, a small group, or an individual. The key is that collective action takes others' plans and needs into account: empathy is crucial. Students demonstrate empathy through compromise, civility, and mutual respect. Students practice empathy holistically, within and beyond the classroom. Advanced students engage in creative and collaborative problem solving with diverse partners as preparation for a lifetime of such work.



## 2.1.1 Academics

### 2.1.1.1 General Education Requirements

An education not only brings knowledge, but also the skills to think through complicated real-world problems that arise in complex and diverse communities of which all people are a part. A Warren Wilson College education enables students to gain a clearer perspective on their own selves and to better apprehend the perspectives of those around them. The General Education program includes scaffolded requirements that provide developmental guidance, while allowing students the flexibility to pursue their individual passions and approaches. Through experiential learning, students acquire knowledge, develop skills, and hone values that comprise their identity. Graduates participate broadly and effectively in the collaboration that is human culture and work collectively for a more just, equitable, and sustainable world.

#### Foundational Knowledge and Skills

Creative problem solvers have the tools for invention, synthesis, and imagination in unexpected contexts. Likewise, empathy is a critical skill for living within a community, as is the ability to provide data-driven analyses and evaluation. Engagement with a variety of disciplines is critical for development of these tools and skills; it also empowers students to become more aware of their passions and limitations.

#### **Humanities** - 8 credit hours

Students must earn 4 credit hours in courses from two of the following designations: Historical Analysis, Literary Analysis, or Philosophical Inquiry.

*Historical Analysis* courses engage students in critical analysis of the past to gain an awareness of the historical context of the present and an understanding of persisting historical debates. Courses emphasize informed and historical approaches to the use of sources and to the evaluation and presentation of evidence, and require students to approach questions in the same way as professional historians or art historians.

*Literary Analysis* courses emphasize close reading and interpretive skills by introducing students to literary works in their historical and cultural contexts. These courses have primary works of imaginative literature as their main subject matter, and these works are examined from the perspectives of literary criticism and scholarship. Students are required to write original, formal literary critical essays.

*Philosophical Inquiry* courses emphasize deep questioning and rational argumentation through the study of philosophical or religious texts. Courses emphasize an informed philosophical approach to the use of sources and to the evaluation and presentation of theoretical positions, issues, arguments, worldviews, and implications. Students engage in written and oral critical analysis of the justifications for and the implications of fundamental views and positions.

#### **Artistic Expression** - 4 credit hours

Artistic Expression courses enable students to develop proficiency in the production, interpretation, and critical understanding of the literary, visual, and performing arts. These courses focus on creative endeavor and artistic practices and processes in creative writing, visual arts, music, dance, or theatre, and require students to engage directly in the creative process.

#### **Society & Human Behavior** - 4 credit hours

Society & Human Behavior courses engage students in the systematic study of human behavior and social

interactions. Courses have the social lives of individuals or human groups as their central focus and introduce students to the theoretical framework within a social science discipline. Students analyze human activity or social structure as practitioners of that discipline.

**Quantitative Reasoning** - 4 credit hours

Quantitative Reasoning courses introduce students to the mathematical method and applications that involve quantitative and abstract reasoning. These courses focus substantially on abstract and quantitative reasoning and on employing technology.

**Natural Science** - 4 credit hours

Natural Science courses are designed to enable students to develop the skills necessary to employ the scientific method and assess scientific information. Courses meeting this requirement prepare students to evaluate scientific claims, consider alternative hypotheses for empirical findings, and appreciate the uncertainty often surrounding such findings.

**Proficiency in a Second Language** - up to 8 credit hours

Students must demonstrate proficiency in a language other than their native language through intermediate-low level according to American Council of Teachers of Foreign Languages (ACTFL) guidelines, equivalent to two semesters of college-level study. Students may demonstrate proficiency through a placement exam or through coursework. International students whose first language is not English demonstrate proficiency through the TOEFL exam.

Additionally, students may count a maximum of 52 course credits from any one area of study towards the 128 credits required for a degree.

**Writing Across the Curriculum**

Communication is a crucial skill. Effective citizens navigate rhetorical interactions with a variety of audiences. Writing Across the Curriculum (WAC) is a scaffolded series of courses in which students master key practices of academic research and writing and apply them toward scholarly work in their fields of study. In each course, they use research and writing as tools to learn course content; they use the research and writing process to prepare work for an audience; and they contribute their own knowledge to scholarly conversations through thesis-driven, evidence-based, and well-structured prose.

**WAC Level 1: First-Year Seminar** - 4 credit hours

Designed exclusively for first-semester students, a First-Year Seminar course includes academic writing and a service-learning component at an introductory level. The course involves issue exploration or problem solving and fosters a sense of civic urgency around an exciting topic.

**WAC Level 2: Writing and Research in the Liberal Arts** - 4 credit hours

Students take a WAC Level 2-designated course in their second or third semester, either within or outside of their intended major, and are encouraged to take additional WAC Level 2 courses throughout college. Students use informal writing to deepen their understanding of course content and to guide their self-directed inquiry, and students produce at least 20 pages of formal written work. At the end of the course, students are assessed on their readiness to enroll in WAC Level 3.

*Please Note:* A course that fulfills WAC Level 2 may also be used to fulfill a requirement from Foundational Knowledge and Skills requirements or a requirement from Civic Identity Values.

**WAC Level 3: Writing and Research for the Major** - 4 credit hours



Advanced students in any discipline are trained researchers and writers. They are able to situate their own ideas within the intellectual context of their field, to assemble a networked body of scholarly work, and to write within the context of that research. An Aim 3-designated course provides students with practice toward or direct preparation for their Capstone project. Students produce over 20 pages of writing, including at least one research-based assignment that is firmly situated in contemporary scholarly conversations in their field of study. This requirement must be completed at Warren Wilson College as part of the coursework in the major.

#### **WAC Level 4: Capstone Writing and Research** - 1 credit hour

Students apply and synthesize their academic training through a specific culminating project in their major that may take the form of a thesis based on original research, original artwork, an internship, applied project, or a combination of these elements. Students complete their Capstone work under a faculty mentor, and present their project publicly in both written and oral formats. This requirement must be completed at Warren Wilson College as part of the coursework in the major.

### **Civic Identity Values**

A strong civic identity requires a strong sense of one's values. At Warren Wilson College, key values in the Mission Statement include "environmental responsibility, cross-cultural understanding, and the common good." In the General Education, students incorporate these values as course designations of Environmental Responsibility, Intercultural Understanding, Social Justice, and Service Learning.

Exploration of one's values is a developmental process. Students engage with Foundational- and Intermediate-level Civic Identity courses that commit to ethical integrity, justice, and equality. These courses provide opportunities to build connections to a more diverse set of partners than one might otherwise meet, which fosters intellectual growth and the ability to work collectively and in community. This type of experiential learning is central to the distinctive Warren Wilson College education.

#### **Civic Identity Values** - 12 credit hours

The Civic Identity Values (CIV) credit hours come from courses that have been designated as Social Justice, Intercultural Perspectives, Environmental Responsibility, or Service Learning. Of these 12 credit hours, at least 4 must be from a course designated as Social Justice. Of these 12 credit hours, at least 4 must be from a course at the 300-level or above. Of these 12 credit hours, at least 4 must be from a course in an area that is outside of a student's Major.

*Please Note:* A course that fulfills Civic Identity Values may also be used to fulfill a requirement from Foundational Knowledge and Skills or WAC Level 2.

*Social Justice* courses examine patterns of social inequality. These courses address concepts of race, ethnicity, class, gender, sexuality, and/or disability, considering these at both the level of individuals' lived experiences and within larger societal contexts.

*Intercultural Perspectives* courses have a primary focus on a region and culture outside the United States or a non-dominant cultural group within the United States. Courses may focus on a single region and culture, or may take a comparative view of the relationships between different nations, cultures, or regions. Students cultivate the ability to understand and respect diverse cultural and historical traditions.

*Environmental Responsibility* courses have substantial focus on the examination of environmental issues in light of their causes, impacts, contexts, or solutions. Students reflect critically about how their actions affect the environment and about their responsibility for engaging with environmental issues.

*Service Learning* courses have a substantial and integrated service component as part of the coursework. Service Learning is a method under which students learn and develop through thoughtfully organized

service that is conducted in - and meets the needs of - a community. Service is integrated into the academic curriculum such that it enhances the students' learning experience.

### **2.1.1.2**

#### **The Major**

The major at Warren Wilson College consists of a planned program of courses, whether in a single academic discipline or in an interdisciplinary field. The major program assists students in developing a thorough understanding of a particular subject or interdisciplinary topic and an awareness of connections among its components and with related subjects. Study in the major helps students learn the approaches to inquiry used in the discipline and appropriate specialized skills.

A major consists of a minimum of 32 credit hours of course work, including at least 12 credit hours at the 3000 and/or 4000 levels. A major consists of a maximum of 70 credit hours of course work, with no more than 55 credit hours of course work within a single academic discipline.

As a requirement for the baccalaureate degree, a student must complete course requirements and any other requirements of a major department or program. See Programs of Study (**Section 3**).

*Each student must declare a major at least two weeks prior to registration for the fifth semester of study. Forms for the declaration of a major are available at the Registrar's Office.*

### **2.1.1.3**

#### **The Senior Letter**

Candidates for a degree must each write a letter addressed to the faculty and staff of the College, which includes an evaluation of their experiences at the College and reflections on their college careers. This letter is presented to the major department on or before a date fixed by the Vice President for Academic Affairs. Senior Letters are made available to the faculty and staff through the Registrar's Office.



## **2.1.2 Work Program**

### **2.1.2.1 - Mission Statement**

The Warren Wilson College Work Program provides learning opportunities that are focused on a student-centered experience and career preparation. All placements engage students in meaningful work supported by mentors. Opportunities to develop transferable skills integrate with Academics and Community Engagement, enabling students to feel a sense of belonging to the broader community as they shape their civic identities.

This mission is accomplished through requiring all students to engage with work experiences that include feedback from a supervisor and opportunities for reflection on their work and its impact on both themselves and their community.

### **2.1.2.2 - Student Learning Outcomes**

Participation in the work program supports students in meeting the learning outcomes designated through the civic identity rubric. These include specific goals around the following:

- Self-awareness
- Problem-solving
- Communication
- Collaboration and teamwork
- Integrity

### **2.1.2.3 - Work Learning Experience**

Each work crew in the Work Program has identified crew-specific goals for learning and production. The Learning and Performance Goals (LPGs) are a learning contract between supervisors and students. They outline not only skills and abilities supervisors teach but also learning opportunities afforded during the semester.

Students provide essential work to operate the College. Students consider early in their educational careers the most productive ways to combine their academic, work, and community engagement experiences. A list of work crews and each crew's LPGs are available on the Work Program's website.

Students participate in and receive regular evaluations of their learning and performance based on their crew's LPGs. These evaluations help students understand their learning within the Work Program and identify ways to improve performance. Scores from these evaluations are used to calculate each student's Work Grade Point Average (Work GPA). Any notes made by the supervisor are included in a student's official Work Transcript.

Work crew supervisors are educators. Students are given the opportunity to evaluate their supervisors at the end of each semester. These evaluations provide the supervisor with feedback concerning their teaching and mentoring, as well as the overall work crew experience.

Students' performance histories are noted on their Work Program transcripts. Learning and Performance grades earned, Work GPA, honors received, and conduct actions become part of the transcript that is available from the Work Program Office upon request.

### **2.1.2.4 - Work Requirement for Graduation**

- I. All residential students must participate in the Warren Wilson College work program each semester.
- II. The work requirement for graduation is fulfilled in one of the following ways:



- A. At least one year (one semester for transfer students with over 60 academic credit hours) of employment on campus within a work crew.
- B. Participation in an approved internship or employment position on or off campus that includes learning objectives with evaluative feedback from a supervisor and associated successful completion of the college's internship course.

### **2.1.2.5 - Student Recognition**

Commitment to total learning, including recognition of outstanding work performance, is part of the Warren Wilson tradition. Each year outstanding students receive awards for their performance in the Work Program. Students are nominated by faculty, staff, volunteers, and fellow students to receive awards at the end of the academic year. Awards are given for First Year Students (2), General Work (8), and Senior Work (1).



## **2.1.3 Community Engagement**

### **2.1.3.1 - Mission Statement**

The mission of the Warren Wilson College Center for Community Engagement is to prepare students for effective community engagement.

The Center for Community Engagement fulfills its mission by

- Providing opportunities for students to gain relevant knowledge, skills, and experiences.
- Supporting students in the development of civic responsibility.
- Engaging in mutually beneficial community partnerships.

### **2.1.3.2 - Student Learning Outcomes**

As a result of participation in the Warren Wilson Center for Community Engagement students develop the following:

#### **Self-knowledge**

- Explore and clarify interests, passions, skills, and values.

#### **Understanding of complex issues**

- Examine why a social/environmental issue exists and how service addresses it.

#### **Collaboration for community impact**

- Provide significant and substantial engagement with an issue and/or partner agency that involves initiative and communication.

#### **Commitment to community engagement**

- Demonstrate a sense of civic responsibility through intentional engagement in the community.

### **2.1.3.3 - Points of Engagement and Growth (PEGs)**

The mission of Warren Wilson College includes preparing students for service, leadership, and meaningful lifelong work and learning. As part of this Triad educational program, completion of a Community Engagement Commitment is one of the requirements for graduation. Students meet the Commitment by demonstrating learning in four different Points of Engagement and Growth (PEGs):

- PEG 1: Self-knowledge
- PEG 2: Understanding of complex issues
- PEG 3: Collaboration for community impact
- PEG 4: Commitment to community engagement

By graduation, students demonstrate a measurable level of learning in all four PEGs. Students' progress is supported by advisors and reviewed periodically to monitor successful progress.

### **2.1.3.4 - Requirements for Graduation**

#### **2.1.3.4.1 - Community Engagement Commitment**



1. PEG 1: Self-knowledge.
  - Completion of at least 25 hours of direct service.
  - Complete PEG 1 on-line reflection
  
2. PEG 2: Understanding of complex issues.
  - A. Participate in a course, issue workshop, or weekly or break trip designated as a PEG 2 experience.  

OR
  - B. Complete the items listed below:
    - Complete 25 hours of service in one issue area.
    - Complete a PEG 2 online reflection.
  
3. PEG 3: Collaboration for community impact.
  - Identify or complete a PEG 3 experience (minimum of 50 hours).
  - Submit an online PEG 3 reflection.
  
4. PEG 4: Commitment to community engagement.
  - Submit a senior service reflection or participate in a group reflection on community engagement during time at Warren Wilson College and the intentions for future involvement in communities.

### **2.1.3.5 - Student Recognition**

Each year a graduating senior is awarded the Frederick Ohler Service Award for exceptional service to the community while a student at Warren Wilson. In addition, 8-10 seniors with outstanding records of service are honored at the Senior Service Awards ceremony on the Friday afternoon prior to May graduation.

### **2.1.3.6 - Bonner Leadership Program**

The Warren Wilson Bonner Leaders Work Crew program is supported in part through the Corella and Bertram F. Bonner Foundation, which provides funding, training and technical assistance to community service and service-learning scholarship and leadership programs at colleges and universities across the eastern United States. Twenty to twenty-five Warren Wilson students participate in the Bonner Leadership program, and their efforts are centralized through the College's Center for Community Engagement.



## 2.2 Baccalaureate Degree Requirements

**Degree Requirements:** Warren Wilson College's educational program develops skills, understanding, and breadth. Completing the requirements of the major provide students depth of understanding, and on-campus work combined with engagement in the wider community develop leadership skills and civic responsibility. This section describes the specific requirements for the B.A. or B.S. degree at Warren Wilson College.

**Residence:** For the B.A. or B.S. degree a student must complete a minimum of two full-time semesters and a minimum total of 32 credit hours in attendance at Warren Wilson College at the junior or senior level. For students transferring to Warren Wilson College, residence must include the senior year. An academic semester (full-time) is defined as completion of at least 12 semester credit hours.

**Credit Hours and Grade Point Average:** A minimum of 128 credit hours is required for the baccalaureate degree, with a grade point average of at least 2.00.

**Educational Program:** All students must complete the Warren Wilson College Educational Program (See **Section 2.1**).

It is expected that general education coursework be completed at Warren Wilson College. Once a student enrolls, a maximum of two (2) additional General Education courses may be taken at another college or university. For courses taken elsewhere, academic credit per course per area may be no less than three semester hours. Students seeking to earn general education credit by taking coursework at another institution must obtain prior approval from the Registrar's Office.

**Degree Candidacy:** A student becomes a candidate for the degree with the submission of the Senior Letter, departmental certification that requirements have been completed, Work Program Office approval, and Service Program Office approval of the candidate's service project.



## 2.3 Academic Policies and Regulations

### 2.3.01 - Advanced Placement (AP) Credit

Warren Wilson College awards credit for College Board Advanced Placement exams. **Refer to chart 2.3.01.1 AP Examination Recommendations** to determine for each exam the score required for credit, amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for examinations taken, request that the testing service send official scores directly to Warren Wilson College.

### 2.3.02 - International Baccalaureate (IB) Credit

Warren Wilson College awards credit for Higher Level (HL) International Baccalaureate (IB) exams. No academic credit is awarded for Subsidiary Level (SL) IB exams. **Refer to chart 2.3.02.1 IB Examination Recommendations** to determine for each exam the score required for credit, amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for any examination taken, request that the testing service send official scores directly to Warren Wilson College.



## AP EXAMINATION RECOMMENDATIONS

AP Examination	AP Exam Grade Required for Credit	No. of Sem. Hrs. Awarded	AP Exam Satisfies WWC Course	AP Exam Satisfies WWC Gen Educ.
Art History	4,5	4	ART145 Art History I	Historical Analysis
Art, Studio: Drawing	4,5	4	ART116 Drawing I *	Artistic Expression
Art, Studio:2D Design	4,5	4	ART111 2-D Design *	Artistic Expression
Art, Studio:3D Design	4,5	4	ART112 3-D Design *	Artistic Expression
Biology	3,4,5	4	BIO116 Gen Biology	Natural Science
Chemistry	3,4,5	5	CHM116 General Chemistry	Natural Science
Computer Science A	3,4,5	4	MAT201 Computer Sci I	Quantitative Reasoning
Computer Science AB	3,4,5	8	MAT201-202 Computer Sci I,II	Quantitative Reasoning
English Language and Composition	4,5	4	elective toward graduation	None
English Literature and Composition	4,5	4	elective toward graduation	Literary Analysis
Environmental Science	3,4,5	4	ENS115 Perspectives in Envir.Studies	None
French Language	4,5	4	Elective toward graduation	None ***
French Literature	4,5	4	Elective toward graduation	None ***
Government and Politics, Comparative	3,4,5	4**	elective toward graduation	Society & Human Behavior
Government and Politics, US	3,4,5	4**	PSC151 Intro Political Science	Society & Human Behavior
History, European	3,4,5	4**	HIS121 or HIS122 Western Civilization	Historical Analysis
History, US	3,4,5	4**	HIS131 or HIS132 US Hist I,II	Historical Analysis
History, World	3,4,5	4**	HIS111 East Asian Civ	Historical Analysis
Human Geography	3,4,5	4	elective toward graduation	None
Mathematics, Calculus AB	3,4,5	4	MAT241 Calculus I	Quantitative Reasoning
Mathematics, Calculus BC	3,4,5	8	MAT214-242 Calculus I,II	Quantitative Reasoning
Mathematics, Statistics	3,4,5	4	MAT141 Statistics	Quantitative Reasoning
Microeconomics	4,5	4	ECO210 Microeconomics	Society & Human Behavior
Microeconomics	4,5	4	ECO201 Microeconomics	Society & Human Behavior
Music Theory	3,4,5	4	MUS120/MUS201 Music Theory	None
Physics C:Mechanics	4,5	4	PHY251 Gen Physics I	Natural Science
Physics C:Electricity/Magnetism	4,5	4	PHY252 Gen.Physics II	Natural Science
Psychology	4,5	4	PSY100 Intro Psychology	Society & Human Behavior
Spanish, Language	4,5	4	Elective toward graduation	None ***
Spanish Literature	4,5	4	Elective toward graduation	None ***

\* Requires review of portfolio to count toward the art major.

\*\* No more than 8 semester hours of AP credit may count toward the History/Political Science Major.

\*\*\* Students must take the Language Placement Examination to test out of language courses or Language Proficiency.



### IB EXAMINATION RECOMMENDATIONS

IB (HL) Examination	IB (HL) Exam Grad/ Required for credit	No. of Sem. Hrs. Awarded	IB (HL) Exam Satisfies WWC Course	IB (HL) Exam Satisfies WWC Gen. Educ.
Art: Visual Arts	5,6,7	4	Elective toward graduation	Artistic Expression
Biology	5,6,7	4	BIO116 General Biology	Natural Science
Chemistry	5,6,7	5	CHM116 General Chemistry	Natural Science
Economics	5,6,7	4	ECO 203 Survey in Economics	Natural Science
English A: Literature	5,6,7	4	Elective toward graduation	Literary Analysis
English A: Language and Literature	5,6,7	4	Elective toward graduation	None
French A/B	5,6,7	4	Elective toward graduation	None
German	5,6,7	4	Elective toward graduation	None
History – US	5,6,7	4*	HIS 131 or HIS 132	Historical Analysis
History – European	5,6,7	4*	HIS 120 or HIS 121 or HIS 122	Historical Analysis
Math	5,6,7	4	MAT 241 Calculus I	Quantitative Reasoning
Music Theory	5,6,7	4	MUS 120 (2 credits), plus 2 elective credits	None
Philosophy	5,6,7	4	Elective toward graduation	None**
Physics	5,6,7	4	PHY 251 Physics I	Natural Science
Psychology	5,6,7	4	PSY 100 Intro. to Psychology	Society & Human Behavior
Spanish A/B	5,6,7	4	Elective toward graduation	None
Social Anthropology	5,6,7	4	ANT 200 Intro.to Cultural Anthropology	Society & Human Behavior

\* No more than 8 semester hours of AP/IB credit may count toward the History/Political Science major.

\*\* Students may submit their syllabi and exam essays to the Philosophy department to be considered for Philosophical Inquiry General Education credit.



### **2.3.03 - Student Responsibility**

*Students are responsible for knowing and following the policies and regulations stated in this catalog and for satisfying all degree requirements. Guidance should be obtained from an advisor, but final responsibility remains with the student.*

### **2.3.04 - Modular Academic Calendar**

The fall and spring semesters are divided into two terms. Some courses run across the entire semester, while other more concentrated courses run for the term. This modular schedule may facilitate students' arrangements for internships, overseas study courses, and other field experiences.

### **2.3.05 - Registration and Course Load**

For continuing students, early registrations are scheduled in advance of the start of each semester. New students may register during the Orientation week prior to the start of each semester.

Although there are two terms in each semester, registration is for the semester as a unit. The normal number of credit hours carried during a semester is 16, with a range from 12 to 18. A minimum of 12 credit hours a semester must be carried to be classified as a full-time student, to be permitted residence in the residence halls, to participate in the Work Program, and to receive financial aid. Students must maintain an average of 16 credit hours each semester in order to accumulate a total of 128 hours required for graduation in eight semesters. Students wishing to take more than 18 credit hours during any one semester must obtain permission, in writing, from the Registrar or the Vice President for Academic Affairs. No more than 22 credit hours may be taken per semester. There is a fee per credit hour for any hours beyond 18. All courses for which students are registered at the end of the first four days of the semester are counted in the course load for that semester.

*Students who plan to withdraw from a term or semester course after the Add/Drop period in the first term of a semester should be certain that adding another course in the second term will not result in more than 18 credit hours for the semester.*

### **2.3.06 - Adding and Dropping Courses**

Courses may be dropped from the student schedule via MyWWC during the first four days of the semester or term.

Students not present at the first class meeting of a term may lose their places in the course if the course has a waiting list.

The first four days of each term are the official Add/Drop period, during which courses may be added or dropped. Following this period, no student is permitted to register for a new course. Courses dropped during that period do not appear on student records.

### **2.3.07 - Administrative Withdrawal**

The College considers the act of registering for any course to constitute a commitment by students to make a mature and responsible effort to succeed and to allow others the opportunity to succeed. Therefore, upon recommendation of the instructor and at the discretion of the Vice President for Academic Affairs, a student is subject to administrative withdrawal from a class at any time during the semester if that student has guaranteed a course grade of F by failing either to attend a sufficient number of class meetings or to submit a sufficient quantity of graded work, or has engaged in verbal abuse or the threat of physical violence or any other conduct disruptive to class meetings. Students should review course syllabi for descriptions of disruptive behavior. Administrative withdrawal



during the first four weeks of a term course or the first nine weeks of a semester course results in the assignment of the grade of "AW." Subsequent administrative withdrawal results in the grade of "AF." Students who are actively enrolled in fewer than 12 credits as a result of administrative withdrawal are not allowed to reside in college housing. Students subject to 12 or more credits of administrative withdrawal in a semester may, at the discretion of the Vice President for Academic Affairs, be suspended from the college. Administrative withdrawal and suspension decisions made by the Vice President for Academic Affairs are subject to appeal to the Scholastic Standards Committee. Students should contact the Scholastic Standards Chair within 24 hours of notification by the Vice President for Academic Affairs to initiate such action.

### **2.3.08 - Withdrawing from a Course**

Any courses from which students withdraw following the Add/Drop period remain on their permanent records and are counted in the course load for the semester as hours attempted. If a student withdraws from a course before the end of the first four weeks of a term course, or the first nine weeks of a semester course, a grade of "W" (withdrawn non-punitive) is assigned. Withdrawing from any course following the fourth week of a term course or the ninth week of a semester course automatically results in a grade of "WF" (withdraw failing), regardless of the student's performance in the course. A grade of "WF" is figured as an "F" in the calculation of the GPA. A grade of "W" does not figure in the calculation of the GPA. For withdrawal from the college, see also Withdrawal and Return of Aid Policy (**Section 1.06**).

Because of the Modular Academic Calendar, it is possible to withdraw from a semester course or a term course in the first term of a semester, and add another term course in the second term of the semester. There is a charge if the combination of course withdrawal and the addition of another course results in a semester course load of more than 18 credit hours (see Registration and Course Load, **Section 2.3.05**).

Students who earn a grade of "F" for a course because of academic dishonesty may not be awarded a "W" for the course.

### **2.3.09 - Pass/Fail Grades**

Some courses are classified as Pass/Fail by departmental action.

**Elective Pass/Fail:** From the second semester of attendance, students may elect to register for a Pass/Fail grade in any course which is not applied toward the major or general education requirements.

A form for registering for a course on a Pass/Fail basis may be obtained at the Registrar's Office. This form must be submitted to the Registrar's Office by the end of the Add/Drop period. The maximum number of courses taken for elective Pass/Fail is five and no student is permitted to elect more than one such course per semester.

### **2.3.10 - Independent Study**

Instructors may supervise individual independent study courses only with permission of the Vice President for Academic Affairs. Such studies may not duplicate a course offered during the current academic year, and the maximum for any student is four independent study credit hours per semester. First-year students may not register for independent studies. A proposal for independent study must be signed by the instructor, department chair, academic advisor, and library director (or a designated representative) and presented to the Vice President for Academic Affairs.

Forms are available in the Registrar's Office. The completed proposal must be submitted to the Vice President of Academic Affairs **PRIOR TO** the first day of the term or semester. Independent Studies do not fulfill General Education requirements.



### **2.3.11 - Incomplete Grades**

A grade of incomplete may be reported if at the end of the term a small amount of work remains unfinished *and the student has made arrangements with the instructor to complete the work*. Students have two weeks within the following term to complete the work in a course for which a grade of incomplete has been reported.

### **2.3.12 - Academic Honesty**

For the sake of personal integrity and for maximum educational benefit, students must be scrupulously honest about their work. All violations of academic honesty should be reported to the Vice President for Academic Affairs, including cases that have yet to be investigated.

1. The instructor is responsible for creating a learning environment that fosters critical thinking and that encourages honest work from students.
2. At Warren Wilson College, students are expected to be honorable. Cheating on examinations or quizzes, forging signatures, turning in work which is wholly or in part not their own material without clearly and accurately giving the credit to the originator are all reprehensible forms of dishonesty in a scholarly society.
3. It is the responsibility of all students to make every effort that their actions are above reproach during an examination or in the performance of work that is supposed to be original. Students who knowingly allow others to copy or use their work are also culpable.
4. It is the responsibility of each student to avoid any act intended to advance the opportunities of one or more persons by limiting the opportunities of another person or persons.
5. Instructors announce to each class at the first meeting, and include in the course syllabus, the instructor's policy with respect to cheating and plagiarism. In the case of a clear infraction, the student earns, at the very least, a grade of zero on the work or examination in question. Further consequences may include automatic failure for the course, or recommendation to the Vice President for Academic Affairs for suspension. Students who earn an F for the course because of academic dishonesty may not be awarded a "W" for the course during the first four weeks of the term or the first nine weeks of the semester.

### **2.3.13 - Contested Grades**

Students who believe that a grade has been reported incorrectly should consult the instructor for correction of a possible error. In exceptional cases, students may contest the grade record through a written appeal to the Vice President for Academic Affairs, whose decision in the matter shall be final. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The deadline for contesting a grade is the end of the second week of the following term. In the case of a spring semester or term four course, the deadline for contesting a grade is the end of the second week of term one of the following academic year.

### **2.3.14 - Repeating Courses**

Courses, up to a total of 13 credit hours, may be repeated to raise the grade. *No course may count more than once for credits toward graduation*. In the case of a repeated course, both grades appear on students' transcripts, but only the higher grade is counted in the GPA.

### **2.3.15 - Grade Reports**



At the end of each term, grades are reported to the Registrar. Students may view their mid-semester and final grades on-line using their personal identification numbers.

### 2.3.16 - Class Attendance

To increase the chances of academic success and to emphasize the need for class participation in order to learn effectively at Warren Wilson College, class attendance is required of all students classified by the Registrar's Office as freshmen. Each instructor determines the appropriate penalties for nonattendance and includes a written attendance policy in the course syllabus.

### 2.3.17 - Classification

#### Freshman

First Semester - 0-13 credit hours

Second Semester - 14-27 credit hours

#### Sophomore

First Semester - 28-43 credit hours

Second Semester - 44-59 credit hours

#### Junior

First Semester - 60-75 credit hours

Second Semester - 76-91 credit hours

#### Senior

First Semester - 92-107 credit hours

Second Semester - 108 + credit hours

### 2.3.18 - GPA (Grade Point Average)

Grades are assigned the following numerical values:

A, A+	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade point
D-	0.7 grade point
F Failure	0.0 grade points
W Withdrawn Passing	Not included
WF Withdrawn Failing	0.0 grade points
P Passing	Not included

P (pass) credit hours are ignored when calculating a GPA. F (fail) credit hours are included in the GPA calculation. GPAs are calculated by semester and are cumulative on the transcript. Grade points are figured by multiplying the number of course credit hours by the numerical value assigned to the grade received in that course, summing these



products and dividing by the total number of credits.

### 2.3.19 - Probation and Suspension

The Scholastic Standards Committee meets after each semester and examines the grades of any student whose semester GPA or cumulative GPA falls below 2.00. Semester GPAs below 1.0 result in suspension, in any given semester, regardless of the cumulative GPA. Cumulative GPAs are assessed using the following table:

Cumulative Credit Hours Attempted	Academic Probation if Cumulative GPA is between	Academic Suspension if Cumulative GPA is below
1-18 credits or enrolled in FYS	1.50-1.65	1.50
19-32	1.60-1.75	1.60
33-64	1.75-1.85	1.75
65-80	1.85-1.92	1.85
81-96	1.92-1.96	1.92
97-128	1.96-2.00	1.96

Academic Probation: Student receive an e-mail from Scholastic Standards and/or the Office of the Registrar if placed on Academic Probation. Being placed on Academic Probation may impact Financial Aid (refer to section 1.05 for the Financial Aid policy). Probation signifies that a student's academic progress is unsatisfactory. The following conditions apply for students who are on Academic Probation:

1. Students on academic probation may register for a maximum of 16 credit hours per semester.
2. Students on academic probation may not participate as a member of a College committee or student government.
3. Students on academic probation may not represent the College as a member of an athletic team.

In addition, students must work closely with their academic advisors to plan an appropriate course load and schedule, avoid time-consuming extracurricular activities, and to monitor academic progress. Enrollment in EDU 117 College Academic Strategies is highly recommended, as is utilization of other relevant college services and resources. Courses in which a grade of F was received may be repeated (maximum of 13 credit hours; see Repeating Courses, (Section 2.3.14).

Academic Suspension and Appeals: If suspended based on the above academic policy, students receive an e-mail from Scholastic Standards and/or the Office of the Registrar. If it is a student's first academic suspension and if the student is in good standing with the other major areas of the College, the Scholastic Standards Committee may offer the student an opportunity to appeal the suspension. Students receive information about the appeal process within the e-mail informing them of their suspension. They have one week to submit their appeal electronically and must follow all the guidelines provided in the e-mail.

The Scholastic Standards Committee reviews appeals and makes recommendations to the Vice President for Academic Affairs. Appeals that are granted may result in Academic Probation (see above). Students who do not appeal or for whom the appeal is not granted are recommended for suspension. Notifications of suspension are first made by e-mail to the student e-mail account and then a hard copy is mailed to the student's permanent address. Students who are suspended for the first time may apply for readmission after one semester. For students suspended a second time, permanent suspension is recommended. The Vice President for Academic Affairs confirms any recommendations regarding suspension.

### 2.3.20 - Student Complaints and Appeals

Warren Wilson College is committed to maintaining a positive learning environment promoting student academic excellence and personal development. Various departments on campus have procedures allowing a student to work

through disagreements on decisions made by members of a specific office that directly affect the student. The student should first seek an informal solution directly from the office or staff member in question.

**<http://www.warren-wilson.edu/student/complaints-and-appeals>**



## 3 Programs of Study

### 3.1.1 - Undergraduate Majors, Concentrations, & Honors

- BA Art 3.2.02** (*CIP # 50.0101*)  
**BS Biochemistry 3.2.04.4** (*CIP # 40.0501*)  
**BS Biology 3.2.03** (*CIP # 26.0101*)  
 Honors Program 3.2.03.4  
**BA or BS Chemistry 3.2.04** (*CIP # 40.0501*)  
 Chemistry, B.A. 3.2.04.2  
 Chemistry, B.S. 3.2.04.3  
 Honors Program 3.2.04.5  
**BS Conservation Biology 3.2.03.3** (*CIP # 26.1307*)  
**BA Creative Writing 3.2.26** (*CIP # 23.1302*)  
**BA English 3.2.07** (*CIP # 23.0101*)  
 Honors Program 3.2.07.2.1  
 Theatre / English 3.2.07.2.2  
 English / Creative Writing 3.2.07.2.3  
**BA or BS Environmental Studies 3.2.08** (*CIP # 03.0103*)  
 Honors Program Natural Sciences 3.2.08.2.2  
 Conservation and Society Concentration 3.2.08.3.1  
 Ecological Forestry Concentration 3.2.08.3.2  
 Environmental Education Concentration 3.2.08.3.3  
 Environmental Policy & Justice Concentration  
 3.2.08.3.4  
 Sustainable Agriculture Concentration 3.2.08.3.5  
 Water and Earth Resources Concentration 3.2.08.3.6  
 Pre-environmental Management Cooperative College  
 Program 3.2.08.6  
**BA Global Studies 3.2.10** (*CIP # 30.2001*)  
 Culture, Power, and Place 3.2.10.3.1  
 Environment and Society 3.2.10.3.2  
 Peace and Social Justice 3.2.10.3.3  
 The Local and the Global 3.2.10.3.4  
**BA History and Political Science 3.2.11** (*CIP # 54.0101*)  
 History 3.2.11.3.1  
 Political Science 3.2.11.3.2  
**BA Integrative Studies 3.2.12** (*CIP # 24.0102*)  
**BA Mathematics 3.2.13** (*CIP # 30.0801*)  
**BA Outdoor Leadership 3.2.16** (*CIP # 45.9999*)  
**BA Philosophy 3.2.18** (*CIP # 38.0101*)  
**BA Psychology 3.2.20** (*CIP # 42.0101*)  
**BA Social Work 3.2.22** (*CIP # 44.07.01*)  
**BA Sociology / Anthropology 3.2.23** (*CIP # 45.1101*)  
 Archaeology 3.2.23.2.1.1  
 Cultural Anthropology 3.2.23.2.1.2  
 Gender and Women's Studies 3.2.23.2.1.3  
 Sociology 3.2.23.2.1.4  
 For Theatre, see **Theatre/English 3.2.07.2.2**  
 For Writing, see **BA Creative Writing 3.2.26**

### 3.1.2 - Undergraduate Minors

- Africana Studies 3.2.01.2**  
**Art 3.2.02.3**  
 Art 3.2.02.3.2  
 Art History 3.2.02.3.2  
 Craft 3.2.02.3.3  
**Biology 3.2.03.5**  
**Chemistry 3.2.04.4**  
**Creative Writing 3.2.26.3**  
**Education 3.2.06.2**  
**English 3.2.07.3**  
**Environmental Studies 3.2.08.5**  
**Gender and Women's Studies 3.2.09.3**  
**Global Studies 3.2.10.4**  
 Global Studies: Appalachian Studies 3.2.10.4.2  
 Global Studies: Applied Geospatial Technology  
 3.2.10.4.3  
**History and Political Science 3.2.11.4**  
**Mathematics 3.2.13.3**  
**Modern Languages 3.2.14.2**  
**Music 3.2.15.2**  
 Music: Conventional 3.2.15.3.1  
 Music: Traditional 3.2.15.3.2  
**Outdoor Leadership 3.2.16.3**  
**Peace and Justice Studies 3.2.17.3**  
**Philosophy 3.2.18.3**  
**Physics 3.2.19.2**  
**Psychology 3.2.20.3**  
 Neuroscience 3.2.20.4  
**Religious Studies 3.2.21.2**  
**Sociology / Anthropology 3.2.23.3**  
**Theatre 3.2.24.3**

### 3.1.3 - Graduate Program

- Master of Fine Arts in Creative Writing 3.3.1**  
 (*CIP # 23.1302*)



## **3.2** **Undergraduate Programs of Study**



### 3.2.01 Africana Studies

Faculty: Julie Caro, Christey Carwile (Director), Warren Gaughan, Carol Howard, David Mycoff, Angela Phillips, Rima Vesely-Flad

#### 3.2.01.1 Program Overview

The minor in Africana Studies allows students to explore the cultural, historical, and political experiences of peoples of African descent from a global perspective. In this interdisciplinary course of study, students make connections between African, African-American, and African diasporic forms and practices and gain a foundation in current theoretical perspectives on race.

The goals of the Warren Wilson College Africana Studies Program are the following:

1. To introduce students to the great diversity of historical, cultural, and artistic contributions made by peoples of African descent across the globe.
2. To teach students to critically examine and deconstruct the concept of race/ethnicity from both an individual and societal perspective.

#### 3.2.01.2 Minor in Africana Studies

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor requirements.

#### Requirements:

- I. The following courses (12 credits):
  - ANT 2610 Cultures of Sub-Saharan Africa
  - HIS 3340 African-American History
  - REL 2540 Critical Race Theory
- II. Electives (12 credits): Students must complete at least 12 credits from the following list. Students must take at least one elective from the Social Science Division and one from the Fine Arts and Humanities Division. \*
  - A. Fine Arts and Humanities Electives
    - ART 2250 African-American Art and Thought
    - ENG 2700 African-American Writings
    - HIS 2340 The African American Experience to 1877
    - LAN 4650 Francophone Literature
    - MUS 2860 Jazz Appreciation
    - Selected Topics in Dance (THR)
  - B. Social Science Electives
    - GDS 3050 Arab Women's Literature and Film
    - PAX 3100 Race, Morality, and the Politics of Crime
    - REL 3201 Religion, Peace, and Social Justice: Seminar

\*Relevant study abroad, special topics, or other courses fulfill the elective credit hours as well, as approved by the program director.

## **3.2.02**

### **Art**

Faculty: Eric Baden, Bette Bates (Chair), Julie Caro, James Darr, Leah Leitson, Lara Nguyen

#### **3.2.02.1**

### **Program Overview**

The mission of the Art Department is to affirm and nurture the creative spirit of each student and to promote the skilled production of artwork and the appreciation of art as a discipline that contributes to the cultures and histories of humanity.

The goals of the Art Program are the following:

1. To teach students to effectively utilize artistic processes and visual elements to express concepts and emotions.
2. To aid individuals in the development of skill, sensitivity, and creativity in the use of art media.
3. To help students develop critical thinking and the ability to analyze and evaluate visual images.
4. To promote the appreciation of art as a discipline and examine its contributions to culture.
5. To provide work and service opportunities for students to develop their artistic sensibilities and skills in support of the mission of the College.

The Art Department provides a course of study in the visual arts that supports, integrates, and contributes to the mission of the college. Each student is encouraged to develop a unique vision and to come to a greater understanding and appreciation of the diverse responses and contributions of others. Students explore how and why they work creatively and develop an appreciation for art in a historical context.

#### **3.2.02.2**

### **Major in Art**

The major in Art provides a basic foundation in the visual arts that allows each student to:

1. Discover and develop his or her own creative potential and direction,
2. Come to a greater understanding and appreciation of the unique contributions of others and the complex issues that confront art today, and
3. Develop the necessary skills, both technical and conceptual, to produce art as well as to understand and contribute meaningfully to contemporary issues and culture.

A major in Art prepares students to pursue careers as artists as well as further study in a graduate program or in art school. It can also open opportunities in interior design, graphic design, web page design, art management, museums and galleries, art-related businesses, and successful work as a studio artist. The art major is intended for students who are interested in making dedicated commitments to the visual arts within a liberal arts context. The major provides an experiential foundation in the visual arts. Students discover and develop creative potential and direction and come to greater understanding and appreciation of the unique contributions of others and of the complex issues that confront those in the arts today.

To be eligible for admission to the art major, a student must have completed Drawing I, Design, and either Art History I or II with grades of C or better in each of these courses.

**Grades:** In order to count toward fulfillment of the art major, all art courses leading to the senior capstone sequence (ART 4120 Senior Project I and ART 4130 Senior Project II) must be passed with a grade of C or higher.

**Requirements:** Students must earn a minimum of 52 credit hours in art to fulfill the major requirements, distributed as follows.



- I. Foundation Courses: Required of all Art majors; 28 credit hours as follows:
- A. One of the following courses:
    - ART 1110 2D Design
    - ART 1120 3D Design
  - B. All of the following courses:
    - ART 1160 Drawing I
    - ART 1450 Art History I: Ancient through Medieval
    - ART 1460 Art History II: Renaissance through Modern
    - ART 3310 Research Methods in Art
    - ART 4120 Senior Project I
    - ART 4130 Senior Project II
- II. Studio Concentration: 16 credit hours from one of the following areas must be taken to constitute a studio concentration.
- A. Sculpture/Ceramics
    - ART 1040 Introduction to Handbuilding
    - ART 1060 Introduction to Ceramics
    - ART 1120 3D Design \*
    - ART 1130 Introduction to Sculpture
    - ART 1140 Figure Modeling
    - ART 2000, 3000, and 4000 Ceramics Studio
    - ART 2130, 3130, and 4130 Sculpture Studio
  - B. Painting/Drawing
    - ART 1030 Painting I
    - ART 1610 Watercolor
    - ART 2030 Painting II
    - ART 2160 Drawing II
    - ART 2450 Life Drawing I
    - ART 3030 Painting III
    - ART 3160 Drawing III
    - ART 3450 Life Drawing II
  - C. Printmaking and Bookforms
    - ART 1050 Bookforms I
    - ART 1080 Papermaking I
    - ART 1170 Intaglio Printmaking I
    - ART 1180 Relief Printmaking I
    - ART 2040 and 3040 Printmaking Studio
    - ART 2500 Bookforms II
  - D. Photography and Media Arts
    - ART 1090 Photography I
    - ART 1710 Introduction to Digital Imaging
    - ART 2090 and 3090 Photography Studio
    - ART 2190 The Language of Photography
    - ART 2300 Digital Imaging Studio
- \* ART 1120 3D Design may fulfill the studio concentration only if it is not used to fulfill the foundation courses requirement.
- III. Studio / Art History Electives: 8 credit hours. Two studio courses outside the concentration, OR one studio course outside the concentration and an art history elective.

### 3.2.02.3 Minors



### **3.2.02.3.1**

#### **Minor in Art**

**Grades:** Students must pass all courses at a grade of C or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in art to fulfill the minor requirements, distributed as follows.

**Requirements:**

- I. Foundation Courses: (12 credit hours)
  - A. One of the following courses:
    - ART 1110 2D Design
    - ART 1120 3D Design
  - B. All of the following courses:
    - ART 1160 Drawing I
    - ART 1450 Art History I: Ancient through Medieval
    - OR
    - ART 1460 Art History II: Renaissance through Modern
- II. Studio Courses: (12 credit hours of Studio Courses)

### **3.2.02.3.2**

#### **Minor in Art History**

The art history minor is designed for non-art majors. Art history is a field of study that analyzes visual images and material objects and seeks to understand their form and why and how we use them. Art history is also the investigation of an artwork's historical context and mode of production. These inquiries can lead in many different directions involving issues of race, class, gender, and nationality; problems of patronage and taste; and questions of exchange, reception, conservation, and restoration. The history of art is an ideal field for students who wish to acquire a general cultural background in art; to develop analytical, writing, and oral presentation skills; and to sharpen critical sensibilities. The minor is designed for students who seek to study art history in depth as a complement to their major area of study. It allows students to study art historical topics that cover a variety of regions, cultures, and time periods.

**Grades:** Students must pass all courses at a grade of C or better to count toward fulfillment of the art history minor. In addition, students must maintain an overall GPA of 2.0.

**Total Credit Hours:** To fulfill the minor requirements for art history, students must earn a minimum of 24 credit hours distributed in the following way:

**Requirements:**

- I. Foundation Courses: (12 credit hours)
  - ART 1450 Art History I: Ancient through Medieval
  - ART 1460 Art History II: Renaissance through Modern
  - Any four-credit studio art course
- II. Electives: (12 credit hours) Students may choose 12 credit hours from the following courses:
  - ART 2190 Language of Photography
  - ART 2250 African American Art & Thought



ART 2260 Harlem Renaissance: Art & Politics in the Jazz Age  
 ART 3190 What Is American Art?  
 ART 3200 Art Now: Contemporary Art in a Global Context  
 ART 4840 Undergraduate Research in Art (2 credit hours maximum)  
 PHI 2500 Philosophy & Art at Black Mountain College  
 PHI 2510 Philosophy of Art  
 Museum or gallery internship with approval of Art Department (4 credit hours maximum)  
 Another four-credit elective, special topics course, or study abroad course with prior approval of the Art Department.

### **3.2.02.3.3 Minor in Craft**

Paired with the study of studio art and complementary to majors in the sciences or humanities, the craft minor enables students to learn about the design, production and marketing of fine craft. The minor in craft gives students an opportunity to take studio art courses focused on craft practices and to gain additional experience in a craft medium through extensive service on one of Warren Wilson College's four craft crews: Blacksmith, 3D-Studio / Ceramics, Fiber Arts, or Fine Woodworking.

**Grades:** Students must pass all courses at a grade of C or better to count toward fulfillment of the craft minor. In addition, students must maintain an overall GPA of 2.0.

**Total Credit Hours:** To fulfill the minor requirements for art history, students must earn a minimum of 24 credit hours distributed in the following way:

#### **Requirements:**

- I. Foundation Courses (12 credit hours):
  - ART 1160 Drawing I
  - ART 1120 3D Design
  - ART 2350 Thinking Through Craft\*
  - \*Another art history course may be substituted with approval from the Art Department
  
- II. Electives: (12 credit hours) Students may choose 12 credit hours from the following courses:
  - ART 1040 Introduction to Hand Building
  - ART 1050 Bookforms I
  - ART 1060 Introduction to Ceramics
  - ART 1080 Papermaking I
  - ART 1590 Printmaking on Fabric
  - ART 2000 Ceramics Studio
  - ART 2500 Bookforms II
  - ART 2710 Metal Sculpture
  - Museum, gallery, or other internship with approval of Art Department (4 credit hours maximum)
  - Students may also choose other four-credit studio art electives, independent study, Special Topics, Visiting Artist Topics, or Study Away courses with approval of the Art Department.
  
- III. Work Requirement: In addition to the above credit hours, students must complete two years of service on one of the following craft crews:
  - Blacksmith
  - 3D-Studio / Ceramics
  - Fiber Arts
  - Fine Woodworking



### 3.2.03 Biology

Faculty: Paul Bartels, Amy E. Boyd, Mark Brenner, Robert A. Eckstein (Chair), Liesl Erb, Jeffrey Holmes, Alisa Hove, Emilie R. Travis

#### 3.2.03.1 Program Overview

The mission of the Biology Department is to ensure that students understand how a scientific approach to the natural world leads to both insight and an altered perception of the breadth and depth of life on our planet. This is done through reinforcing in students the knowledge, skills, and habits of thought that characterize the biologically trained mind.

The goals of the Biology Department are the following:

1. To ensure that every Biology major has a working and up-to-date knowledge of the fundamental concepts of biology.
2. To provide a B.S. degree curriculum that will allow students to succeed in any standard graduate program in a biology-related field.
3. To develop in its students--majors and non-majors--the skill of critical evaluation of scientific information and the ability to relate scientific concepts to real-world problems.
4. To encourage in its students an appreciation of and respect for biodiversity and natural systems.
5. To nurture its faculty by providing a work environment conducive to growth as teachers and scientists.

Through a broad, rigorous academic study of the living world within the context of a liberal arts education, the Biology Department awards two degrees: a B.S. in Biology and a B.S. in Conservation Biology. Courses in the Biology program emphasize the process of gathering scientific information and building knowledge based on critical evaluation of experimental observation. The Biology major allows students to explore a broad range of biological disciplines and scales of organization (ranging from molecules to ecosystems), as well as the opportunity to explore one of several specialized areas in greater depth. The Conservation Biology major is designed for students wishing to specialize in conservation-oriented research, with the intent to pursue graduate school in the natural sciences and/or work as conservation scientists in academia, government, or the private sector. All students majoring in Biology and Conservation Biology follow a program of study that provides a broad fundamental understanding of all areas of the life sciences as well as chemistry and mathematics. In addition, all students conduct an independent research project on a topic of their choosing and present their findings to the College in the form of the Natural Science Undergraduate Research Sequence (NSURS).

#### 3.2.03.2 Major in Biology, B.S.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. This includes courses with BIO, CHM, MAT, PHY, and SCI prefixes. Prerequisites must also be passed with a grade of C- or better.

**Total Credit Hours:** Students must earn a minimum of 34 credit hours in biology, with an additional 27 credit hours in physics, chemistry, mathematics, and natural sciences (as specified below), to fulfill the major requirements.

**Requirements:** Biology majors may not take BIO courses numbered 1100 or below to meet Biology requirements.

I. Core Requirements:

- BIO 1160 General Biology
- BIO 2020 Ecology



BIO 3220 Genetics  
 SCI 3900 Research Design  
 SCI 4860-4890 Natural Science Research (minimum 2 credit hours.)  
 SCI 4930 Communication: Natural Science Seminar  
 (See Courses of Instruction: Science, Section 4.26, for requirements of the Natural Science Undergraduate Research Sequence.)

II. Other Requirements:

CHM 1160 General Chemistry I  
 CHM 1170 General Chemistry II  
 CHM 2250 Organic Chemistry I  
 MAT 2410 Calculus I  
 PHY 2510 Physics I

III. Area Requirements: Students must complete a minimum of one course in each of the following three areas.

A. Cellular and Subcellular Biology:

BIO 2080 Cell Biology  
 BIO 3450 Developmental Biology  
 CHM 4070 Biochemistry I  
 BIO 4500 Microbiology

B. Botany:

BIO 2190 Plant Morphology and Anatomy  
 BIO 3400 Plant Ecology  
 BIO 3420 Plant Physiology  
 BIO 4400 Plant Taxonomy  
 ENS 2330 Forest Biology

C. Zoology:

BIO 2170 Introduction to Animal Science  
 BIO 2350 Vertebrate Zoology  
 BIO 2410 Invertebrate Zoology  
 BIO 3450 Developmental Biology  
 BIO 3480 Animal Behavior  
 BIO 3490 Herpetology  
 BIO 3510 Mammalian Physiology  
 BIO 4350 Comparative Vertebrate Anatomy

IV. Electives: Students must complete additional electives for a total of 34 credit hours in biology.

### 3.2.03.3

#### Major in Conservation Biology, B.S.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. Prerequisites must also be passed with a grade of C- or better.

**Total Credit Hours:** A minimum of 63 credit hours in biology, chemistry, environmental studies, global studies, mathematics, philosophy, and natural sciences (as specified below), to fulfill the major requirements.

**Requirements:** Conservation Biology majors and minors may not take BIO courses numbered 1100 or below to meet major requirements.

I. Core Requirements:

BIO 1160 General Biology  
 BIO 2020 Ecology



BIO 3220 Genetics  
 BIO 4020 Evolutionary Biology  
 CHM 1160 General Chemistry I  
 CHM 1170 General Chemistry II  
 ENS 310 Conservation and Wildlife Biology  
 ENS 4700-4760 Topics in Conservation Biology (minimum 4 credit hours)  
 ENS 4790 Advanced Conservation Biology Seminar  
 GBL 2250 Introduction to Geographical Information Systems  
 PHI 2520 Environmental Ethics  
 SCI 3900 Research Design  
 SCI 4860-4890 Natural Science Research (minimum 2 credit hours)  
 SCI 4930 Communication: Natural Science Seminar  
 (See Courses of Instruction: Science, Section 4.26, for requirements of the Natural Science Undergraduate Research Sequence.)

II. Area Requirements: Students must complete a minimum of one course in each of the following three areas.

A. Quantitative Reasoning:

MAT 1410 Statistics  
 MAT 2410 Calculus I  
 MAT 2530 Statistics for Natural Sciences

B. Botany:

BIO 2190 Plant Morphology and Anatomy  
 BIO 3400 Plant Ecology  
 BIO 3420 Plant Physiology  
 BIO 4400 Plant Taxonomy  
 ENS 2330 Forest Biology

C. Zoology:

BIO 2170 Introduction to Animal Science  
 BIO 2350 Vertebrate Zoology  
 BIO 2410 Invertebrate Zoology  
 BIO 3450 Developmental Biology  
 BIO 3480 Animal Behavior  
 BIO 3490 Herpetology  
 BIO 3510 Mammalian Physiology  
 BIO 4350 Comparative Vertebrate Anatomy  
 Select Special Topics courses

### 3.2.03.4 Honors Program

Graduation in Biology with honors is possible for qualified students. See description under Honors Program Natural Sciences (**Section 3.2.08.2.2**).

### 3.2.03.5 Minor in Biology

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 25 credit hours to fulfill the minor requirements.

**Requirements:** Biology minors may not take BIO courses numbered 1100 or below to meet Biology requirements.



- I. All of the following:
  - CHM 1160 General Chemistry I
  - BIO 1160 General Biology
  
- II. One of the following:
  - BIO 2020 Ecology
  - ENS 2010 Applied Ecology
  
- III. One of the following:
  - BIO 3220 Genetics
  - BIO 2080 Cell Biology
  
- IV. Plus an additional 8 credit hours of Biology courses at or above the 2000 level.



### 3.2.04 Chemistry

Faculty: Langdon J. Martin, Joseph G. Young

#### 3.2.04.1 Program Overview

The mission of the Warren Wilson College Department of Chemistry is to provide a high quality liberal arts education in Chemistry and Biochemistry promoting solid technical knowledge, reasoned discourse, creative thought, problem solving, and experiential learning framed within a triad of academics, service, and work.

This mission is accomplished with the following goals:

1. To provide a supportive environment for students with convenient access to professors and peer tutors.
2. To emphasize the connections between chemistry, biology, and environmental science.
3. To encourage students to become life-long learners and scientifically responsible citizens.
4. To promote creative collaborations and research between students, staff, and faculty.
5. To maintain a collection of state-of-the-art instruments for use by chemistry students and faculty members as well as for use as a college-wide resource.
6. To train and support students on the chemistry work crew, promoting a strong work ethic, professional demeanor, and safe laboratory practices.
7. To promote collaborations between the department members and members of other academic departments.
8. To provide service and outreach to various groups external to the College.
9. To prepare students for meaningful careers as scientists, medical and health care professionals, and as science educators.
10. To provide a productive and fulfilling environment for faculty and staff members.

The B.S. track in Chemistry or Biochemistry prepares students for graduate school, for medical, dental, pharmacy, or veterinary school, as well as for good jobs as a traditional "bench chemist." The B.A. track in Chemistry is a suitable track for those students who have an interest in careers that emphasize teaching or technical work. It is also an excellent track for students who wish to double-major, or who desire flexibility for taking a wider-variety of liberal arts courses. The B.A. provides the knowledge-base to enter the workforce as an entry-level "bench chemist," teach math or science at the secondary level or pursue post-graduate studies in the health sciences at the bachelors or masters level. The Biochemistry major is suitable for students preparing for graduate programs in biochemical or biomedical fields, human or veterinary medicine, and all health areas. Opportunities for exciting careers in these areas should remain abundant in the future.

#### 3.2.04.2 Major in Chemistry, B.A.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Requirements:** Students must earn a minimum of 48 credit hours, as follows, to fulfill the major requirements.

- I. Core Requirements: all of the following courses (43 credit hours):
  - CHM 1160 General Chemistry I
  - CHM 1170 General Chemistry II
  - CHM 2250 Organic Chemistry I
  - CHM 3210 Instrumental Methods
  - CHM 3310 Thermodynamics and KineticsOR
  - CHM 3320 Quantum Chemistry and Molecular Spectroscopy
  - MAT 2410 Calculus I



MAT 2420 Calculus II  
 PHY 2510 Physics I  
 PHY 2520 Physics II  
 SCI 3900 Research Design  
 SCI 4860-4890 Natural Science Research (minimum 2 credit hours)  
 SCI 4930 Communication: Natural Science Seminar

II. Elective Credits: minimum of 5 credit hours from the following list:

CHM 2260 Organic Chemistry II  
 CHM 3310 Thermodynamics and Kinetics \*\*  
 OR  
 CHM 3320 Quantum Chemistry and Molecular Spectroscopy \*\*  
 CHM 3330 Physical Chemistry Laboratory  
 CHM 4070 Biochemistry I  
 ENS 4310 Toxicology  
 MAT 2430 Multivariable Calculus \*  
 MAT 2500 Linear Algebra \*  
 MAT 2510 Differential Equations \*  
 Any physics (PHY) course, level 2900 or above  
 Select special topics courses in chemistry (4000 level)

\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.

\*\* CHM 3310 Thermodynamics or Kinetics and CHM 3320 Quantum Chemistry and Molecular Spectroscopy may be taken to fulfill the elective requirements only if not taken to fulfill the core requirements.

### 3.2.04.3 Major in Chemistry, B.S.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Requirements:** Students must earn a minimum of 58 credit hours, as follows, to fulfill the major requirements.

I. Core Requirements: all of the following courses (52 credit hours):

CHM 1160 General Chemistry I  
 CHM 1170 General Chemistry II  
 CHM 2250 Organic Chemistry I  
 CHM 2260 Organic Chemistry II  
 CHM 3210 Instrumental Methods  
 CHM 3310 Thermodynamics and Kinetics  
 CHM 3320 Quantum Chemistry and Molecular Spectroscopy  
 CHM 3330 Physical Chemistry Laboratory  
 MAT 2410 Calculus I  
 MAT 2420 Calculus II  
 PHY 2510 Physics I  
 PHY 2520 Physics II  
 SCI 3900 Research Design  
 SCI 4860-4890 Natural Science Research (minimum 2 credit hours)  
 SCI 4930 Communication: Natural Science Seminar

II. Elective Credits: minimum of 6 credit hours from the following list:

CHM 4070 Biochemistry I  
 MAT 2430 Multivariable Calculus \*  
 MAT 2500 Linear Algebra \*



MAT 2510 Differential Equations \*  
 Any physics (PHY) course, level 2900 or above  
 Selected special topics courses in chemistry (4000 level)

\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.

### 3.2.04.4 - Major in Biochemistry, B.S.

The Biochemistry Major follows the curriculum recommended by the *American Society for Biochemistry and Molecular Biology*, stressing critical thinking, teamwork, and ethics in addition to solid knowledge and skills in the biological and chemical sciences. This major includes all academic requirements for admission to medical schools, veterinary schools, and graduate schools as well as strong preparation for a professional career.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major.

**Requirements:** Students must earn a minimum of 68 credit hours, as follows, to fulfill the major requirements in Biochemistry.

- I. Core Requirements: all of the following courses (60 credit hours):
  - CHM 1160 General Chemistry I
  - CHM 1170 General Chemistry II
  - CHM 2250 Organic Chemistry I
  - CHM 2260 Organic Chemistry II
  - CHM 3210 Instrumental Methods
  - CHM 3310 Thermodynamics and Kinetics
  - CHM 4070 Biochemistry I \*
  - CHM 4080 Biochemistry II
  - CHM 4090 Biochemistry Laboratory
  - BIO 1160 General Biology
  - BIO 2080 Cell Biology
  - BIO 3220 Genetics
  - MAT 2410 Calculus I
  - PHY 2510 Physics I
  - SCI 3900 Research Design
  - SCI 4860-4890 Natural Science Research (minimum 2 credit hours)
  - SCI 4930 Natural Science Presentation
  
- II. Elective Credits: minimum of 8 credit hours from the following list:
  - Any CHM or PHY 2000-4000 level course not listed above
  - Any BIO 3000 or 4000 level course not listed above
  - MAT 2530 Statistics for Natural Sciences\*\*
  - OR
  - MAT 2420 Calculus II\*\*
  - ENS 4310 Toxicology
  - ENS 4320 Epidemiology
  - PSY 3100 Biopsychology I
  - PSY 3240 Sensation and Perception
  - PSY 3250 Cognition

\* Students must complete the core set of 1000-2000 level Chemistry and Biology courses with the exception of CHM 2260 Organic Chemistry II before registering for CHM 4070 Biochemistry I, or obtain the permission of the instructor to do so.

\*\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.



### **3.2.04.5 Honors Program**

Graduation in Chemistry with honors is possible for qualified students. See description under "Honors Program Natural Sciences" (Section 3.2.08.2.2).

### **3.2.04.6 Minor in Chemistry**

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the minor.

**Requirements:** Students must earn a minimum of 27 credit hours, as follows, to fulfill the minor requirements:

- I. Core Requirements (23 minimum credit hours):
  - CHM 1160 General Chemistry I
  - CHM 1170 General Chemistry II
  - CHM 2250 Organic Chemistry I
  - PHY 2510 Physics I
  - SCI 3900 Research Design
  - SCI 4860-4890 Natural Science Research (minimum 2 credit hours)
  - SCI 4930 Communication: Natural Science Seminar
  
- II. Elective Credits: 4 minimum credit hours from the following list:
  - CHM 3210 Instrumental Methods
  - CHM 4070 Biochemistry I

Note: Biology and Psychology majors seeking a Minor in Chemistry are encouraged to take CHM 4070 Biochemistry I. All other majors seeking a Minor in Chemistry are encouraged to take CHM 3210 Instrumental Methods. Permission of Department Chair is required for student enrollment in either course towards fulfillment of Minor requirements.



### **3.2.05 Creative Writing**

For the major in Creative Writing, please see **Section 3.2.27 in the Writing Program.**

For the major in English / Creative Writing, please see **Section 3.2.07.2.3** in the English Program.

For the minor in Creative Writing, please see **Section 3.2.27.3** in the Writing Program.



## 3.2.06 Education

Faculty: Maura Davis (Verner Liaison), Annie E. Jonas (Chair)

### 3.2.06.1 Program Overview

The Education Program focuses on introducing students to the field of education as a possible career. Students in the program may pursue a minor in education with an emphasis on **early childhood and early elementary grades** or on **middle grades/high school**. The two tracks provide an opportunity for students to specialize in a particular area related to future career interest. Students interested in upper elementary grades (4-6 grades) would also benefit from the courses within this minor. Every required course in the minor includes a field component within a public school, early childhood center, or other learning environment (including after-school programs or tutoring programs serving children and youth).

The mission of the Education program is to introduce students to the field of education through an emphasis on teaching and learning as it is applied in diverse settings with diverse learners. The course work in the program provides modeling of best practices and features a strong experiential base that includes classroom observation and fieldwork experiences. The program emphasizes active learning and reflection through engaged experiences within the college classroom and in field-site and service-learning placements.

The goals of the Warren Wilson College Education Program are the following:

1. To enable students to develop an understanding of human development and learning theory as applied in educational settings.
2. To enable students to explore the field of education as a possible career.
3. To enable students to develop an understanding of best practices with regard to teaching and learning.
4. To provide students with the opportunity to bridge educational theory with practice through mentored field experiences in diverse educational settings.

### 3.2.06.2 Minor in Education

The minor in Education is designed to provide students with an opportunity to explore the possibility of a career related to the field of education. Students may select one of two tracks within the minor: an **early childhood/early elementary track** or a **middle grades/high school track**.

**Grades:** Students must pass education courses with a grade of C or better to count toward fulfillment of the minor.

#### 3.2.06.2.1 - Early Childhood/Early Elementary Grades Track

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

#### Requirements:

- I. Required Courses: (18 credit hours)
  - EDU 2090 Emergent Literacy for Children (4cr)
  - EDU 2350 Exploring Teaching: Elementary and Early Childhood (2cr)
  - EDU 3030 Learning with Children (4cr)
  - EDU 3050 Educational Psychology (4cr)
  - EDU 3150 Culturally Competent Educators (4cr)

II. Elective Courses: (minimum 4 credit hours)

- EDU 2070 Teaching Writing in Communities (4cr)
  - ODL 2150 Initiatives for Adventure Education (4cr)
  - ODL 3150 Group Process (4cr)
  - ODL 3200 Program Planning and Design (4cr)
  - PSY 1000 Introduction to Psychology (4cr)
  - PSY 2010 Infant and Child Development (4cr)
  - PSY 3230 Learning and Conditioning (2cr)
  - SWK 2020 Skills of Helping Others (2cr)
  - SWK 3050 Human Behavior and the Social Environment I: The Life Course (4cr)
  - SOC/GDS 2110 The Family (4cr)
- Selected special topics and independent study courses within the Education department may count toward the elective credits for the minor.

### 3.2.06.2.2 - Middle Grades/ High School Track

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

**Requirements:**

I. Required Courses: (16 credit hours)

- EDU 2120 Teaching Foundations: Middle School/High School (4cr)
- EDU 2600 Experiential Teaching Methods (4cr)
- EDU 3050 Educational Psychology (4cr)
- EDU 3150 Culturally Competent Educators (4cr)

II. Elective Courses: (minimum 6 credit hours)

- EDU 2070 Teaching Writing in Communities (4cr)
  - EDU 2210 Science Teaching Methods (2cr)
  - ODL 2150 Initiatives for Adventure Education (4cr)
  - ODL 3150 Group Process (4cr)
  - ODL 3200 Program Planning and Design (4cr)
  - PSY 2040 Adolescent Development (4cr)
  - PSY 3250 Cognition (2cr)
  - SWK 2020 Skills of Helping Others (2cr)
  - SWK 3050 Human Behavior and the Social Environment I: The Life Course (4cr)
- Selected special topics and independent study courses within the Education department may count toward the elective credits for the minor.



### 3.2.07

## English

Faculty: Debra Allbery, David J. Bradshaw, Paula Garrett, Gary Hawkins, Rachel Himmelheber, Carol Howard, A. Michael Matin (Chair), David Mycoff, Catherine Reid, Samuel Scoville, Candace Taylor

#### 3.2.07.1

### Program Overview

The English Program focuses on the study of British and American literature and on the classic works that influenced them, as well as on English-language literatures of former British colonies, including those of Africa and India. Students in the program may choose to major or minor in English, or they may pursue a joint major in Theatre and English or a concentration in Creative Writing.

The mission of the English Program is to encourage students to develop, through careful reading, an appreciation of the language and artistry of classic and modern works of literature and to guide students to gain a strong knowledge of these works in their historical and cultural contexts. The English Honors option helps make the program distinctive and intellectually challenging.

In accordance with this mission, the overall goals for the major and minor programs in the English Department are the following:

1. To enable majors and minors to develop, through careful reading, an appreciation of the language and artistry of classic and modern works of literature.
2. To enable majors and minors to develop a strong knowledge of literary works in their historical and cultural contexts.
3. To enable majors and minors to develop knowledge of a wide range of genres, literary periods, and major authors.
4. To provide an honors option for majors of unusual ability and interest in the study of literatures in English.

#### 3.2.07.2

### Major in English

The English Major is based on the study of English-language literatures, with electives offered in genres, periods, major authors, creative writing, linguistics, and selected writers.

For the majors in Theatre/English or English/Creative Writing, see below.

**Grades:** Courses must be passed with a grade of C- or better to count toward any English major or toward the English Minor.

#### English Literature

**Requirements:** The English Major consists of 44 credit hours distributed as follows:

- I. Two courses from the following:
  - ENG 3350 Medieval Life and Literature
  - ENG 3360 Literature and Culture of the Renaissance
  - ENG 3440 Literature and Culture of the Restoration and Queen Anne Period
  - ENG 3450 Literature and Culture of the Enlightenment Period
- II. Two courses from the following:
  - ENG 3370 Romanticism
  - ENG 3380 Literature and Culture of the Victorian Period



ENG 3390 Modernism  
 ENG 3470 Colonial and Postcolonial Literature

III. Two courses from the following:

ENG 2150 Epic-Heroic Mode  
 ENG 3400 Chaucer  
 ENG 3410 Shakespeare  
 ENG 3430 Milton

IV. A grammar course:

ENG 2300 Modern English Grammar

V. Four other courses for a total of 16 credit hours from English Department offerings (and from certain Theatre Program and Writing Program offerings)

VI. A capstone course:

ENG 4880 Senior Seminar in English

VII. The English faculty strongly urges students to develop a reading proficiency in a second language and a knowledge of a literary tradition other than their own. The English faculty also strongly recommends that students majoring in English complete a minor in a field related to their study of English.

### **3.2.07.2.1 Honors Program**

The English Honors Program provides students of unusual ability and interest in the study of literatures in English (American, British, and Anglophone Africa and Asia) to pursue intensive independent research while working closely with faculty and other students in the Honors Program. Students who successfully complete this program receive special designation at graduation and on their diplomas and transcripts.

#### **Requirements:**

- I. Students pursuing the Honors degree must designate two of their six upper-level historical period or major authors courses as Honors. Please see the Department Chair and the instructor for the course during or before the first week of the term to arrange this designation and to determine course requirements. With permission of the Department Chair, it may be possible to substitute course work completed during a junior year abroad for an Honors course.
- II. In the senior year, students must enroll in ENG 4890 Honors Thesis and complete a senior thesis, usually of 40 pages. A student who expects to write a thesis on a topic that he or she has not studied extensively in a course should consider designing a two-credit independent study on that topic for the semester prior to the semester in which the thesis will be written. Such an independent study allows the student to develop the background necessary to carry out the intensive research and writing that the thesis requires.
- III. Students should maintain a B average overall and must earn B grades or above in the honors offerings, including the thesis.

Students seeking to modify any of the above requirements must petition the Department Chair.

### **3.2.07.2.2 Theatre/English**

**Requirements:** 50 credit hours, as distributed below



- I. The following courses (18 credit hours):
  - THR 1130 Technical Theatre
  - ENG/THR 2500 Introduction to Classical Theatre
  - ENG/THR 2510 Introduction to Modern Theatre
  - ENG 3410 Shakespeare
  - ENG 2300 Modern English Grammar
  
- II. 12 credit hours from among the following English and Music courses:
  - ENG 3360 Literature and Culture of the Renaissance
  - ENG 3440 Literature and Culture of the Restoration and Queen Anne Period
  - ENG 1290 Religion in Literature
  - MUS 2800 Opera as Drama
  - (other 3000-level English period or major authors courses may be substituted in some cases)
  
- III. 12 credit hours from any Theatre (THR) course, excluding Performance/Production Practicum courses. In addition, non-theatre courses that also fulfill this requirement include MUS 1340 Beginning Voice, WRI 2100 Creative Writing: Playwriting, and ENG 4880 Senior Seminar in English.
  
- IV. 8 credit hours in performance/production practicum (\*\*Note: See sliding scale regarding this requirement below)
  
- V. Additional Requirement: At least two semesters on the theatre crew (preferably in junior and senior years).

In their Junior year, Theatre/English Majors may propose a Senior Project to the department; if their proposal is approved, they may register for THR 4890 Senior Project. Theatre/English Majors who do not take THR 4890 Senior Project are required in the senior year to take ENG 4880 Senior Seminar in English.

\*\*Adjustment to Performance/Production Practicum requirement: For each additional semester served on the Theatre Crew, the minimum required number of credit hours is reduced by 2 credit hours: 3 semesters on Theatre Crew results in 6 credit hours of Theatre Practicum required; 4 semesters on Theatre Crew results in 4 credit hours of Theatre Practicum required; etc. Production running crew assignments may also offset the Practicum requirement in certain cases.

### **3.2.07.2.3 English/Creative Writing**

(See also Major in Creative Writing within the Writing Program, Section 3.2.27)

**Total Credit Hours:** Students must earn a minimum of 48 credit hours in English and Writing to fulfill the major requirements.

#### **Course Requirements:**

- I. Eight (8) credit hours from the following:
  - ENG 3350 Medieval Life and Literature
  - ENG 3360 Literature and Culture of the Renaissance
  - ENG 3440 Literature and Culture of the Restoration and Queen Anne Period
  - ENG 3450 Literature and Culture of the Enlightenment Period
  
- II. Eight (8) credit hours from the following:
  - ENG 3370 Romanticism
  - ENG 3380 Literature and Culture of the Victorian Period
  - ENG 3390 Modernism



## ENG 3470 Colonial and Postcolonial Literature

## III. Eight (8) credit hours from the following:

ENG 2150 Epic-Heroic Mode  
 ENG 3400 Chaucer  
 ENG 3410 Shakespeare  
 ENG 3430 Milton

## IV. Four (4) credit hours:

WRI 1400 Creative Writing: Introduction

## V. Two (2) credit hours:

ENG 2300 Modern English Grammar

## VI. Eight (8) credit hours from the following:

WRI 2100 Creative Writing: Playwriting  
 WRI 2110 Creative Writing: Poetry  
 WRI 2120 Creative Writing: Fiction  
 WRI 2130 Creative Writing: Creative Nonfiction  
 WRI 3110/3120 Advanced Fiction Workshop  
 WRI 3130/3140 Advanced Poetry Workshop  
 WRI 3160/3170 Advanced Creative Nonfiction Workshop  
 WRI 3940 Creative Writing: MFA Residency AND WRI 3950 Creative Writing: MFA Workshop  
 (4 credit hours combined)

## VII. Four (4) credit hours in writing or research. Possible courses include (but are not limited to):

WRI 1420 Introduction to Writing for Media  
 WRI 2100/3100 Creative Writing: Playwriting  
 WRI 2200 Writing About Place  
 WRI 3200 Environmental Writing  
 WRI 3810 Research in Creative Writing  
 Writing Special Topics courses

## VIII. Six (6) credit hours in capstone courses:

WRI 4190 Senior Writing Portfolio  
 ENG 4880 Senior Seminar in English

### 3.2.07.3 Minor in English

The English Minor should serve well as the complement to several majors (Business and Economics, Education, History and Political Science, Environmental Studies, Psychology, Social Work, and Global Studies).

**Requirements:** 22 credit hours distributed as follows

## I. One course from the following:

ENG 3350 Medieval Life and Literature  
 ENG 3360 Literature and Culture of the Renaissance  
 ENG 3440 Literature and Culture of the Restoration and Queen Anne Period  
 ENG 3450 Literature and Culture of the Enlightenment Period

## II. One course from the following:

ENG 3370 Romanticism  
 ENG 3380 Literature and Culture of the Victorian Period



ENG 3390 Modernism  
ENG 3470 Colonial and Postcolonial Literature

III. One course from the following:

ENG 2150 Epic-Heroic Mode  
ENG 3400 Chaucer  
ENG 3410 Shakespeare  
ENG 3430 Milton

IV. Two other 4-credit courses from English Department offerings (or from certain Theatre or Writing Program offerings)

V. The following course:

ENG 2300 Modern English Grammar



## 3.2.08 Environmental Studies

Faculty: Mark Brenner, Mary T. Saunders Bulan, David Ellum, Liesl Erb, Robert Hastings, Amy Knisley (Chair), Mallory McDuff

### 3.2.08.1.1 Program Overview

The mission of the Environmental Studies Department, an interdisciplinary learning community, is to prepare leaders who are able to critically assess, develop, and promote sustainable futures for life on Earth.

The goals of the Environmental Studies Program are the following:

1. To develop an interdisciplinary understanding of the interconnectedness of humans and Earth, promoting sustainability with a respect for natural systems.
2. To produce leaders in six sub-disciplines within environmental studies who have the ability to develop and critically assess appropriately-scaled environmental decisions leading to sustainability.
3. To improve students' abilities to think critically, apply theoretical knowledge to real-world problems, and communicate ideas.
4. To develop and promote a holistic integration of the triad of academics, work, and service.
5. To provide preparation and guidance for continued professional study and/or careers in fields that promote sustainability.

Courses are offered in the natural and social sciences and there are abundant natural resources on and near campus. Courses and work crews give Environmental Studies students the balance of theory, first-hand knowledge, and field experience. Internships off campus are also encouraged.

Interests of students majoring in Environmental Studies vary from forestry, agriculture, conservation biology, environmental chemistry, and soil science to economics and business, environmental policy, education, park interpretation, community activism, journalism, art, and urban gardening. Students may elect to major or minor in Environmental Studies. Successful programs most often result when students, with the help of an advisor, begin planning coursework and identifying goals during the freshman year.

**Requirements for Majors and Minors:** In order for students to declare a major or minor in Environmental Studies, they must have completed 32 credit hours and have a GPA of 2.8 or higher. Transfer students must have completed one semester at Warren Wilson College to declare a major in Environmental Studies and have a GPA of 2.8 or higher during that semester. Students within Environmental Studies must turn in a proposal written in consultation with a faculty advisor and turned in to the advisor. It identifies academic goals and lists courses and internships to be completed. Students must submit program proposals at least one month before pre-registration during the second semester of the sophomore year or, for transfer students, by the beginning of the second semester of the junior year. At this time, students must also complete a declaration of major form at the registrar's office and declare a concentration within Environmental Studies. Six concentrations are available. Earning a double concentration is possible; students should consult with their advisors.

**Total Credit Hours:** Students must earn a minimum of 64 credit hours for the major. The 64 credits are distributed among a programmatic core, courses required for each concentration, and major electives, as explained below. (See sections 3.2.08.2 - 3.2.08.3).

**Degrees Offered:** The standard degree for an Environmental Studies major is Bachelor of Arts, but a Bachelor of Science can be earned as an alternative. (See section 3.2.08.1.2 for details on the requirements for the B.A. and B.S. degrees.)

**Honors Program:** Graduation in Environmental Studies with Honors is possible for students who qualify. (See section 3.2.08.2.1 for requirements.)



### 3.2.08.1.2 B.A. or B.S. in Environmental Studies

**Bachelor of Arts:** The standard degree for an Environmental Studies major is Bachelor of Arts. To obtain a B.A. in Environmental Studies, see the major requirements below (**Section 3.2.08.2**).

**Bachelor of Science:** Students can earn a Bachelor of Science degree in any concentration if they meet the course requirements for their concentration and:

1. Take one semester each at the college level of calculus and statistics;
2. Take a minimum of 24 credit hours of 2000-level or above laboratory science courses; and
3. Complete and pass the Natural Science Seminar sequence of courses.\*

\*See Natural Sciences listing (**section 4.26**) for requirements for the Natural Science Undergraduate Research Sequence. Students planning to complete a Natural Science Undergraduate Research Sequence should take **SCI 3900 Research Design** during the junior year.

### 3.2.08.2 Major in Environmental Studies

**Grades:** Students must earn a combined GPA of 2.0 for all required core courses in the major. Students must also earn a final grade of C- or better in each individual course within a concentration including electives.

**Requirements:** A minimum of 64 credit hours as follows:

#### I. Required core courses for all environmental studies majors: (31 credit hours).

- A. All of the following:
  - BIO 1160 General Biology
  - BIO 2020 Ecology
  - OR
  - ENS 2010 Applied Ecology
  - CHM 1160 General Chemistry I
  - ECO 2030 Survey in Economics
  - ENS 1150 Perspectives in Environmental Studies
  - ENS 2500 Topics in Environmental Governance
- B. Choose one from the following list:
  - MAT 1410 Statistics
  - MAT 2410 Calculus I
  - MAT 2530 Statistics for Natural Sciences
- C. Choose one from the following list:
  - PHI 2520 Environmental Ethics
  - REL 2130 Religion and Environmental Justice

II. **Courses within the concentration:** (21 to 26 credit hours, depending on the concentration). See **Section 3.2.08.3** below for a list of concentrations and their requirements.

III. **Environmental Studies Electives Systems:** (7 to 12 elective credit hours depending on the concentration). See individual concentration requirements for minimum elective credit hour requirements.

Contingent upon approval by the relevant head of concentration, any 2000 level or higher course may count as an elective toward the major. For reference and to use as an advising guide, the most common elective courses are organized into systems in section **3.2.08.4 Environmental Studies Elective Systems** below. In practice, the systems serve to guide students in their choices of electives to best enrich and complement their paths through the major.



### **3.2.08.2.1 Honors Program in Environmental Studies**

Graduation in Environmental Studies with Honors is possible for students who qualify. Please see **3.2.08.2.2 Honors Program Natural Sciences** below for details.

### **3.2.08.2.2 Honors Program Natural Sciences**

The objectives of the Natural Sciences Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

The first set of requirements is for majors or concentrations require that the Natural Science Undergraduate Research Sequence (NSURS). The second set of requirements is for Environmental Studies Major concentrations that do not require NSURS.

**Requirements:** Students whose major or concentration requires NSURS earn Honors by completing the requirements of the Honors Program in Natural Sciences. To meet the requirements, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of primary source material.
3. Identify the research project during the junior year by preparing a well-documented proposal, which must be submitted to the North Carolina Academy of Science (NCAS) or other source for funding.
4. Present the completed project (including a formal written research report in a form suitable for publication) to the Natural Science Presentation course and earn a course grade of A- (90%) or better.
5. Present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence (e.g., the NCAS Conference).
6. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

**Requirements:** To graduate with Honors in an Environmental Studies concentration that does not require NSURS, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete the capstone course ODL/ENS 3200 Program Planning and Design (Environmental Education Concentration) or ENS 4610 Environmental Policy and Justice Colloquium (Environmental Policy and Justice Concentration), give a presentation, and earn a course grade of A- or better.
3. Complete the ENS 4850 Environmental Studies Internship course, give a public presentation, and earn a course grade of A- or better
4. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the environmental studies faculty.

### **3.2.08.3 Concentrations**

Environmental studies majors must declare a concentration, and each concentration requires specific courses in addition to the environmental studies core requirements. Earning a double concentration requires completion of all requirements for both concentrations, and is possible and encouraged for motivated students. It requires careful planning; interested students should consult with their advisors.

#### **3.2.08.3.1 - Conservation and Society Concentration**



**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

I. Required courses:

ENS 3100 Conservation and Wildlife Biology  
 ENS 4700-4760 Topics in Conservation Biology (minimum 4 credit hours)  
 ENS 4600 Environmental Leadership in Community  
 ENS 4840 Environmental Studies Internship Seminar  
 ENS 4850 Environmental Studies Internship  
 GBL 2250 Introduction to Geographic Information Systems

II. One of the following courses:

ECO 3800 Environmental and Ecological Economics  
 ENS 3190 Community-Based Environmental Education  
 ENS 3220 Introduction to Environmental Law  
 ENS 3500 Global Environmental Health

III. Elective Credit Hours: Minimum 10 elective credit hours; refer to **3.2.08.4 Environmental Studies Elective Systems** below.

### 3.2.08.3.2 - Ecological Forestry Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

It is **strongly recommended** that all students pursuing the Ecological Forestry Concentration commit to a minimum of two years working on the Forestry Crew.

I. Required Courses:

GBL 2250 Introduction to Geographic Information Systems  
 \*ENS 2330 Forest Biology  
 \*ENS 3340 Silviculture  
 \*ENS 3330 Introduction to Forest Management  
 SCI 3900 Research Design  
 SCI 4860-4890 Natural Science Research (minimum 2 credits)  
 SCI 4930 Communication: Natural Science Seminar

\*These courses build the discipline from theory to application and should be taken in the listed order.

II. Elective Credit Hours: Minimum 12 elective credit hours; refer to **3.2.08.4 Environmental Studies Elective Systems** below.

### 3.2.08.3.3 - Environmental Education Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

I. Required Courses:

A. All of the following courses:

EDU 3050 Educational Psychology  
 ENS 1260 Introduction to Environmental Education  
 ENS 3190 Community-based Environmental Education



ENS 4840 Environmental Studies Internship Seminar  
 ENS 4850 Environmental Studies Internship  
 ENS 3200 Program Planning and Design

B. Two credit hours from the following courses:

PED 1090 Canoeing 1cr  
 PED 1110 Kayaking 1cr  
 PED 1250 Introduction to Rock Climbing 1cr  
 PED 1260 Backpacking 1cr  
 PED 1280 Orienteering 1cr  
 PED 2110 Intermediate Paddling 1cr

II. Elective Credit Hours: Minimum 12 credit hours; refer to **3.2.08.4 Environmental Studies Elective Systems** below.

### 3.2.08.3.4 - Environmental Policy and Justice Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

I. Required Courses:

ECO 3800 Environmental and Ecological Economics  
 ENS 3220 Introduction to Environmental Law  
 ENS 4600 Environmental Leadership in Community  
 ENS 4840 Environmental Studies Internship Seminar  
 ENS 4850 Environmental Studies Internship  
 PSC 1510 Introduction to American Government

II. One of the following courses:

ENS 3500 Global Environmental Health  
 SOC 2710 Environmental Sociology  
 SOC/GDS 3250 Gender, Development, and the Environment

III. Elective Credit Hours: Minimum 10 elective credit hours; refer to **3.2.08.4 Environmental Studies Elective Systems** below.

### 3.2.08.3.5 - Sustainable Agriculture Concentration

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration. These courses build the discipline from conceptual understanding to practical application and have been designed to be taken in the order listed.

It is **strongly recommended** that all students pursuing the Sustainable Agriculture Concentration commit to a minimum of one academic year working on the Warren Wilson College Farm or Garden Crew AND complete at least one full-time summer farm internship on an established commercial sustainable farm before completing the program.

I. Required Courses: all of the following:

ENS 2490 Introduction to Sustainable Agriculture  
 ENS 3300 Soil Science  
 ENS 3410 Agroecology  
 ENS 4400 Sustainable Farm Management  
 SCI 3900 Research Design  
 SCI 4860-4890 Natural Science Research (minimum 2 credits)



SCI 4930 Communication: Natural Science Seminar

- II. Elective Credit Hours: Minimum 12 elective credit hours; refer to **3.2.08.4 Environmental Studies Elective Systems** below.

### **3.2.08.3.6 - Water and Earth Resources Concentration**

**Requirements:** In addition to the requirements listed above for all environmental studies majors, the following requirements must be met to fulfill this concentration.

- I. Required Courses:
- A. The following two courses:
    - CHM 1170 General Chemistry II
    - ENS 2040 Introduction to Environmental Engineering: Water and Waste Management
  - B. One of the following courses:
    - CHM 2250 Organic Chemistry I
    - CHM 3210 Instrumental Methods
  - C. One of the following courses:
    - ENS 3020 Aquatic Ecology and Water Pollution
    - ENS 3030 Hydrology
  - D. One of the following courses:
    - ENS 2290 Environmental Geology
    - ENS 2300 Geology
    - ENS 3300 Soil Science
  - E. The Natural Science Undergraduate Research Sequence:
    - SCI 3900 Research Design
    - SCI 4860-4890 Natural Science Research (minimum 2 credits)
    - SCI 4930 Communication: Natural Science Seminar
- II. Elective Credit Hours: Minimum 7 credit hours; refer to **3.2.08.4 Environmental Studies Elective Systems** below.

### **3.2.08.4 Environmental Studies Elective Systems**

The most common courses selected to count as Environmental Studies major electives are organized into systems here. This is intended as a guide for students and advisors as they choose electives to best enrich and complement their paths through the major.

#### **A. Natural Science Systems:**

Natural Science Systems courses focus on understanding natural science systems.

- BIO 2080 Cell Biology
- BIO 2190 Plant Morphology and Anatomy
- BIO 2350 Vertebrate Zoology
- BIO 2410 Invertebrate Zoology
- BIO 3220 Genetics
- BIO 3420 Plant Physiology
- BIO 3450 Developmental Biology
- BIO 3480 Animal Behavior
- BIO 3510 Mammalian Physiology
- BIO 4400 Plant Taxonomy
- CHM 1170 General Chemistry II



CHM 2250 Organic Chemistry I  
 CHM 3210 Instrumental Methods  
 ENS 3100 Conservation and Wildlife Biology  
 ENS 4310 Toxicology

#### **B. Natural Resource Systems:**

Natural resource courses focus on understanding and managing resources including food, forests, energy, and water. Social science courses focus on understanding the interaction of humans and resources.

ANT 3210 Traditional Agricultural Systems  
 ENS 2040 Introduction to Environmental Engineering: Water and Waste Management  
 ENS 2290 Environmental Geology  
 ENS 2300 Geology  
 ENS 2330 Forest Biology  
 ENS 2490 Introduction to Sustainable Agriculture  
 ENS 3020 Aquatic Ecology and Water Pollution  
 ENS 3030 Hydrology  
 ENS 3300 Soil Science  
 ENS 3340 Silviculture  
 ENS 3410 Agroecology  
 ENS 4400 Sustainable Farm Management  
 SOC 2710 Environmental Sociology

#### **C. Community Systems:**

Community Systems courses focus on creating sustainable communities, including courses from economics, political history, history, environmental studies, and global studies.

ECO 2010 Microeconomics  
 ECO 2100 Macroeconomics  
 ECO 3800 Environmental and Ecological Economics  
 ENS 2480 Community Organizing for Sustainable Living  
 ENS 4220 Introduction to Environmental Law  
 ENS 4320 Epidemiology  
 ENS 4510 Community and Land Use Planning  
 GBL 2250 Introduction to Geographic Information Systems  
 GBL 3250 Advanced Geographic Information Systems  
 HIS 2050 Environmental History of the United States  
 PAX 3270 Environmental Justice: Peace or Conflict  
 PSC 1510 Introduction to American Government  
 PSC 2450 Environmental Politics in Global Perspectives  
 PSC 3300 Politics of Developing States  
 PSC 4310 Constitutional Law  
 PSY 4160 Ecopsychology

#### **D. Educational Systems:**

Educational Systems courses focus on building skills in education and outreach including classes in education, outdoor leadership, or environmental studies.

EDU 2120 Teaching Foundations: Middle School / High School  
 EDU 2210 Science Teaching Methods  
 EDU 2350 Exploring Teaching: Elementary and Early Childhood  
 EDU 3050 Educational Psychology  
 ENS 1260 Introduction to Environmental Education  
 ENS 3190 Community-based Environmental Education  
 ODL 2100 Backcountry Skills and Techniques  
 ODL 2150 Initiatives for Adventure Education  
 ODL 2260 Instructor Development for Outdoor Leadership (8 credit Outward Bound course)  
 ODL/ENS 3200 Program Planning and Design



**E. Communication Systems:**

Communication Systems courses focus on using the arts and humanities to communicate including courses from creative writing and art.

ART 1710 Introduction to Digital Imaging  
 ART 2000 Ceramics Studio  
 ART 2090 Photography Studio  
 ART 2160 Drawing II  
 MUS 1120 Music Cultures of the World  
 WRI 1400 Creative Writing: Introduction  
 WRI 1420 Introduction to Writing for the Media  
 WRI 2130 Creative Writing: Creative Nonfiction  
 WRI 2200 Writing about Place  
 WRI 3200 Environmental Writing

**F. Spiritual Systems:**

Spiritual Systems courses focus on connecting spirituality to conservation including courses from religious studies and philosophy.

PHI 2520 Environmental Ethics  
 REL 1110 Exploring Religions  
 REL 2130 Religion and Environmental Justice  
 REL 2380 History and Literature of Buddhism  
 REL 3210 Religion, Peace, and Social Justice: Seminar

### **3.2.08.5 Minor in Environmental Studies**

**Total Credit Hours:** Students must earn a minimum of 29 credit hours as follows to fulfill the minor requirements.

**Requirements:** The following courses must be completed with a minimum of a C average. An internship is suggested, and a program proposal for the minor is required.

- I. All of the following:
  - ENS 1150 Perspectives on Environmental Studies
  - BIO 1160 General Biology
  - CHM 1160 General Chemistry I (or equivalent)
  - BIO 2020 Ecology
  - OR
  - ENS 2010 Applied Ecology
- II. Plus 12 additional credit hours of Environmental Studies.

### **3.2.08.6 Pre-environmental Management Cooperative College Program**

Advisor: Mark Brenner

Warren Wilson College participates in the Cooperative College Program with the Nicolas School of the Environment at Duke University in a combined program of liberal arts and professional education in environmental resources. In this program students attend Warren Wilson College for three years, completing the Warren Wilson College core competency and service requirements and the Cooperative College Program entrance requirements for Duke University. Students then attend Duke University for two years. Students earn two degrees: a B.A. from Warren Wilson College, and a Master of Environmental Management (MEM) from Duke University. The MEM is a professional degree in one of seven areas: Energy and Environment, Ecotoxicology and Environmental Health,



Water Resources Management, Environmental Economics and Policy, Ecosystem Science and Conservation, Global Environmental Change, or Coastal Environmental Management.

The Cooperative College Program allows students to receive a broad liberal arts education and also earn a professional degree. It provides for maximum education with minimum investment of time and money. Students receive the advantages of a small college with extensive faculty-student interaction, as well as the larger variety of courses at a large university.

### 3.2.08.4.1

#### Requirements for Admission to the Cooperative College Program at Duke University

**Grades:** A minimum overall GPA of B (3.0 out of 4.0) is required. Courses with grades below C do not transfer. Students must also be recommended by the Cooperative College Program liaison officer at Warren Wilson College. Admission into Duke's School of the Environment is very competitive, and minimal completion of Duke's admission requirements does not guarantee acceptance into its program.

**Requirements:** A minimum of 92 credit hours must be completed at Warren Wilson College, including the following:

- I. Mathematics:
  - MAT 1410 Statistics
  - OR
  - MAT 2530 Statistics for Natural Sciences
  - MAT 2410 Calculus I
  
- II. Courses related to a particular area of interest:
  - A. Energy and Environment
    - ECO 2010 Microeconomics
  - B. Water Resources Management
    - CHM 1160, 1170 General Chemistry I and II (recommended)
    - PHY 2510 Physics I (recommended)
    - ECO 2010 Microeconomics (recommended)
  - C. Coastal Environmental Management
    - ECO 2010 Microeconomics
  - D. Environmental Economics and Policy
    - ECO 2010 Microeconomics
  - E. Ecotoxicology and Environmental Health
    - CHM 1160, 1170 General Chemistry I and II
    - CHM 2250 Organic Chemistry I (recommended)
    - BIO 2020 Ecology
    - OR
    - BIO 2010 Applied Ecology (recommended)
  - F. Ecosystem Science and Conservation
    - BIO 2020 Ecology
    - OR
    - BIO 2010 Applied Ecology
    - ECO 2010 Microeconomics (recommended)
  - G. Global Environmental Change
    - BIO 1160 General Biology (recommended)
    - ENS 2300 Geology (recommended)



## 3.2.09 Gender and Women's Studies

Faculty: David J. Bradshaw, Christey Carwile, Sally Fischer, Carol Howard, Siti Kusujarti, Marty O'Keefe, Angela Marie Phillips (Director), Laura Vance

### 3.2.09.1 Program Overview

The mission of the Gender and Women's Studies Program is to introduce students to a critical and interdisciplinary perspective on the social construction of gender with opportunities to bring this framework to bear in a variety of areas of study and careers.

The goals of the Gender and Women's Studies Program include the following:

1. To understand the complex nature of gender, identity, gender expression, sexuality, and sexual orientation across time and location through interdisciplinary feminist perspectives and theories.
2. To critically examine the social construction of gender and its intersections with other relations of power, such as race, class, sexual orientation, nationality, religion, and age using cross-cultural perspectives in a variety of disciplines.

Gender and Women's Studies is an interdisciplinary program that offers courses examining the formation of gender and intersections between gender and race, class, ethnicity, and sexuality; introduces students to women's intellectual, social, political, economic, spiritual, and artistic contributions and experiences of women in a variety of historical, global, and cultural contexts; and emphasizes the particular challenges that women face locally and globally. Students wishing to complete a major with a focus on Gender and Women's Studies have the option to major in Sociology and Anthropology with a concentration in Gender and Women's Studies (**see section 3.2.23.2.1.3**).

### 3.2.09.2 Minor in Gender and Women's Studies

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor requirements.

#### Requirements:

- I. All of the following courses:
  - GDS 1000 Introduction to Gender and Women's Studies
  - HIS/GDS 2300 Women in American History
  - SOC/GDS 3660 Feminist Thought
- II. 4 credit hours selected from the following courses:
  - ANT/GDS 3800 Gender in Cross-Cultural Perspective
  - GDS 3050 Arab Women's Literature and Film
  - SOC/GDS 3250 Gender, Development, and the Environment
- III. At least 8 credit hours selected from the following courses:
  - ENG/GDS 2540 Gender Issues in the Nineteenth Century
  - ENG/GDS 2730 Literature by Women
  - GDS 2200 Introduction to Gender and Men's Studies



GDS 2990, 4990 Independent Study  
GDS 4010 Gender and Social Change  
GDS 4790 Supervised Internship  
HIS/GDS 2300 Women in American History  
ODL/GDS 3250 Women's Voices in Experiential Education  
PHI/GDS 2580 Feminist Philosophy  
SOC/GDS 2110 The Family  
SOC/GDS 3100 Media and Social Inequality  
SOC/GDS 3240 Social Inequality  
SOC/GDS 3250 Gender, Development, and the Environment  
Selected gender and women's studies special topic courses



### 3.2.10 Global Studies

Faculty: David Abernathy (Chair), Christey Carwile, Ben Feinberg, Dongping Han, Philip A. Jamison, Kevin Kehrborg, Jeffrey A. Keith, Siti Kusujarti, David G. Moore, Angela Marie Phillips, Rima Vesely-Flad

#### 3.2.10.1 Program Overview

The mission of the Global Studies Program is to prepare students to be responsible citizens of the world by challenging them to understand contemporary global issues, address the historical and geographical contexts of global inequalities, and engage research agendas from an interdisciplinary perspective that integrates the humanities, the social sciences, and environmental studies.

The goals of the Global Studies Program are the following:

1. To help students develop an integrated understanding of global issues from a multidisciplinary perspective.
2. To provide opportunities for students to engage with a culture outside their own.
3. To provide students with the tools needed to critically examine their own local and regional culture and how it is shaped by an increasingly globalized society.
4. To prepare students for a globalized world through the study of a language other than English.
5. To provide students with research and writing skills that promote critical thought and the effective communication of ideas.

#### 3.2.10.2 Major in Global Studies

**Grades:** Students must earn a GPA of 2.0 in courses counting toward the major.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours toward the Global Studies Major requirements. Of the 48 total credit hours, at least 16 must be upper level credit hours (including the 4-credit capstone thesis seminar).

#### General Requirements:

**I. Program Proposal:** Advanced planning with a Global Studies advisor is essential to successful and timely completion of all the major requirements. A written Global Studies major proposal must be approved by the Global Studies faculty and should be submitted to the advisor and to the Chair of Global Studies for approval within ten weeks of declaring the major.

*Documentation:* A copy of this proposal and a course load plan must be shared with the Registrar's Office upon approval of the Global Studies Department and advisor.

**II. Foundation Courses (12 credit hours):** All majors must pass the following requirements in order to complete the major:

- A. The following course:  
GBL 1170 Introduction to Global Studies \*
- B. Choose one of the following courses:  
ANT 2000 Introduction to Cultural Anthropology  
SOC 1000 Introduction to Sociology
- C. Choose one of the following courses:  
ECO 2010 Microeconomics  
ECO 2100 Macroeconomics

\*This course provides an introduction to globalization and global studies and should be taken early in the



major. Students majoring in Global Studies must complete this course before enrolling in GBL 3050 or GBL 4610.

- III. Capstone Cycle (8 credit hours): All Global Studies majors must pass the following two courses in order to complete the major:  
 GBL 3050 Thinking Globally: Contemporary Globalization in Context  
 GBL 4610 Global Studies Seminar
- IV. Thematic Concentration Courses (28 credits, 12 of which must be at the 3000-level or above): Students must choose from one of four thematic concentrations. Detailed descriptions of these concentrations are listed below, and students must select their concentrations upon declaring their major in Global Studies. In consultation with their advisors, Global Studies students select coursework that applies to their concentrations. Lists of relevant courses are circulated to majors and advisors by the Department Chair in advance of registration every semester, but Global Studies students work with their advisors to design their concentration course load based upon their stated interests as articulated in their Global Studies Major Program Proposal.
- V. Off Campus Experience: The Global Studies major stresses the importance of experiential education. To this end, all students must complete part of their education away from the Warren Wilson College campus. This component of the major varies depending on student interest and is arranged in conjunction with the student's academic advisor. These experiences may range from a term or semester studying in a foreign country, to a short Warren Wilson international programs course, to an internship or extended service project. This component of the major should be planned well in advance. No credit is given for "prior learning." This requirement should be met prior to the student's senior year and must be met prior to the student's last semester before graduation.
- VI. Language Proficiency Requirement: For this major, proficiency is defined as the equivalent of three semesters of college-level study. Proficiency can be gained at Warren Wilson College, before students arrive at WWC, or through study at other institutions or in other countries.

### **3.2.10.3 Thematic Concentrations**

#### **3.2.10.3.1 - Culture, Power, and Place**

*This concentration explores globalization's impact on customs and institutions, as well as how such developments relate to contested notions of identity, place, and nation.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
 Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

#### **3.2.10.3.2 - Environment and Society**

*This concentration examines the intersection of politics, the economy, and the environment within the context of globalization.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
 Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

#### **3.2.10.3.3 - Peace and Social Justice**



*This concentration considers the roles of peace, war, and justice in the era of globalization.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

### **3.2.10.3.4 - The Local and the Global**

*This concentration investigates contemporary Appalachia in comparative, interdisciplinary, and global frameworks.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
Students select these courses in consultation with their major advisor and with the oversight of the Department Chair.

## **3.2.10.4 Minors in Global Studies**

### **3.2.10.4.1 - Global Studies**

**Grades:** Students must earn a minimum GPA of 2.0 in courses counting toward the Global Studies minor.

**Requirements:** 24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

- I. The following course (4 credit hours):  
GBL 1170 Introduction to Global Studies
- II. Foundation Courses: Select 8 credit hours from the following courses:  
GBL 1250 Introduction to Appalachian Studies  
ANT 2610 Cultures of Sub-Saharan Africa  
HIS 1110 East Asian Civilization  
MUS 1120 Music Cultures of the World  
PAX 1100 Introduction to Peace and Justice Studies  
SOC 2510 Societies of Southeast Asia
- III. Thematic Courses: 12 credit hours from any one Thematic Concentration (Culture, Power, and Place; Environment and Society; Peace and Social Justice; and The Local and the Global) selected in conjunction with the Department Chair.

### **3.2.10.4.2 - Global Studies: Appalachian Studies**

**Grades:** Students must earn a minimum GPA of 2.0 in courses counting toward the Global Studies: Appalachian Studies minor.

**Requirements:** A minimum of 24 credit hours from the following, with a minimum GPA of 2.0

- I. The following course:  
GBL 1250 Introduction to Appalachian Studies
- II. At least 8 credit hours from the following:  
GBL 3790 Politics of Identity in the Appalachian Mountains



GBL 3810 Filming Appalachia  
HIS 2510 Appalachian History  
MUS 2320 Appalachian Music & Dance  
MUS 3890 Traditions of Work & Music in the Southern Mountains  
Selected Special Topics courses with permission of the department

III. At least 12 credit hours from the following:  
ANT 1390 Native Americans of the Southeast  
ANT 3400 Archaeological Field School  
BIO 1020 Field Natural History  
ENS 2330 Forest Biology  
WRI 2200 Writing About Place  
Selected Special Topics courses with permission of the department

### **3.2.10.4.3 - Global Studies: Applied Geospatial Technology**

**Grades:** Students must earn a minimum GPA of 2.0 in courses counting toward the Global Studies: Applied Geospatial Technology minor.

**Requirements:** 24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

I. All of the following courses:  
MAT 1410 Statistics  
OR  
MAT 2530 Statistics for Natural Sciences  
MAT 2010 Computer Science I  
MAT 2020 Computer Science II  
GBL 2250 Introduction to Geographic Information Systems  
GBL 3250 Advanced Geographic Information Systems  
GBL 4990 Independent Study (4 credits required)



### 3.2.11

## History and Political Science

Faculty: Daleah B. Goodwin, Dongping Han, Chris Kypriotis (Chair), Philip L. Otterness, Alfredo (Riko) Rosete, J. Thomas Showalter

#### 3.2.11.1

### Program Overview

The mission of the History and Political Science Department is to instruct students in the content and methodologies of History and Political Science while serving as exemplars of scholars working in those disciplines.

The goals of the History and Political Science Department are the following:

1. To foster informed and engaged citizens through the department's teaching and scholarship.
2. To nurture a sense of educated skepticism toward the accepted truths of politics, government, and history.
3. To promote the understanding that history and political science are disciplines based on argument.
4. To ensure that students see the complexity of the world's politics and history, meaning that they understand that a critical, sophisticated, and informed approach is necessary for the mature understanding of these disciplines.

The department teaches courses that emphasize critical reading and thinking, careful and thorough research, and effective writing. Besides preparing engaged citizens, academic training in History and Political Science is good preparation for careers in teaching, law, government service, journalism, archival and museum work, and research and writing.

#### 3.2.11.2

### Major in History and Political Science

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in history and political science to fulfill the major requirements.

Students have the choice of completing a regular major in History and Political Science or of completing a concentration in History or in Political Science within the broader major.

For purposes of the major and the minor, ENS 4210 Environmental Policy may count as a 4000-level Political Science course. All other courses must have HIS or PSC designations.

Up to 8 credit hours of AP history or government credit may count toward the major or the minor. **See the AP Examination Recommendations chart.**

#### Requirements (for the major with no concentration):

- I. 12 credit hours in three 1000-level History courses in at least two of three areas: Asian civilization, Western civilization, and United States history
- II. PSC 1510 Introduction to American Government
- III. 20 credit hours in five additional courses in History and Political Science of which
  - A. at least three must be 3000-level or 4000-level courses and
  - B. two must be in History and two must be in Political Science.



IV. HIS 4800 Senior Seminar in History and Political Science

### **3.2.11.3 Concentrations**

#### **3.2.11.3.1 - History**

**Requirements:**

- I. 16 credit hours in four 1000-level History courses in at least two of three areas: Asian civilization, Western civilization, and United States history. PSC 1510 Introduction to American Government may substitute for one of these courses.
- II. 20 credit hours in five courses above the 1000-level in History and Political Science of which
  - A. at least three must be 3000-level or 4000-level courses and
  - B. at least three must be in History and one must be in Political Science.
- III. HIS 4800 Senior Seminar in History and Political Science

#### **3.2.11.3.2 - Political Science**

**Requirements:**

- I. 8 credit hours in two 1000-level History courses
- II. PSC 1510 Introduction to American Government
- III. 24 credit hours in six courses in History and Political Science of which
  - A. at least four must be 3000-level or 4000-level courses and
  - B. at least four must be in Political Science.
- IV. HIS 4800 Senior Seminar in History and Political Science

### **3.2.11.4 Minor in History and Political Science**

**Grades:** Students must pass courses with a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in history and political science to fulfill the minor requirements.

**Requirements:** The minor requires at least 4 credit hours in History and 4 credit hours in Political Sciences. At least 8 credit hours of the required 20 credit hours must be at the 2000-level or higher.



## 3.2.12 Integrative Studies

Faculty: Gary Hawkins (Creative Writing) (Chair)

### 3.2.12.1 Program Overview

The mission of the Integrative Studies major is to provide a means for well-disciplined and self-motivated students, whose interests integrate two or more disciplines and which cannot be adequately addressed by a single major program at Warren Wilson College, to design and carry out an individualized major.

The goals of the Integrative Studies Program are the following:

1. To assist students in conducting in-depth investigations of questions, issues, or areas of interest that may be most effectively examined from a variety of perspectives.
2. To provide guidance for students in designing and carrying out an individualized major.
3. To encourage students considering this major to take responsibility for identifying and articulating the area of interest.
4. To encourage students to work independently to complete the major.

### 3.2.12.2 Major in Integrative Studies

**Grades:** Students must have a 3.0 GPA in order to apply to this major. They must pass courses at a grade of B- or better to count toward fulfillment of the major.

**Total Credit Hours:** The Integrative Studies major consists of a minimum of 40 credit hours of courses, all of which bear upon the selected theme or topic and will assist the student in reaching an integrated, comprehensive understanding.

#### Requirements:

- I. Core Requirements: The program must consist of at least 12 credit hours of courses at the 3000 or 4000-level, and must also include INT 4800 Integrative Studies Thesis. The program may include an Integrative Studies internship, and if it does, 8 credits of that course may be applied to the 40 credits for the major. Any member of the Integrative Studies Faculty Committee may provide assistance in developing the proposal. A member of the Integrative Studies Committee maintains records and serves as advisor for each accepted student.
- II. Special Requirements: In order to apply to the major, students must submit a proposal to the Integrative Studies Committee. In addition, the following prerequisites must be met in order to apply to the major:
  - A. Grade Average: a cumulative GPA of 3.0 is required for admission to the major.
  - B. Class Standing: Students must be between their first sophomore semester and second junior semester in order to be considered for entrance into this major.

### 3.2.12.2.1 Integrative Studies Major Proposal

The student desiring candidacy for the Integrative Studies major shall prepare a written proposal. The proposal shall include:

- I. A title: The title will serve as the actual name of the major and should characterize the area or topic of the

major succinctly and clearly.

- II. A description of the theme of interest: The theme or topic should be clearly described in such a way that it expresses the issues that the major will address as well as its relation to other disciplines or subjects. It is essential that the major truly have a theme and not just be a collection of courses.
- III. The rationale for Integrative Studies as the best vehicle for pursuing the theme: This section of the proposal will justify the need to develop a unique, individualized major to address the theme or topic. It is the student's responsibility to provide a convincing argument that the topic cannot be effectively pursued through one of the existing majors.
- IV. Proposed courses for study: This section will consist of a list of the actual courses that will make up the major. These may include courses already taken as well as those to be taken in the remaining years of study. The course list must include the following information: course department, number and name; number of credit hours; where and when taken; and a brief description of each course's relationship to the student's theme.
- V. Proposed thesis project: One of the requirements for the Integrative Studies major is a thesis that will provide a comprehensive integration of the topic. It will provide a connection among all of the courses and other activities that bear on the theme or topic and should serve as a culmination of the integrated understanding that the student has achieved in relation to the subject. The proposal should include one or more thesis or project ideas, including subjects to be covered and potential approaches. It need not be final at the time of application. However, prior to registration for INT 4800 Integrative Studies Thesis, a formal written proposal for the thesis project must receive approval by the Integrative Studies Faculty Committee.
- VI. The names of the three faculty members who have agreed to serve on the student's committee, one of whom must be a member of the Integrative Studies Committee (and is usually the student's temporary Integrative Studies Advisor.)

### **Approval Process:**

Proposals are due on Monday of Week 6 via email to the Chair of Integrative Studies. The Committee meets in week 7 to deliberate on proposals.

The Integrative Studies Committee must approve all proposals. The decision is based on the completeness and coherence of the student's proposal, the ability of the college to support the proposed major in terms of courses offered, the evidence that the theme could not be pursued in an established major, and evidence of the student's ability to profit academically from such an independently developed program.

*Documentation:* A copy of the proposal must be shared with the Registrar's Office upon approval of the Integrative Studies Committee.



### 3.2.13 Mathematics

Faculty: Philip A. Jamison, Holly J. Rosson, Gretchen W. Whipple (Chair)

#### 3.2.13.1 Program Overview

The mission of the Department of Mathematics is to serve every student on campus by providing courses that satisfy triad education requirements, furnishing course content in support of several majors, and offering a comprehensive program for mathematics majors and minors. The major requirements guide students in progressing from a procedural/computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction, and formal proof, in accordance with the national standards published by the Mathematical Association of America. The faculty seeks to instill in all students an appreciation of the beauty and utility of mathematics, to facilitate improved confidence and ability in their mathematical skills and quantitative literacy, and, most of all, to foster in them a life-long love of learning.

The goals of the Mathematics and Computer Science Department are the following:

1. To provide all students with an appreciation of mathematics as an engaging field, rich in beauty, with powerful applications to other subjects and contemporary open questions.
2. To furnish all students with essential mathematical skills and hands-on technological experience.
3. To develop majors who are mature in the breadth and depth of mathematical skills as well as mature in mathematical thinking.
4. To enable majors to understand the importance of proof and to demonstrate an ability to communicate mathematical thought both orally and in writing.

#### 3.2.13.2 Major in Mathematics

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy major requirements.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours in mathematics or 44 credit hours in mathematics and 4 credit hours in physics to fulfill the major.

- I. Core Requirements:
  - MAT 2410 Calculus I
  - MAT 2420 Calculus II
  - MAT 2430 Multivariable Calculus
  - MAT 2500 Linear Algebra
  - MAT 2880 Mathematical Rigor
  - MAT 3100 Abstract Algebra
- II. Breadth Requirements: a minimum of two (2) breadth courses
  - MAT 2010 Computer Science
  - MAT 2510 Differential Equations
  - MAT 2530 Statistics for the Natural Sciences
  - PHY 2510 Physics I
  - OR
  - PHY 2520 Physics II
- III. Depth Requirements: a minimum of three (3) depth courses
  - MAT 3030 Data Structures



MAT 3040 Computer Organization  
MAT 3200 Geometry  
MAT 3300 Mathematical Modeling  
MAT 3310 Complex Analysis  
MAT 3410 History and Philosophy of Mathematics  
MAT 3660 Number Theory  
MAT 3800 Discrete Mathematics  
MAT 4000 Real Analysis

IV. Senior Capstone Project:

MAT 3880 Pre-Thesis Research  
MAT 4890 Senior Thesis

- V. Additionally: Majors intending to earn a Secondary Education license at another institution are strongly encouraged to take MAT 2530 Statistics for Natural Sciences, MAT 3200 Geometry, and MAT 3410 History and Philosophy of Mathematics. Majors intending to go to graduate school are strongly encouraged to take MAT 4000 Real Analysis.

### **3.2.13.3 Minor in Mathematics**

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy minor requirements.

**Total Credit Hours:** Students must earn a minimum of 24 credits of mathematics courses to fulfill the minor requirements.

**Requirements:**

I. All of the following:

MAT 2410 Calculus I  
MAT 2420 Calculus II  
MAT 2500 Linear Algebra  
MAT 2880 Mathematical Rigor

II. Additionally: 8 credits of courses above MAT 2400



## **3.2.14 Modern Languages**

Faculty: Angela Marie Phillips, Erin Amason Montero (Chair), Christine Swoap

### **3.2.14.1 Program Overview**

The Modern Languages Program emphasizes language proficiency to prepare students to use Spanish or French in professional areas. The mission of the Modern Languages Department is to combine language training with service and work in domestic and international settings and to promote experiential and academic understanding of cross-cultural communications.

The goals of the Warren Wilson College Modern Languages Program are as follows:

1. To enable students to study university level courses abroad in the target language.
2. To ensure that students can use Spanish or French in their areas of expertise.
3. To enable students to navigate the cultural conventions of the Spanish or French speaking world.

### **3.2.14.2 Minor in Modern Languages**

**Grades:** Students must pass courses at a grade of C or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in French or Spanish to fulfill the minor requirements. Up to 6 credit hours may be transferred from nationally accredited institutions of higher learning, or other international academic programs that have been approved in advance by the department.



### **3.2.15**

## **Music**

Faculty: Philip A. Jamison, Kevin Kehrberg (Chair), Steven Williams

#### **3.2.15.1**

### **Program Overview**

The mission of the Music Department is to provide a creative and intellectual environment for all students to study, perform, create, speak, and write about music.

The goals of the Music Program are the following:

1. To develop musicianship.
2. To promote knowledge and understanding of music in its cultural and historical contexts.
3. To promote a critical and analytical understanding of music.

The music program is designed for students with career ambitions in music as well as those who wish to incorporate music into their broader liberal arts experience. It emphasizes an open and diverse understanding of music, the improvement of performance skills, and a strong foundation of musical knowledge. The Music Department offers a minor in music with concentrations in either Conventional Music or Traditional Music. Students wishing to pursue a minor in Music must declare their intentions at the earliest opportunity to facilitate planning.

**Music: Conventional** - The minor concentration in Conventional Music is for students interested in focusing on classical music and/or jazz. It offers relevant music history and music theory coursework, as well as applied instruction in Voice, Piano, Organ and Bass. A variety of student ensembles available include two choirs, a jazz ensemble and an Indonesian gamelan ensemble. Performance opportunities include applied studio classes and student recitals.

**Music: Traditional** - Taking advantage of its location in the Southern Appalachian region, Warren Wilson College offers a minor concentration in Traditional Music with a focus on the music and dances of the southern mountains. Instruction is offered in the common Appalachian instruments as well as traditional dance. Student ensembles include an Old-Time Stringband and a Bluegrass Band. Music and dance events on campus throughout the year include a weekly jam session, a weekly contra dance, a monthly Appalachian music concert series, and the annual Fiddles and Folklife festival.

#### **3.2.15.2**

### **Minor in Music**

Students select from one of the following two concentrations.

**Grades:** Students must pass courses at a grade of B- or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 22 credit hours in music to fulfill the minor requirements.

#### **3.2.15.3**

### **Minor Concentrations in Music**

##### **3.2.15.3.1**

#### **Music: Conventional**

The minor concentration in Conventional Music provides a strong foundation in classical music or jazz, with a focus



on applied keyboard, voice, organ, and bass. Other orchestral and jazz instruments may be accommodated with permission of the Department Chair.

**Prerequisite:**

MUS 1200 Beginning Music Theory \*

**Requirements:** Students select courses as indicated from each of the following:

I. Core (6 cr):

MUS 2010 Music Theory  
MUS 1100 Music Appreciation

II. Applied Music (4 cr): four semesters (1 credit hour per semester) in one area\*\*:

MUS 1220 Applied Bass  
MUS 1300 Applied Piano  
MUS 1350 Applied Voice  
MUS 1370 Applied Organ

III. Ensembles (4 cr): four semesters (1 credit hour per semester):

MUS 1030 Chapel Choir  
MUS 1050 College Choir  
MUS 1270 Jazz Ensemble  
MUS 1760 Gamelan Ensemble  
THR 1010 Performance/Production Practicum I: Musical

IV. History & Literature (4 cr): one 4-credit course from the following:

MUS 1120 Music Cultures of the World  
MUS 2110 American Vernacular Music  
MUS 2320 Appalachian Music and Dance  
MUS 2530 Latin Music  
MUS 2800 Opera as Drama  
MUS 2860 Jazz Appreciation  
MUS 3890 Traditions of Work and Music in the Southern Mountains

V. Electives (4 cr): four credit hours selected from any MUS offering. See course offerings listed in section 4.17 Music (MUS).

### 3.2.15.3.2 - Music: Traditional

The minor concentration in Traditional Music provides a strong foundation in the traditional vernacular music of North America, with a focus on the music and dance traditions of the Southern Appalachian region.

**Prerequisite:**

MUS 1200 Beginning Music Theory \*

**Requirements:** Students select courses as indicated from each of the following:

I. Core (6 cr):

MUS 2020 Music Theory for Traditional Musicians  
MUS 2320 Appalachian Music and Dance

II. Applied Music (4 cr): four semesters (1 credit hour per semester) in one area\*\*:

MUS 1220 Applied Bass  
MUS 2400 Applied Traditional Music: Fiddle  
MUS 2420 Applied Traditional Music: Mandolin



MUS 2610 Applied Traditional Music: Guitar  
MUS 2640 Applied Traditional Music: Banjo

III. Ensembles (4 cr): four semesters (1 credit hour per semester):

MUS 1570 Beginning String Band  
MUS 2570 Old-Time String Band  
MUS 2710 Bluegrass Band

IV. History & Literature (4 cr): one 4-credit course from the following:

MUS 1100 Music Appreciation  
MUS 1120 Music Cultures of the World  
MUS 2110 American Vernacular Music  
MUS 2860 Jazz Appreciation  
MUS 3890 Traditions of Work and Music in the Southern Mountains

V. Electives (4 cr): four credit hours selected from any MUS offering. See course offerings listed in section 4.17 Music (MUS).

\* MUS 1200 Beginning Music Theory is required for students with limited background. It does not count as elective credit for the minor. Students with prior experience may elect to take a placement examination in place of MUS 1200 Beginning Music Theory.

\*\*All Applied Music courses carry an additional fee per credit hour. Contact the Department Chair about off-campus lessons for other instruments. As a prerequisite for Applied Traditional Music, students must complete a group class in the desired instrument or have permission of the instructor. For the concentration in Traditional Music, students need permission of the faculty to fulfill the Applied Music requirement in more than one instrument/area.



## 3.2.16 Outdoor Leadership

Faculty: Mallory McDuff, Marty O'Keefe (Carol Grotnes Belk Chair), Jill Overholt, Donna Read

### 3.2.16.1 Program Overview

The mission of the Outdoor Leadership Studies Program is to prepare graduates who have the academic background, skills, and experience necessary to analyze, plan, implement, administer, and supervise outdoor adventure education programs.

The goals of the Outdoor Leadership program are the following:

1. To foster an understanding of the basic concepts of outdoor leadership through an integrated liberal arts and professional training curriculum.
2. To prepare leaders who can analyze, plan, implement, and minister, and supervise outdoor adventure education programs.
3. To develop leaders who understand the moral responsibilities of leadership and exercise leadership to promote sustainable communities.

The outdoor leadership curriculum focuses on education, facilitation, and experiential learning methodologies. It is not a technical skills training program. All outdoor leadership courses combine theory with practice and many incorporate some type of service learning.

The course of study includes technical skills (such as backpacking, canoeing, kayaking, and rock climbing), interpersonal skills (such as group process, counseling, and leadership), and a broad understanding of administrative issues. In addition, students take supporting course work from various disciplines depending on career interest and needs. Options include social work, education, psychology, forestry, art, and environmental studies. A unique, exciting aspect of the program is the cooperative effort between the College and North Carolina Outward Bound School, an internationally recognized outdoor education organization.

Opportunities made available to majors in this program include:

- Leadership for the college Outdoors Program
- Development of a comprehensive, professional adventure education program
- Internship
- Participation in a North Carolina Outward Bound School Outdoor Instructor Development Course
- Participation in international educational opportunities that focus on Adventure Travel/Eco Tourism
- And, for the highly motivated student, the opportunity to assist faculty in teaching courses

### 3.2.16.2 Major in Outdoor Leadership

**Grades:** Students must earn a combined GPA of 2.0 for courses in the major.

**Total Credit Hours:** Students must earn a minimum of 54 credit hours, including the following, to fulfill the major requirements.

**Requirements:**

- I. All of the following:
  - ODL 1000 History and Philosophy of Outdoor Adventure Education
  - ODL 2100 Backcountry Skills and Techniques
  - ODL 2150 Initiatives for Adventure Education



ODL 2200 Wilderness First Responder  
 ODL 2250 Universal Adventure Programming  
 ODL 2410 Natural Environments and Health  
 ODL 3100 Leadership for Adventure Education  
 ODL 3150 Group Process  
 ODL/ENS 3200 Program Planning and Design  
 ODL 3220 Challenge Course Facilitation and Management  
 ODL 4100 Administration and Management of Adventure Education Programs  
 CD 3500 Career Preparation  
 CD 4840 Academic Internship Seminar  
 PSY 1000 Introduction to Psychology  
 PED 1250 Introduction to Rock Climbing  
 PED 1280 Orienteering

II. One of the following:

PED 1090 Canoeing  
 PED 1110 Kayaking  
 PED 1160 Lifeguard Training

III. One of the following:

EDU 3050 Educational Psychology  
 PSY 2010 Infant and Child Development  
 PSY 2040 Adolescent Development  
 PSY 2060 Adult Development  
 PSY 3170 Health Psychology  
 PSY 3180 Social Psychology  
 PSY 3260 Theories and Techniques in Counseling and Psychotherapy  
 SWK 3050 Human Behavior in the Social Environment I: The Life Course

### 3.2.16.3 Minor in Outdoor Leadership

**Grades:** Students must earn a combined GPA of 2.0 for courses in the minor.

**Requirements:** Students must earn a minimum of 22 credit hours including the following to fulfill the minor requirements

I. All of the following:

ODL 1000 History and Philosophy of Outdoor Adventure Education  
 ODL 2100 Backcountry Skills and Techniques  
 ODL 2150 Initiatives for Adventure Education  
 ODL 2200 Wilderness First Responder  
 ODL 3100 Leadership for Adventure Education  
 ODL 3150 Group Process  
 PED 1250 Outdoor Recreational Activities: Rock Climbing  
 PED 1280 Outdoor Recreational Activities: Orienteering

II. One credit from the following:

PED 1090 Canoeing  
 PED 1110 Kayaking  
 PED 1160 Lifeguard Training



### **3.2.17**

## **Peace and Justice Studies**

Faculty: Rima Vesely-Flad (Chair)

### **3.2.17.1**

#### **Program Overview**

The mission of the Peace and Justice Studies Program is to help students gain the knowledge and skills necessary to become active, positive contributors to decisions, policies, and leadership in their communities and work places.

The Peace and Justice Studies Program at Warren Wilson College examines political and cultural identity in relation to social institutions, global processes, and conflict. In their course of study, students engage in critical thinking on race and class, domestic and international policy, nonviolence and warfare, religious ethics, and peacekeeping. The Peace and Justice Studies Program works closely with Gender and Women's Studies, Africana Studies, Global Studies, and Religious Studies to offer a range of courses in social theory, public policy, political movements, human rights, and international institutions. Students are also encouraged to take courses in service learning, build relationships in Buncombe County communities, and study abroad

Peace and Justice Studies addresses themes of conflict resolution, nonviolent social change, human rights, social and environmental justice, and peacemaking efforts on the local, regional and global levels. A Peace and Justice Studies minor can fruitfully complement practically any major offered at Warren Wilson College.

The goals of the Peace and Justice Studies Program are the following:

1. To develop knowledge of political and cultural identity in relation to the causes of local and global conflicts and the ways of preventing or resolving them.
2. To learn how respect for human rights and the natural environment contributes to peace.
3. To become conversant with the works of major social justice activists and peace advocates.
4. To apply conflict resolution skills to contemporary issues.

The program oversees the Peace and Justice Studies minor and the Peace and Justice concentration in the Department of Global Studies.

### **3.2.17.2**

#### **Peace and Social Justice thematic concentration within the Global Studies Major**

See Programs of Study: Global Studies - Peace and Social Justice (**section 3.2.10.3.3**).

### **3.2.17.3**

#### **Minor in Peace and Justice Studies**

**Grades:** Students must pass each Peace and Justice Studies course with a grade of C or better for it to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credits hours in Peace and Justice Studies and elective courses to fulfill the minor requirements.

**Requirements:** PAX 1100 Introduction to Peace and Justice Studies and 20 additional credit hours that may be divided as follows: a minimum of 12 additional credit hours in PAX courses and up to 8 credit hours from elective courses listed below. A minimum of 8 credit hours of PAX courses must be at the 3000-4000 levels, exclusive of Independent Study credit hours.



**Peace and Justice Studies Elective Courses:**

ANT 4310-4350 Topics in Latin American Anthropology  
ECO 3830 Economic Growth and Development  
ENG 3470 Colonial and Postcolonial Literature  
GDS 1000 Introduction to Gender and Women's Studies  
GDS 4010 Gender and Social Change  
HIS 3320 Civil War and Reconstruction  
HIS 3340 African-American History  
HIS 3400 Conflict and Community in Early America  
PAX 3100 Race, Morality, and the Politics of Crime  
PSC 2570 International Relations  
PSC 3300 Politics of Developing States  
PSC 3360 United States Foreign Policy  
REL 1110 Exploring Religions  
REL 2130 Religion and Environmental Justice  
REL 2540 Critical Race Theory  
REL 3210 Religion, Peace, and Social Justice: Seminar  
SOC 2710 Environmental Sociology  
SOC/GDS 3100 Media and Social Inequality  
SOC/GDS 3250 Gender, Development, and the Environment  
SOC/GDS 3660 Feminist Thought  
Selected Special Topics courses with the prior permission of the Director of Peace and Justice Studies



## 3.2.18 Philosophy

Faculty: Sally A. Fischer (Chair), Jason Miller

### 3.2.18.1 Program Overview

The Mission of the Philosophy Department is to provide students with knowledge and appreciation for the major philosophies and philosophical questions within their cultural and historical contexts. The Philosophy program focuses primarily on the Western tradition, both historically and in terms of thematic issues.

The goals of the Philosophy Program are the following:

1. To help students develop, through careful readings and discussion, critical thinking and reading skills, and to foster the ability to develop strong, articulate arguments, both verbally and in writing.
2. To help students gain the skills and understanding required for leading well-examined lives and to emphasize the relevance of philosophy in real life issues.
3. To provide those students with special and serious interest in philosophy the foundational knowledge and preparation for graduate study in philosophy.
4. To provide students with diverse perspectives in philosophy.

The major in Philosophy may serve as the focus of a broad range of liberal arts courses or as the core of a concentrated study of philosophy, perhaps as preparation for graduate study in Philosophy, inter-disciplinary programs in Humanities, or Law.

### 3.2.18.2 Major in Philosophy

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in Philosophy to fulfill the major requirements.

#### Requirements:

- I. Basic courses:
  - A. One 1000-level introductory course in Philosophy:  
PHI 1110 Introduction to Philosophy: A Search for Meaning
  - B. One course in logic or critical thinking from the following:  
PHI 2550 Philosophy of Science and Logic  
WRI 2320 Argumentation  
Please note: Declared Philosophy majors need to complete I) A and B as soon as possible. These two courses should be completed before taking any upper division courses in Philosophy. All 3000 level courses have the following prerequisites: Two previous courses in philosophy and sophomore standing.
  - C. One course in ethics from the following:  
PHI 2520 Environmental Ethics  
PHI 2570 Ethical Theory and Practical Issues
- II. History of Philosophy courses - both of the following:  
PHI 2590 Ancient Philosophy: Problems of Truth and Goodness  
PHI 3530 Modern Philosophy: Science, Perception, and Reality\*  
\*Prerequisite: Two previous courses in philosophy and sophomore standing
- III. Capstone Seminar in Philosophy: (Prerequisite: Students must have completed I) A and B, PHI 3530



Modern Philosophy, and have at least junior standing to enroll in the capstone seminar in Philosophy.)  
 PHI 4701 Capstone Research and Thesis

IV. Electives: 16 credit hours from the following courses, with at least one at the 3000 level:

PHI 2560 Political Philosophy  
 PHI/GDS 2580 Feminist Philosophy  
 PHI 2720 Introduction to Nietzsche  
 PHI 2500 Philosophy and Art at Black Mountain College  
 PHI 2510 Philosophy of Art  
 PHI 3560 Contemporary Philosophy  
 PHI 3570 American Philosophy  
 REL 2540 Critical Race Theory  
 Selected special topics courses in philosophy

V. Diverse Perspectives Requirement: at least three courses from the following list. These courses may also count toward other philosophy requirements for the major.

PHI 2510 Philosophy of Art  
 PHI 2560 Political Philosophy  
 PHI 2570 Ethical Theory and Practical Issues  
 PHI/GDS 2580 Feminist Philosophy  
 PHI 3560 Contemporary Philosophy  
 REL 2540 Critical Race Theory

### **3.2.18.3 Minor in Philosophy**

**Grades:** Students must pass courses at a grade of C or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in Philosophy to fulfill the minor requirements.

I. Requirements: 20 credit hours in philosophy, including no more than two 1000-level courses in philosophy.

II. Diverse Perspectives Requirement: at least one course from the following list. This course counts toward the 20 credits required to fulfill the minor in philosophy.

PHI 2510 Philosophy of Art  
 PHI 2560 Political Philosophy  
 PHI 2570 Ethical Theory and Practical Issues  
 PHI 2580 Feminist Philosophy  
 PHI 3560 Contemporary Philosophy  
 REL 2540 Critical Race Theory



## 3.2.19 Physics

Faculty: David Coffey

### 3.2.19.1 Program Overview

The mission of the Physics Department is to provide students opportunities for interactive engagement with physics principles and concepts, scientific thinking, communication, and research of solar cells.

The goals of the Physics Program are the following:

1. To provide physics background for Biology, Chemistry, Mathematics, and Environmental Studies majors.
2. To provide significant modern physics concepts (post Newtonian) in all the departmental courses.
3. To provide courses in astronomy and physical science that fulfill the science general education requirement for non-science majors.
4. To provide a minor in Physics for students majoring in the sciences or mathematics.

Extensive emphasis is placed on communication of physics principles through regular assignments and student reports, writing for the extended community, learning transferable skills such as model fitting of experimental data, and providing areas for independent study and research (both student and faculty) in physics and photovoltaics.

### 3.2.19.2 Minor in Physics

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in physics courses at the 2000 level and above and selected courses from related disciplines to fulfill the minor requirements. Courses from related disciplines may include CHM 3310 Thermodynamics and Kinetics (4 credits), CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4 credits), CHM 3330 Physical Chemistry Laboratory (1 credit), approved special topics in physics, independent studies in physics, and SCI 4860-4890 Natural Science Research.

**Requirements:**

- PHY 2510 Physics I (4 credits)
- PHY 2520 Physics II (4 credits)
- Independent Study in Physics -- 2 credits minimum

In addition to the courses listed above, a student completing a minor in Physics should complete the Natural Science Undergraduate Research Sequence (SCI 3900 Research Design, SCI 4860-4890 Natural Science Research, and SCI 4930 Natural Science Presentation) approved and supervised by the physics department or the department of the student's major. Natural Science Research and Presentation courses supervised by physics faculty contribute towards the 20-hour minor requirement. However, Natural Science Research and Presentation courses supervised by another department do not contribute to the 20-hour minor requirement in physics. See **section 4.26 Science (SCI)** for details.



### 3.2.20

## Psychology

Faculty: Martha L. Knight-Oakley (Chair), Jennifer L. Mozolic (sabbatical), Cristina L. Reitz-Krueger, Robert A. Swoap

#### 3.2.20.1

### Program Overview

The Psychology Department seeks to prepare graduates who are able to use their understanding of psychology as they pursue their careers, contribute to the larger community, and live full and meaningful lives. Its curriculum enables students to develop both breadth and depth of knowledge about psychology, its approaches to understanding human behavior and mental process, and its applications.

The goals of the Psychology Program are the following:

1. To help students develop an understanding of the theoretical concepts, methodology, and research-based findings in the foundation areas of psychology.
2. To help students understand applications of psychology to personal and societal issues.
3. To help students use and respect skeptical inquiry, critical thinking, and the scientific approach to understanding behavior and mental processes.
4. To help students express themselves effectively in written and oral communication.
5. To help students understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

Psychology majors complete a Bachelor of Arts degree which provides students with breadth of coursework and experience across the diverse areas of psychology: biological, social/personality, learning and development, and mental health. Skills of critical thinking, research design, data collection, data analysis, and professional writing and speaking are developed throughout the major coursework. Upper level courses provide additional opportunities for students to pursue areas of particular interest in greater depth. In a two-course capstone sequence, students elect to pursue either advanced research or practicum experience. Additional research and internship opportunities are available either in conjunction with upper level courses or as independent study. Students work with their advisors to select those options within the major, as well as in service and work opportunities, that will best prepare them for their postgraduate goals.

The Neuroscience Minor can be combined with the Psychology Major and with other majors to develop more depth in the study of brain and behavior. This interdisciplinary field of Neuroscience is designed to help prepare students for careers and graduate study in research and clinical fields, as well as a wide variety of other areas where a comprehensive understanding of the brain and behavior would be advantageous.

Psychology can be combined with other majors and minors (e.g., Art, Biology, Outdoor Leadership, Philosophy, Social Work, Spanish, or Writing) to address specific combinations of interests and applications. The Psychology Major prepares students for graduate study in psychology and related fields or for immediate employment in a wide range of human services settings. When combined with other appropriate coursework and experiences, psychology can also provide excellent preparation for law school or medical school.

#### 3.2.20.2

### Major in Psychology

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** The Major in Psychology consists of at least 40 credit hours. The credit hours are distributed as follows to offer breadth and depth in the field.



- I. Foundational Courses (14 credit hours):  
 PSY 1000 Introduction to Psychology(4cr)  
 PSY 2250 Explorations in the Psychology Major (2cr)  
 PSY 2310 Research Methods in Social Science(4cr)  
 MAT 1410 Statistics(4cr)
- II. Breadth Courses (16 credit hours): Students select at least 4 credit hours from each of the following areas.
- A. Biological (4 credit hours):  
 PSY 3100 Biopsychology I (4cr)  
 PSY 3240 Sensation and Perception (4cr)
- B. Social/Personality (4 credit hours):  
 PSY 3110 Theories of Personality (4cr)  
 PSY 3180 Social Psychology (4cr)  
 PSY 4250 Social Neuroscience (4cr)
- C. Learning and Development (4 credit hours):  
 PSY 2010 Infant and Child Development (4cr)  
 PSY 2040 Adolescent Development (4cr)  
 PSY 2060 Adult Development (4cr)  
 PSY 3230 Learning and Conditioning (2cr)  
 PSY 3250 Cognition (2cr)
- D. Mental Health and Distress (4 credit hours):  
 PSY 3120 Psychology, Mental Health, and Distress (4cr)  
 PSY 3170 Health Psychology (4cr)  
 PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)
- III. Advanced Courses (10 credit hours):
- A. Seminar (2 credit hours): At least 2 credit hours of courses designated as psychology seminars that emphasize critical discussion of primary sources.  
 PSY 3200 Biopsychology II (4cr)  
 PSY 4010 Selected Readings in Psychology (2cr)  
 PSY 4020 History of Psychology (2cr)  
 PSY 4160 Ecopsychology (2cr)  
 PSY 4180 Cultural Psychology (4cr)  
 PSY 4250 Social Neuroscience (4cr)  
 Selected special topics courses based on primary sources.
- B. Capstone (8 credit hours):  
 PSY 4830 Capstone Proposal (4cr)  
 PSY 4840 Capstone Practicum (4cr)  
 OR  
 PSY 4850 Capstone Thesis (4cr)

### **3.2.20.3 Minor in Psychology**

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The following 24 credit hours of coursework, including at least 12 credit hours at the 3000-4000 level.

**Requirements:**

- I. PSY 1000 Introduction to Psychology (4cr)



- II. At least 14 credit hours from the breadth areas within psychology (biological, social/personality, learning and development, and mental health and distress) selected to represent at least 2 credit hours in each of three of the four breadth areas. For a listing of courses that fulfill the different breadth areas, please see the major above under "II. Breadth Courses."
- III. Six (6) additional elective credit hours in psychology.

### **3.2.20.4 Minor in Neuroscience**

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The following 25 credit hours of coursework is required to fulfill the Neuroscience Minor, including at least 12 credit hours at the 3000-4000 level.

**Requirements:**

- I. Core Courses (17 credit hours):
  - PSY 1000 Introduction to Psychology (4cr)
  - PSY 3100 Biopsychology I (4cr)
  - BIO 1160 General Biology (4cr)
  - CHM 1160 General Chemistry I (5cr)
- II. Electives: 8 credit hours chosen from the list below. 4 of these 8 credits must be from a department outside the declared major.
  - PSY 3200 Biopsychology II (4cr)
  - PSY 3240 Sensation and Perception (4cr)
  - PSY 4250 Social Neuroscience (4cr)
  - BIO 3220 Genetics (4cr)
  - BIO 2080 Cell Biology (4cr)
  - BIO 3480 Animal Behavior (4cr)
  - BIO 3510 Mammalian Physiology (4cr)
  - Selected special topics courses in psychology and other relevant courses, with approval of the Psychology Department.



### **3.2.21**

## **Religious Studies**

Faculty: Matthew Hoffman, Rima Vesely-Flad (Chair)

#### **3.2.21.1**

### **Program Overview**

The mission of the Warren Wilson College Religious Studies Program is to introduce students to the diversity of beliefs, practices, histories, cultures, literature, ethics, and social structures found within and among the world's religions, as well as to facilitate critical reflection upon the cultural, sociological, and ethical influence of religion as a human phenomenon.

The goals of the Religious Studies Program are the following:

1. To recognize the basic phenomenology of religions (i.e. sacred texts, religious authorities, ritual practices, ethical commands, categories of the sacred, the varieties of religious experience, etc.).
2. To examine the distinctive features of these components as they are expressed in relation to social movements and political institutions.
3. To analyze the particular ways in which these phenomena are expressed within and affected by both time and cultures.
4. To integrate critical thinking and personal experience.
5. To empathize with individuals and communities whose experiences of religion and religiosity may or may not be similar to one's own perspectives and experiences.

#### **3.2.21.2**

### **Minor in Religious Studies**

**Grades:** There is a minimum GPA of 2.0 for all courses counted towards the minor.

**Requirements:** A minimum of 20 credit hours of Religious Studies courses. Related courses from other departments may be counted toward the minor with approval of department. Twelve (12) of those credit hours must be at the 2000-level or higher, including one course at the 3000-level.



## 3.2.22 Social Work

Faculty: Sarah A. Himmelheber, Lucy A. Lawrence (Director)

### 3.2.22.1 Program Overview

The Social Work major is accredited by the Council on Social Work Education. The mission of the Social Work Program is to provide students preparation for beginning-level entry into the profession of social work through an undergraduate generalist social work education that is educationally sound, academically challenging, ethically principled, and socially relevant, and which is solidly framed by the Triad experience of service, work, and education in the liberal arts.

The goals of the Social Work Program are the following:

1. To prepare practitioners for baccalaureate level generalist social work practice with diverse populations and multigenerational client systems of various sizes and types.
2. To prepare individuals to live in a global society committed to personal growth and contributing to the common good.
3. To foster the development of values and ethics related to the NASW Code of Ethics that guide professional social workers in their practice.
4. To prepare practitioners with a commitment to continuing their professional growth and development as a component of social work practice.
5. To prepare practitioners to practice effectively in the global, political, social, cultural, economic, technological, and spiritual environments of the 21st century.

The Warren Wilson College Social Work Program offers three areas of focus, which are reflected in the Program Objectives and are infused throughout the curriculum. The three areas are as follows:

**Multigenerational Practice** - As the population ages, multiple generations co-exist as never before. Social workers today need to be skilled and knowledgeable about multigenerational needs, issues, and opportunities. Whether they work with children, teens, the elderly, communities, or social policies, social workers are bound to work with multiple generations at once. This particular area of focus is supported by the CSWE Gero-Ed Curriculum Development Institute, of which the Warren Wilson College Social Work Program is a participant.

**International/Global Perspective** - As the world becomes more and more "globalized," it is essential for social workers to approach their work with a global perspective. As students prepare for their profession, the understanding of global interdependence will aid them in working with client systems, whether domestically or abroad. The Social Work Program is affiliated with the Council on International Educational Exchange, which supports this area of focus.

**Environmental Sustainability** - As the state of the physical and natural environments has become more urgent, social work can no longer afford to ignore the effects of environmental degradation on people and communities or the relationship between social and environmental justice. Social workers today must be skilled and knowledgeable about our physical and natural surroundings as much as our social environments.

The major can be useful for students wishing to pursue careers or graduate work in social work or for students interested in other service-related fields, such as public health, recreation, city planning, public administration, and/or policy development and analysis.

### 3.2.22.2 Major in Social Work



**Grades:** Students must pass courses at a grade of C or better to count toward fulfillment of the major. Students must also maintain an overall GPA of 2.5.

**Total Credit Hours:** The social work major consists of the following 58 credit hours:

- I. Social Work Liberal Arts Perspective:
  - BIO 1090: Human Biology
  - PSY 1000: Introduction to Psychology
  - OR
  - SOC 1000: Introduction to Sociology
  
- II. Social Work Practice Perspective: Focuses on the development of professional social work knowledge, skills and values
  - PSY 2310: Research Methods in Social Science
  - SWK 2010: Introduction to Social Work
  - SWK 2020: Skills of Helping Others
  - SWK 2100: History of Social Work and Social Welfare
  - SWK 3050: Human Behavior and the Social Environment I: The Life Course
  - SWK 3060: Human Behavior and the Social Environment II: Social Contexts
  - SWK 3100: Social Welfare Policy and Services
  - SWK 3200: Social Work Practice I: Individuals and Families
  - SWK 4200: Social Work Practice II: Groups, Organizations and Communities
  
- III. Field Education: Semester-long block field placement and corresponding field seminar
  - SWK 4250: Orientation to Field Education
  - SWK 4300: Field Education
  - SWK 4350: Field Education Seminar



### 3.2.23 Sociology/Anthropology

Faculty: Christey Carwile, Ben Feinberg, Siti Kusujarti (Chair), David Moore, Laura Vance

#### 3.2.23.1 Program Overview

The mission of the Sociology and Anthropology Department is to provide students with the values and skills needed to understand diverse cultures and societies and to participate in social transformations that will create a more just, equitable, and sustainable world through a rigorous academic program that provides a balance of depth and breadth of exposure to anthropological, archeological and sociological perspectives.

The goals of the Sociology and Anthropology Program are the following:

1. Enable students to recognize, understand, and apply different concepts and/or theoretical approaches in Sociology and Anthropology.
2. Teach students to appropriately use scholarly sources in the disciplines.
3. Train students to design and carry out research using sociological and anthropological methods.
4. Foster an appreciation for cultural difference and social justice by exposing students to diverse communities around the world and in the United States.

The Sociology and Anthropology major is an integrated one, which means that coursework and field study give students opportunities for shared experiences in Sociology and Anthropology. Students can prepare for graduate study in research or teaching, professional training in applied social science (e.g., health administration, urban planning, environmental programs), law, government service, work in community development, public service administration, and non-profit agencies. The program stresses a cross-cultural perspective, and some courses have a Service-Learning component.

#### 3.2.23.2 Major in Sociology/Anthropology

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours, including 40 in Sociology and Anthropology to fulfill the major requirements.

- I. Core Requirements (20 credit hours):
  - ANT 2000 Introduction to Cultural Anthropology
  - SOC 1000 Introduction to Sociology
  - SOC 3170 Social Theory
  - SOC 4020 Sociology/Anthropology Research Craft
  - SOC 4100 Directed Research in Sociology/Anthropology
- II. Depth and Breadth Requirements: At least 20 credit hours of Sociology and Anthropology electives, including:
  - A. At least 8 credit hours of electives at the 3000 or 4000 level.
  - B. At least 4 credit hours of Sociology electives (courses listed SOC)
  - C. At least 4 credit hours of Anthropology electives (courses listed ANT)
- III. Requirement in Related Area of Study: At least 8 advisor-approved credit hours in one other supplementary area, including at least 4 credit hours at the 3000 or 4000 level.



- IV. Language: Sociology and Anthropology majors are strongly encouraged to acquire fluency in a second language.
- V. Mathematics: Sociology and Anthropology majors are strongly encouraged to take MAT 1410 Statistics.
- VI. Concentrations: Students may choose one of the following four concentrations, based on the way they fulfill their breadth and depth requirements. Students may elect to major in Sociology and Anthropology without a concentration by completing requirements one, two, and three above.

### **3.2.23.2.1 Concentrations**

#### **3.2.23.2.1.1 - Archaeology**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration. At least 4 hours in ANT 3400 Archaeological Field School is required. Students must also conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on an advisor-approved archaeological topic.

ANT 1440 North American Archaeology  
 ANT 1450 Archaeology of World Cultures  
 ANT 1480 Archaeological Field Methods  
 ANT 2510 Latin American Archaeology  
 ANT 3380 Archaeology and the Environment  
 ANT 3400 Archaeological Field School  
 ANT 3420 Archaeology Laboratory Methods

#### **3.2.23.2.1.2 - Cultural Anthropology**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.

ANT 2410 Native Peoples of Mexico and Guatemala  
 ANT 2610 Cultures of Sub-Saharan Africa  
 ANT 3110 Culture and Religion  
 ANT 3150 Dance, Culture, and Identity  
 ANT 3210 Traditional Agricultural Systems  
 ANT/GDS 3800 Gender in Cross-Cultural Perspective  
 ANT 4150 Subcultures  
 ANT 4310-4350 Topics in Latin American Anthropology

#### **3.2.23.2.1.3 - Gender and Women's Studies**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration. Students must also conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on advisor-approved topics that focus on gender and women's studies. In addition, the eight credits for the requirement in a related area of study (section three) should come from courses on gender and women's studies offered by other departments (see the Gender and Women's Studies listings in Courses of Instruction, Section 4.11).

SOC/GDS 2110 The Family  
 SOC/GDS 3100 Media and Social Inequality  
 SOC/GDS 3240 Social Inequality  
 SOC/GDS 3250 Gender, Development and the Environment  
 SOC/GDS 3660 Feminist Thought  
 ANT/GDS 3800 Gender in Cross-Cultural Perspective



### **3.2.23.2.1.4 - Sociology**

At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.

SOC/GDS 2110 The Family  
SOC 2510 Societies in Southeast Asia  
SOC 2710 Environmental Sociology  
SOC/GDS 3100 Media and Social Inequality  
SOC 3120 Disaster and Society  
SOC/GDS 3240 Social Inequality  
SOC/GDS 3250 Gender, Development and the Environment  
SOC/GDS 3660 Feminist Thought

### **3.2.23.3 Minor in Sociology and Anthropology**

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours, including at least 8 credit hours at the 3000 or 4000 level in Sociology and Anthropology, to fulfill the minor requirements.

#### **Requirements:**

- I. 8 credit hours of introductory courses:
  - ANT 2000 Introduction to Cultural Anthropology
  - SOC 1000 Introduction to Sociology
  
- II. At least 16 additional credit hours in Sociology and Anthropology including at least 8 at the 3000-4000 level.



### **3.2.24**

## **Theatre**

Faculty: Donald E. Baker, Carol Howard (English), David Mycoff (English), Beverly Ohler, Candace Taylor (Chair), Steven Williams (Music)

#### **3.2.24.1**

### **Program Overview**

The mission of the Theatre Department is to empower students to form and bring to life artistic visions in concert with their peers and to prepare students to lead lives distinguished by self-awareness, open communication, and making a difference. In the context of a well-rounded liberal arts education, students expand their intellectual, emotional, and practical capacities by learning a broad range of skills needed to create theatre and by investigating the purpose of theatre as a collaborative art form.

The goals of the Theatre Program are the following:

1. To insure that students develop their ability to recognize and articulate the purpose, value, and effectiveness of their own and others' artistic work.
2. To develop in students the fundamental skills necessary to participate in the effective implementation of a theatrical vision, and to extend that development as far as possible while they are in the program.
3. To foster in students an appreciation of the importance of a good collaborative process as they develop an ever-greater sense of personal responsibility for that process and for its artistic result.
4. To provide theatrical contexts in which students may integrate their academic, service, work, and international experiences.

The Theatre Department actively involves students in the study and practice of theatre as a literary and performing art with roots in the past and innovative possibilities for the future. It offers a minor in Theatre as a focus for liberal arts studies, and, in conjunction with the English Department, it offers a major in Theatre/English as a focus for liberal arts studies.

Theatre students take courses spanning a range of plays, historical styles, and theatrical arts. They apply their classroom learning in productions and projects staged by the Warren Wilson Theatre, the department's performance laboratory. Here, in collaboration with faculty and staff, they explore contemporary staging techniques as applied to texts from various periods and cultures, as well as contemporary dramatic and post-dramatic texts, musical comedy, original, and devised work.

Warren Wilson Theatre is open to participation by all students and members of the community and offers opportunities for educational, creative, and personal development. Warren Wilson Theatre aims to enrich the cultural life of the college and its neighboring communities by presenting theatre events that are artistically and intellectually stimulating.

#### **3.2.24.2**

### **Major in Theatre/English**

(See Theatre/English under Programs of Study: English, section 3.2.07.2.2)

#### **3.2.24.3**

### **Minor in Theatre**

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the minor.

**Requirements:** A minimum of 30 credit hours as follows:



- I. All of the following:
  - ENG/THR 2500 Introduction to Classical Theatre
  - ENG/THR 2510 Introduction to Modern Theatre
  - ENG 3360 Literature and Culture of the Renaissance
  - ENG 3440 Literature and Culture of the Restoration and Queen Anne Period
  - THR 1130 Technical TheatreOR
  - THR 3110 Stage Lighting and Sound Design
- II. Of the 30 credit hours required at least 8 credit hours from among the following:
  - THR 2440 Improvisation for the Actor
  - THR 2540 Modern Dance for the Actor
  - THR 3150 Historic Costume Design for the Theatre
- III. Of the 30 credit hours required at least 2 additional credit hours from among the following:
  - THR 1010-1020 Performance/Production Practicum I
  - THR 2010-2020 Performance/Production Practicum II
- IV. At least one semester on the Theatre Crew.



### **3.2.25**

## **Women's Studies**

For the Gender and Women's Studies Concentration in the Sociology/Anthropology Program, see **Section 3.2.23.2.1.3**.

For the Minor in Gender and Women's Studies, see **Section 3.2.09**.



### 3.2.26 Writing

Faculty: Catina Bacote, David Bradshaw, Gary Hawkins, Rachel Haley Himmelheber (Chair), Carol Howard, A. Michael Matin, David A. Mycoff, Julie Wilson

#### 3.2.26.1 Program Overview

The mission of the Creative Writing Department is to provide students with the skills and resources--including classes, workshops, master residencies, and graduate-level experiences--to help them create original work and expand their understanding of historical and contemporary literatures.

In pursuit of this mission, the Creative Writing Department aims to achieve the following goals:

1. To engage in the ongoing practice of writing, through experimenting with different genres and forms, developing a personal aesthetic, and giving and receiving constructive feedback on new work;
2. To engage in the ongoing practice of reading, through learning to assess literary techniques, identify rhetorical elements, and recognize both innovative and traditional works and themes;
3. To pursue the study of literature from different centuries and cultures, learning to recognize narrative traditions, identify historical and cultural context, and find places of intersection within contemporary literature;
4. To nurture a beneficial relationship with the MFA Program that broadens the educational experiences and opportunities of students and faculty on both the graduate and undergraduate level.

Vision: The Creative Writing Department aims to provide a rigorous and innovative curriculum of creative and critical instruction for students pursuing a creative writing major or minor, as well as students wishing to broaden their liberal arts experiences.

#### 3.2.26.2 Major in Creative Writing

(See also **English/Creative Writing Major within the English Department, section 3.2.07.2.3**)

The creative writing major leads students through the combined study and practice of both writing and literature with a breadth of experience in various genres, culminating in a capstone course devoted to exploring professional practices and creating a final portfolio.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 44 credit hours in writing and English to fulfill the major requirements.

- I. Four (4) credit hours of the following course (introductory):  
WRI 1400 Creative Writing: Introduction
- II. Twenty (20) credit hours in writing, including
  - A. Eight (8) credit hours from the following (intermediate genre):  
WRI 2110 Creative Writing: Poetry  
WRI 2120 Creative Writing: Fiction  
WRI 2130 Creative Writing: Creative Nonfiction
  - B. Eight (8) credit hours from the following (advanced genre):  
WRI 3110/3120 Advanced Fiction Workshop\*



WRI 3130/3140 Advanced Poetry Workshop\*  
 WRI 3160/3170 Advanced Creative Nonfiction Workshop\*  
 WRI 3940 Creative Writing: MFA Residency AND WRI 3950 Creative Writing: MFA Workshop  
 (4 credit hours combined)

- C. Four (4) credit hours in writing or research. Possible courses include (but are not limited to):  
 WRI 1420 Introduction to Writing for the Media  
 WRI 2100/3100 Creative Writing: Playwriting  
 WRI 2200 Writing About Place  
 WRI 3200 Environmental Writing  
 WRI 3810 Research in Creative Writing  
 Writing Special Topics courses

III. Sixteen (16) credit hours from among the following English courses:

- A. Four (4) credit hours from the following (pre-1800):  
 ENG 1300 Scriptural and Doctrinal Backgrounds to Western Culture  
 ENG 1310 Classical Backgrounds to Western Culture  
 ENG 2150 Epic-Heroic Mode  
 ENG 3350 Medieval Life and Literature  
 ENG 3360 Literature and Culture of the Renaissance  
 ENG 3400 Chaucer  
 ENG 3410 Shakespeare  
 ENG 3430 Milton  
 ENG 3440 Literature and Culture of the Restoration and Queen Anne Period  
 ENG 3450 Literature and Culture of the Enlightenment Period
- B. Four (4) credit hours from the following (post-1800):  
 ENG 2230 Survey of American Literature\*\*  
 ENG 2550-2570 Selected Nineteenth-Century Authors\*\*  
 ENG 3370 Romanticism  
 ENG 3380 Literature and Culture of the Victorian Period  
 ENG 3390 Modernism\*\*  
 ENG 3470 Colonial and Postcolonial Literature\*\*
- C. Four (4) credit hours from the following (contemporary and/or American):  
 ENG 2230 Survey of American Literature\*\*  
 ENG 2550-2570 Selected Nineteenth-Century Authors\*\*  
 ENG 2650-2680 The Novel\*\*  
 ENG 2700 African-American Writings  
 ENG 2730 Literature by Women  
 ENG 3390 Modernism\*\*  
 ENG 3470 Colonial and Postcolonial Literature\*\*  
 ENG 3510-3530 Selected Twentieth- and Twenty-First-Century Authors  
 WRI 3080 Reading Contemporary Writers

Other courses in ENG, WRI, or LAN with appropriate focus and approval of the Director

- D. Four (4) credit hours from the following (genre-directed):  
 ENG 1400 Introduction to Reading and Writing about Literature and Culture  
 ENG 1510 Introduction to Fiction  
 ENG 1550 Introduction to Reading Poetry  
 ENG 2100 Autobiography and Biography: Selves and Others  
 ENG/THR 2500 Introduction to Classical Theatre  
 ENG 2510 Introduction to Modern Theatre  
 ENG 2650-2680 The Novel\*\*  
 ENG 3300 Linguistics and History of the English Language: An Introduction and Survey  
 WRI 3010 Reading Genre and Form

Other courses in ENG, WRI, or LAN with appropriate focus and approval of the Director

\*Courses may be repeated for credit.

\*\*Course may be applied to only one requirement block.



- IV. Four (4) credit hours from the following course (capstone):  
WRI 4190 Senior Writing Portfolio
- V. Recommended:
- A. A grammar course  
ENG 2300 Modern English Grammar
  - B. A substantial internship in writing (with approval of the Director)  
WRI 4840 Internship Seminar (2cr)  
OR  
WRI 4850 Creative Writing Internship (1-8cr)

(See also English/Creative Writing Major within the English Department, section 3.2.07.2.3)

### 3.2.26.3 Minor in Creative Writing

The Creative Writing Minor permits students with a strong interest in writing to combine this interest with study in other fields. The minor gives the student an opportunity to write extensively in a variety of genres that culminates in a capstone senior portfolio.

**Grades:** Students must pass courses with a grade of C or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in writing and English to fulfill the minor requirements.

- I. Course Requirements:
- A. Four (4) credit hours of the following course (introductory):  
WRI 1400 Creative Writing: Introduction
  - B. Eight (8) credit hours from the following:  
WRI 2100 Creative Writing: Playwriting  
WRI 2110 Creative Writing: Poetry  
WRI 2120 Creative Writing: Fiction  
WRI 2130 Creative Writing: Creative Nonfiction  
WRI 3200 Environmental Writing
  - C. Four (4) credit hours from the following:  
ENG 1400 Introduction to Reading and Writing about Literature and Culture  
ENG 1510 Introduction to Fiction  
ENG 1550 Introduction to Reading Poetry  
ENG 2100 Autobiography and Biography: Selves and Others  
ENG 2510 Introduction to Modern Theatre  
ENG 2650-2680 The Novel  
ENG 3300 Linguistics and History of the English Language: An Introduction and Survey  
WRI 3010 Reading Genre and Form  
Other courses in ENG, WRI, or LAN with appropriate focus and approval of the Director
  - D. Four (4) credit hours from the following:  
WRI 3110 Advanced Fiction Workshop\*  
WRI 3130 Advanced Poetry Workshop\*  
WRI 3160 Advanced Creative Nonfiction Workshop\*  
WRI 3940 Creative Writing: MFA Residency AND WRI 3950 Creative Writing: MFA Workshop  
(4 credit hours combined)
  - E. Four (4) credit hours from the following course (capstone):  
WRI 4190 Senior Writing Portfolio
- \*Courses may be repeated for credit.



II. Recommended:

A. A grammar course

ENG 2300 Modern English Grammar

B. A substantial internship in writing (with approval of the Director)

WRI 4840 Internship Seminar (2cr)

OR

WRI 4850 Creative Writing Internship (1-8cr)



## **3.3 Graduate Program**

### **3.3.1 Master of Fine Arts in Creative Writing**



## 3.3.1 Master of Fine Arts in Creative Writing

### 3.3.1.1 Program Overview

The Warren Wilson College Master of Fine Arts degree requires successful completion of four semesters of study and represents mastery in creative writing, contemporary letters, applied criticism, and the tradition of literature. The course of study toward the degree is carried out by alternating on-campus residency sessions and six-month semesters of independent study under close faculty supervision. The residencies, ten days in early January and July, are attended by all faculty and students. Readings, lectures, classes, team-taught workshops, meetings, conferences to plan the independent study, and the informal exchange of the residencies, foster a strong sense of community and give direction for the semester. The Semester Project, designed during residency, is supervised through correspondence between student and faculty supervisor conducted roughly every three weeks. The individualized course of study (faculty-student ratio is 3:1) and thorough engagement of faculty, occurring within the context of one's ongoing adult life, make the Program useful to writers at all stages of their development. Complete details about the Program's history, design, and requirements for semester credit and for the MFA degree are available on the Program website: [www.wwcmaf.org](http://www.wwcmaf.org).

### 3.3.1.2 The Degree

**Grades:** No grades are assigned. Narrative assessment of all semesters and projects are included on transcripts.

**Requirements:** A total 60 graduate credits must be earned. Fifteen credits are granted for each semester successfully completed; no hours are awarded for incomplete work. The program does not accept transfer credits. All of the following criteria must be met for award of the degree:

- full participation in 5 residency periods
- successful completion of 4 semester projects with 4 different faculty supervisors, with a minimum accumulation of 60 graduate credit hours
- broad reading in literature and contemporary letters, as demonstrated by a bibliography of usually 50-80 entries
- the completion of at least 36 annotations, brief craft-based essays written in response to the student's reading
- a substantial 30-50 page analytical essay, typically completed in the third semester
- a Thesis Manuscript of poetry or fiction of high quality
- objective assessment of that manuscript by faculty and peers in Thesis Review
- a graduate class taught to peers during a residency period
- a public reading of the student's own work during residency

### 3.3.1.3 Program Details

#### Residency

Held bi-annually, the intensive and stimulating 10-day residency period serves as the principal component of the Program and as the foundation of a supportive, committed community of writers. Each student attends the residency as the prerequisite to the non-resident semester's study. Lectures, classes, and seminars in literature and craft provide a broad curriculum covering a wide range of aesthetics and a strong background for the semester study projects; in the evening, poetry and fiction readings are presented by faculty and graduating students. Students are paired with their faculty supervisors for the term early in the residency; student and supervisor meet at least three times to plan the upcoming semester project. The residency marks the beginning of the new semester for all students except for those about to graduate; during their final residency, graduating students serve on and are the subject of thesis



interviews, teach a one-hour course to their peers, and present a public reading of their work.

### **Semester**

During the six-month non-resident semester, the student submits a packet of work (new poetry or fiction, revised pieces, brief craft essays written in response to his or her reading, and a substantive letter) to the faculty supervisor every three weeks. The faculty supervisor responds within three days with specific suggestions as well as general advice, criticism, and support. The six semester exchanges constitute an ongoing dialogue focused on each student's individual apprenticeship. During the non-resident semester, the student is expected to devote at least 25 hours a week to Program work; at least five packets must be successfully completed, substantial creative work, 12-15 annotations, and 15-20 books read in order for 15 hours credit to be granted. Thorough evaluations by both the faculty member and the student of the semester project become a part of the student's permanent record.

### **Admission**

Although an undergraduate degree is normally a criterion for admission, the program does accept a small number of students without B.A. degrees or undergraduate concentrations in literature and writing; however, the application manuscripts in these cases must be exceptionally strong. Many students enter the Program having already completed graduate degrees; neither these degrees nor graduate credit toward a degree can earn the student acceleration through the Program and thereby reduce the minimum four semesters required for the Master of Fine Arts.

Students are admitted to the Program primarily on the basis of an original manuscript. The manuscript should indicate sufficient quality of work, level of commitment, and sophistication of skills to suggest the applicant is ready for graduate work in writing and literature.

The application should give evidence of strong preparation in literature, a background in the humanities, the ability to do independent study, and an applicant's readiness to receive and use criticism. Publication and workshop experience will be given consideration, but are not weighted heavily. Transcripts from all the previous colleges or universities attended by the applicant are required. The program also requires two letters of recommendation from persons who are familiar with the student's writing and able to assess his or her capacity for independent study and congeniality in a close-knit community. Two very important elements of the application are the brief essays requested from each applicant, one in response to some recently read piece of literature, and the other offering an assessment of his/her own writing, reasons for wanting to enter the program, and a general sense of goals.

### **The MFA Writer-in-Residence Series**

During the academic year, faculty members from the Master of Fine Arts Program in Creative Writing and/or other writers visit campus for one week and are available to undergraduate students for discussions about writing. The Holden Visiting Writers give public readings, attend classes, and hold writing workshops to discuss student work. Visiting Writers have included Joan Aleshire, Wilton Barnhardt, Andrea Barrett, Robert Boswell, Liam Callanan, Anthony Doerr, Jennifer Grotz, David Haynes, A. Van Jordan, Laura Kasischke, Thomas Lux, Richard Russo, and Eleanor Wilner.

### **The Joan Beebe Graduate Teaching Fellowship**

The Fellowship brings a graduate of the College's MFA Program for Writers to campus to teach in the undergraduate writing program for an academic year. The fellowship is awarded by the Director of the Undergraduate Writing Program and the Vice President for Academic Affairs in consultation with the MFA Academic Board.



## **4.01 Courses of Instruction Course Information**

### **Course Numbering:**

Courses numbered 1000-1990 are open to all students and are particularly appropriate for freshmen. Courses numbered 2000-2990 are intended for sophomores and above. Courses numbered 3000-3990 are intended for juniors and seniors. Courses numbered 4000-4990 are intended primarily for seniors.

### **Frequency of Course Offerings:**

Some classes listed in this catalog are offered only once a year or once every other year. Consult the online course listings on MyWWC for each semester to determine exact offerings and times.

### **General Education Curriculum:**

Any General Education Curriculum requirements that a course fulfills are listed at the end of the course description after the  $\Delta$  symbol. A course can fulfill more than one General Education requirement. If no  $\Delta$  symbol is present, the course does not fulfill any General Education requirements. Common acronyms from the General Education curriculum include Writing Across the Curriculum (WAC) and Civic Identity Values (CIV). For more information on the General Education curriculum, please see General Education Requirements, Section 2.1.1.1.

### **Repeatable Courses:**

Courses that are repeatable for credit are marked as such. Courses that are NOT marked as repeatable may not be repeated for credit.

### **Special Topics Courses:**

Special Topics courses are an in-depth consideration of a topic of particular concern within the department in which they are offered, and they are not listed individually in this catalog. Special Topics courses fall into ranges 1900-1980, 2900-2980, 3900-3980, and 4900-4980 within all disciplines. Depending on the course, credit hours vary from 2 to 4. *These courses may be repeated for credit under different topics.*

### **Independent Study Courses:**

Independent Study courses fall into ranges 1990, 2990, 3990, and 4990 within all disciplines. Depending on the course, credit hours vary from 1 to 4. *For more information on Independent Study courses, see section 2.3.10.*

## 4.02 Anthropology (ANT)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ANT 1390 - Native Americans of the Southeast 4cr**

This course is a cultural history that explores the Native American cultures of the southeastern United States through archaeology, ethnography, and ethnohistory. The class is designed as a survey course and includes major discussions of Native American prehistory (archaeology), the Contact period, ethnography and ethnohistory of the Colonial period, the Removal Era, and southeastern Native Americans in the 20th century. Δ **Society and Human Behavior**

### **ANT 1440 - North American Archaeology 4cr**

This course is a survey of North American archaeology including prehistoric and historic periods to consider Native American, frontier, and colonial cultures. A regional approach explores the temporal and geographic range of cultures present in North America with an emphasis on the Southeastern and Southwestern regions. Students examine cultural processes including the emergence and migration of Native Americans in North America, hunter-gatherer traditions, and the evolution of cultural complexity in North America. *Satisfies requirement for Archaeology Concentration.* Δ **Society and Human Behavior**

### **ANT 1450 - Archaeology of World Cultures 4cr**

This course is a survey of world prehistory from the time of our earliest known human ancestors five million years ago to the rise of state-level societies, as exemplified by the civilizations of ancient Mesopotamia and Mesoamerica. Students explore cultural processes including the migration of our species throughout the world as hunter-gatherers, the beginning of settled life, and the evolution of cultural complexity with tribal and chiefly societies. *Satisfies requirement for Archaeology Concentration.* Δ **Society and Human Behavior**

### **ANT 1480 - Archaeological Field Methods 4cr**

This course is an introduction to archaeological field methods. Students learn basic concepts of archaeology as they relate to field investigations and learn and practice basic field methods. Hands-on field exercises include site identification and recording, site excavation, mapping, and reporting. Students also consider the role that archaeological methods play in developing research designs and in explaining archaeological phenomena. *Satisfies requirement for Archaeology Concentration.* Δ **Society and Human Behavior**

### **ANT 2000 - Introduction to Cultural Anthropology 4cr**

This course takes a cultural approach to anthropology in order to provide an appreciation for the diversity of the human experience. This survey course addresses topics such as the nature of culture, language and communication, ecology and subsistence, economic systems, kinship and family, gender, race, and other forms of identity, religion and magic, colonialism and globalization, culture and politics, and applied anthropology. The course will also closely examine a small number of case studies from distant lands and from the United States. Students will learn basic ethnographic methods and write an ethnographic paper based on original research. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **ANT 2410 - Native Peoples of Mexico and Guatemala 4cr**

This course takes a historical and thematic approach to political, economic, religious, and cultural developments in indigenous Mexico and Guatemala. The course begins with a survey of pre-Hispanic Mexico and Guatemala continuing up to the present, focusing on how indigenous cultures, forms of government, and religious practices developed as a complex process in situations of unequal power. Students read classic and contemporary anthropological texts and complete a short service project that involves engagement with our region's Hispanic community. *Satisfies requirement for Cultural Anthropology Concentration.* Δ **WAC 2: Writing and Research in the Liberal Arts & Society and Human Behavior & CIV: Intercultural Perspectives**

### **ANT 2510 - Latin American Archaeology 4cr**

This course is an introduction to the archaeology of Mesoamerica and South America. Students will study the



history of Latin American archaeology and explore the broad range of human cultural history in these regions. Study focuses on Formative, Classic, and Post-Classic cultural expressions with particular emphasis on the rise of complex societies in Mexico and in the Andean region. *Satisfies requirement for Archaeology Concentration.* **Δ Society and Human Behavior**

**Prerequisite:** Sophomore standing

### **ANT 2600 - Language and Culture 4cr**

This course provides an introduction to Linguistics Anthropology--the study of the role of languages in the activities that make up the social life of individuals and communities. Topics include: language, thought, and culture; the ethnography of speaking and speech communities; sociolinguistics; language and race, gender, sexuality, and nation; performance; discourse and power; and language and technology. Students are evaluated on the basis of two exams and several written assignments, including a close analysis of a transcription of naturally occurring discourse and a research paper. **Δ Society and Human Behavior**

**Prerequisite:** Sophomore standing or permission of instructor

### **ANT 2610 - Cultures of Sub-Saharan Africa 4cr**

This is a thematic-based survey course covering the myriad cultures of sub-Saharan Africa. Students will become familiar with the geographic, historical, political, and social landscapes of the region as well as some of the important theories and debates that emerge from African studies. The first part of the course focuses on major factors in the history of sub-Saharan Africa, including colonialism and the Trans-Atlantic slave trade. The course then examines the effects of these and other globalizing and modernizing processes on the cultures of contemporary Africa and challenges students to recognize and deconstruct stereotypes and misrepresentations of African cultures. *Satisfies requirement for Cultural Anthropology Concentration.* **Δ Society and Human Behavior & CIV:**

**Intercultural Perspectives**

### **ANT 2790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

**Prerequisites:** Departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social Sciences Department Chair.

### **ANT 3110 - Culture and Religion 4cr**

This course introduces students to both historical and current anthropological ideas in the study of religion and the supernatural. Students read classic theoretical texts as well as specific ethnographic and cultural studies from around the world. Students are encouraged to examine religion and religious practices from a broad, cross-cultural perspective. Discussion topics include ritual, taboo and magic, witchcraft and sorcery, shamanism and spirit mediumship, and mortuary and mourning practices. Religion is discussed as a social practice that has the potential to create peace and social cohesion as well as conflict and violence. *Satisfies requirement for Cultural Anthropology Concentration.*

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **ANT 3150 - Dance, Culture, and Identity 4cr**

From the Argentine Tango to American Hip-Hop, dance conveys meaning, inspires emotions, and communicates culture. This course takes an anthropological approach to the study of dance by examining it as a form of embodied cultural knowledge and a way of expressing cultural identities and histories. In studying several dance forms from around the world, students explore the ways in which dance can reveal, reinforce, and/or resist ideologies whether they are performed within national, ethnic, religious, local, or global contexts. Lastly, students discuss the history of dance ethnography and the benefits and challenges of doing dance research. *Satisfies requirement for Cultural Anthropology Concentration.* **Δ CIV: Intercultural Perspectives**

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **ANT 3210 - Traditional Agricultural Systems 4cr**

This course examines the origins of agriculture and the role agriculture plays in the evolution of cultural complexity. The course employs a cultural ecology and ecosystems approach, which considers agriculture as an integral part of



the environment in which it is practiced (this includes the cultural environment as well as the physical environment). This course deals primarily with pre-industrial and, for the most part, non-commercial agricultural systems. *Satisfies requirement for Cultural Anthropology Concentration.*

**Prerequisite:** Junior standing or permission of instructor.

### **ANT 3380 - Archaeology and the Environment 4cr**

This course explores the relationship or interaction between people and their environments through the disciplines of archaeology and anthropology. Among the topics that may be explored are "Garbology," Pleistocene extinction, human domestication of plants and animals, climate and culture, and Native Americans and their environments.

*Satisfies requirement for Cultural Archaeology Concentration.*

**Prerequisite:** Junior standing or permission of instructor.

### **ANT 3400 - Archaeological Field School 4cr**

This is a four week summer field course involving archaeological excavation at the Berry archaeological site in Burke County, North Carolina. The Berry site is the location of the Native American town of Joara where Spanish soldiers built Fort San Juan in 1567, making this the earliest European settlement in the interior of the United States. Students learn all aspects of the investigations including excavation techniques, mapping, and specialized recovery techniques such as water-screening and flotation. This is an experiential course that allows each student to develop the skills necessary to engage in archaeological fieldwork. *May be repeated for credit as ANT 3410. Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** Permission of instructor.

### **ANT 3420 - Archaeology Laboratory Methods 4cr**

This course is an introduction to archaeological methods in the laboratory. Students learn about the processes linking laboratory and field work, learn to identify a variety of artifacts, and conduct hands-on analysis of excavated archaeological materials. Students also consider the role that laboratory methods play in developing research designs and in explaining archaeological phenomena and have the opportunity to apply these methods to actual research projects. *Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** ANT 1480 Archaeological Field Methods or ANT 3400 Archaeological Field School.

### **ANT/GDS 3800 - Gender in Cross-Cultural Perspective 4cr**

This course guides students through a critical examination of gender as both a social construct and a social practice in differing cross-cultural contexts from an anthropological perspective. Students begin with an examination of how gender has been defined as a category of analysis within the discipline of anthropology and how gendered experiences affect anthropological fieldwork and research. Students examine connections between gender, identity, and the body, as well as how gender plays out in the arenas of kinship, sexuality, ritual, and performance. In addition, students look at the role of gender in processes of nationalism and globalization and conclude with considerations of gender, power, and resistance. Of great concern throughout the course is the concept of gender diversity - the variety of ways in which gender is practiced and perceived in different historical and cultural environments. *Satisfies requirement for Cultural Anthropology and Gender and Women's Studies Concentrations.*

**Prerequisite:** GDS 1000 Introduction to Gender and Women's Studies or ANT 2000 Introduction to Cultural Anthropology, or permission of instructor.

### **ANT 4150 - Subcultures 4cr**

This course surveys different contemporary and recent subcultures through the lens of various modes of social analysis in order to appreciate the diversity of our society and to examine issues such as power, class, gender, sexuality, and resistance. Students read and discuss texts that focus on youth culture, gender, alternative religious movements, and alternative forms of sexuality and kinship, among other topics. Students complete a major ethnographic paper based on original, hands-on research. *Satisfies requirement for Cultural Anthropology Concentration.* **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** ANT 2000 Introduction to Cultural Anthropology and junior or senior standing or permission of instructor.

### **ANT 4310-4350 - Topics in Latin American Anthropology 2cr**

Each time this course is taught, it addresses a different issue or event that receives a great deal of attention in



contemporary Latin American anthropology. Students explore the topic in depth, using current anthropological journals and recent books in a seminar format. Recent topics have included "Politics of Indigenous Culture in Latin America," "Gender Identity in Latin America," "Scandal and Controversy in Latin American Anthropology," "Native Peoples of Oaxaca," "Mayan Ethnohistory." *May be repeated for credit as long as the topic has changed. Satisfies requirement for Cultural Anthropology Concentration.*

**Prerequisite:** ANT 1050 Survey of Latin America, ANT 2000 Introduction to Cultural Anthropology, or ANT 241 Native Peoples of Mexico and Guatemala.

### **ANT 4790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

**Prerequisites:** Junior or senior standing and departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social Sciences Department Chair.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.03 Art (ART)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ART 1030 - Painting I 4cr**

This studio course introduces basic approaches to painting in oil and acrylic media, working from direct observation. The range of pictorial form correlates with the development of Western art from the Renaissance to the Modern period. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1040 - Introduction to Handbuilding 4cr**

The focus of this studio course is on sculptural and vessel concepts using hand-building techniques, emphasizing the development of construction skills and an understanding of form, surface and firing possibilities. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1050 - Bookforms I 2cr**

This studio course is an introduction to basic book structures used in traditional and artists' books. Students learn historical and contemporary bindings including the pamphlet stitch, stab bindings, accordions, multi-signature codices, and combinations thereof. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

### **ART 1060 - Introduction to Ceramics 4cr**

This studio course introduces the potter's wheel along with basic hand-building techniques. Particular emphasis is placed on experimentation with different techniques and learning about the use and place of ceramic artwork in history and in different cultures. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1080 - Papermaking I 2cr**

This studio course is an introduction to hand papermaking using materials ranging from bark fibers, to partially processed plant fibers, to fully processed cotton rag. Students learn how to prepare and beat fibers as well as form, dry, and finish sheets. Along with learning the history and chemistry behind hand paper making, they gain control over several qualities of paper including color, surface, strength, and size/shape. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

### **ART 1090 - Photography I 4cr**

This studio course is an introduction to the basic functions of the camera, the technical processes of black and white photography, and the aesthetic considerations of design, composition, and presentation. Students must have a basic 35mm camera with manual controls and are required to purchase film and photo paper. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1110 - 2D Design 4cr**

This studio course is an introduction to the visual elements and principles of design that are present in all 2-D and 3-D art. Emphasis in this course is on problem solving, critical understanding of the basic visual elements, and communication in a visual language. The format of the course is 2-dimensional with examples of applying the visual elements and principles to 3-dimensional forms. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1120 - 3D Design 4cr**

This studio course is an introduction to three-dimensional design concepts, materials, tools, and processes. Line, plane, volume, and spatial organization are explored with emphasis on creative problem solving. Students are introduced to a variety of materials and techniques to develop effective construction methods and safe studio



working habits. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1130 - Introduction to Sculpture 4cr**

This studio course provides an overview of basic skills used to create three-dimensional art and explores traditional and contemporary sculpture materials. It introduces the role of sculpture in different times and cultures, placing emphasis on the creative use of tools and materials. Particular emphasis is placed on mold making, metal work, and woodworking. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1140 - Figure Modeling 4cr**

This studio course introduces students to the methods of modeling the human form from observation. Processes, such as mold making and casting, are used for taking the clay to a final form. Working from a live model in class, students learn anatomy, skeletal structure, proportion and aesthetic elements in creating a figurative sculpture. Students also study the works of historical and contemporary figurative sculptors. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 2140.* Δ **Artistic Expression**

### **ART 1160 - Drawing I 4cr**

In this introductory studio course, emphasis is on developing the ability to think visually, to learn to see accurately enough to record what is seen, and to use drawing as a means of exploration and communication. Students gain experience with various drawing media including graphite, charcoal, conte crayon, pen and ink, and various kinds of paper. Emphasis is on observation of nature as well as understanding the elements that make up the visual language. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

### **ART 1170 - Intaglio Printmaking I 4cr**

This studio course is an introduction to the intaglio printmaking processes of collagraph, drypoint, etching, aquatint, softground, and intaglio-type. Emphasis in this course is on developing technical skills and a portfolio of prints. Also included are discussions of aesthetic considerations, the history of printmaking, and the care and presentation of original prints. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* Δ **Artistic Expression**

**Prerequisite:** ART 1100 Design or ART 1160 Drawing I.

### **ART 1180 - Relief Printmaking I 4cr**

This studio course is an introduction to relief printmaking processes. Students learn basic techniques to produce wood and linoleum relief prints as well as non-traditional relief prints. Emphasis is placed on developing technical skills as well as a portfolio of prints. Discussion of aesthetic considerations, the history of printmaking, good print shop practices, and care and presentation of original prints is included. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

**Prerequisite:** ART 1100 Design or ART 1160 Drawing I.

### **ART 1450 - Art History I: Ancient through Medieval 4cr**

This art history course is a survey of Western and some non-Western art from prehistory through the medieval era. Students develop visual literacy and study works of art in the context of the cultural influences through which they evolved. Students explore art history as a process of doing through discussions, writings, presentations, and museum visits. Δ **Humanities: Historical Analysis**

### **ART 1460 - Art History II: Renaissance through Modern 4cr**

This art history course is a survey of Western and some non-Western art from the Renaissance to Modern periods. Students develop visual literacy and study works of art in the context of the cultural influences through which they evolved. Students explore art history as a process of doing through discussions, writings, presentations, and museum visits. Δ **Humanities: Historical Analysis**



### **ART 1590 - Printmaking on Fabric 4cr**

This course is an introductory survey of the printmaking processes of relief, intaglio, and silkscreen printing. Emphasis is on learning basic printmaking skills, tools, and processes while exploring possibilities of creating multiple images on fabric and on non-traditional materials. In addition, the course includes problem-solving skills through projects that require innovative use of original imagery to repurpose found objects using a variety of materials. Students learn the skills needed to create printable surfaces, discuss aesthetic considerations, and learn the cultural and historical use of printmaking on fabric.  $\Delta$  **Artistic Expression**

### **ART 1610 - Watercolor 4cr**

This studio course is an introduction to the basic techniques of painting with the medium of watercolor. Exercises reveal the nature of watercolor and some of the more predictable "accidents" that occur. Students complete a series of paintings that explore a thematic idea. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

**Prerequisite:** ART 1160 Drawing I or permission of instructor.

### **ART 1710 - Introduction to Digital Imaging 4cr**

This studio course is an introduction to Adobe Photoshop image editing software with an emphasis on achieving competence with the basic tools and adjustments as well as with scanning and printing. The course includes structured lessons and creative projects. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*  $\Delta$  **Artistic Expression**

### **ART 2000 - Ceramics Studio 4cr**

This studio course engages students in an in-depth study of specific concepts and processes in ceramics. It encourages the development and articulation of individual concepts in ceramic design, including techniques in glazing. Experience in glaze composition and firing theory is initiated in this course. Students are required to help load and unload kilns, make glazes, and clean kiln shelves, as well as other important activities in the studio. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3000 or ART 4000.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 1060 Introduction to Ceramics or permission of instructor.

### **ART 2030 - Painting II 4cr**

This studio course emphasizes experimentation with materials and concepts. Students work on a series of paintings with a strong understanding of composition and color. Work is developed from direct observation. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*  $\Delta$  **Artistic Expression**

**Prerequisite:** ART 1030 Painting I.

### **ART 2040 - Printmaking Studio 4cr**

This studio course offers a further exploration of processes of relief and intaglio printmaking learned in Art 117 Intaglio Printmaking I and 118 Relief Printmaking I and may include color relief printing, letterpress techniques, photo intaglio, and silkscreen. Students are encouraged to go into depth in a chosen medium or combine various printmaking media in their work, as well as produce a portfolio of prints that includes a series of conceptually related pieces. The course includes individual and group critiques as well as outside research on print artists, techniques, and the history of printmaking. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3040 or ART 4040.*

**Prerequisite:** Art 1170 Intaglio Printmaking I or Art 1180 Relief Printmaking I, or permission of instructor.

### **ART 2050 - Documentary Video Technique & Production 1-2cr**

This course helps students plan, shoot, and edit a high quality piece of documentary narrative. Students participate in weekly prepared shooting circumstances that require different technical solutions, thus preparing them for their own project filming. Students present footage and rough cuts to one another and provide thoughtful feedback to their peers. Students watch and read materials related to the technical and ethical aspects of documentary film. No previous video experience is required. *This course typically runs as a corequisite to another course.*  $\Delta$  **Artistic Expression**



**ART 2080 - Papermaking II 2cr**

This studio course is a continuation of ART 1080 Papermaking I and emphasizes gaining control over formation, surface, weight, color, and consistency of batches. Students also explore advanced processes, e.g. hand beating, watermarks, shaped deckles, and lamination. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

**Prerequisite:** ART 1080 Papermaking I.

**ART 2090 - Photography Studio 4cr**

This multi-level studio course in black and white photography is open to students at levels II and III. Students at level II learn new processes and techniques and continue with the development of photographic printmaking skills and the exploration of the medium as a creative tool. Students at level III pursue a personalized aesthetic and individualized body of work. Critical skills are developed through group and individual critiques, presentations, readings, and discussions of student work as well as historical and contemporary photographic works. Students are required to purchase film and photo paper. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as Art 3090 or Art 4070. Δ*

**Artistic Expression**

**Prerequisite:** ART 1090 Photography I or permission of instructor.

**ART 2130 - Sculpture Studio 4cr**

This studio course focuses on an in-depth study of specific concepts and processes in sculpture. Students are expected to understand and utilize the design process to develop their sculptures from conception to completion. A variety of materials and processes in making sculpture are explored. Students are encouraged to develop unique and original works of art in different materials. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3130 or ART 4140.*

**Prerequisite:** ART 1130 Introduction to Sculpture or permission of instructor.

**ART 2160 - Drawing II 4cr**

This studio course covers the development of skills to represent pictorial form from representation to abstraction. Compositional organization is stressed as well, giving students a wide range of pictorial possibilities. Students base finished drawings on direct observation. A variety of materials are used in this course. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.*

**Prerequisite:** ART 1160 Drawing I.

**ART 2190 - The Language of Photography 4cr**

This course explores the language of photography and its evolving role as a creative image-making tool in the visual arts. Emphasis is on image content and context rather than on technical process. Structured as a studio and seminar, this course incorporates both film-based and digital photography. The studio portion is based on the production and evaluation of photographs produced in response to assignments. The seminars involve a series of topical readings and visual presentations that examine the interface of art and technology, contemporary artistic practice, aesthetics, and the social meaning of pictures. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Δ Artistic Expression*

**Prerequisite:** Sophomore standing.

**ART 2250 - African-American Art and Thought 4cr**

This course surveys visual art produced by people of African descent in the United States, with an emphasis on the 20th century. Students cover a wide range of artistic production, including material culture (baskets, quilts, and pottery), painting, sculpture, photography, mixed media, and decorative arts. Through readings and discussions, students create a socio-historical framework for the interpretation and analysis of works of art. Although the voices of visual artists take the foreground, students also pay close attention to the thinkers who have helped shape the complexity, diversity, and contradictions of African American art. The underlying goal is to gain an understanding of the variety of art that is categorized under the heading African American and consider how race is constructed through visual art. Δ **Humanities: Historical Analysis & CIV: Social Justice**

**ART 2260 - Harlem Renaissance: Art & Politics in the Jazz Age**

This course explores the artistic, social, and political goals of the African American arts and culture movement



known as the Harlem Renaissance during a period roughly encompassing the years between the World Wars. Some of the contextual themes of the movement studied include New Negro identity, modernism, primitivism, the uses of the folk, urban life, religion, and music. The Harlem Renaissance's legacy in art of the 1960s and 1970s is also explored. **Δ Humanities: Historical Analysis & CIV: Social Justice**

### **ART 2290 - Documentary Video Technique Lab 1-2cr**

This course helps students plan, shoot, and edit a high quality piece of documentary narrative. Students participate in weekly prepared shooting circumstances that require different technical solutions, thus preparing them for their own project shoots. Students present footage and rough cuts to one another and provide thoughtful feedback to their peers. Students read materials related to the technical and ethical aspects of documentary film. *This course typically runs as a corequisite to another course.* **Δ Artistic Expression**

### **ART 2300 - Digital Imaging Studio 4cr**

For students with a solid foundation in Adobe Photoshop image editing software, this studio course allows students to delve deeply into individual creative projects and explore more advanced features of this very complex software. Students work independently with regular instructor guidance. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 2310.* **Prerequisite:** ART 1710 Introduction to Digital Imaging or permission of instructor.

### **ART 2350 - Thinking Through Craft 4cr**

This course explores how the current idea of craft has emerged and changed from 1850 to the present; tracing craft's origins in the 19th Century with the so-called industrial revolution and Arts and Crafts movement through to its bearing on contemporary deindustrialization, urban homesteading, Do-It-Yourself (DIY), and craftivism. By focusing on concepts like skill, material, taste, process, and display, this course asks: how does one "read" and interpret objects, what does it mean to make things, and what can craft objects tell us about the values of a society?

### **ART 2450 - Life Drawing I 4cr**

This studio course deals with the structure, anatomy, design, and expression of the human form. Students gain competency in drawing the figure as they explore various drawing media and develop an understanding of underlying skeletal and muscle anatomy. Students make use of the visual elements, as well as consider basics of composition and the expressive qualities of good drawing. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* **Δ Artistic Expression**  
**Prerequisite:** ART 1100 Design or ART 1160 Drawing I.

### **ART 2500 - Bookforms II 2cr**

A continuation of ART 105 Bookforms I, this studio course emphasizes the development of content and concepts for artists' books. Students experiment with various ways of arriving at elegant form/content synthesis in the artists' books they produce in the course. They also use more advanced bookforms as well as altered books as needed to suit the ideas they want to express. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* **Prerequisite:** ART 1050 Bookforms I.

### **ART 2600 - Service Learning Mural Painting 4cr**

This course introduces conceptual, formal, and practical approaches to mural painting in the service learning context. From fresco to graffiti, students study early to contemporary techniques used to produce large-scale interior and exterior paintings. In class and on site, students learn to use various painting techniques and applications. As a service learning class, students develop an understanding of some of the social roles art has taken and the community impact of public art. Professional interaction and effective communication with community partners, making attainable goals, meeting deadlines and painting as a group endeavor are some of the hands on experiences students gain from this course. **Δ Artistic Expression**

### **ART 2710 - Metal Sculpture 4cr**

This studio course is designed to introduce students to creating sculpture in metal. The processes of metal fabrication is utilized as students create a series of sculptures expressing a theme. Students learn how to cut, bend



and weld metal in the creation of sculptural forms. Processes such as MIG welding, TIG welding, oxygen/Acetylene applications and brazing are covered. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 3710.* **Δ Artistic Expression Prerequisite:** Any previous sculpture course or permission of the instructor.

### **ART 2810-2850 - Community Artist Topics 4cr**

The Art Department offers a Community Artist course each fall and spring semester. This semester-length, studio course is typically taught by an artist living and working in the region. The purpose of Community Artist courses is to give students the opportunity to experience different perspectives and new artistic processes that are not offered in the regular curriculum. Examples of previous topics include Mixed Media: From Collage to Assemblage, Glassblowing, Non-traditional Papermaking, and Materiality and Meaning in Fibers.

**Prerequisite:** Permission of the instructor.

### **ART 3030 - Painting III 4cr**

In this studio course, the emphasis is on the development of a personal direction in painting through a series of paintings that explore an area of personal interest. This exploration is studied in conjunction with the historical precedents that relate to each student's area of interest. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 4030.*

**Prerequisite:** ART 2030 Painting II.

### **ART 3160 - Drawing III 4cr**

In this studio course, the emphasis is on experimentation with materials and ideas, leading to the development of a personal direction in drawing, achieved through the production of a series of drawings that explore an area of personal interest. This exploration is studied in conjunction with the historical precedents that relate to each student's area of interest. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 4150.*

**Prerequisite:** ART 2160 Drawing II.

### **ART 3190 - What Is American Art? 4cr**

This course examines painting, sculpture, photography, and architecture produced in the U.S. from the colonial period through the present day. Using a contextual and case study approach, students learn to read images and objects as products of visual, social, cultural, and political history. In addition to well-known artists, students consider the diverse and often overlooked contributions of women, Native Americans, and folk artists. **Δ**

**Humanities: Historical Analysis**

**Prerequisite:** A previous course in art history.

### **ART 3200 - Art Now: Contemporary Art in a Global Context 4cr**

This course examines artistic production since 1945 in the United States, Europe, and emerging global centers of art. Beginning with Abstract Expressionism and ending with present day forms of new art media and formats, this course highlights recent shifts in art-making practices and their relation to changing social, cultural, and historical circumstances. **Δ WAC 2: Writing and Research in the Liberal Arts & Humanities: Historical Analysis**

**Prerequisite:** ART 1460 Art History II: Renaissance Through Modern

### **ART 3310 - Research Methods in Art 4cr**

In this art history course, students learn the research skills essential to any creative practice. Students engage with a wide variety of research methodologies for studio art and art history including: factual research in museums, libraries, and special collections; critical, analytical, and expository writing; sketching, drawing, and other forms of graphically recording and organizing their ideas. *This is a college composition course that requires critical writing and oral presentations.* **Δ WAC 3: Writing and Research for the Major**

### **ART 3450 - Life Drawing II 4cr**

This studio course is a continuation of the study of the human form that builds upon the knowledge gained in ART 2450 Life Drawing I. This course deals with the structure, anatomy, design, and expression of the human form, as well as skeletal and muscle anatomy. In addition, students focus on a particular theme, skill, or medium they wish to develop and will present a cohesive body of drawings at the end of the semester relating to their study of the figure.



*Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. May be repeated for credit as ART 4450.*

**Prerequisite:** ART 2450 Life Drawing I.

### **ART 4120 - Senior Project I 4cr**

In this studio course, students conduct research their proposed project, begin developing a cohesive body of work, and produce exhibition quality examples of their artwork. Issues involved in being a professional artist are addressed. If successful in passing this course, students go on to ART 4130 Senior Project II to complete their proposed projects. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time.* **Δ WAC 4: Capstone Writing and Research**

**Prerequisites:** Senior art major, grade of B- or better in 12 credits of studio concentration, and permission of instructor.

### **ART 4130 - Senior Project II 4cr**

In this studio course, students concentrate on completing the cohesive body of artwork initiated in ART 412 Senior Project I. The completed work must be of exhibition quality to culminate in an exhibition in the Elizabeth Holden Gallery. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Successful completion of this course is required for graduation of all art majors.* **Δ WAC 4: Capstone Writing and Research**

**Prerequisite:** Successful completion of ART 4120 Senior Project I.

### **ART 4840 - Undergraduate Research in the Arts 2cr**

This course supports upper-level students interested in pursuing original research in fine arts. The research is self-directed academic work by an individual student, or team of students, that addresses a research question with the expectation of a scholarly or creative product intended for publication or presentation on or off campus. Students undertake this work with a faculty mentor during the course of an academic year and receive credit during spring semester. This course is an opportunity for student artists to pursue a research topic that underlies or informs their creative production. Such a project draws mainly on library and/or field research but it may also include experimental studio research.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.04 Biology (BIO)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **BIO 1020 - Field Natural History 4cr**

This course covers methods and concepts facilitating the study and appreciation of natural history. Most weekly lab sessions are in the field to investigate various ecosystems and their inhabitants. Course topics may include forest succession, edible wild plants, field ecology methods, ponds and streams, and the use of identification keys, topographic maps, and collecting equipment. Each student conducts a detailed natural history project on a topic of interest. *Designed for non-science majors and does not count towards the BIO or ENS major.* Δ **Natural Science**

### **BIO 1090 - Human Biology 4cr**

This course considers humans as a biological species. Topics include human anatomy and physiology, basic biochemistry and cell biology, genetics, human reproduction and development, immunology and infectious disease, nutrition, pharmacology, and the evolution of humans as a species. The biological understanding of what unites all humans and what accounts for our differences serves as a common theme. Ways in which an understanding of human biology can inform opinions on contemporary issues facing us as a society, as well as personal choices regarding our own health are explored. *Designed for non-science majors and does not count toward the BIO or ENS major.* Δ **Natural Science**

### **BIO 1160 - General Biology 4cr**

This course introduces students to the fundamental properties of living things on our planet. Topics include the concepts of genetics, biochemistry, cell biology, plant and animal physiology, and evolution. A survey of the diversity of life is included. The process of scientific investigation is stressed throughout the course and practiced in weekly laboratory exercises. *This course is a prerequisite for all upper-level biology courses and is not intended for students whose major interests lie outside the sciences.* Δ **Natural Science**

**Prerequisite:** Placement in or above CHM 1160 General Chemistry I or completion of CHM 1030 Principles of Chemistry.

### **BIO 1200 - Biology of Sex 4cr**

This course addresses a question that has captivated biologists for hundreds of years. Why does sex exist? In this course, students use a variety of organisms, including microbes, insects, plants, and humans, to explore the tremendous diversity of morphologies and behaviors that are associated with sexual reproduction. Students also consider the ecological and genetic conditions under which sexual reproduction and different mating strategies evolve, as well as the evolutionary outcomes of sexual versus asexual reproduction. *Designed for non-science majors and does not count toward the biology or environmental studies major.* Δ **Natural Science**

### **BIO 2020 - Ecology 4cr**

Ecology is the study of interactions of organisms with one another and with the physical world. This course covers the ways in which individual species, populations, communities, ecosystems and landscapes are characterized and analyzed, both quantitatively and qualitatively. Some of the various factors that affect the number and distribution of organisms are explored through a combination of lecture and regular laboratory exercise.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **BIO 2080 - Cell Biology 4cr**

This course provides a general overview of the cell as the fundamental unit of life. Beginning with the role of cells in determining the properties and behaviors of tissues, the course moves on to describe how the cytoskeleton, membranes, and organelles interact to generate the universal properties of life. Special emphasis is given to cell communication and protein function. Half the class time is devoted to lecture and discussion and half to laboratory exercises involving the fundamental techniques of cell study.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.



**BIO 2170 - Introduction to Animal Science 4cr**

This course focuses on the biology, husbandry, and human uses of domestic animals and is of special interest to pre-veterinary students and to those interested in small-scale animal agriculture. Topics include domestication, reproduction, basic genetics, artificial selection and breeding, animal health and disease, the husbandry (management) of major domesticated animal species, and animal welfare. Laboratory exercises and field trips are incorporated into the schedule.

**Prerequisite:** BIO 1160 General Biology.

**BIO 2190 - Plant Morphology and Anatomy 4cr**

This course is a survey of the internal and external forms of plants, fungi, and algae, with emphasis on vascular plants. Adaptive strategies and the structures that pertain to these strategies are emphasized. Laboratory work is designed to familiarize students with anatomical and morphological features and provide skills useful in plant identification.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology. BIO 2020 Ecology or ENS 2010 Applied Ecology may be taken concurrently.

**BIO 2290 - Field Mycology 2cr**

Our region has one of the highest diversities of fleshy fungi of anywhere in North America, and much of this course focuses on identifying the major genera and species that inhabit this area. During the course, students make several forays into the field to collect samples. In addition to identification, students also learn about fungal growth and reproduction, fungal ecology, and uses of fungi for food and medicine. Although edibility of wild mushrooms is discussed and students have the opportunity to sample some edible species that are found, this course is not intended to make students experts on identification of mushrooms for human consumption. *This course includes a mandatory weekend field trip.*

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

**BIO 2350 - Vertebrate Zoology 4cr**

This course provides a taxonomic and evolutionary survey of all the vertebrate groups (fish, amphibians, reptiles, birds, and mammals) on a local and worldwide basis. Special consideration is given to salamanders and the conservation status of each vertebrate group. Students learn laboratory techniques and skills in field collection and identification through weekly labs.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology. BIO 2020 Ecology or ENS 2010 Applied Ecology may be taken concurrently.

**BIO 2410 - Invertebrate Zoology 4cr**

Animals without backbones make up 98 percent of all animals of earth and include the insects and most of the salt-water phyla. This course examines the identification, taxonomy, evolution, morphology, ecology, and behavior of this diverse group of animals. Laboratory exercises and collecting trips to the field are employed as a regular part of the course. *A weekend field trip is required.*

**Prerequisite:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology. BIO 2020 Ecology or ENS 2010 Applied Ecology may be taken concurrently.

**BIO 3210 - Conservation Genetics 4cr**

During this course, students become familiar with the fundamental concepts of conservation genetics and their applications in natural resource management and in conservation biology. Students gain knowledge of the theory and methods for characterizing genetic diversity as well as approaches to integrating the information into management strategies for wild and captive populations. Students cover molecular methods for measuring genetic diversity in DNA and proteins as well as estimation of heterozygosity, polymorphism, and allelic diversity from the derived data. Student learning emphasizes case studies of small populations, especially those in and around western North Carolina. Case studies used also focus on issues that relate to the preservation of biodiversity and the management of renewable resources.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

**BIO 3220 - Genetics 4cr**

This course provides a basic understanding of the nature of genes, the ways they are regulated, and their patterns of



inheritance. It focuses primarily on the molecular understanding of genetics, but also introduces the ways in which genes determine an organism's form and function, as well as their role in evolution and speciation. Current molecular methods for analyzing genes are studied through their application to problems in clinical science and conservation biology. Class time is split evenly between laboratory exercises and lecture/discussion.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 3400 - Plant Ecology 4cr**

Ecology is the study of interrelationships between organisms and their biotic and abiotic environments. It is these relationships that influence the abundance and distribution of organisms in space and through time. This course explores the ecology of plants at four different levels: the individual, the population, the community, and the ecosystem. Students gain hands-on experience designing and conducting plant ecological research. The lab portion of the class strongly emphasizes generating testable hypotheses, designing experiments, using statistics to analyze data, and communicating results in writing.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 3420 - Plant Physiology 4cr**

This course is for students interested in the interaction between plants and the environment. Topics covered include structure and cell physiology, photosynthesis, respiration and metabolism, secondary metabolites, hormones and development, stress physiology, and plant biotechnology. The weekly laboratory for this course involves exercises on plant cell structures, photosynthesis, secondary metabolites, plant hormones, and phytochromes.  $\Delta$  **WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** BIO 1160 General Biology. BIO 2020 Ecology or ENS 2010 Applied Ecology or BIO 3220 Genetics. BIO 2020 Ecology or ENS 2010 Applied Ecology and/or BIO 3220 Genetics may be taken concurrently.

### **BIO 3450 - Developmental Biology 4cr**

Animals must develop organs and internal systems of immense complexity from the beginnings of a single cell. In this course, animal development is covered from gametogenesis through fertilization, cleavage, gastrulation, organogenesis, germination, hatching (or birth), growth, and maturation. Some of the molecular genetic mechanisms responsible for establishing pattern formation and cellular fate and differentiation are covered as well.

**Prerequisites:** BIO 1160 General Biology, CHM 1170 General Chemistry II, and either BIO 2080 Cell Biology or BIO 3220 Genetics.

### **BIO 3480 - Animal Behavior 4cr**

Natural selection has created diversity in a variety of animal traits that aid in survival and reproduction, including the behavioral patterns and strategies used by animals. In this course, the theoretical foundations for the evolution of behavior are presented, including such topics as foraging, defense, aggression, dominance, cooperation, altruism, courtship, parental care, and communication. Techniques used in the study of animal behavior are presented in the lab, and students conduct a small-scale study on a locally available animal species.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 3490 - Herpetology 4cr**

In this course, students become familiar with the study and diversity of amphibians and reptiles. The course covers the current understanding of amphibian and reptile taxonomy, taxonomic relationship, and placement within the vertebrate tree of life. During this time, students also become familiar with the unique characteristics of each group. Through the course, students learn important herpetology techniques, such as local species identification and proper survey and capture methods.

**Prerequisites:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **BIO 3510 - Mammalian Physiology 4cr**

This course examines the function of mammalian body systems (such as the circulatory, respiratory, gastrointestinal, and nervous systems), on the levels of cellular function, organ function, and whole system function. The physiology of mammals is the focus of the course, but comparisons are drawn to other vertebrates. Regular laboratory exercises are used to reinforce important concepts, but no labs will cause harm to any live animals.

**Prerequisites:** BIO 1160 General Biology, CHM 1170 General Chemistry II, and either BIO 2080 Cell Biology or BIO 3220 Genetics.



**BIO 3700-3760 - Topics in Biology 2cr**

These rotating courses address recent developments and current issues in the field of Biology. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Biology courses and provide greater depth in specific fields of study.

**Prerequisite:** Dependent on instructor and topic.

**BIO 4020 - Evolutionary Biology 4cr**

Evolution is the underlying principle of biology; nothing in biology makes sense without it. A rigorous, comprehensive introduction to this vast and crucial field, this course covers the history of Darwinism, natural selection, evolutionary genetics, paleontology, processes of macroevolution, the origin of life, and human evolution.

**Prerequisite:** BIO 1160 General Biology and BIO 3220 Genetics.

**BIO 4350 - Comparative Vertebrate Anatomy 4cr**

In this course, the functional morphology, development, and anatomical adaptations of vertebrates are studied through a comparative approach. For each major body system, students consider the relationship between form and function, developmental origins, and evolutionary history. In the laboratory, students examine the anatomy of selected protochordates and conduct an in-depth dissection of the domestic cat.

**Prerequisite:** BIO 1160 General Biology and junior or senior standing.

**BIO 4400 - Plant Taxonomy 4cr**

This course acquaints students with aspects of modern plant taxonomy, focusing on families of flowering plants. Students become familiar with characteristics of various plant taxa and techniques and terminology needed to distinguish among them. Vegetative and reproductive morphology, floral dissections, and the use of keys are emphasized, but current approaches, such as molecular taxonomy and phylogenetics, are also included. The history and rationale of various taxonomic approaches are discussed, emphasizing the evolutionary relationships among taxa. A plant collection is required.

**Prerequisite:** BIO 1160 General Biology, and BIO 2020 Ecology or ENS 2010 Applied Ecology.

**BIO 4500 - Microbiology 4cr**

This course covers the diversity of the microbial world and explores some of the ways it is studied. Organisms covered include the viruses, bacteria, archaea, protists, algae, and fungi. A recurring theme is how an understanding of the microbial world challenges our metazoan biases about systematics, cell biology, biochemistry, evolution, and genetics. Infectious diseases are studied as problems in evolution and ecology. Class time is split evenly between laboratory exercises and lecture/discussion.

**Prerequisites:** BIO 1160 General Biology and, CHM 1170 General Chemistry II, and BIO 3220 Genetics.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.05 Career Development (CD)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **CD 1840, 1860 - Academic Internship Seminar 2cr**

This course allows students to consider their experience and growth while at their internship placement, to recognize their core values and future vision, and to identify themselves as leaders and change agents. Reflection takes place within the context of the Social Change Model of Leadership Development. *This course is a requirement for student interested in receiving academic credit for an internship. This course may be repeated for credit once as CD 1860.*

**Prerequisite:** Prior approval by the Career Development Center, including a Learning Contract signed by the academic advisor.

### **CD 1850, 1870 - Academic Internship 2-14cr**

This course allows students to gain credit based on the work they have completed on-site during their internship experience. Students are eligible for no more than one credit for every 40 hours worked at their internship site. *This course must be taken along with CD 1840 or 1860 Academic Internship Seminar. This course is graded on a pass/fail basis. This course may be repeated for credit once as CD 1870.*

**Prerequisite:** Prior approval by the Career Development Center, including a Learning Contract signed by the academic advisor.

### **CD 3400 - Career Awareness 2cr**

Using the Triad as a foundation, this course provides the opportunity for students to assess themselves (personality, values, skills, and interests), apply this knowledge to career options, and take active steps toward a future career choice. Designed for individuals who have started to focus on career exploration and are ready to take action, this course has an emphasis on career research, shadowing, and preparation for obtaining additional immersion experiences.

### **CD 3500 - Career Preparation 2cr**

In this course, students focus on the principles, methods, and practice in achieving career goals. Emphasis is placed on the process of self-reflection, exploration of career opportunities, identification of skills and strengths, recognition of identity in the workplace, resume and cover letter development, interviewing, networking, budgeting and finances, salary and benefits negotiations, and professionalism.

### **CD 3600 - Leading From Within 2cr**

Based on the pioneering work of Dr. Parker Palmer and drawn from Quaker practices, this course explores the use of Clearness Committees as a process for individual discernment within an atmosphere of community. Integrating theory and practice, students explore how to develop communities of trust that support them in the midst of their own development, questioning, and seeking. Students become familiar with disciplines that support the rigors of the inner journey, as they also enrich their capacity to listen deeply in community. There are opportunities for writing, reflection, small group interaction, and inclusion of poetry and stories from various wisdom traditions. Finally, there is consideration of how these practices may be integrated to enrich the life and vitality of the College.

### **CD 4840, 4860 - Academic Internship Seminar 2cr**

This course is for students seeking to fulfill the internship requirement within the Outdoor Leadership Major. This course allows students to consider their experience and growth while at their internship placement, to recognize their core values and future vision, and to identify themselves as leaders and change agents. Reflection takes place within the context of the Social Change Model of Leadership Development. *This course is a requirement for students interested in receiving academic credit for an internship in their field of study. This course may be repeated for credit once as CD 4860.*

**Prerequisite:** Prior approval by the Career Development Center, including a Learning Contract signed by the academic advisor.

### **CD 4850, 4870 - Academic Internship 2-14cr**



This course is for students seeking to fulfill the internship requirement within the Outdoor Leadership Major. This course allows for students to gain credit based on the work they have completed on-site during their internship experience related to their field of study. Students are eligible for no more than one credit for every 40 hours worked at their internship site. *This course must be taken along with CD 4840 or 4860 Academic Internship Seminar. This course is graded on a pass/fail basis. This course may be repeated for credit once as CD 4870.*

**Prerequisite:** Prior approval by the Career Development Center, including a Learning Contract signed by the academic advisor.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.06 Chemistry (CHM)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### CHM 1030 - Principles of Chemistry 2cr

This course serves students needing additional preparation for CHM 116 General Chemistry I and introduces most of the major areas of chemistry with emphasis on the chemical basis of earth systems and biological organisms. These emphases make chemistry understandable, applicable, and fun. This includes group and laboratory activities. *This course is graded on a Pass/Fail basis. This course does NOT fulfill the Natural Science triad requirement. A lab fee is required.*

### CHM 1150 - General Chemistry I Laboratory 0cr

This laboratory course explores reaction types, chemical formulas, stoichiometry, molecular modeling, atomic structure, and spectroscopy. The material complements and reinforces the lecture class. *A lab fee is required.*  
**Corequisite:** This laboratory course must be taken concurrently with CHM 1160 General Chemistry I.

### CHM 1160 - General Chemistry I 5cr

This course provides a solid background in the fundamental principles of chemistry for science majors (including Environmental Studies majors). This course assumes a working knowledge of high school algebra and chemistry. Subject areas include thermodynamics, acid-base chemistry, stoichiometry, oxidation-reduction reactions, and chemical bonding. Δ **Natural Science**

**Corequisite:** This course must be taken concurrently with CHM 1150 General Chemistry I Laboratory.

**Prerequisite:** CHM 1030 Principles of Chemistry or permission of instructor based on score on a placement test.

### CHM 1170 - General Chemistry II 5cr

This course provides a solid background in the fundamental principles of chemistry for science majors and assumes a working knowledge of high school algebra and chemistry. Subject areas include atomic and molecular structure, solutions, gases, acids and bases, oxidation-reduction reactions, reaction rates, thermodynamics, electrochemistry, and equilibria. Δ **Natural Science**

**Corequisite:** This course must be taken concurrently with CHM 1180 General Chemistry II Laboratory.

**Prerequisite:** CHM 1160 General Chemistry I with a grade of C- or better, or permission of instructor.

### CHM 1180 - General Chemistry II Laboratory 0cr

This laboratory course explores kinetics, equilibria, thermodynamics, and acid-base topics. The material complements and reinforces the lecture class. *A lab fee is required.*

**Corequisite:** This laboratory course must be taken concurrently with CHM 1170 General Chemistry II.

**Prerequisites:** CHM 1160 General Chemistry I and CHM 1150 General Chemistry I Laboratory.

### CHM 2250 - Organic Chemistry I 4cr

This course provides a basic understanding of the structure and function of organic molecules with emphasis on biological implications. Topics include principles of structure and bonding; structural analysis; organic nomenclature; stereochemistry; and an introduction to addition, substitution, elimination, condensation, and hydrolysis reactions. The lab includes purification, extraction of natural products, synthesis, chromatography, and spectroscopy. Modern instrumentation is used extensively. *A lab fee is required.* Δ **WAC 2: Writing and Research in the Liberal Arts**

**Prerequisite:** CHM 1170 General Chemistry II with a grade of C- or better, or permission of instructor.

### CHM 2260 - Organic Chemistry II 4cr

In this course, common organic mechanisms are carefully explored, and an emphasis is placed on organic synthesis. Functional group transformations and carbon-carbon bond-forming reactions are central to this course. In the laboratory, standard organic preparations are carried out including the Grignard reaction, electrophilic aromatic substitution, and Suzuki coupling. Students determine the structures of unknowns. Modern instrumentation is used extensively. *A lab fee is required.*



**Prerequisite:** CHM 2250 Organic Chemistry I with a grade of C- or better.

### **CHM 3210 - Instrumental Methods 4cr**

In this course, students design and execute targeted chemical analyses using modern instruments such as chromatographs (gas and liquid) and spectrometers (emission and mass). Students also use statistical methods to examine the quality of laboratory data and report on their experimentation in concise scientific writing for a variety of target audiences. Finally, students learn to perform basic instrument maintenance and trouble-shooting. *A lab fee is required.*

**Prerequisites:** CHM 1170 General Chemistry II with a grade of C- or better.

### **CHM 3310 - Thermodynamics and Kinetics 4cr**

In this course, the first and second laws of thermodynamics are treated in detail from a molecular perspective. The thermodynamic functions of internal energy, enthalpy, Gibbs energy, Helmholtz energy and entropy are interpreted and applied in studying chemical equilibrium, colligative properties of solutions, phase equilibria in multi-component systems, and ionic equilibria in electrochemical systems. The rates and mechanisms (kinetics) of reactions occurring on surfaces, in solution, and in the gas phase will also be explored from a microscopic perspective.

**Corequisite:** This course must be taken concurrently with CHM 3330 Thermodynamics Laboratory.

**Prerequisites:** CHM 1170 General Chemistry II, MAT 2420 Calculus II, and PHY 2510 Physics I, all with a grade of C- or better or permission of instructor.

### **CHM 3320 - Quantum Chemistry and Molecular Spectroscopy 4cr**

The topics covered in this course include quantum mechanics, statistical mechanics and spectroscopy. The goal of the course will be to interpret and explain the fundamental principles governing the observed spectroscopic behavior of a quantum mechanical system as predicted by statistical mechanics. The quantum mechanics of translation, vibration, rotation, and nuclear states will be thoroughly explored. These concepts will then be applied in understanding atomic and molecular structure and in interpreting the spectroscopic manifestation of quantum mechanical behavior on an atomic, molecular, and nuclear level.

**Prerequisites:** CHM General Chemistry II, MAT 2420 Calculus II, and PHY 2520 Physics II, with a grade of C- or better, or permission of instructor.

### **CHM 3330 - Physical Chemistry Laboratory 1cr**

Thermodynamic behavior, spectroscopy, phase equilibria for pure substances and mixtures, chemical equilibria, kinetics, and molecular modeling are explored. *A lab fee is required.*

**Corequisite:** This course must be taken concurrently with CHM 3310 Thermodynamics and Kinetics

**Prerequisites:** Concurrent enrollment in CHM 3310 or permission of instructor.

### **CHM 3700-3760 - Topics in Chemistry 2cr**

These rotating courses address recent developments and current issues in the field of Chemistry. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Chemistry courses and provide greater depth in specific fields of study.

**Prerequisite:** Dependent on instructor and topic.

### **CHM 4070 - Biochemistry I 4cr**

In this course, the molecular logic of living things and the background necessary for understanding, at the molecular level, the life processes encountered in veterinary science, medicine, biotechnology, ecology, animal behavior, and botany are explored. A detailed understanding of the structure, chemistry, function and metabolism of the major classes of biological macromolecules are presented. An extensive study is made of enzyme systems in bioenergetics and metabolism. Photosynthesis, nutrition, and medical applications are also reviewed.

**Prerequisites:** CHM 2250 Organic Chemistry I and BIO 1160 General Biology, with a C- or better or permission of instructor.

### **CHM 4080 - Biochemistry II 4cr**

This course continues the goals of Biochemistry I: understanding the anabolic and catabolic reactions of lipids and



proteins. The course also explores the mechanisms of signaling across cell membranes and regulation of processes across the whole organism. Students will investigate nucleic acid chemistry and the chemistry of the processes involved in translating the genetic code into proteins. Students should enroll in CHM 4090 Biochemistry Laboratory concurrently.

**Corequisite:** This course must be taken concurrently with CHM 4090 Biochemistry Laboratory.

**Prerequisite:** CHM 4070 Biochemistry I with a grade of C- or better, or permission of instructor.

### **CHM 4090 - Biochemistry Laboratory 1cr**

This course introduces students to biochemical laboratory techniques including protein purification, ion exchange and gel permeation chromatography, electrophoresis, immunoassay, enzyme kinetics, and genetic manipulation. Experiments illustrate concepts in the lecture course. Report writing and critical examination of the literature are stressed. *A lab fee is required.*

**Corequisite:** This laboratory course must be taken concurrently with CHM 4080 Biochemistry II.

**Prerequisite:** CHM 4070 Biochemistry I with a grade of C- or better, or permission of instructor.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.07 Economics (ECO)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ECO 1900 - Contemporary Social and Economic Issues 4cr**

In this course, students examine and explore the economic dimension of a set of current social and economic issues selected by the instructor and students. A variety of possible topics can be covered including environmental, international, financial, business, political or other, depending on current events and student interests. The economic dimensions and implications of the issues, as well as policy alternatives, are discussed using current periodicals, statistical sources, and an economics text.

### **ECO 2010 - Microeconomics 4cr**

In this course, students study the foundation of the economic and business world. Students explore what is behind choices made by individuals as consumers, producers, employees, voters, husbands and wives, fathers and mothers, and others, learning how individuals allocate their resources across the choices they face. This study leads to the basic models of demand and supply in the market, the primary focus of the course. Students also study how alternative market institutions influence choices made and economic efficiency. International and environmental dimensions and consequences of choices are integrated throughout the course. Δ **Society and Human Behavior**

### **ECO 2030 - Survey in Economics 4cr**

This course covers the foundations of the economic system covering both microeconomics and macroeconomics. Specifically we explore what drives individual choices as well as studying the performance and management of the overall economy. The basic models of demand and supply in the market and international trade will comprise most of the micro section and economic growth, inflation and unemployment will make up the macro section. Policy and current issues are integrated throughout the course. *Sustainable Business Majors are not eligible for credit from this course. This course is recommended as the prerequisite for non-majors wishing to take upper level Economics courses.* Δ **Society and Human Behavior**

### **ECO 2100 - Macroeconomics 4cr**

In this course, students learn the basic concepts underlying the performance and management of the economy, focusing on how the economic system works, how it fails, causing inflation and unemployment, and how the government intervenes to stabilize the system. Concepts concerning consumer consumption, investment, aggregate demand and supply, equilibrium, fiscal and monetary policy, and the financial system are covered. International and environmental dimensions of the macro economy are integrated throughout the course. Δ **Society and Human Behavior**

**Prerequisite:** ECO 2010 Microeconomics.

### **ECO 3010 - Microeconomic Theory and Practice 4cr**

This course is for advanced students who are majoring in business and economics or who believe they may take an economics graduate degree in the future. Microeconomic topics discussed in previous courses are explored in more depth and are applied using case analyses estimating demand and cost curves using regression analysis. Topics include consumer choice, firm equilibrium, input, output, and price decision of the firm.

**Prerequisites:** ECO 2010 Microeconomics, MAT 1410 Statistics, and junior standing.

### **ECO 3070 - International Trade 4cr**

This advanced course develops the theories and principles involved in the trade of goods and services between nations as well as the international finance of such trade. Why do countries trade? What are the effects of trade on the world incomes as well as on national and personal incomes? What are the causes and effects of international factor movements, such as labor migrations and foreign investment? What about multinationals? The international value of the dollar? Students study a country of their choice in depth, producing a final report and presentation that applies the many models and concepts learned in the class.

**Prerequisite:** ECO 2010 Microeconomics.



### **ECO 3800 - Environmental and Ecological Economics 4cr**

In this course, students explore the relationship between human social and economic systems and the environment. We analyze how markets fail, causing many environmental problems, how markets can be harnessed, and how various government strategies can lead to better management of environmental resources and ecosystem services. Topics such as resource valuation, cost-benefit analysis, and multi-criteria analysis are discussed as well as alternative government policy approaches. Students complete a major class project on an issue selected in coordination with the instructor.

**Prerequisite:** ECO 2010 Microeconomics.

### **ECO 3830 - Economic Growth and Development 4cr**

The primary themes of this course are the process of economic development and growth, as well as the sustainability of growth. Topics include the meaning of and measures for development and underdevelopment, the connections between growth and development, the processes that lead to growth and development, and the economic, social, political, and cultural obstacles to growth and development and the policies that can alleviate them. Throughout the class, the sustainability and desirability of growth is continually questioned. Students either write and present a country report, or participate in a regional group project studying a regional development issue. Students apply course material in a specific context, learning research, analysis, writing, and presentation skills.

**Prerequisites:** For Business and Economics majors: ECO 2010 Microeconomics and ECO 2100 Macroeconomics. For non-majors: ECO 1900 Contemporary Social and Economic Issues and permission of the instructor.

### **ECO 4010 - Economics Research Seminar I: Economic Research Design 2cr**

In this course, students integrate the knowledge and skills learned in previous economics courses. Students study a particular issue or policy of their interest. This course covers the first four steps of the research process that include: 1) the identification of and focusing on a policy or issue (social, environmental, or economic), 2) literature research of the issue, 3) development of an appropriate theoretical model, and 4) development of an empirical model with proposed hypotheses and identification of data needed to implement the model. Students complete this course with a written proposal to conduct the research and an oral presentation to the department for any funding needed. *This course is followed by ECO 4020 Economics Research Seminar II: Economic Research Implementation, where students complete the research they have proposed.*

**Prerequisites:** Junior/Senior standing and completion of Business and Economics major core curriculum.

### **ECO 4020 - Economics Research Seminar II: Economic Research Implementation 2cr**

In this course, students conduct the research previously proposed in ECO 4010 Economic Research Seminar I: Economic Research Design. This second course covers the final four steps of the research process that include: 1) collection of data, 2) analysis of data, 3) interpretation of results and drawing conclusions, and 4) preparation of a final research paper (including the first four steps from ECO 4010). Students complete a final research paper that is presented to the campus community and at any relevant conferences available to them in the spring semester.

**Prerequisites:** Junior/Senior standing and ECO 4010 Economic Research Seminar I: Economic Research Design.

### **ECO 4600 - Sustainability in Action I: Designing Decision Tools 4cr**

This course focuses on providing students with an understanding of sustainability and how to design decision tools in order to make sustainable choices. Multi-Criteria Decision Analysis, the method used for complex choices in decision theory, is the primary approach taught in this class. Topics include identification of goals and values for sustainable choices, clarification of these goals and values in the form of both quantitative and qualitative indicators, use of decision trees for resource or options assessment, application of the impact matrix, and alternative decision rules for making choices. Students are also introduced to participatory decision tools and methods for facilitating sustainable choices.

### **ECO 4610 - Sustainability in Action II: Making Choices 4cr**

In this course, students design and implement a Sustainability Decision Tool for a particular on-campus or off-campus group, business, or organization. They work independently with faculty guidance, meeting only one time per week as a class. Students design the tool in the first 8 weeks and implement the tool in the second 8 weeks. The semester concludes with a formal presentation outlining the final conclusions drawn from the process provided to representatives of the group, business, or organization and other interested and invited persons.



Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.08 Education (EDU)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **EDU 1050 - Weekly Writing Sessions 1cr**

All writers benefit from sharing and discussing their work with knowledgeable, interested readers. This course provides such an opportunity, pairing each student writer with a peer tutor from the Writing Center for weekly one-on-one writing sessions. With the peer tutor's support, the student writer works on planning, drafting, revising, and editing papers assigned for other classes. Some students bring creative writing. Some use the sessions as check-ins during long research projects, bringing notes, insights, outlines, questions, and drafts. The Writing Center director oversees the course. Grading is based on participation and a portfolio of work completed for other classes and worked on with the peer tutor. *This course may be taken twice, each time for a single credit. May be repeated for a second single credit as WRI 2060.*

### **EDU 1160 - College Academic Strategies for Triad Learning Effectiveness 1-2cr**

In addition to whole class meetings where the complexities of learning are explored, students work individually with the instructor to define and address areas of need or interest that will enhance the college experience. Topics might include goal-setting and prioritizing, time management, focus strategies, memory and studying, reading and note-taking, preparation for exams, and major and career planning. *Students are evaluated on a Pass/Fail basis. This course may be repeated once using EDU 1170.*

### **EDU 2070 - Teaching Writing in Communities 2cr**

This course is designed for students who want to teach or tutor writing in college, high school, community settings, or abroad. Students examine writing practices of adolescents and adults, cultural and political dimensions of writing experiences, and local contexts of writing at Warren Wilson and in Buncombe County. Expectations include extensive reading, critical reading responses, a tutoring placement (on campus or through Service-Learning), field notes about tutoring, and a research paper.

**Prerequisite:** EDU 2080 Theory & Practice of Tutoring Writing.

### **EDU 2080 - Theory & Practice of Tutoring Writing 2cr**

The course prepares students from all majors to work as interdisciplinary writing tutors at Warren Wilson and also gives them a foundation to teach and mentor in other school, service, and professional settings. Students analyze genres of academic writing; study theories of composing; and explore approaches to working with peers on grammar, style, structure, and argument. Students take the course during their first term working with the Writing Studio or Community Writing Studio; Community Writing Studio tutors are also required to take EDU 2070 Teaching Writing in Communities after completing this course.

**Prerequisite:** Permission of instructor.

### **EDU 2090 - Emergent Literacy for Children 4cr**

This course is designed to allow students to examine the world of children's literature and explore the significance of emergent literacy skills. It emphasizes skills that are related to literacy development from infancy through third grade. Students analyze books from different genres, discover the benefits of bibliotherapy, create their own children's book, and explore strategies to develop literacy with children. Throughout the course, students practice ways to expose children to core literacy components through work with children in early childhood classrooms, preschools, and kindergarten.

### **EDU 2120 - Teaching Foundations: Middle School/High School**

This course gives students a theoretical framework for exploring the nature of teaching and learning within a public school setting for middle and high school students. Students explore the function of middle and secondary schools, the cognitive and social/emotional development of middle and high school students, as well as contemporary issues facing schools and educators. The course features focused on-site observations and one-on-one teaching experiences within public middle and high school classrooms.



### **EDU 2210 - Science Teaching Methods 2cr**

This course is for students considering a career teaching science to children or adolescents. The focus is on the nature of science teaching in K-12 schools and in other settings not requiring teaching licenses, such as environmental centers. The course focuses on science teaching methods while also considering science teaching standards, philosophy, and assessment and challenges particular to the teaching of science. The course includes off-campus field work observing and participating in local schools and science centers. Careers in science education are explored and discussed.

### **EDU 2350 - Exploring Teaching: Elementary and Early Childhood 2cr**

This course provides students with an opportunity to explore teaching at the pre-school and early elementary levels. Relevant topics to prepare students for experiences working with children in classrooms are addressed on campus. A majority of the course is conducted on-site in an elementary school or at the Mountain Area Child and Family Center under the joint supervision of the instructor and the classroom teacher. *May be repeated for credit.*

**Prerequisite:** Either PSY 2020 Infant Development, PSY 2030 Child Development, PSY 2040 Adolescent Development, or PSY 1000 Introduction to Psychology.

### **EDU 2600 - Experiential Teaching Methods 4cr**

This course gives students a foundation in the history and application of experiential teaching methodology. The course provides a framework for the philosophical foundations of experiential methodology that led to its contemporary application in traditional and non-traditional learning environments. In this course, students explore and engage in experiential teaching and learning through a fieldwork component, teaching within the college classroom and through an engaged research project on the college campus.

### **EDU 3030 - Learning with Children 4cr**

This course provides students an opportunity to study specific concepts related to teaching children in settings such as the Verner Center for Early Learning adjacent to the Warren Wilson campus. Students gain practical experience observing and learning with toddlers and young children and further their knowledge of child development, curriculum, early childhood best practices, educational environments, lesson planning, and team teaching. They also learn approaches to effective evaluation and reflection that will inform their professional growth.

### **EDU 3050 - Educational Psychology 4cr**

This course covers psychological principles and research findings as they apply to teaching and learning. Topics include examination of appropriate developmental practices, intelligence, cognition, motivation, cultural diversity, classroom community, and classroom management. In addition, students will examine and practice the implementation of a variety of instructional strategies that incorporate learning theory. Particular emphasis is placed on the application of research-based practices as they can be used in a variety of learning situations. A field component in which students observe and teach in a public school classroom is a significant component of this course. **Δ Society and Human Behavior**

### **EDU 3120 - Exceptionalities 4cr**

Students develop the knowledge base and skills to work with individuals with exceptionalities. Emphasis is placed on learning a variety of strategies to accommodate and adapt a learning environment to meet special and diverse needs within a mainstream setting. Both historic and contemporary issues and trends in working with individuals who are differently abled are discussed. Field Experience is required.

**Prerequisite:** EDU 2120 Teaching Foundations or EDU 2350 Exploring Teaching or PSY 1000 Introduction to Psychology or SWK 2010 Introduction to Social Work.

### **EDU 3150 - Culturally Competent Educators 4cr**

This course is designed to prepare students to work with children and youth from diverse backgrounds and to help students develop a culturally competent teaching practice. This course exposes students to the complicated nature of racism and bias and the strong hold it has on children, schools, teachers, and families within our society. Through readings, discussions, speakers from community anti-racist groups, and service-learning in a public school, students examine their own racism and develop strategies to teach effectively in multicultural settings. One key component of the course is required attendance in *Building Bridges* of Asheville, a nine-week community based anti-racism



program. *There is a \$30 registration fee.* Δ **CIV: Social Justice**

### **EDU 3500 - Group Leadership Practicum I 2cr**

Students who are selected to be Peer Group Leaders are eligible to receive credit for this course. Each student is expected to participate in a training program, lead a peer group during orientation and first term, keep a journal, and write a summary paper. Students have the opportunity to develop, apply, and assess a broad range of leadership skills in a group setting. *This course is graded on a Pass/Fail basis.*

### **EDU 3520 - Group Leadership Practicum II 2cr**

Students selected to be Peer Group Leaders for a second year are eligible to receive credit for this course. In addition to participating in the training program and leading a peer group, they design and administer an evaluation of the training program. They also design and implement a program to meet an assessed social need of the freshman class. Students have the opportunity to further develop leadership and program administration skills. *This course is graded on a Pass/Fail basis.*

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.09 English (ENG)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ENG 1290 - Religion in Literature 4cr**

This course concerns the ways in which authors address diverse religious issues that theologian Paul Tillich called fundamental matters of "ultimate concern." Students read selected plays, poems, essays, short fiction, and novels in which writers wrestle with controversies concerning science and the spiritual, determinism and free will, humanity and divinity, the sacred and the secular, reason and revelation, nature and the supernatural, and sinful action and authentic existence. Through reading and seminar discussion, students explore how authors adapt religious traditions as they define humankind as *homo religiosus*, or essentially religious in nature. △ **Humanities: Literary Analysis**

### **ENG 1300 - Scriptural and Doctrinal Backgrounds to Western Culture 4cr**

In this course, students undertake a thoughtful primary reading of selections from the Hebrew scriptures and New Testament writings in the King James translation so that they can appreciate this literature for its own sake and be well prepared to understand how later writers were nourished by it and adapted it for their own purposes. Students also study significant developments in Christian doctrine that influenced later writers. △ **Humanities: Literary Analysis**

### **ENG 1310 - Classical Backgrounds to Western Culture 4cr**

Students in this course undertake a thoughtful first reading of influential Greek and Latin works in modern English translation so that they can appreciate the literature for its own sake and be well prepared to understand how later writers were nourished by it and adapted it for their own purposes. *Irregularly offered.* △ **Humanities: Literary Analysis**

### **ENG 1400 - Introduction to Reading and Writing about Literature and Culture 4cr**

In this introductory-level course, students familiarize themselves with the craft of reading literature and with the process of thinking about literature in various historical and cultural contexts. Students also consider different theoretical approaches to the study of literature and culture so that they become well prepared to meet requirements in subsequent courses in the arts. △ **WAC 2: Writing and Research in the Liberal Arts & Humanities: Literary Analysis**

### **ENG 1510 - Introduction to Fiction 4cr**

Modern symbolism in literature is a tool for considering and communicating the antitheses and tensions of human living. In this course, students compare various uses of the literary symbol in selected pieces of fiction. △ **Humanities: Literary Analysis**

### **ENG 1550 - Introduction to Reading Poetry 4cr**

This course is an introduction to the close reading and interpretation of poetry; it is not an introduction to the writing of poetry. The course includes the basics of prosody--that is, the study of those qualities that make poetry different from prose, such as meter and rhyme. A variety of poems from a broad range of English-language poets spanning several centuries are studied. △ **Humanities: Literary Analysis**

### **ENG 2100 - Autobiography and Biography: Selves and Others 4cr**

Both autobiography and biography have connections with religious writing (confessions and saints' lives) and often remain strongly religious in nature. In this course, students read selected autobiographies, biographies, and "autobiographical fictions" in order to explore opportunities, choices, and problems that authors face in composing those spiritual and ethical reflections that distinguish the effort to tell a person's life. △ **Humanities: Literary Analysis**

### **ENG 2150 - Epic-Heroic Mode 4cr**

Rather than simply endorsing values held as heroic in their cultures, Homer and Virgil offered critical examination



of such values, challenging accepted attitudes toward war, conquest, and empire as they worked toward reformulations of traditional understandings of the heroic. In this course, students explore the dynamics of such critical reflection in the three great classical epics (the *Iliad*, the *Odyssey*, and the *Aeneid*); they also consider how later writers, in composing their own works, emulated Homer and Virgil.

Δ **Humanities: Literary Analysis**

### **ENG 2170 - Contemporary Irish Fiction and Drama 4cr**

This course presents an introductory survey of selected works of Anglophone Irish fiction and drama from both the Republic of Ireland and Northern Ireland within the context of Irish political, social, and cultural history. Δ

**Humanities: Literary Analysis**

### **ENG 2230 - Survey of American Literature 4cr**

In this course, students trace developments in American literature from the early to the contemporary period, considering the literature in the context of American culture. By focusing on prominent authors, students explore the meaning of terms such as Puritanism, rationalism, transcendentalism, realism, naturalism, and modernism. Δ

**Humanities: Literary Analysis**

### **ENG 2300 - Modern English Grammar 2cr**

In this course, students work to achieve a thorough command of English grammar and syntax so that they can compose and edit well their own and others' writing.

### **ENG 2400 - Traditions of Work and Service 4cr**

Through studying literary and other art works, students in this course develop an understanding that those ideals of work and service that they have espoused in becoming Warren Wilson students received significant definition in the culture of the nineteenth century. Readings and visual arts works familiarize students with the diversity of opinion and with the (sometimes heated) debate concerning both work and mission that were major aspects of intellectual discourse more than a century ago. Δ **Humanities: Literary Analysis**

### **ENG/THR 2500 - Introduction to Classical Theatre 4cr**

This course, which surveys Western drama from the ancient Greeks through the eighteenth century, focuses on character, dialogue, plot, symbolism, language, and other aspects of dramatic literature. Students also consider drama in its historical, religious, and political contexts, and some consideration is given to dramatic theory, dramatic innovation, and the modern performance of classical plays. Students are encouraged, but not required, to perform a scene from one of the plays read.

Δ **Humanities: Literary Analysis**

### **ENG/THR 2510 - Introduction to Modern Theatre 4cr**

This course surveys major works of modern (early and mid-20th century) and contemporary (post-1970s) drama, with an interdisciplinary focus on literary issues and theatre history. Plays from Europe, America, and Africa are considered. The course begins with Ibsen's invention of modern drama and later may cover such topics as theater of the absurd (Eugene Ionesco's *The Lesson*), gender (Caryl Churchill's *Top Girls*), gay identity and AIDS (Tony Kushner's *Angels in America*), race (Amiri Baraka's *Dutchman*), apartheid in South Africa (Athol Fugard's *Master Harold and the Boys*), and much more. Materials include brief video clips for many of the plays so that students may discuss the work of literature in production. Students are encouraged, but not required, to perform a scene from one of the plays read. Δ **Humanities: Literary Analysis**

### **ENG/GDS 2540 - Gender Issues in the Nineteenth Century 4cr**

This course concerns the controversial redefining of gender roles, for both women and men, that took place in the nineteenth century. In order to explore the cultural concerns about gender that perplexed and sometimes polarized society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolved those dominant conceptions of manhood and womanhood that determine common modern constructions of gender. Δ **Humanities: Literary Analysis**

### **ENG 255-2570 - Selected Nineteenth-Century Authors 4cr**



Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of nineteenth-century culture. *This course may be repeated for credit under different topics.* Δ **Humanities: Literary Analysis**

### **ENG 2600-2640 - Readings in the Humanities 1-4cr**

In this course, students undertake individual and divergent readings in the humanities, committing a minimum of ten hours a week to exploration of issues basic to humanities study, such as the function of paradox, the purpose of liberal arts, the problems of self-representation, and the nature of freedom. *This course may be repeated for credit under different topics.* Δ **Humanities: Literary Analysis**

### **ENG 2650-2680 - The Novel 4cr**

Each year this course focuses on a different topic within the study of the novel. Students explore historical development, cultural contexts, major authors, and principal forms. *This course may be repeated for credit under different topics.* Δ **Humanities: Literary Analysis**

### **ENG 2700 - African-American Writings 4cr**

In this course, students undertake an introductory study of selected African-American writings (verse, drama, fiction, and non-fiction prose) from colonial times to the present. Δ **Humanities: Literary Analysis**

### **ENG/GDS 2730 - Literature by Women 4cr**

This course focuses on English-language poetry, drama, fiction, and nonfiction prose by women and examines the aesthetic, social, and historical contexts in which these writings took place. Readings stretch from the Middle Ages to the present and represent writers primarily from England and the United States but also from several other countries around the world. Δ **Humanities: Literary Analysis & CIV: Social Justice**

### **ENG 2790 - Literature and Philosophy 4cr**

This interdisciplinary course explores mutually illuminating works of literature and philosophy. Readings are divided into eight topics: Platonic Idealism, Enlightenment Rationalism, Religious Faith, Marxism, Nietzschean Thought, Feminism, Psychology, and Existentialism. Philosophical expositions will be read as well as works of fiction, poetry, and/or drama that explore the guiding ideas of each of these topics. A major aim of the course is to enrich the understanding of both literature and philosophy by engaging with texts from each of these disciplines in a way that transcends the traditional boundaries between the fields. Δ **Humanities: Literary Analysis**

### **ENG 2800 - Literature and War 4cr**

This course examines literary representations of war. Although the readings are broad-ranging and begin with selections from pre-classical and classical Greece, the main focus is on texts associated with World War One. Authors include Siegfried Sassoon, Erich Maria Remarque, George Orwell, and Kurt Vonnegut. War-related subjects, such as the literature of peace advocacy, are taken up as well. Δ **Humanities: Literary Analysis**

### **ENG 3300 - Linguistics and History of the English Language: An Introduction and Survey 4cr**

In this course, students approach language as a medium for thought and expression. They begin the survey with the sounds of language (phonology) and proceed to consider the makeup of words (morphology), the structure of sentences (grammars, both traditional and modern), the meaning of meaning (semantics), the relationship of language and mind (psycholinguistics), and other matters related to language and communications.

### **ENG 3350 - Medieval Life and Literature 4cr**

Students undertake investigations in the history of medieval ideas, cultures, and mentalities in this course. The main focus is the study, in modern English translation, of seminal works of medieval literature, philosophy, theology, mystical speculation, ethics, and political theory, drawn from both English and continental traditions. *First-year students who have not as yet completed a college-level literature course should consult with the instructor before enrolling in this course.* Δ **Humanities: Literary Analysis**

### **ENG 3360 - Literature and Culture of the Renaissance 4cr**



In this course, students explore major representative works of sixteenth- and seventeenth-century English literature as well as selected influential continental works. *First-year students who have not as yet completed a college-level literature course should consult with the instructor before enrolling in this course.* Δ **WAC 3: Writing and Research for the Major & Humanities: Literary Analysis**

### **ENG 3370 - Romanticism 4cr**

Students in this course explore the literature, ideas, and setting of that revolutionary era (late eighteenth and early nineteenth centuries) subsequently called the romantic period. They consider how romanticism develops from, yet stands over against, neoclassicism and how romantic writers anticipate modern concerns. Students read some continental and American works, but their primary focus is on British romanticism. Δ **WAC 3: Writing and Research for the Major & Humanities: Literary Analysis**

### **ENG 3380 - Literature and Culture of the Victorian Period 4cr**

Contrary to common misunderstanding, an accurate description of the Victorian era would stress its rebellious, liberal, nakedly honest spirit. Transformed by the intellectual and religious reassessments caused by the theory of evolution and by scientific investigation and criticism of the Bible, the Victorian era witnessed more far-reaching social, economic, and political reform than any period preceding or following it. In this course, students explore the richly diverse literature that reflects the ideals, anxieties, and controversies of this period. Δ **Humanities: Literary Analysis**

### **ENG 3390 - Modernism 4cr**

In this course, students read some of the major British works of the modernist era, a period of great artistic experimentation and innovation. Of particular focus is the relationship between politics and literary production. For example, students explore how the rise of radical feminism and organized labor in Britain in the years before the outbreak of World War One, and the development of Communism and Fascism after it, affected British fiction, poetry, and plays. Students also explore the question of why some of the greatest "British" writers of the modernist period were in fact not British at all, but rather Polish, Irish, and American. Δ **Humanities: Literary Analysis**

### **ENG 3400 - Chaucer 4cr**

Students in this course pursue a close reading of Chaucer's works in Middle English, excluding the prose and early verse translations. *First-year students who have not as yet completed a college-level literature course should consult with the instructor before enrolling in this course.* Δ **Humanities: Literary Analysis**

### **ENG 3410 - Shakespeare 4cr**

This course offers a close study of the texts of selected plays--histories, comedies, tragedies, and late romances. Students encounter a variety of critical and scholarly approaches to Shakespeare, including stage history and performance studies. *First-year students who have not as yet completed a college-level literature course should consult with the instructor before enrolling in this course.* Δ **Humanities: Literary Analysis**

### **ENG 3430 - Milton 4cr**

Students in this course examine Milton's major works, focusing upon the problem of how the artist and the man endeavored to reconcile two disparate traditions that shaped the Renaissance: Christianity and the classical heritage. Δ **Humanities: Literary Analysis**

### **ENG 3440 - Literature and Culture of the Restoration and Queen Anne Period 4cr**

In this course, students examine the plays, poetry, fiction, letters, autobiographical writings, scientific writings, newspaper accounts, and visual arts of England in the late seventeenth and early eighteenth centuries. During this period, English men and women witnessed continual wars with European powers, nation-shaking political plots and intrigues, a devastating outbreak of bubonic plague, the Great Fire of London, and the first actresses upon the London stage. Politicians and some writers of this age sought, against all odds, to restore stability to society and politics, while other writers and artists celebrated the new cultural freedoms at the royal court, as well as innovations in science, literature, and the theatre. Δ **Humanities: Literary Analysis**



### **ENG 3450 - Literature and Culture of the Enlightenment Period 4cr**

This interdisciplinary course explores primarily the literature but also the aesthetics, politics, philosophy, and economic theory of a movement that corresponds roughly with the eighteenth century and whose legacy we are still living today. Works by British, continental, and American writers are considered, and, apart from a central focus on the revolutions in knowledge that characterize this period, literary topics may include the origins of the novel; neoclassical and proto-romantic satire, poetry, and poetics; and comic and tragic drama. **Δ Humanities: Literary Analysis**

### **ENG 3470 - Colonial and Postcolonial Literature 4cr**

In this course, students explore the development and legacy of British imperialism by reading the work of a variety of major Anglophone (i.e., English-language) novelists, playwrights, and poets. Students also read essays about the colonial and postcolonial conditions by some of the leading thinkers on this subject. Texts include works by authors from India, South Africa, Nigeria, and other postimperial nations from around the world. **Δ Humanities: Literary Analysis & CIV: Intercultural Perspectives**

### **ENG 3510-3530 - Selected Twentieth- and Twenty-First-Century Authors 4cr**

Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of twentieth- and twenty-first-century culture. *This course may be repeated for credit under different topics.* **Δ Humanities: Literary Analysis**

### **ENG 4880 - Senior Seminar in English 2cr**

This course offers a capstone experience for students majoring in English. Senior English majors reflect on their methodologies and experiences as students of literature and explore post-college professional options. Students each refine and orally present a sustained critical essay that they composed for upper-level literature courses. *This course is offered on a Pass/Fail basis.* **Δ WAC 4: Capstone Writing and Research**

### **ENG 4890 - Honors Thesis 4cr**

This tutorial allows seniors in the Honors Program to engage in intensive research and sustained critical writing. Under the supervision of one or more English faculty, students prepare senior honors theses on subjects of their choice. A departmental committee evaluates these theses. Students may also share their work with other thesis writers and faculty at informal gatherings during the semester and eventually present their research in a scholarly forum.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.10 Environmental Studies (ENS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ENS 1150 - Perspectives on Environmental Studies 2cr**

In this introductory course, students examine the interrelated scientific, economic, social, ethical, and political dimensions of environmental issues. Students visit field sites demonstrating the variety and complexity of the problems and solutions in environmental and sustainability studies, and hear from a range of faculty and staff associated with the Environmental Studies program. This course is required for the Environmental Studies major.

### **ENS 1260 - Introduction to Environmental Education 4cr**

This course explores the foundations and future of environmental education using service-learning and community engagement with a diversity of audiences, from children to senior citizens. Students gain hands-on experience teaching and learning with local community groups on issues such as nature awareness, food systems, and health and wellness. The course focuses on three aspects of environmental education: education, communication, and community organizing. Δ **CIV: Environmental Responsibility**

### **ENS 2010 - Applied Ecology 4cr**

Ecology is the study of the interactions of organisms with one another and with the physical world. It represents one of the most synoptic disciplines since it integrates biological, chemical, physical, and mathematical concepts. In this course, the characteristics of individual species, populations, communities, and ecosystems are examined and those principles applied to real world environmental problems and natural resource management decisions. Emphasis is on field work, focusing on ecological sampling methods and organism identification. Examples of applied topics that are covered include composting, wetland delineation, water pollution assessment, soil analysis, fish and wildlife management, bioremediation, and environmental impact assessment. *Includes regular lab period.*

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **ENS 2040 - Introduction to Environmental Engineering: Water and Waste Management 4cr**

This course provides an overview of both traditional and emerging engineering approaches to address environmental issues. Topics covered include solid and hazardous waste management; soil and groundwater remediation techniques including phytoremediation and mycoremediation; drinking water systems; sanitary and industrial wastewater treatment systems; and storm water management. The regulatory framework that governs environmental engineering approaches is integrated within specific topics. Lectures and field trips to local facilities and projects provide the contextual foundation. Activities include field and laboratory measurement of environmental parameters typically utilized in environmental engineering projects. Case studies are analyzed. Students taking this course must be prepared to be active participants rather than innocent bystanders. *Includes regular lab period.*

**Prerequisite:** CHM 1160 General Chemistry I.

### **ENS 2190 - Introduction to Sustainability 4cr**

What is sustainability? What do we want to sustain into the future? How can we sustain these things into the future? Understanding sustainability requires identifying those values that we want to sustain and understanding their components and how they work together, e.g. understanding values and systems. Studying sustainability requires transcending above disciplines to discover the whole amid the parts. Students in this course answer these questions using various frameworks for sustainability and systems thinking. Students write a creative non-fiction essay and create a systems model around a sustainability topic of their choice.

### **ENS 2200 - Environmental Attitudes, Values and Behavior 2cr**

This course explores the relationships among attitudes, values, and behaviors towards the natural and built environments. These issues are examined from the macro level of cultural and historical context and from the micro level of psychological processes. Readings draw from a wide range of psychological perspectives, including social psychology, cognitive psychology, behavioral therapy, psychodynamic perspectives, environmental psychology, and ecopsychology. Applications to personal, local, regional, national, and global environmental issues are emphasized.



A companion course (PSY 4160 Ecopsychology) is taught in a subsequent term. *This course meets elective requirements for majors in Environmental Studies and Psychology.*

**Prerequisite:** PSY 1000 Introduction to Psychology or ENS 1160 Introduction to Environmental Studies or ENS 1150 Perspectives on Environmental Studies.

### **ENS 2210 - Energy and the Environment 4cr**

This course provides a broad understanding of the global energy system, addressing the fundamentals of energy, types of energy and its uses, energy production, conversion, and consumption. Students also consider challenges related to energy, focusing on environmental impacts and examining some key technical and socioeconomic tradeoffs that must be considered when these challenges are taken seriously. Students investigate conventional and alternative energy sources and their role in current and future energy mixes, as well as domestic and international energy-related policy. This course has an energy-related service component, and students should be prepared to devote one or two weekdays to it.  $\Delta$  **CIV: Environmental Responsibility**

### **ENS 2270 - Geology of the Southern Appalachians 2cr**

This course is designed to help students gain an understanding of the geologic processes that formed the local environment. There are four field trips in which students observe the geologic environment of the southern Appalachians. There is one evening meeting during the first week TBA, and four meeting times on Saturdays.

### **ENS 2280 - Geology of National Parks 2cr**

Topics in this course focus on the geologic context of North America through study of representative national parks. Field trips visit several local parks.

### **ENS 2290 - Environmental Geology 4cr**

This course covers the geologic conditions that impact development in the area. Topics include landslides, water resources, groundwater pollution, and rural/urban development.

### **ENS 2300 - Geology 4cr**

This course provides an overview of earth materials and processes such as planet formation, plate tectonics, landscape development, and rock formation. Exercises include map studies and rock and mineral classification. Although primary emphasis is placed on physical geology and the interpretation of geologic processes, an introduction to historical geology is also provided. *A three hour lab period is included every other week.*  $\Delta$  **Natural Science**

### **ENS 2330 - Forest Biology 4cr**

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *The course serves as the foundation for the Sustainable Forestry Concentration in Environmental Studies and is a prerequisite for ENS 3340 Silviculture and ENS 3330 Introduction to Forest Management.*

**Prerequisite:** BIO 1160 General Biology.

### **ENS 2480 - Community Organizing for Sustainable Living 4cr**

Community organizing is a process by which people are brought together to act in a common interest. Sustainable living has been defined as a lifestyle that could be sustained for many generations without exhausting natural resources. This course helps students organize and communicate their knowledge and concern about sustainable living to diverse stakeholders. Students design, implement, and evaluate an environmental campaign promoting sustainable behaviors on the WWC campus.  $\Delta$  **CIV: Environmental Responsibility**

### **ENS 2490 - Introduction to Sustainable Agriculture 4cr**

Agriculture is a central human endeavor connected to everything we care about on the planet: human and ecosystem health, food, water, nature, markets and trade, culture, art, power, energy, communities, climate change, and social



justice. This course introduces students to principles and practices of sustainable agriculture through reading, writing, discussion, field exercises, and a final project. Students develop an intellectual foundation for the study of agriculture as well as some hands-on farming skills at the College Farm and Garden.

**Prerequisite:** ENS 1150 Perspectives in Environmental Studies.

### **ENS 2500 - Topics in Environmental Governance 4cr**

Who determines access to common timber, grasslands and waters? Do rivers and species have "rights" that must be acknowledged? When does the release of wastes and leftovers, a.k.a. "pollution," cross the line private to public decision? Is democracy compatible with good environmental governance? "Environmental governance" concerns the exercise of collective human authority over natural resources and systems. In this sophomore-level course, students review basic theories of governance then interweave theory, case studies, and relevant law to complete an introduction to environmental governance. *This course is offered in three versions, which use different topic areas to pursue a single set of learning outcomes. It cannot be re-taken for credit. In the "Woodland, Wetland and Wild" version, the case studies and laws concern protection of endangered species and their habitats, and wilderness. In "Cleaning Up The Commons," they concern air and water pollution, including pollutants that are considered "hazardous." In "Food, Fiber and Fuel," they concern agriculture, including its use to produce fuel, in addition to food and fiber.* Δ **WAC 2: Writing and Research in the Liberal Arts & Society and Human Behavior**

**Prerequisite:** It is highly recommended that students have completed WAC 1: First Year Seminar.

### **ENS 3020 - Aquatic Ecology and Water Pollution 4cr**

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. *One major weekend field trip with a fee of \$20 is required. A three-hour lab period is included every week.*

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **ENS 3030 - Hydrology 4cr**

This course is a study of hydrologic conditions and principles relevant to environmental science. There is a strong field focus. *Includes a regular lab period.*

**Prerequisites:** CHM 1160 General Chemistry I.

### **ENS 3100 - Conservation and Wildlife Biology 4cr**

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is cross-disciplinary and reaches into philosophy, economics, and sociology. Game, non-game, endangered species, and principles of wildlife management are included. Δ **CIV: Environmental**

**Responsibility**

**Prerequisites:** BIO 1160 General Biology and BIO 2020 Ecology.

### **ENS 3190 – Community-Based Environmental Education 4cr**

The purpose of this course is to develop and implement programming for community-based environmental education, communication, and organizing. Students collaborate with community partners to address their needs for environmental education programs, from designing field experiences using the campus forest to facilitating workshops on healthful foods. This course involves research and curriculum development, event management, and community organizing with multiple stakeholders, from youth to adults.

Δ **WAC 3: Writing and Research for the Major & CIV: Environmental Responsibility**

**Prerequisites:** ENS 1260 Introduction to Environmental Education.

### **ENS 3200 - Program Planning and Design 4cr**

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course. Δ **WAC 4: Capstone Writing and Research**

**Prerequisites:** Junior or senior status.



### **ENS 3220 - Introduction to Environmental Law 4cr**

Environmental law, which began to take shape in earnest in the 1960s, is a relatively young and very dynamic subset of law. After a review of how environmental policy is formulated within the pluralistic majoritarian setting of the United States, students in this course study the constitutional underpinnings of environmental law. Through close work with multiple major laws and case studies, students consider the interrelated importance of legislatures, courts, administrative agencies, and science in establishing and then enacting various versions and visions of environmental quality and protection. Students hear from guest speakers working in the field and take at least one field trip. Reading materials include statutory text, agency regulations, court opinions, and a variety of popular and scholarly articles. *Note: For students under catalogs prior to 2015-2016, this course fulfills the College Composition II triad requirement.* **WAC 3: Writing and Research for the Major**

**Prerequisites:** PSC 1510 Introduction to American Government and junior standing. Either ENS 2500 Topics in Environmental Governance, or a 2000+ level PSC course, is strongly recommended. Either ENS 1150 Perspectives in Environmental Studies, or ENS 1160 Introduction to Environmental Studies, is recommended.

### **ENS 3300 - Soil Science 4cr**

This course introduces soil as a natural body of critical importance to sustainable natural resource use. Students explore factors influencing soil development and investigate the impact of soil physical, chemical, and biological properties on ecosystem health and human well-being. Students gain experience in the identification of common soil characteristics in the field, practice the use of soil survey information in natural resource management and perform standard soil laboratory analyses. Specific soil management topics such as managing soils for agriculture, forestry, or urban uses are used as examples of general concepts but are not a main focus of this course. *Includes a regular lab period.*

**Prerequisites:** CHM 1160 General Chemistry I and ENS 1160 Introduction to Environmental Studies or ENS 1150 Perspectives on Environmental Studies.

### **ENS 3330 - Introduction to Forest Management 4cr**

This course provides an introduction to forest management policy and decision-making processes. Emphasis is on multiple-use management. Students learn to develop management plans to meet multiple objectives that best use diverse forest resources. *A three-hour lab period is included every other week.*

**Prerequisite:** ENS 2330 Forest Biology.

### **ENS 3340 - Silviculture 4cr**

Students examine the many silvicultural systems used in the United States with emphasis on the eastern U.S. forests. Each system is compared and analyzed with regard to silvics of the most important species, economics, management objectives, and environmental protection. *A three-hour lab period is included every other week.*

**Prerequisite:** ENS 2330 Forest Biology.

### **ENS 3410 - Agroecology 4cr**

This course presents an introduction to the science of agroecology with a focus on the principles and practices of ecological crop and livestock production. Students apply basic ecological concepts to assess the structure and function of soil, plant, animal, and pest processes in agricultural systems and practice the use of adaptive management strategies and sustainable decision-making to enhance agroecosystem resilience. *Includes a regular lab period.*

**Prerequisites:** ENS 2490 Introduction to Sustainable Agriculture and either BIO 2020 Ecology or ENS 2010 Applied Ecology.

### **ENS 3500 - Global Environmental Health 4cr**

What we do to Earth, we do to ourselves. Human health depends on our ability to live within the rhythms of this planet. In many ways, we have pushed beyond these limits and see significant impacts on our health. These impacts divide clearly along "developed world" and "developing world" ones. This course introduces basic tools used in environmental health and then investigates several specific issues and societal responses. The topics in this course are presented through an environmental action lens in order to evaluate the efficacy of possible human responses.

**Prerequisites:** BIO 1160 General Biology.

### **ENS 4250 - Sustainable Development and the Politics of Growth 4cr**



Because "sustainable development" is often cited as the goal of environmental policy, this course attempts to discover exactly what is meant by sustainable development. Issues of economic incentives are analyzed. Unlike a standard course in environmental policy that focuses on the formulation and implementation of statutory law at the federal level of the American government, this course emphasizes economic, theoretical, and international issues.

### **ENS 4310 - Toxicology 2cr**

Toxicology is the study of the adverse effects of xenobiotic agents. This senior level course introduces the basic principles of biochemical toxicology. Emphasis is placed upon the impact of environmental pollution on humans and wildlife. This course requires two examinations, one presentation and one 5-page paper. Additional readings are assigned throughout the course.

**Prerequisites:** CHM 1160 General Chemistry I, CHM 1170 General Chemistry II, and BIO 1160 General Biology.

### **ENS 4320 - Epidemiology 2cr**

Epidemiology is the study of disease distribution within populations and what affects this distribution. Epidemiologists have progressed from examining infectious diseases in the late 1800s to modern studies of obesity, lead exposure, and even cell phone use. Our world is a healthier and safer place because of this discipline. This course consists of two sections: first, a series of lectures and readings introduce the principles of epidemiology; second, newfound knowledge is used to develop and implement a study on campus. The first section of this course demands considerable out-of-class reading and study.

**Prerequisite:** MAT 1410 Statistics.

### **ENS 4400 - Sustainable Farm Management 4cr**

This course introduces the principles and practices of sustainable farm management using a whole farm planning perspective and adaptive management strategies. Students develop an understanding of sustainable farm management at the individual farm scale by completing a five-year start-up plan for a new farm business using whole farm planning principles: goal setting, resource assessment, enterprise analysis, goal-directed crop and livestock production, and marketing and monitoring system performance with sustainability indicators.

**Prerequisites:** ENS 2490 Introduction to Sustainable Agriculture and ENS 3410 Agroecology, or permission of instructor.

### **ENS 4510 - Community and Land Use Planning 4cr**

This course addresses theoretical and practical aspects of land use planning at the local level. The terms "community" and "citizenship" are analyzed in their modern and historical contexts. Students investigate various concepts and techniques used by state, regional, urban, and rural planning organizations. Topics such as historic preservation, public lands, and conservation partnerships are discussed.

**Prerequisites:** Junior standing, PSC 1510 Introduction to American Government, and ENS 1160 Introduction to Environmental Studies.

### **ENS 4600 - Environmental Leadership in Community 4cr**

Guided by case studies in successful environmental protection, upper level students apply their interdisciplinary skills and knowledge to help plan and carry out an environmental protection project in the region. Although designed as a capstone course for Environmental Studies majors concentrating in either Conservation and Society or Environmental Policy and Justice, other interested students meeting the prerequisites are welcome. Students are assessed on quality of participation in project work, several research and writing assignments, and final project presentation and report. **Δ WAC 4: Capstone Writing and Research**

**Prerequisites:** Junior Standing, ENS 3100 Conservation Biology or ENS 3220 Introduction to Environmental Law.

### **ENS 4700-4760 - Topics in Conservation Biology 2cr**

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated for credit as long as the topic has changed.*

### **ENS 4790 - Advanced Conservation Biology Seminar 4cr**



This course explores the primary literature in the conservation biology field. Students study important foundational articles as well as cutting edge research in the field of conservation biology. Topics covered may include animal behavior and conservation, conservation genetics, population viability analysis, management plans, biodiversity hotspots, fragmentation, and impacts of climate change. Students develop a presentation using primary literature to communicate current conservation research with a high school or middle school audience.

**Prerequisite:** ENS 3100 Conservation and Wildlife Biology.

### **ENS 4840 - Environmental Studies Internship Seminar 1cr**

This seminar focuses on helping students identify placement sites that will meet their personal and professional goals in environmental studies, prepare their proposals, and determine appropriate projects completed during the internship. The seminar helps students prepare for their internship experience by hearing from other students who have completed an internship.

**Prerequisite:** ENS 1160 Introduction to Environmental Studies or ENS 1150 Perspectives in Environmental Studies or permission of instructor.

### **ENS 4850 - Environmental Studies Internship 2-16cr**

The Environmental Studies Internship offers students majoring or minoring in Environmental Studies the opportunity to apply their course work in an off-campus situation. Required paperwork needs to be completed before the internship. Students need to plan for this experience at least 10 weeks in advance. Work is supervised by a Warren Wilson faculty member in Environmental Studies and by a staff member in the organization with which the student is placed. A follow-up project is required.

**Prerequisites:** ENS 4840 Environmental Studies Internship Seminar.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.11 Gender and Women's Studies (GDS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **GDS 1000 - Introduction to Gender and Women's Studies 4cr**

This course focuses on critical examination and understanding of the social construction of gender. Students explore a range of gendered experiences, including gender socialization, body image, reproductive rights, gender and work, and gendered violence, as well as how these differ by race, class, and sexuality. The course examines theoretical frameworks and methodological approaches to the critical examination of women's realities. This course provides a foundation for further courses in the Gender and Women's Studies major or minor. Δ **CIV: Social Justice**

### **SOC/GDS 2110 - The Family 4cr**

This course is a comparative study of the family as a social institution and as the most intimate environment of interpersonal relations. Students explore both theoretical perspectives and applied analytical approach of families in local and global environments. The main themes covered are diversity, change, and problems faced by the family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. This is a Service Learning course that requires students to engage in an in-depth service experience connected to issues addressed in the course. Δ **Society and Human Behavior & CIV: Social Justice**

### **GDS 2200 - Introduction to Gender and Men's Studies 4cr**

This seminar examines the effects of gender ideologies and norms on the construction of masculine identities. Topics include the role of violence in masculine socialization and its effects, men's relationships with one another and with women, and men's sexuality and sexual ethics. Students explore how masculine socialization and men's experiences shape cultural, political, and religious ideas, symbols, rituals, institutions, and behavior, and are in turn shaped by them. Students read, discuss, and respond to a wide range of profeminist men's studies writers, considering issues men raise as they seek to clarify their identities and vocations at the beginning of the 21st century.

### **HIS/GDS 2300 - Women in American History 4cr**

This course examines the social history of women in the United States from the colonial period to the present. Students explore how such issues as race, region, ethnicity, and politics have shaped women's lives and how women, in turn, have shaped their lives in response to these issues. From examining women's history and arguing about its meaning, students should gain a richer understanding of women's experience and a new perspective on American history. Δ **Humanities: Historical Analysis & CIV: Social Justice**

### **ENG/GDS 2540 - Gender Issues in the Nineteenth Century 4cr**

This course concerns the controversial redefining of gender roles, for both women and men, that took place in the nineteenth century. In order to explore the cultural concerns about gender that perplexed and sometimes polarized society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolved those dominant conceptions of manhood and womanhood that determine common modern constructions of gender. Δ **Humanities: Literary Analysis**

### **PHI/GDS 2580 - Feminist Philosophy 4cr**

This course investigates several historical and contemporary feminist philosophical perspectives with the aim of enabling students not only to work critically through some important feminist critiques, but also to appreciate the diversity of feminist thought. The majority of the readings in this course focus on contemporary feminist perspectives. Δ **Humanities: Philosophical Inquiry & CIV: Social Justice**

### **ENG/GDS 2730 - Literature by Women 4cr**

This course focuses on English-language poetry, drama, fiction, and nonfiction prose by women and examines the aesthetic, social, and historical contexts in which these writings took place. Readings stretch from the Middle Ages



to the present and represent writers primarily from England and the United States but also from several other countries around the world. **Δ Humanities: Literary Analysis**

### **GDS 3050 - Arab Women's Literature and Film 4cr**

This course focuses on contemporary literature and film from the Arab World by women. Students see how authors and filmmakers work to subvert stereotypes that long prevail in the West. This course examines issues of gender, class, education, nationalism, and religion. The main focus is reading and discussion of the required texts and films, as well as additional readings and research in theory, criticism, history, religious studies, current events, and popular culture. **Δ Humanities: Literary Analysis & CIV: Intercultural Perspectives**

### **SOC/GDS 3100 - Media and Social Inequality 4cr**

This course allows students to examine the development of mass media and to examine data pertaining to the way in which different media operate. Students explore patterns of media ownership, including trends toward consolidation and conglomeration, and discuss ways in which these patterns may shape media content. In addition, course readings and discussions examine regulation of media, the influences of politics on media and of media on politics, media and violence, and the role of mass media in reflecting and/or shaping social inequality - particularly regarding race, class, gender, and sexual orientation. Students discuss tools and strategies for critical analysis of media and active responses to media. *Satisfies requirement for the Sociology Concentration in the Sociology/Anthropology major.*  
**Prerequisite:** SOC 1000 Introduction to Sociology, ANT 2000 Introduction to Cultural Anthropology, GDS 1000 Introduction to Gender and Women's Studies, or GDS 2200 Introduction to Gender and Men's Studies.

### **SOC/GDS 3240 - Social Inequality 4cr**

This course examines major forms of social inequality, sociological theory and concepts pertaining to social inequality, and empirical research examining the extent and consequences of social inequality in the United States. The class employs the concept of social location to explore ways in which socioeconomic class, gender, race, and sexuality affect life chances, and considers sociological theory and data pertaining to ways in which systems of social inequality are maintained, reproduced, resisted, and changed. **Δ CIV: Social Justice**  
**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or GDS 1000 Introduction to Gender and Women's Studies, or permission of instructor.

### **ODL/GDS 3250 - Women's Voices in Experiential Education 4cr**

This course is taught in a seminar format, involving students in the exploration of feminist theory and practice as it relates to experiential education and outdoor adventure education. Through readings, discussions, speakers, and presentations, students explore feminist perspectives of outdoor leadership, the historical contributions of women, and some current issues and concerns for women in the field.  
**Prerequisite:** Sophomore or junior standing.

### **SOC/GDS 3250 - Gender, Development, and the Environment 4cr**

This course examines the changes in gender relations and the lives of women in "developing" countries or the global South as effected by the development process and their incorporation into global economic and political systems. Special focus is given to the interconnection of gender issues, development, and environmental problems in "developing" countries. Students will learn how local and global inequality affects gender relations and environmental conditions in various countries and how development programs and policies may alter the positions of women and gender relations. **Δ Humanities: Society and Human Behavior & CIV: Social Justice**  
**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or GDS 1000 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC/GDS 3660 - Feminist Thought 4cr**

Feminist thought is not one unified body, but has many influences and debates within it. Through primary source readings, discussion, and written work, students in this course explore the development of feminist thought, examine major feminist theoretical approaches and the key debates among feminists, and see how theory is applied to action. **Δ CIV: Social Justice**  
**Prerequisites:** GDS 1000 Introduction to Gender and Women's Studies and junior or senior standing, or permission of instructor.



### **ANT/GDS 3800 - Gender in Cross-Cultural Perspective 4cr**

This course guides students through a critical examination of gender as both a social construct and a social practice in differing cross-cultural contexts from an anthropological perspective. Students begin with an examination of how gender has been defined as a category of analysis within the discipline of anthropology and how gendered experiences affect anthropological fieldwork and research. Students examine connections between gender, identity, and the body, as well as how gender plays out in the arenas of kinship, sexuality, ritual, and performance. In addition, students look at the role of gender in processes of nationalism and globalization and conclude with considerations of gender, power, and resistance. Of great concern throughout the course is the concept of gender diversity - the variety of ways in which gender is practiced and perceived in different historical and cultural environments. *Satisfies requirement for Cultural Anthropology and Gender and Women's Studies Concentrations in the Sociology/Anthropology major.*

**Prerequisite:** GDS 1000 Introduction to Gender and Women's Studies or ANT 2000 Introduction to Cultural Anthropology, or permission of instructor.

### **GDS 4010 - Gender and Social Change 4cr**

This course explores fundamental questions of social organization and change. The focus is on gender relations as one of the key components of social ideology and structure, and the inquiry revolves around considerations of origins of social inequality, transformation of gender relations and societal organization, and both micro- and macro-level analyses of social transformation. This course serves as the capstone seminar for Gender and Women's Studies majors and minors. Accordingly, independent research is a major component of this cumulative requirement.

**Prerequisite:** GDS 1000 Introduction to Gender and Women's Studies.

### **SOC/GDS 4020 - Sociology/Anthropology Research Craft 4cr**

This course covers research methods specific to both sociology and anthropology through directed readings, lectures, and projects designed to prepare students for the applied research undertaken in SOC 4100 Directed Research in Sociology/Anthropology. Focus will be on survey and field research, field notes, methods of ethnographic documenting, in-depth interviewing, content analysis, and questionnaire development. *Students are required to have their research proposals approved by the Social Sciences Institutional Review Board by the end of the semester. This course is offered every fall semester. Δ WAC 3: Writing and Research for the Major*

**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior or senior standing, or permission of instructor.

### **SOC/GDS 4100 - Directed Research in Sociology/Anthropology 4cr**

In this course, students will be engaged in applied research, write their theses and present their theses to the public. Students' work could be used in the following ways: by agencies in planning or policy development; in articles published for educational purposes; and for cultural documentation for museums, historical associations, communities and/or ethnic groups. *Students are required to have their research proposal completed and approved by the Social Sciences Institutional Review Board before starting this course. This course is offered every Spring semester. Δ WAC 4: Capstone Writing and Research*

**Prerequisites:** SOC 4020 Sociology/Anthropology Research Craft and approval of research proposal by the Social Sciences Institutional Review Board.

### **GDS 4790 - Supervised Internship 1-8cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Junior or senior standing and departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Gender and Women's Studies faculty members or the Social Sciences Department Chair.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.12 Global Studies (GBL)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **GBL 1170 - Introduction to Global Studies 4cr**

This course provides an introduction to the broad scope of the interdisciplinary field of global studies. Students explore the unequal spatial distribution of humans, resources, wealth, and other phenomena across the globe and examine the root causes and local effects of these geographic patterns. By examining the many ways in which our world is portrayed - in text, on film, and especially with maps - students analyze the economic, cultural and political impacts of globalization on human-environment interactions. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **GBL 1250 - Introduction to Appalachian Studies 4cr**

This course is an introduction to the field of Appalachian Studies. We will study the region's modern history and the development of its distinctive cultural traditions, while learning about environmental and socioeconomic issues that affect the region today. Students will become familiar with dominant themes in the interdisciplinary field of Appalachian Studies by engaging with course materials and participating in discussions. Δ **Society and Human Behavior & CIV: Social Justice**

### **GBL 2250 - Introduction to Geographic Information Systems 4cr**

This course provides an introduction to geographic information systems (GIS) for students in the natural and social sciences. Students apply concepts and techniques of geographic information science as they view, manipulate, analyze and disseminate geographic data. Topics covered include vector and raster data models, database query, geoprocessing, geocoding, and cartographic techniques. Students conduct an in-depth individual research project that uses GIS techniques to address a particular question or problem.

### **GBL 3050 - Thinking Globally: Contemporary Globalization in Context 4cr**

Just how does one "think globally?" Globalization is arguably the key organizing construct of our time, yet understanding just what it is and what it means for people and places around the globe is a difficult undertaking. This course, designed for upper-level Global Studies majors, focuses on the concepts, theories, thinkers, and debates in contemporary globalization studies. The course provides a solid grounding in globalization thought for students preparing to undertake their own research in the Global Studies Capstone Seminar. Δ **WAC 3: Writing and Research for the Major**  
**Prerequisite:** GBL 1170 Introduction to Global Studies and junior or senior standing.

### **GBL 3250 - Advanced Geographic Information Systems 4cr**

This course is designed for students interested in furthering their understanding of geographic information science. Topics include spatial analysis procedures on raster and vector data, database management, topology, model design, 3D modeling, open source GIS, web mapping, and project management. Students design and conduct significant research projects, often for outside agencies or organizations.

### **GBL 3310 - The Cold War, Globalization, and Popular Culture 4cr**

Students in this course study the Cold War to enhance their understanding of the history of globalization and the power dynamics within the contemporary world system. First, students learn about the international history of the Cold War. Second, they explore the role of popular culture in that struggle through case studies about subjects ranging from literature in Southeast Asia and art in Europe to jazz in Africa and film making across the globe.

### **GBL 3790 - Identifying Appalachia: Politics of Identity in the Appalachian Mountains 4cr**

This course's title conveys at least two significant meanings: 1) people who self-identify as Appalachian people are identifying as Appalachian to distinguish themselves from others, and 2) those who present Appalachian people to the broader public through various media are identifying Appalachian society as exceptional in some way. We will analyze many of the ways people understand "Appalachian exceptionalism" by discussing the importance of place to



identity formation, scrutinizing popular representations of mountaineers, examining the role of identity in the politics of regional development, and studying the sociological and historical roots for Appalachia's image as "the other America."

**Prerequisite:** GBL 1250 Introduction to Appalachian Studies.

### **GBL 3810 - Filming Appalachia 4cr**

Filming Appalachia is a semester-long exploration of feature films and documentaries about the southern mountains. Students will watch movies together over the course of this class, but they will also read books, articles, and historical documents related to filmmaking in the mountains. Students will also write and present film reviews to one another. In addition, students will be required to participate in a weekend-long field trip to Whitesburg, Kentucky, where they will engage in a service project for Appalshop - an organization that uses media, such as radio and film, to provide Appalachian people with the resources and expertise to tell their stories to a broad audience. Finally, the class will be divided into groups of eight or less to conceptualize, design, storyboard, and film their own documentaries about some element of Appalachia. These films will be shown at a year-end film festival that will be open to the entire campus community.  $\Delta$  **Artistic Expression & CIV: Intercultural Perspectives**

### **GBL 3940 - International Field Study 4cr**

This course provides students with an opportunity to participate in a work-study-service field project. Students spend eight weeks in a supervised cultural immersion experience in a program of self-help sponsored by a local agency or organization. Students in this course develop an interdisciplinary, cross-cultural understanding of the community as well as experience conducting research in a cultural context. *Costs are met by the student.*

**Corequisite:** This course must be taken concurrently with GBL 3950 International Development Practicum.

**Prerequisites:** Student application, interview, language training, and orientation are required; a re-entry course may be required as well.

### **GBL 3950 - International Development Practicum 4cr**

Students in this course participate in a work-study-service field project. The course emphasizes providing useful service to local community programs through the use of appropriate skills acquired in the Warren Wilson College experience and gives students an opportunity to examine and reflect upon acquired perspectives in cultural context.

**Corequisite:** This course must be taken concurrently with GBL 3940 International Field Study.

**Prerequisites:** See requirements listed above for GBL 3940 International Field Study.

### **GBL 4610 - Global Studies Seminar 4cr**

This capstone course provides students with an opportunity to connect their interdisciplinary coursework with a topic examined during their off-campus cross-cultural experience. Students engage with contemporary concepts and theories of globalization while undertaking a substantial writing project. Students conduct research, participate in peer-review writing workshops, and present their findings in a public forum.  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisite:** Junior or senior standing, or permission of the instructor.

$\Delta$  Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.13 History (HIS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **HIS 1110 - East Asian Civilization 4cr**

This course is a review of the societies and cultures of major East Asian nations. Included are studies of China, Japan, and the Korean peninsula. Δ **Humanities: Historical Analysis & CIV: Intercultural Perspectives**

### **HIS 1200 - Western Civilization: Ancient Greece to 1450 4cr**

This course is a survey of European history from ancient Greece through the Middle Ages. It examines a wide variety of topics in political, social, and economic history including the nature of Greek society, the rise and fall of the Roman Empire, the spread of Christianity, and the functioning of the feudal system. Δ **Humanities: Historical Analysis**

### **HIS 1210 - Western Civilization: 1450 to 1815 4cr**

This course is a survey of history beginning with the late Medieval era and carrying through the Age of Napoleon. It provides both an introduction to and a better understanding of the cultural, economic, and political developments of this period. Students read three to four books in addition to the text and deliver a classroom presentation. Δ **Humanities: Historical Analysis**

### **HIS 1220 - Western Civilization: 1815 to the Present 4cr**

This course is a survey of European history from the end of the Napoleonic wars to the present. The course combines the approaches of political, economic, and social history to provide an overview of Europe during the nineteenth and twentieth centuries and covers such topics as the revolutions of 1848, World War I, World War II, and the Cold War. Δ **Humanities: Historical Analysis**

### **HIS 1310 - United States History I 4cr**

United States History I covers the period from 1492 to 1877. Beginning with the Age of Discovery, students examine the development of colonial societies and the transition from colonial status to independent nationhood. Following the examination of the era of the American Revolution, this course explores such topics as the Constitution of 1789, westward expansion, the rise of sectionalism, the institution of slavery, the Civil War, and Reconstruction. Δ **Humanities: Historical Analysis**

### **HIS 1320 - United States History II 4cr**

United States History II covers the post-Civil War period to the present. A major theme is the transformation of the United States from a predominately rural and agricultural nation to one that has become urban and industrial in character and emerged as a great global power. This course is intended to foster an understanding of the United States in the 21st century. Δ **Humanities: Historical Analysis**

### **HIS 2050 - Environmental History of the United States 4cr**

This course is a history of the American land, from before settlement by the first immigrants (from Asia) to the present. Emphasis is on the changes in vegetation and landscape that have resulted from human use and management. Agriculture, logging of the old-growth forest, disposal of the public domain, conservation movements, national forests and parks, forestry and natural resource professions, and the environmental movement are all covered. Δ **Humanities: Historical Analysis & CIV: Environmental Responsibility**

### **HIS/GDS 2300 - Women in American History 4cr**

This course examines the social history of women in the United States from the colonial period to the present. Students explore how such issues as race, region, ethnicity, and politics have shaped women's lives and how women, in turn, have shaped their lives in response to these issues. From examining women's history and arguing about its meaning, students should gain a richer understanding of women's experience and a new perspective on American history. Δ **Humanities: Historical Analysis & CIV: Social Justice**



**HIS/GDS 2340 - The African American Experience to 1877 4cr**

A chronological and thematic study of the experiences of African Americans in the United States from 1619 to 1877 including topics such as West African backgrounds, slavery, resistance, freedom, community building, institution building, organizational activism, work/labor, cultural expression, religion, family, and racial identity. Δ

**Humanities: Historical Analysis & CIV: Social Justice**

**HIS 2510 - Appalachian History 4cr**

This course concentrates on central and southern Appalachia from the point of earliest contact between Native Americans and Europeans to the turn of the twenty-first century, providing a cohesive narrative overview of Appalachian history. Students read primary documents that illustrate various topics and incidents in Appalachian history, while course lectures provide an overview of the region's historical development from the age of European colonialism to the present. Focused on the theme of people's relationships to the land, this course primarily explores the social and cultural implications of Appalachia's economic development. Δ **Humanities: Historical Analysis**

**HIS 2700 - Modern German History 4cr**

This course covers German history from the creation of the modern German state in 1871 to the present. The course focuses broadly on the so-called Sonderweg or "different path" of German history while examining such topics as the German state under Bismarck, Weimar culture, the role of ordinary Germans in the Holocaust, East Germany and the state security policy, and life in re-unified Germany. Classic twentieth-century German films of the last 80 years will be used to enhance students' understanding of German culture throughout this period. Δ **Humanities: Historical Analysis**

**HIS 3270 - Renaissance and Reformation 4cr**

This course analyzes the interaction between politics, religion, and society in the period from 1450 to 1680. It examines the erosion of authority of the Catholic Church and the growing centralization of power in the European states. Besides reading works by Machiavelli, Erasmus, Luther, and Calvin, students will read several case studies of divorce and witchcraft to examine the intersection of state control and daily life. Δ **Humanities: Historical Analysis**  
**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3280 - England since 1603 4cr**

This course examines English history from the Stuart period to the present. It focuses on several themes in England's political, social, and economic history, including the evolution of parliamentary government and democracy, the industrial revolution, England's overseas colonial expansion, and the rise of the welfare state. Δ **Humanities: Historical Analysis**

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3300 - The Rise of Imperial Russia 4cr**

The purpose of this course is to acquaint students with the formation and the structures of Imperial Russia. Beginning with a brief survey of Russia's medieval past, the course moves fairly rapidly up through the reign of Catherine the Great. From this point, a more in-depth study follows, with considerable attention and time spent on Russia in the nineteenth century. Δ **Humanities: Historical Analysis**

**HIS 3310 - Modern Russian History 4cr**

This course begins with the Russian revolutionary movements of the late nineteenth century. The bulk of the course will deal with Russian history of the twentieth century with special emphasis on such events as the 1917 Revolution, Stalinism, the Cold War, and the ending of Soviet power. Students will read several books and write a paper. Δ **Humanities: Historical Analysis**

**HIS 3320 - Civil War and Reconstruction 4cr**

This course begins with an analysis of the causes of the Civil War with emphasis on sectional differences over slavery, economic policy, and nationalism. This is followed by an examination of the politics and then analysis of why the North ultimately won the armed struggle. The course concludes with the Era of Reconstruction, in which emphasis is placed on the politics of national unification and the development of post-emancipation race relations. Δ



**WAC 3: Writing and Research for the Major & Humanities: Historical Analysis**

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3340 - African-American History 4cr**

This course encompasses the story of the experience of black people in America over the entire span of the nation's history. Among the major topics are the African heritage, life under slavery, the impact of emancipation, the northward migration, the civil rights movement, and the continuing quest for full equality.  $\Delta$  **Humanities:**

**Historical Analysis & CIV: Social Justice**

**Prerequisites:** Sophomore standing or permission of instructor.

**HIS 3380 - Grassroots Politics in Twentieth Century America 4cr**

This seminar course explores grassroots political movements in the twentieth century, focusing on the methods employed by grassroots groups to spread their message and influence party politics and the relationship between grassroots and national politics. Students also examine the relationship between popular culture and grassroots politics and consider the uses of culture to spread grassroots political ideas.

$\Delta$  **Humanities: Historical Analysis & CIV: Social Justice**

**Prerequisite:** HIS 1320 United States History II or permission of instructor.

**HIS 3400 - Conflict and Community in Early America 4cr**

This course studies the formation of communities in colonial America. It analyzes how communities decided who belonged and who did not and how these decisions varied from place to place and over time. It also examines the complex interactions among Europeans, Africans, and Native Americans as they adapted to life in a country they suddenly shared with one another. The course includes extensive readings and a research paper on early American social or cultural history.  $\Delta$  **Humanities: Historical Analysis**

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 4800 - Senior Seminar in History and Political Science 4cr**

This course is a senior capstone for students majoring in history and political science. In this course, students write a major research paper that relies heavily on primary source documents. The course has three aims: 1) to study and reflect on the disciplines of history and political science, 2) to learn research methods associated with history and political science, and 3) to refine writing skills, especially as they relate to writing a research paper in history and political science. To focus attention on the clarity and logic of writing, students will prepare drafts of their papers to be reviewed by the entire class as well as by the instructor.  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisite:** Senior standing.

$\Delta$  Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.14 Interdepartmental (INT)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### INT 2960 - Dialogue and Dialectic 4cr

This discussion-based course will delve into dialogue and dialectic. Dialogue and Dialectic are worthy opponents, if not actually mortal enemies. You have to recognize this from the start if you want to see how-it-is they become friends: complementarities. Dialogue, let's say for the sake of argument, is the shared effort to "get on the same page" and work toward the accomplishment of some task. Dialectic, on the other hand, is the shared effort to consider as well the nature of opposition and antagonism that is generally eliminated in dialogue, so as to understand a larger sense of communication and sustainable argument.

### INT 3160 - Medieval Islamic Cultures 4cr

This course presents an overview of the development of Islamic cultures from the time of the Prophet to the beginnings of Ottoman hegemony, with special focus on seminal works of religious thought and secular literature in cultural context. All readings are in modern English translation. *Irregularly offered.*

### INT 3250 - Great Books I 1-2cr

This interdepartmental course is offered in each of the four terms and is serviced by approximately twenty faculty members who represent many of the academic disciplines at the College. Students select texts from an extensive list of titles offered and work individually with examiners. Fields represented include Environmental Studies, History/Political Science, Literature, Natural Sciences, Philosophy, Religious Studies, Social Science, and Women's Studies. For a list of texts and course guidelines, see the Great Books course director.

**Prerequisite:** Closed to students on academic probation and first-semester freshmen. Second-semester freshmen may register only by special permission.

### INT 3260 - Great Books II 1-2cr

This course is a continuation of INT 3250 Great Books I with the same course guidelines, but students select different texts.

**Prerequisite:** INT 3250 Great Books I. Closed to students on academic probation.

### INT 3910 - Integrative Studies Field Study 2-16cr

This course provides an opportunity to explore issues relevant to the theme of an individualized major and usually also that of the thesis project. An Integrative Studies committee member serves as faculty supervisor. Most field studies take the form of an internship or other work with an off-campus organization. A member of that organization serves as the off-campus supervisor, approving of the proposal before the study begins, and submitting written evaluations at the conclusion of the study. Students also submit written self-evaluations and reflections. Faculty supervisors use the aforementioned documents to determine the grade. *One academic credit is earned for every 40 hours of fieldwork. This course may be repeated for a total of 16 credits. A maximum of 8 INT 3910 credits may count toward the minimum of 40 credits required for the major. INT 3910 credits do not count toward the 12 credits of 3000 and 4000 level courses required for the major. This course may not be taken concurrently with INT 4800.*

**Prerequisites:** Junior or senior standing. Integrative Studies major. Prior approval of an Integrative Studies proposal with Field Study included in the course of study. In addition, prior approval of a proposal for the Field Study itself, including objectives and activities in the study.

### INT 4800 - Integrative Studies Thesis 4cr

This course assists students in independently conducting an applied research or scholarly project, yielding a written thesis, and, occasionally, a creative product as a component of the thesis. The thesis demonstrates a comprehensive, integrated understanding of the theme or topic of the student's Integrative Studies major. Integrative Studies majors enrolled in this course meet regularly with each other and with the instructor, who is the Chair of the Integrative Studies committee, to discuss each other's projects and to provide response to each other's drafts. The student's advisor and two thesis readers (the thesis committee) each grade the final paper, and the advisor averages the grades to determine the final grade.

**Prerequisites:** Senior standing. Integrative Studies major. Prior approval of a thesis proposal by the Integrative



Studies committee.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.15 Modern Languages (LAN)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **LAN 1520 - Spanish I 4cr**

This course is an introduction to basic Spanish vocabulary, grammar, and syntax, with emphasis on Spanish as a formal system of verbal signs, with its own internal patterns of organization. Special attention will be paid to developing accurate pronunciation, listening, reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise during each lesson. This course is for students who have had little or no instruction in Spanish or have placed into Spanish I through the placement exam. Classes are conducted in Spanish.

### **LAN 1530 - Spanish II 4cr**

This course continues the introduction to basic Spanish vocabulary, grammar, and syntax, with emphasis on Spanish as a formal system of verbal signs, with its own internal patterns of organization. Special attention will be paid to developing accurate pronunciation, listening, reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise during each lesson. Classes are conducted in Spanish. Δ **Proficiency in a Second Language**

**Prerequisites:** LAN 1520 Spanish I or one year of high school Spanish or the equivalent, and permission of instructor, with placement test.

### **LAN 1620 - French I 4cr**

This course is an introduction to basic French vocabulary, grammar, and syntax, with special emphasis on French as a formal system of verbal signs, with its own patterns of organization. This course is for students who have little or no previous instruction in French or have placed into French I through the placement exam. Special attention will be paid to developing accurate pronunciation, listening and reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise in the context of language lessons. Students do regular written exercises and assignments, but the main emphasis is on spoken French, and classes are conducted as much as possible in French.

### **LAN 1630 - French II 4cr**

This course continues the introduction to basic French vocabulary, grammar, and syntax, with special emphasis on French as a formal system of verbal signs, with its own patterns of organization. Special attention will be paid to developing accurate pronunciation, listening and reading comprehension, and writing abilities. Cultural information will be introduced as topics of interest arise in the context of language lessons. Students do regular written exercises and assignments, but the main emphasis is on spoken French, and classes are conducted as much as possible in French. Δ **Proficiency in a Second Language**

**Prerequisites:** LAN 1620 French I or one year of high school French or the equivalent, and permission of instructor, with placement test.

### **LAN 2520 - Spanish III 4cr**

This course is a continuation of LAN 1530 Spanish II, emphasizing development of the four basic skills-- understanding, speaking, reading, and writing--through cultural and literary readings, conversations and compositions in Spanish, supplemented by additional study of grammar as needed. The course is conducted entirely in Spanish. Δ **CIV: Intercultural Perspectives**

**Prerequisites:** LAN 1530 Spanish II or at least two years of high school Spanish or the equivalent, and permission of instructor, with placement test.

### **LAN 2530 - Spanish IV 4cr**

This course is a comprehensive review of all the skills needed for advanced language courses, including an intensive review of grammar. Students practice both conversation and composition and read supplementary texts on contemporary topics. The course is conducted entirely in Spanish. Δ **CIV: Intercultural Perspectives**

**Prerequisites:** LAN 2520 Spanish III or equivalent, with placement test.



**LAN 2620 - French III 4cr**

This course is a continuation of LAN 1630 French II. The primary emphasis continues to be on spoken French, but students also write short essays and read supplementary texts on French life and culture. The course is conducted entirely in French.  $\Delta$  **CIV: Intercultural Perspectives**

**Prerequisites:** LAN 1620 French I and LAN 1630 French II or at least two years of high school French or the equivalent, and permission of the instructor, with placement test.

**LAN 2630 - French IV 4cr**

This course is a continuation of French III, with more emphasis on writing. Supplementary reading texts and class discussion are an important part of the course. The course is conducted entirely in French.  $\Delta$  **CIV: Intercultural Perspectives**

**Prerequisites:** LAN 2620 French III or three years of high school French or the equivalent, and permission of instructor, with placement test.

**LAN 3520 - Latin American Cinema 4cr**

This introductory film course addresses the evolution of Latin America's film industry, its significance in nation building efforts, and its influence in asserting Latin American nations as full participants in the global game of creating images of the "other." Additionally, students in the course will explore the mechanisms and theories used by Latin American filmmakers to further, rationalize, and portray Latin American cultural identities. The course is taught entirely in Spanish.  $\Delta$  **CIV: Intercultural Perspectives**

**Prerequisite:** Advanced Spanish or permission of instructor.

**LAN 3530 - Latin American Culture 4cr**

This course is an interdisciplinary study of the diversity of cultures within the Latin American world. Students explore the interconnections among native, African, and European cultures with the help of concepts such as acculturation, transculturation, syncretism, and dependency. Comprehension will be enhanced by presenting students with texts, movies, documentaries, and art produced by Latin American authors. Writing skills will be refined by the completion of research papers, and communications skills will be developed further by presentations. The course is conducted entirely in Spanish.  $\Delta$  **CIV: Intercultural Perspectives**

**Prerequisite:** LAN 3540 Advanced Spanish or equivalent, or permission of instructor.

**LAN 3540 - Advanced Spanish 4cr**

This course is a pursuit of the language in greater depth, focusing on writing, research, literature, culture, and speaking skills, in preparation for LAN 3530 Latin American Culture, LAN 4550 Hispanic Short Stories and Poetry, LAN 4900-4980 Special Topics, and LAN 3990 and 4990 Independent Study.  $\Delta$  **CIV: Intercultural Perspectives**

**Prerequisite:** LAN 2530 Spanish IV.

**LAN 3640 - Advanced French 4cr**

This course concentrates on spoken and written French. Students review first-year French grammar as necessary and are introduced to more advanced grammar, vocabulary and syntax. Reading selections and class conversation topics are drawn from current newspapers and periodicals and from poetry, fiction, and essays by contemporary French and francophone writers. The course is conducted entirely in French.

**Prerequisites:** LAN 2630 French IV or the equivalent, and permission of instructor.

**LAN 3710 - Term-Length International Program Course 2-4cr**

This course is a study of a variety of topics relating to Spanish-speaking regions of the world, with particular focus on the country students will visit. Topics may include elements of history, geography, cultural studies, economics, literature, and Spanish language. This course is open only to students participating in the International Program.

**Prerequisite:** Spanish II or permission of the instructor.



### **LAN 4550 - Latin American Short Stories 4cr**

This course is an introduction to Latin American literature highlighting the contributions of Latin American writers, critics, and literary theorists. The course surveys twentieth century short stories by using descriptive categories such as postmodernism, modernity, creationism, modernism, and neo-colonialism. The course is conducted entirely in Spanish.

**Prerequisite:** LAN 3540 Advanced Spanish.

### **LAN 4650 - Francophone Literature 4cr**

This literature course concentrates on the 20th century. Students read a series of texts--novels, essays, and plays. The analysis of readings will put emphasis on several topics including the relation between literary texts and other social and cultural concerns, the question of identity, post-colonialism, the family, and the relation between French and francophone literature. The aim of the course is not only to expose the student to the 20th-century francophone literature, but also to sharpen students' skills in reading critically and writing analytically in French.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.16 Mathematics (MAT)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **MAT 1110 - Mathematics for Liberal Arts 4cr**

This course is a survey of mathematics that may be from a historical, philosophical, computational, and/or aesthetic point of view. The faculty member teaching this course chooses topics from his or her fields of expertise and interests. Students may study topics including: history and philosophy of mathematics, systems of numeration, logic, mathematical modeling, space-time and the Theory of Relativity, probability, problem solving, logarithms and musical scales, mathematics in art, non-Euclidean geometry, fractals, cryptography, and mathematical puzzles. Δ

#### **Quantitative Reasoning**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 1410 - Statistics 4cr**

This course is an introductory course in descriptive and inferential statistics. Students explore methods of collecting and displaying data, perform statistical inference, carry out statistical studies, and use graphing calculators and statistical software. Examples will cross disciplines and focus on normal distributions, Chi Square procedures, and Analysis of Variance (ANOVA). Δ **Quantitative Reasoning**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 1500 - Precalculus 4cr**

This course is a continuation of the standard High School Algebra sequence. It provides the background in basic functions necessary for MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students will master linear and quadratic functions and investigate general polynomial, rational, inverse, exponential, logarithmic, and trigonometric functions. Graphing calculators, DERIVE, and MAPLE, are employed to explore functions and complete computations. Δ **Quantitative Reasoning**

**Prerequisites:** Sufficient score on the math placement exam.

### **MAT 1510 - Precalculus I: Algebraic Functions 2cr**

This course is a continuation of the standard high school algebra sequence. It provides background in some of the basic functions necessary to study MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students will investigate linear, quadratic, general polynomial, and rational functions.

Partially satisfies Δ **Quantitative Reasoning**

**Prerequisite:** Sufficient score on the math placement exam.

### **MAT 1520 - Precalculus II: Transcendental Functions 2cr**

This course is a continuation of MAT 1510 Precalculus I. It provides background in more of the basic functions necessary to study MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students will investigate exponential, logarithmic, and trigonometric functions. Partially satisfies Δ **Quantitative Reasoning**

**Prerequisites:** MAT 1510 Precalculus I: Algebraic Functions or sufficient score on the math placement exam.

### **MAT 2010 - Computer Science I 4cr**

This is an introductory course emphasizing the fundamental concepts of modern programming from an object-oriented perspective. The object-oriented paradigm will be explored using the Java programming language (standard edition). Topics will include programming basics, data types, control structures, methods, classes and objects, arrays, and an introduction to graphical user interfaces. There will be significant emphasis on the methodical development of proper (Java) syntax as well as discussions on abstract computer programming concepts.

**Prerequisites:** Sufficient score on the mathematics placement exam.

### **MAT 2020 - Computer Science II 4cr**

This course is a continuation of MAT 2010; this is a second course in object-oriented programming using the Java programming language (standard edition). Topics will include a further study of classes and objects, inheritance,



polymorphism, exceptions, file I/O, threads, and a continuation of the implementation of graphical user interfaces. This course will also provide an introduction to the Java Micro Edition through the use of Sun SPOTS (Small Programmable Object Technology) and the interaction between programs and other languages/applications such as (X)HTML, PHP and MySQL.

**Prerequisite:** MAT 2010 Computer Science I or equivalent.

### **MAT 2110 – Principles of Computer Science Using Python 4cr**

This is an introductory course emphasizing the fundamental principles of modern structured and object-oriented programming. Topics include computer and programming basics, data types, control structures, functions/methods, classes and objects, data structures, graphics and an introduction to algorithms. There is significant emphasis on the methodical development of proper (Python) syntax as well as discussions on abstract computer programming concepts.  $\Delta$  **Quantitative Reasoning**

### **MAT 2410 - Calculus I 4cr**

This course is an introduction to the mathematics of rates of change. Students explore limits, investigate the concept of the derivative, master differentiation techniques, apply the first and second derivatives to the graphing of functions, related rates problems, and maxima and minima problems, and glimpse an introduction to integration. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$  **Quantitative Reasoning**

**Prerequisite:** MAT 1500 Precalculus; or both MAT 1510 Precalculus I: Algebraic Functions and MAT 1520 Precalculus II: Transcendental Functions; or sufficient score on the math placement exam.

### **MAT 2420 - Calculus II 4cr**

This course builds on the concepts and skills developed in Mat 2410 Calculus I. Students master integration techniques, apply integration to area and volume problems, explore numerical integration, manipulate sequences and series, and employ Taylor's Theorem to approximate transcendental functions. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.  $\Delta$  **Quantitative Reasoning**

**Prerequisite:** MAT 2410 Calculus I or equivalent.

### **MAT 2430 - Multivariable Calculus 4cr**

This course is an introduction to the calculus of functions in more than one variable. Students explore topics including vector algebra, lines and planes, partial derivatives, the gradient, graphing in three dimensions, multiple integrals, vector integral calculus, and Stokes' and Divergence Theorems. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.

**Prerequisite:** MAT 2420 Calculus II or equivalent.

### **MAT 2500 - Linear Algebra 4cr**

This course is an introduction to solving linear systems of equations, matrix algebra, and abstract vector spaces. Students explore methods of solving linear systems of equations including Gaussian elimination, matrix algebra, geometry in three-dimensional Euclidean space, and general vector spaces and master the concepts of linear independence, eigenvalues, and eigenvectors and their applications. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.

**Prerequisite:** MAT 2420 Calculus II or equivalent.

### **MAT 2510 - Differential Equations 4cr**

This course is an introduction to the theory of differential equations--the methods and theory of solving them. Students will learn to classify differential equations by type, to consider uniqueness and existence properties, and to employ analytic methods for solving first-order and second-order differential equations. Students explore series solutions, matrix methods, Laplace transforms, and numerical methods on computer and calculator to solve differential equations and applications. Graphing calculators, DERIVE, and MAPLE may be used extensively to explore and reinforce the material.

**Prerequisite:** MAT 2420 Calculus II or equivalent.

### **MAT 2530 - Statistics for Natural Sciences 4cr**

This course is designed to introduce students in the natural sciences to descriptive and inferential statistics. Students



investigate and produce data, design experiments, summarize data graphically and numerically, and analyze data using confidence intervals and testing hypotheses. They master reading and comprehending statistics, distinguishing and evaluating the validity of different statistical testing techniques, and using appropriate statistical technology.

*Students may not receive credit for both this course and MAT 1410 Statistics.*  $\Delta$  **Quantitative Reasoning**

**Prerequisites:** Sufficient score on the math placement exam. Sophomore standing and a major/minor in Biology, Chemistry, Environmental Studies, or Math (or consent of instructor).

### **MAT 2880 - Mathematical Rigor 4cr**

This course is designed for students desiring to pursue mathematical knowledge beyond Calculus. Students learn the language of mathematics through a study of logic and proof techniques. Students learn the culture of mathematics by reading and critiquing published, peer-reviewed, undergraduate, research papers. Students learn how to use various mathematical software packages such as Maple, Geogebra, and SAS. They also learn how to create mathematical documents using a mark-up language such as Latex.

**Prerequisite:** MAT 2420 Calculus II or equivalent (may be taken concurrently).

### **MAT 3030 - Data Structures 4cr**

In this course, object-oriented programming in Java is used to develop, understand, and program more complex algorithms and data structures: lists, sorting and searching, linked lists, recursion, stacks, queues, trees, hash tables, heaps, graphs, memory management, and accessing files.

**Prerequisite:** MAT 2020 Computer Science II or permission of instructor.

### **MAT 3040 - Computer Organization 4cr**

This course introduces principles of computer organization: levels of computer organization, digital logic, microprocessing, machine language, assembly language, operating system processes, memory, interrupts, addressing, controls, paging, tasking, and linkage.

**Prerequisite:** MAT 2020 Computer Science II or permission of instructor.

### **MAT 3100 - Abstract Algebra 4cr**

This course is an introduction to abstract mathematical structures, principally groups, and rings. Students investigate axiomatic and abstract structures by exploring elementary group, ring, and field theory. They examine the properties of Symmetry Groups, Permutation Groups, and subgroups of the Real Numbers, homomorphisms, and isomorphisms and refine proof-writing and proof reading skills.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.

### **MAT 3200 - Geometry 4cr**

This course is an introduction to modern geometries, specifically Euclidean geometry, Riemannian geometry, and hyperbolic geometry. Students investigate the geometric properties of the plane, sphere, cylinder, cone, and hyperbolic plane and write mathematical arguments and proofs based on these investigations. Additionally, students complete a research paper and a written and oral presentation of a proof from Euclid's *The Elements*. The software package Geometer's Sketchpad and other appropriate technologies may be used to explore and reinforce the material.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.

### **MAT 3300 - Mathematical Modeling 4cr**

This course is designed to focus on the application of mathematical techniques to real world problems. The course content varies depending on instructor and student interest. Students may explore difference equations, Markov Processes and basic probability theory, probability and modeling random phenomena, dynamical systems, fractals, game theory, or mathematical methods in the physical sciences.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.

### **MAT 3310 - Complex Analysis 4cr**

This course is an introduction to both the rigor and the applications of the complex numbers. Students explore the topology and the algebraic structure of the complex number system, differentiation and integration of complex-valued functions, power series and Laurent series, Cauchy's theorem, and the residue calculus.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.



**MAT 3410 - History and Philosophy of Mathematics 4cr**

This course is a seminar designed to survey the central ideas in the history and philosophy of mathematics. Students consider mathematics as a human intellectual endeavor inspired by and impacting our culture, history, and philosophy. They explore the history and philosophy of mathematics by studying original proofs of great mathematical theorems, reading and discussing advanced mathematical results in their historical contexts, analyzing mathematical creative thought, rigor, and abstraction by studying mathematical thought from the Greek civilization through the twentieth century, and writing a research paper on a philosophical school and preparing a presentation on a recognized great theorem.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.

**MAT 3660 - Number Theory 4cr**

This course is an introduction to both the classical and modern questions about numbers. Students explore the integers, examining issues such as primes, divisibility, congruences, primitive roots, quadratic residues, and quadratic reciprocity. They master a variety of number theoretic techniques and computations and apply these in applications such as cryptography and coding theory.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.

**MAT 3800 - Discrete Mathematics 4cr**

In this course, topics include sets, propositional and predicate calculus, recursive definitions, and recurrence relations, combinatorial techniques, partially ordered sets, graphs, trees, Boolean algebra, and algebraic systems.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor.

**MAT 3880 - Pre-Thesis Research Seminar 2cr**

This course is designed for students preparing to embark upon study for a senior thesis in mathematics (see MAT 4890 Senior Thesis). Students read mathematical journal articles and present the material to the class. Students investigate several topics and, in conference with the professor, choose a particular topic for advanced study. Students complete sufficient background study to develop a cohesive plan for future research. A synopsis of this study together with a written research proposal is submitted to the mathematics faculty for approval.

**Prerequisites:** MAT 2420 Calculus II and MAT 2880 Mathematical Rigor. Junior standing is recommended.

**MAT 4000 - Real Analysis 4cr**

This course is a theoretical exploration of the topology and calculus of the real number system. Students examine the real numbers as a linear vector space equipped with a norm; specifically the concepts of open and closed sets, limits, compactness, connectedness, continuity, metric spaces, and continuity of functions on metric spaces.

**Prerequisites:** MAT 2420 Calculus II, MAT 2880 Mathematical Rigor, and permission of the instructor.

**MAT 4890 - Senior Thesis 2cr**

This course is designed as the culminating course for students completing a major in mathematics. Students complete the research approved in MAT 3880 Pre-Thesis Research Seminar, submit written reports in the form of a thesis to the mathematics faculty for approval, and present their work in a public on-campus seminar.

**Prerequisite:** MAT 3880 Pre-Thesis Research Seminar.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.17 Music (MUS)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

**Applied Music Lessons** - Lessons may be taken in a number of areas: piano, voice, and organ (all levels) as well as fiddle, banjo, mandolin, acoustic guitar, and bass. When feasible, weekly small-group instruction is combined with performance opportunities. Emphasis is placed on performing skills, musical analysis, and aesthetic awareness. An extra fee per credit is charged for applied music lessons. With departmental pre-approval, students taking other applied music lessons (percussion, band/orchestra instruments, etc.) with private instructors are eligible to receive academic credit. *See Department Chair for more information.*

### **MUS 1030 - Chapel Choir 1cr**

This course is open to all members of the Warren Wilson community as well as to interested members of the larger community. Weekly rehearsals are planned to help members develop vocal, ensemble, and musical skills, and to prepare music for Sunday worship services for which this group frequently provides leadership. No audition is required. *This course may be repeated for a maximum of 8 credits.* Partially satisfies Δ **Artistic Expression**

### **MUS 1050 - College Choir 1cr**

The College Choir is an auditioned choral ensemble devoted to the performance of a variety of musical styles. This ensemble is for students who seek the opportunity to perform at the college level with members who represent a wide variety of academic majors. Alumni of the College and community members are welcome to participate as well. The repertoire includes a variety of works, both sacred and secular, from various countries, languages, and historical periods. The College Choir performs at various on-campus and off-campus events. *This course may be repeated for a maximum of 8 credits.* Partially satisfies Δ **Artistic Expression**

### **MUS 1100 - Music Appreciation 4cr**

An introduction to Western art music from its beginnings to the present, this course helps students develop skills in listening to music. Common musical forms such as the sonata, concerto, fugue, and others will be discussed and heard through audio/visual presentations. No previous music experience is necessary. Δ **Artistic Expression**

### **MUS 1120 - Music Cultures of the World 4cr**

This course uses music as a lens through which students examine different cultures around the globe. Students explore music as a functional activity in people's lives, as a reflection of gender and other identity issues, and as a form of artistic expression. Through enhanced listening skills and contextual analysis, students develop a framework for understanding the meaning and significance of music in various societies, including their own. Δ **Artistic Expression & CIV: Intercultural Perspectives**

### **MUS 1200 - Beginning Music Theory 2cr**

This course introduces students to the basic elements of music theory beginning with reading lines and spaces, note values, major and minor scales, chords and harmony. Beginning Music Theory is required of all students interested in further studies in music, including Applied music instruction. Students with previous music experience may elect to take a placement examination if they feel their background is sufficient.

### **MUS 1220 - Applied Bass 1cr**

This course is designed to prepare bass students for professional work one or more of the following areas: classical music, jazz, traditional music, and other popular music styles. It develops fundamental abilities, principals, competencies, and concepts, helping students gain an increased repertoire of standard literature or tunes and improvement in the skills necessary for successful bass performance. Such skills may include standard notation reading, bass line construction, improvisation, and technique. *This course may be repeated for a maximum of 8 credits.* Partially satisfies Δ **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.



**MUS 1270 - Jazz Ensemble 1cr**

Each semester, the Jazz Ensemble explores music from different jazz styles (i.e. Swing, Dixieland, and Latin Jazz), and gives public performances of works learned. This ensemble is open to all Warren Wilson College students, staff, and faculty. Attendance at all rehearsals and performances is expected for the group to successfully attain excellence in collaboration and performance. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$

**Artistic Expression**

**Prerequisite:** Ensemble members must demonstrate command of their instruments.

**MUS 1300 - Applied Piano 1cr**

Students with past keyboard experience may take this course. Literature appropriate to each student's ability is chosen from the Baroque, Classical, Romantic, and Contemporary periods of music. Jazz, Ragtime, or other suitable contemporary compositions are included as a part of every student's study. This course focuses on helping students develop their technique, and their ability to play expressively, and it fosters an understanding and an appreciation of the differences in the styles from each music period. *This course may be repeated for a maximum of 8 credits.*

Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 1340 - Beginning Voice 2cr**

In this course, students learn basic concepts of producing good sound including proper breath management, good diction, and developing the full range of the voice. The opportunity to sing for and listen to colleagues is an important aspect of the class. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 1350 - Applied Voice 1cr**

Students with prior vocal training may take this course. It focuses on development of the student's technical and artistic skills through lessons, practice, performance, listening, and concert attendance. The repertoire is selected from classical vocal literature appropriate to the student's level of proficiency; musical theatre and operetta selections may also be assigned. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$

**Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 1370 - Applied Organ 1cr**

This course is for students with a strong background in piano who are interested in learning to play the organ. Beginning organ students study keyboard and pedal techniques and hymn playing. Upper level students study compositions of diverse styles and periods. Performance opportunities include recitals, chapel services, and convocations. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 1400 - Old-Time Fiddle I 1cr**

This course for beginning fiddlers is an introduction to the traditions of southern old-time fiddling. Students learn the basics of tuning, fingering, and simple bowing patterns as well as open-string drones and double-stops. The class focuses on a basic repertoire of standard old-time southern dance tunes, in cross-tuning, as well as standard tuning, taught mostly by ear. This course is designed to accommodate those with prior classical training as well as those who are new to the instrument. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1410 - Old-Time Fiddle II 1cr**

This course, a continuation of Old-Time Fiddle I, is for advanced-beginner and intermediate fiddlers, as well as students who have had classical violin training. The focus of the class is on traditional tunes and songs from the southern old-time fiddle repertoire. Students learn tunes, mostly by ear, in the various traditional cross-tunings as well as standard tuning. Basic bowing patterns and the use of open-string drones and double-stops characteristic of southern old-time fiddling are also explored. It is assumed that students know basic fingering and scales. Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1400 Old-Time Fiddle I or permission of instructor.



**MUS 1420 - Mandolin 1cr**

This course is an introduction to the mandolin for beginners. Students learn simple scales, basic chords, and some old-time or bluegrass tunes and songs, as well as how to play backup to other instruments or vocalists. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1550 - Appalachian Flatfooting and Clogging 1cr**

In this course, students learn the basics of Appalachian flatfooting and clogging, the traditional step dances of the Appalachian region. They also learn about the traditions of team clogging and have the opportunity to create a clogging group for performance. Through assigned readings, documentary videos, and possible visits to regional dance venues, students gain an understanding of the roots and history of these traditional dance forms and their role in Appalachian community, past and present. Although prior dance knowledge is welcome, it is not a prerequisite for the course. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1560 - Appalachian Square Dance 1cr**

This course, open to dancers of all levels, focuses on the traditional square dances of the southern Appalachian region. Students learn these dances and gain an understanding of their roots and history as well as their role in the Appalachian community, past and present. Contra dances, reels, and other dance forms that have influenced the southern dance tradition are also examined. Students who wish to (not required) learn how to call dance figures. Although prior dance experience is welcome, it is not a prerequisite for this class. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1570 - Beginning String Band 1cr**

In this course for intermediate players with knowledge of basic chords and/or Appalachian repertoire, students learn how to play as an ensemble and create a band with opportunities to perform on campus for dances and other community events. Through the classic Southern Appalachian string band repertoire, the class explores rhythm, arrangements, lead and harmony singing, performance dynamics, and various possibilities of instrumental combinations. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**  
**Prerequisite:** Some proficiency on an appropriate stringed instrument.

**MUS 1610 - Guitar I: Beginning Folk Guitar 1cr**

In this introductory course, students learn the basics of acoustic guitar playing, including tuning, chords, strumming patterns, and picking out melodies. Repertoire is drawn from a variety of styles including folk, country, bluegrass, old-time, blues, and popular music. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1620 - Guitar II: Flatpicking and Fingerpicking 1cr**

This intermediate level course is for students who have taken MUS 1610 Guitar I: Beginning Folk Guitar (or have prior experience) and are comfortable with basic guitar chords and technique. Students learn traditional fingerpicking styles as well as basic bluegrass flatpicking technique. Partially satisfies  $\Delta$  **Artistic Expression**  
**Prerequisite:** MUS 1610 Guitar I: Beginning Folk Guitar or permission of instructor.

**MUS 1640 - Old-Time Banjo 1cr**

This course is an introduction to the basic techniques of clawhammer-style old-time banjo. Students learn a variety of banjo tunes and songs using several different traditional tunings. No experience with the banjo is required. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1650 - Bluegrass Banjo 1cr**

This course is an introduction to the basic techniques of clawhammer-style old-time banjo. Students learn a variety of banjo tunes and songs using several different traditional tunings. No experience with the banjo is required. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1690 - Old-Time Singing 1cr**

Drawing from the rich vocal traditions of rural southern music, students in this course learn to sing a wide variety of old-time songs including ballads and folksongs, minstrel songs, sentimental parlor songs, bluegrass, old-time, and gospel songs. Students also learn to sing harmony as well as melody. Partially satisfies  $\Delta$  **Artistic Expression**



**MUS 1760 - Gamelan Ensemble 1cr**

Gamelan is a traditional instrumental ensemble of Indonesia that includes many metal percussion instruments. This ensemble is an introduction to Indonesian gamelan performance, and focuses on Central Javanese style or Sundanese (degung). While auditions are not required, students must demonstrate competence in musical ability. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 1800 - Appalachian Ballads and Folk Songs 1cr**

This course is an introduction to the unaccompanied ballad and folk song traditions of Appalachia. Students learn Appalachian versions of British ballads that were brought to the southern Appalachians at the end of the 18th century as well as 19th century ballads that are native to America. In addition to singing, students learn about the history of the ballads, their cultural context in Appalachia, and the ballad collectors ("songcatchers") who came to the region in the early 20th century. Partially satisfies  $\Delta$  **Artistic Expression**

**MUS 2010 - Music Theory 2cr**

This course continues where MUS 1200 Beginning Music Theory leaves off, then focuses on conventional theory of Western music. Beginning with chords and their inversions, this course continues with chord progressions, Roman numeral analysis, harmonic analysis, voice leading in 4-part writing, figured bass, non-harmonic tones, secondary dominants, and modulation.

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 2020 - Music Theory for Traditional Musicians 2cr**

This course is an introduction to music theory as applicable to the traditional vernacular music of North America, with a focus on the music traditions of the southern Appalachian region. Such traditions include old time music, bluegrass, country music, and gospel music. Students explore relevant aural skills and examine intervals, chord construction, scales, and modes with respect to their uses in traditional music. In addition, the course introduces the Nashville Number System, including concepts of simple chart writing and transposition. The course also covers practical applications of its content in traditional vocal and/or instrumental performance settings.

**Prerequisite:** MUS 1090 Intro. to Music or MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 2090 - Theory/Improvisation 4cr**

This course helps students develop their improvisation skills. Students study the scales, chords, and progressions that are the basic elements jazz musicians use to improvise. By using the traditional blues and jazz forms for structure, students learn how to develop their spontaneous ideas into a logical musical statement and a meaningful improvisation.  $\Delta$  **Artistic Expression**

**Prerequisite:** MUS 1200 Beginning Music Theory or permission of instructor.

**MUS 2110 - American Vernacular Music 4cr**

This course examines America's rich tapestry of vernacular music from the perspective of one particular tradition or genre. Proceeding from a topical approach, the course may focus on such areas as bluegrass music history, American folk music festivals, Appalachian sacred music traditions, the history of the blues, or another relevant topic. As a result, students become familiar with important issues surrounding the creation, perception, and idea of a particular tradition or genre within American vernacular music. They also gain a deeper, more nuanced understanding of America's cultural history and its connections with music.

**MUS 2320 - Appalachian Music and Dance 4cr**

This course explores the music and dance traditions of the southern Appalachian region by tracing their historical development from their Scots-Irish and African folk roots to the present day. Topics include ballads and folk songs, sacred singing, dance music, early hillbilly recordings and radio, the folk music revival and contemporary old-time music, bluegrass and early country music, buckdancing, clogging, and square dancing. Although musicians are welcome, musicianship is not a prerequisite for this class.  $\Delta$  **Artistic Expression**

**MUS 2400 - Applied Traditional Music: Fiddle 1cr**

This course offers students with prior experience in traditional music the opportunity to advance their musical technique through weekly individual lessons in fiddle (old-time or bluegrass). In addition to technique, students



learn relevant music theory, develop the ability to play expressively, and gain a better understanding and awareness of the musical traditions, history, and culture of the Southern Appalachian region. Repertoire appropriate to each student's individual ability is selected from the traditional old-time or bluegrass canon, and students perform in a juried recital at the end of the semester. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**prerequisite:** Prior experience on the fiddle and permission of instructor.

### **MUS 2420 - Applied Traditional Music: Mandolin 1cr**

This course offers students with prior experience in traditional music the opportunity to advance their musical technique through weekly individual lessons in mandolin. In addition to technique, students learn relevant music theory, develop the ability to play expressively, and gain a better understanding and awareness of the musical traditions, history, and culture of the Southern Appalachian region. Repertoire appropriate to each student's individual ability is selected from the traditional old-time or bluegrass canon, and students perform in a juried recital at the end of the semester. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**prerequisite:** Prior experience on the mandolin and permission of instructor.

### **MUS 2530 - Latin Music 4cr**

Latin music is everywhere. Its distinctive styles are enjoyed and danced to throughout the world; its elements are prevalent in jazz, rock, hip hop and commercial music. This course traces the African and Spanish components that are an integral part of the music. It focuses on significant styles and countries of origin: Argentina, Cuba, Puerto Rico, Dominican Republic, and Mexico. Students look at the music within its cultural and social framework and examine other musical genres it has influenced. Two weeks of this course are taught together with ANT 3150 Dance, Culture, and Identity, giving it an interdisciplinary lens.

### **MUS 2570 - Old-Time String Band 1cr**

This course is for musicians who are proficient on a traditional Appalachian instrument and have already had some experience playing as part of an ensemble. Students work together to form an old-time band that is capable of playing for dances or other performances both on and off campus. Topics include repertoire, arrangements, starting and endings, tempo, rhythm, lead, back-up, chord choices, singing, dynamics, how to achieve a cohesive band sound, and performance for dances and concerts. Students meet once each week with the professor for guidance and feedback and once every week as a group (on their own) for a band practice. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Proficiency on an appropriate stringed instrument and permission of instructor.

### **MUS 2610 - Applied Traditional Music: Guitar 1cr**

This course offers students with prior experience in traditional music the opportunity to advance their musical technique through weekly individual lessons in acoustic guitar. In addition to technique, students learn relevant music theory, develop the ability to play expressively, and gain a better understanding and awareness of the musical traditions, history, and culture of the Southern Appalachian region. Repertoire appropriate to each student's individual ability is selected from the traditional old-time or bluegrass canon, and students perform in a juried recital at the end of the semester. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**prerequisite:** Prior experience on the acoustic guitar and permission of instructor.

### **MUS 2640 - Applied Traditional Music: Banjo 1cr**

This course offers students with prior experience in traditional music the opportunity to advance their musical technique through weekly individual lessons in banjo (old-time or bluegrass). In addition to technique, students learn relevant music theory, develop the ability to play expressively, and gain a better understanding and awareness of the musical traditions, history, and culture of the Southern Appalachian region. Repertoire appropriate to each student's individual ability is selected from the traditional old-time or bluegrass canon, and students perform in a juried recital at the end of the semester. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**prerequisite:** Prior experience on the banjo and permission of instructor.



**MUS 2710 - Bluegrass Band 1cr**

This course is for musicians who are proficient on a traditional bluegrass instrument and have already had some experience playing as part of an ensemble. Students work together to form a bluegrass band that is capable of playing for dances or other performances both on and off campus. Topics include repertoire, arrangements, starting and endings, temp, rhythm, lead, back-up, chord choices, singing, dynamics, how to achieve a cohesive band sound, and performance for dances and concerts. Students meet once each week with the professor for guidance and feedback and once every week as a group (on their own) for a band practice. *This course may be repeated for a maximum of 8 credits.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisite:** Proficiency on an appropriate stringed instrument and permission of instructor.

**MUS 2800 - Opera as Drama 4cr**

This course introduces students to the world of opera and emphasizes the dramatic and musical aspects. Students study selected operas from various periods of history, including comic and serious operas, and analyze complete operas by discussing the libretto and the musical score. *Students are expected to spend additional time outside of class to view videos of opera performances.*  $\Delta$  **Artistic Expression**

**prerequisite:** Permission of instructor.

**MUS 2860 - Jazz Appreciation 4cr**

Jazz originated, developed, and evolved in the United States; it is a significant American contribution to the world of music. Like any great music, it has progressed through distinguishable periods and introduced outstanding musicians to society and the world. In this course, students study the history of jazz by tracing its emergence at the turn of the twentieth century, through the proliferation of styles current today. Through assigned readings, listening to recordings, watching videotaped performances, and attending live concerts, understanding and appreciation of swing, bebop, cool, and free jazz is fostered.  $\Delta$  **Artistic Expression**

**MUS 3890 - Traditions of Work and Music in the Southern Mountains 4cr**

What's a gandy dancer? Which side are you on? And why did Gastonia Gallop? Such questions beg an examination of the ways work and music are bound together in modern Appalachian culture, and this course examines those connections while investigating intersections of musical and social history in this region. Students focus on three main themes: work music, music about work, and music as work. The entire class also completes service-learning components at area music events.  $\Delta$  **Humanities: Historical Analysis**

**Prerequisites:** MUS 1120 Music Cultures of the World or GBL 1250 Intro. to Appalachian Studies or MUS 2320 Appalachian Music and Dance or permission of instructor.

**MUS 4850 - Music Practicum 1cr**

A senior music student may design a practicum that culminates his or her course of study in a selected area of specialization. The practicum is an in-depth application of some area of musical study, research, performance, instruction, composition, or some combination of these elements. *Students must submit an application in advance to the Music Department.*

**Prerequisites:** Senior standing, Music minor. Permission of supervising staff member and music department chair.

$\Delta$  Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.18 Outdoor Leadership (ODL)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **ODL 1000 - History and Philosophy of Outdoor Adventure Education 2cr**

Through discussions, guest speakers, readings, and student presentations, this course explores the history, philosophies, approaches, and prospects for outdoor adventure education and recreation. Students become familiar with private, state, and federal organizations that offer outdoor adventure education and recreation programming.

### **ODL 2100 - Backcountry Skills and Techniques 4cr**

This course provides students with the opportunity to learn and practice the skills necessary to become a competent backcountry instructor. To accomplish this goal, *students are required to participate in two overnight field trips that take place on two separate weekends*. During these trips, students have the opportunity to refine existing outdoor skills, develop new ones, and practice methods of relaying these skills to others. This is *not* a survival skills/minimalist course. Rather, students learn about and use specialized equipment associated with backcountry travel, while emphasizing safety and risk management. Students are asked to demonstrate a strong commitment to teaching others in a group setting, and to participating in the trip planning process. *This course includes two required weekend field trips*. Δ CIV: **Environmental Responsibility**

### **ODL 2150 - Initiatives for Adventure Education 4cr**

Many outdoor adventure education/recreation programs and school systems across the country utilize initiatives as part of their program offerings. This course is designed to help students learn about a program component that emphasizes the development of self-concept, group cooperation, and physical abilities. Students experience a variety of activities designed to promote group development and personal growth, while also developing skills in the areas of facilitation and debriefing. Students design and facilitate programs with local community groups as part of the course.

### **ODL 2200 - Wilderness First Responder 1cr**

This is a nine-day course in emergency medical care that addresses the issues of long-term patient care, backcountry rescue techniques, and survival skills. This is a professionally focused course for those individuals working with groups in back country settings. Participants who successfully complete the course are certified in Wilderness First Responder and CPR. The course normally takes place during our January break and is held off campus. *A fee is required.*

### **ODL 2250 - Universal Adventure Programming 4cr**

"Universal Adventure Programming" has traditionally been defined as "accessible" adventure programming on a programmatic, environmental, leadership, legal, and equipment modification level for people with and without disabilities. This course expands that definition to assist students in gaining the knowledge, understanding, and abilities to provide quality adventure programming in relation to staff and clientele's race, class, gender, and ability - thereby seeking to create socially just outdoor education opportunities for all. Students gain knowledge and experience in "universal adventure programming" through field experiences, guest speakers, experiential course sessions, readings, reflective writing, and active leadership opportunities. Δ CIV: **Social Justice**

### **ODL 2260 - Instructor Development for Outdoor Leadership 8cr**

This is a field-based course with an extensive off-campus component. Students examine teaching, leadership, and safety issues pertaining to outdoor adventure education. The course is designed to provide students with the opportunity to learn and develop knowledge and skills that assist them in teaching, living, and traveling in a backcountry environment. The course has a strong commitment to the Outward Bound philosophy and methodology. It emphasizes group process, effective communication, wilderness medicine, risk management, and basic technical skill development including wilderness skills, no trace camping, rock climbing, orienteering, canoeing, and trip planning. *Students may not be enrolled in any other courses during the term that this course is offered because of the off campus component.*



**ODL 2270 - Top Rope Site Management 2cr**

This course expands on topics introduced in PED 1250 Introduction to Rock Climbing. Top rope site management techniques are covered, including site evaluation, hazard evaluation, and minimum impact techniques. Introduction of anchors specific to top roping and rappelling are taught. Rescues specific to top roping and rappelling are also covered. Students leave the course having a solid understanding of anchoring, belaying, rappelling, and partner rescues, as well as knowledge related to the safety and management of top rope sites. *A fee is required.*

**Prerequisite:** PED 1250 Introduction to Rock Climbing or permission of instructor.

**ODL 2410 - Natural Environments and Health 4cr**

This course approaches the issues of human health and quality of life from the perspective of interaction with the natural environment, as opposed to the more common foci of toxicity and environmental degradation. In other words, the content of this course strives to answer the question: in what ways do natural environments impact human health and an individual's reported sense of quality of life and well-being? In order to accomplish this task, this course encompasses a variety of readings, class discussion, guest speakers, and experiential learning components. Students become familiar with a variety of demonstrated theories regarding this relationship, and work towards articulation of their own views and application of course material to current issues. **Δ WAC 2: Writing and**

**Research in the Liberal Arts & CIV: Environmental Responsibility**

**ODL 3100 - Leadership for Adventure Education 4cr**

This course is designed to examine the principles and practice of leadership in adventure education programs. Course time is spent on the examination of theories, practices, and problems of leadership in a backcountry environment. The course provides direct, firsthand experiences where students are expected to plan and be in a leadership position.

**Prerequisites:** Any PED Outdoor Recreational Activities course and ODL 2100 Backcountry Skills and Techniques, or permission of instructor.

**ODL 3150 - Group Process 4cr**

The basic principles of small group interaction are explored in both didactic and experiential components of the course. Part of becoming an effective group leader is exploring the nature and consequences of one's interaction with others. Students are asked to participate in a number of activities that allow them to learn with their own personal styles of interacting with others. These activities are supplemented with theory in group dynamics. It is the intent of the course that students are able to transfer skills learned in the course to settings where group leadership is required (i.e., almost any job).

**Prerequisite:** PSY 1000 Introduction to Psychology.

**ODL 3200 - Program Planning and Design 4cr**

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course. **Δ WAC 3: Writing and Research for the Major**

**Prerequisite:** Junior or senior status.

**ODL 3220 - Challenge Course Facilitation and Management 4cr**

The major focus of this course is to provide students with the opportunity to gain the skills and knowledge that help them become effective, confident, competent, and safe challenge course leaders. The course is highly experiential and takes place out at the Gossmann and Cannon Adventure Learning Lab. Course topics include: policies and procedures of a challenge course; safety systems and standards; maintenance, inspection, and set up of courses; program planning and design; leadership issues; briefing/debriefing, accessible challenge programming; risk management, record keeping, and forms. Students work with both on- and off-campus groups on the challenge course.

**Prerequisite:** ODL 2150 Initiatives for Adventure Education or permission of the instructor.

**ODL/GDS 3250 - Women's Voices in Experiential Education 4cr**

This course is taught in a seminar format, involving students in the exploration of feminist theory and practice as it relates to experiential education and outdoor adventure education. Through readings, discussions, speakers, and



presentations, students explore feminist perspectives of outdoor leadership, the historical contributions of women, and some current issues and concerns for women in the field.

**Prerequisite:** Sophomore or junior standing.

### **ODL 3510 - Leadership Practicum 1-2cr**

This practicum allows students to integrate and apply high-level leadership experiences within outdoor adventure programming. Students work with a faculty member to develop the practicum experience.

**Prerequisite:** Permission of the instructor only.

### **ODL 4100 - Administration and Management of Adventure Education Programs 4cr**

This course is an advanced study of outdoor adventure program management and administration. Special attention is placed on staffing, fiscal management, public relations, liability, and risk management. Students acquire knowledge and understanding in planning and administration related to safety and risk management in outdoor adventure programs through participating in a Liability Court case. Students also develop research and grant writing skills during the course. **Δ WAC 4: Capstone Writing and Research**

**Prerequisite:** ODL 3200 Program Planning and Design or permission of instructor.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.19 Peace and Justice Studies (PAX)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PAX 1100 - Introduction to Peace and Justice Studies 4cr**

After an introduction to the peace philosophies of M. Gandhi, M.L. King, Jr., and others, this course examines the causes of conflict and peace and the roles of the United Nations and international law in resolving or containing conflicts and promoting weapon bans and nuclear disarmament treaties. Recent and current events and the work of some living peace promoters are also studied. Δ CIV: Social Justice

### **PAX 2390 - Lifestyles of Nonviolence 4cr**

In this course, the ethics, ideologies, and methodologies of nonviolence are examined through the lives and writings of persons such as Dorothy Day, Mahatma Gandhi, Martin Luther King Jr., and others. Students analyze the theories, history, and practice of nonviolent social change as peaceful alternatives to destructive conflict. Students are encouraged to reflect on personal approaches to conflict and to develop peaceful, respectful alternatives.

### **PAX 2460 - Martin Luther King Jr. and the Civil Rights Movement 4cr**

This course covers the civil rights movement in the United States with a focus on Martin Luther King Jr.'s quest for social justice through non-violent means. Topics include King's social movements, his envisioned "Beloved Community," the struggle for workers' rights and gender equality, as well as the role of the US Supreme Court and national legislation.

### **PAX 2800 - Immigration Policy 4cr**

This course surveys migration theory, the history of the U.S. immigration policy, and the resulting multifaceted issues within the current system. The goal of the course is to enable students to brainstorm solutions to some of the most complex issues of our time.

### **PAX 3100 - Race and the Politics of Crime 4cr**

This course examines the historical antecedent of the present-day prison system and the multiple dimensions in which criminal justice policies impact particular communities today. The first half of the semester focuses on philosophies of punishment, theologies of race, and nineteenth-century economies of plantations, jails, and prisons. Over the second half of the semester, students examine present-day patterns of punishment, specifically addressing moral discourse in contemporary politics, the school-to-prison pipeline, and successful activist challenges to the pervasiveness of exploiting criminalized persons. Δ WAC 3: Writing and Research for the Major & Humanities: Philosophical Inquiry & CIV: Social Justice

### **PAX 3260 - Human Rights 4cr**

This course deals with the nature of human rights cross-culturally, focusing on the history and philosophies of the concept, its development, major human rights conventions, universalism versus cultural particularism, religion, gender, humanitarian intervention, self-determination, and the role of courts and international agencies in the promotion of human rights.

### **PAX 3270 - Environmental Justice: Peace or Conflict 4cr**

This course deals with the differing ways that human societies historically have interacted with and impacted on their natural environments so as either to intensify inequality and conflict leading in some cases to war and extinction or to achieve long-term environmental justice and peace. Case studies of societies of varying sizes, levels of technology, geographical locations, and time periods are examined.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.20 Philosophy (PHI)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PHI 1110 - Introduction to Philosophy: A Search for Meaning 4cr**

This course offers an investigation into the meaning and structure of human existence by critically analyzing some of the perennial questions of human experience. In this course, students analyze important concepts and issues in metaphysics (the study of being), epistemology (the theory of knowledge), and ethics by considering the views of some of the great philosophers of the Western Tradition (as well as some critics of that tradition). Δ **Humanities: Philosophical Inquiry**

### **PHI 1130 - Introductory Logic 4cr**

The formal techniques of traditional symbolic logic are sometimes taught with little thought to application. "Critical thinking" is frequently an attempt to teach clear thinking without investigating its logical structures. What is missing at these extremes is application of formal techniques to the solution of real-life problems. That requires learning to turn valid forms of reasoning into productive investigative strategies and critical tools for identifying fallacious reasoning with its many forms. That is "critical reasoning" and one learns it in conjunction with symbolic logic and some philosophy of logic.

### **PHI 2500 - Philosophy and Art at Black Mountain College 4cr**

Black Mountain College is best known as the famous interdisciplinary art school that attracted internationally-renowned (and in many cases, exiled) artists, musicians, poets, and inventors to the rural mountains of North Carolina. But what were the philosophical ideals that gave rise to Black Mountain College's unique spirit of collaboration, experimentation, and community? How did these develop in response to the politics of World War II? In this course, students explore how philosophical ideas (John Dewey, Kant, Confucius) relate to artistic practices (John Cage, Buckminster Fuller, Robert Rauschenberg). Students gain an appreciation of philosophy's role in the complex dynamic between art, community, education, and politics. Δ **WAC 2: Writing and Research in the Liberal Arts & Humanities: Philosophical Inquiry**

### **PHI 2510 - Philosophy of Art 4cr**

This course offers an analysis and philosophical evaluation of problems in art appreciation, art criticism and theories of art. Special emphasis is placed on understanding art in the context of concurrent artistic endeavor or experience. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* Δ **WAC 2: Writing and Research in the Liberal Arts & Humanities: Philosophical Inquiry**

**Corequisite:** Concurrent registration in an approved art studio, theater practicum, music performance course, or consent of instructor.

### **PHI 2520 - Environmental Ethics 4cr**

The central focus of this course is to develop an understanding of the proper relationship between humans and the non-human entities of the natural world. In so doing, the course explores the major Western approaches to environmental ethics and the central issues of the ethical status of plants and animals, the holism/individualism debate and the meaning of sustainability. A significant portion of this course is devoted to the Land Ethic, Deep Ecology, Ecofeminism and some Eastern approaches as well. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* Δ **Humanities: Philosophical Inquiry & CIV: Environmental Responsibility**

### **PHI 2540 - Philosophy of Technology 4cr**

In this course, students discuss philosophical and historical interpretations of technology. Students read works by Plato, Aristotle, Jean-Jacques Rousseau, Karl Marx, Martin Heidegger, Hannah Arendt, Michel Foucault, Jacques Ellul, Ellen Ullman, N. Katherine Hayles, and others, with the goal of deepening understanding of the relationship



between technology, history, society and character of contemporary life. In attempting to tackle the interesting and challenging questions regarding technology, emphasis will be placed on the importance of adopting a multicultural perspective.

### **PHI 2560 - Political Philosophy 4cr**

This course offers an investigation into political philosophy from the beginning of the Modern period to the present. Students gain an understanding of important political philosophers such as Hobbes, Rousseau, Locke, Kant, Mill, and Marx. In addition, students read contemporary essays, which focus on issues in contemporary society regarding race, gender, sex, and class theory, written by some of the top theorists in their respective fields. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

**Δ WAC 2: Writing and Research in the Liberal Arts & Humanities: Philosophical Inquiry & CIV: Social Justice**

### **PHI 2570 - Ethical Theory and Practical Issues 4cr**

This course investigates the fundamental philosophical issues and arguments involved in contemporary ethical problems such as capital punishment, euthanasia, animal rights, parenting issues, gay marriage, cloning, and free speech. The first month of the course focuses primarily on theory, the remainder on the practical issues. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

**Δ WAC 2: Writing and Research in the Liberal Arts & Humanities: Philosophical Inquiry & CIV: Social Justice**

### **PHI/GDS 2580 - Feminist Philosophy 4cr**

This course investigates several historical and contemporary feminist philosophical perspectives with the aim of enabling students not only to work critically through some important feminist critiques, but also to appreciate the diversity of feminist thought. The majority of the readings in this course focus on contemporary feminist perspectives. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **Δ Humanities:**

**Philosophical Inquiry & CIV: Social Justice**

### **PHI 2590 - Ancient Philosophy: Problems of Truth and Goodness 4cr**

This course investigates how some of the basic questions of human life concerning truth, justice, revenge, relation to the divine, law, and love were lived and understood by the Greeks during the Classical Period of ancient Greek history. Students discover the beginnings of systematic Western philosophy in Plato and Aristotle, touching on some of their influences, such as Socrates, Heraclitus, and Parmenides. One theme of this course, justice, is considered not only through the philosophical writings, but also in the context of Greek tragedy. Students read some of the most incredible works of tragedy of the Western tradition: The Antigone by Sophocles and The Bacchae by Euripides. **Δ WAC 2: Writing and Research in the Liberal Arts & Humanities: Philosophical Inquiry**

### **PHI 2610 - Eastern Thought 4cr**

Eastern and Western views differ in many of the important assumptions that ground them, but the most basic issues are the same. What is the nature of truth? What are good grounds for knowledge and for belief? What sorts of things are there: physical, mental, spiritual? How can we find value in life and preserve it in the lives of others? Students explore the answers to these questions provided by the classical philosophical systems of India: Vedanta, Mimamsa, Sankha, Yoga, Nyaya, Vaisesika, Carvaka, Jaina, and Buddha systems; the major schools of classical Chinese philosophy--especially Confucianism and Taoism; and Japanese philosophy--especially Zen. Students also explore the influence of Eastern thought on Western thinkers. **Δ Humanities: Philosophical Inquiry**

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 2720 - Introduction to Nietzsche 4cr**

This course offers an introduction into Nietzsche's thought. Students read and discuss several of Nietzsche's works



and investigate important Nietzschean concepts such as the Transvaluation of Values, the Will to Power, and the Eternal Return, and furthermore understand these concepts as a fruitful way of approaching and critiquing philosophy and culture. In the last few weeks of the course, students explore contemporary interpretations of Nietzsche's texts by thinkers such as Derrida. These critiques allow students to see Nietzsche as a pivotal figure, a Modern thinker whose ideas open up philosophical possibilities by questioning the very foundations of the subject, truth, and philosophy. **Δ Humanities: Philosophical Inquiry**

### **PHI 2890 – Multiculturalism & the Politics of Identity 4cr**

In this course, students explore a broad range of issues concerning identity and multiculturalism relevant to the field of political philosophy. These topics include core questions about what constitutes individual and collective identity as well as a number of specific questions about the status of identity forms with respect to legal rights, social customs, and cultural recognition. **Δ WAC 2: Writing and Research in the Liberal Arts & Humanities: Philosophical Inquiry**

### **PHI 3530 - Modern Philosophy: Science, Perception, and Reality 4cr**

This course offers a study of some of the key thinkers during this broad period in the history of philosophy (16th-19th Centuries). We are today the inheritors of the Modern tradition in philosophy and in science. Students analyze the rich diversity in the Modern philosophers' respective methods and theories regarding knowledge, truth, and reality. Students read original texts by Bacon, Galileo, Descartes, Berkeley, Spinoza, Hume, Kant, and Hegel, and pay particular attention to the connection between philosophical and scientific method and theory. **Δ WAC 3: Writing and Research for the Major & Humanities: Philosophical Inquiry**  
**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 3540 - Existentialism and Phenomenology 4cr**

This course offers an investigation into existential and phenomenological philosophy. Existentialist philosophy calls on us to reflect meaningfully on our lives and reach conclusions that can have validity for other persons as well. Phenomenology, as a method of investigation that includes the role of the inquirer in the sphere of investigation, represents a crucial development in philosophy and science in the 20th Century. Students read original texts by Kierkegaard, Nietzsche, Sartre, Marcel, and Heidegger, and examine both the historical and the contemporary significance of certain tensions that seem to characterize human existence in the 20th Century: the individuality of experience/the universality of reason; human finitude/the desire for transcendence or the "infinite"; human freedom/the weight of responsibility; and the individual/society. **Δ WAC 3: Writing and Research for the Major & Humanities: Philosophical Inquiry**  
**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

### **PHI 3560 - Contemporary Philosophy 4cr**

This course offers an investigation into four leading contemporary thinkers in Continental philosophy. After an introduction by way of the pivotal Modern philosopher, Nietzsche, students read and discuss the thought of Foucault, Derrida, Irigaray, Baudrillard, and Deleuze. The general theme of the course centers around these four philosophers' respective "postmodern" attempts to open up new ways of thinking about subjectivity that take into consideration the role of the body and of institutions such as language and social structures. This course offers students interested in philosophy the opportunity to analyze and think about questions that Continental philosophers are dealing with right now.

**Prerequisites:** PHI 3530 Modern Philosophy and junior standing.

### **PHI 3570 - American Philosophy 4cr**

This course concentrates on the major North American philosophers of the "classical" period from 1870 to the end of World War II including Pierce, James, Dewey, Royce, Mead, Santayana, DuBois, Locke, Gilman, and Wright. **Δ Humanities: Philosophical Inquiry**

**Prerequisite:** PHI 3530 Modern Philosophy and junior standing.

### **PHI 4701 - Capstone Research and Thesis 4cr**

This course is a senior capstone for students majoring in Philosophy. In this course, students research and craft multiple drafts of a major research paper that focuses on advanced level primary texts and secondary sources in a given topic or historical movement, with the goal of refining the students' researching, writing, and oral



argumentation skills at the highest undergraduate level. Students present their research and arguments at the Capstone Carnival in the spring.  $\Delta$  **WAC 4: Capstone Writing and Research**

**Prerequisites:** Students must have completed section I) A and B of the philosophy major requirements (**section 3.2.18.2**), PHI 2590 Ancient Philosophy, PHI 3530 Modern Philosophy, and have at least junior standing to enroll in a capstone seminar in Philosophy.

$\Delta$  Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.21 Physical Education (PED)

### 4.21.1 Overview

Faculty: Donna Read

The Physical Education Department is designed to enhance the physical well-being of each participating student. It also provides knowledge of the requirements for keeping physically fit throughout life. The activity courses offer an introduction to recreational sports that an individual can enjoy and continue long after graduation. Most courses earn one credit and are offered on a Pass/Fail basis.

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season and must be registered for in advance of participation. A season of successful participation is worth one grade and one credit. A single varsity course or a combination of varsity courses may be repeated for credit up to four semester credit hours. Courses that are repeatable for credit are marked as such. Courses that are not marked as repeatable may not be repeated for credit.

### 4.21.2 General Physical Education Courses

#### **PED 1070 - Strength Training I 2cr**

This introductory course provides instruction and participation in proper strength training techniques and injury prevention for the novice exerciser. Students gain competency in the stabilization and strength endurance phases of strength training. Students learn how to develop and implement strength training programs without machines. Students also learn flexibility and self-myofascial release training. The course covers body weight, exercise tubing, exercise ball, and foam roller training. *Fee charged. Students evaluated on a Pass/Fail basis.*

#### **PED 1080 - Introduction to Cardiovascular and Core Fitness Training 2cr**

This introductory course provides instruction and participation in proper cardiovascular and core stabilization training techniques for the novice exerciser. Core stabilization includes exercises to strengthen the trunk of the body (shoulders, torso, and hips). Students are introduced to a variety of cardiovascular options, including basic jogging, cycling, rowing, and elliptical training. The course also includes flexibility and self-myofascial release training. *Fee charged. Students evaluated on a Pass/Fail basis.*

#### **PED 1090 - Canoeing 1cr**

This course is designed to give students the skill and knowledge to paddle a tandem canoe on class II whitewater. The two-day progression, which takes place on a *weekend*, follows the curriculum for three American Canoe Association courses: Intro to Canoe - Tandem, Level 1; Moving Water Canoe - Tandem, Level 3 (Moving Water and Course I); and Whitewater Canoe - Tandem, Level 4 (Course II). *Fee charged. Students evaluated on a Pass/Fail basis.*

#### **PED 1110 - Kayaking 1cr**

This course is a basic introduction to recreational white water kayak paddling. Students learn to paddle a kayak effectively and safely. Students learn through experience and instruction on the water. This two-day progression takes place on a *Weekend*. Students become familiar with the following equipment and paddling skills: parts of a kayak; equipment needed for safe paddling; features of a river; basic stroke mechanics and safety concerns of white water paddling. *Fee charged. Students evaluated on a Pass/Fail basis.*

#### **PED 1120 - Tennis 1cr**

This course provides instruction in the basic techniques of various tennis strokes and is geared toward beginning tennis players. *Students evaluated on a Pass/Fail basis.*

#### **PED 1160 - Lifeguard Training 2cr**

Students successfully completing this American Red Cross sponsored course are awarded academic credit and certification for three years in Lifeguard training and CPR/AED certification for one year. There is a pre-course test



given on the first day of class that students must pass in order to continue in the course. This is not a learn-to-swim class, but a class for students already comfortable with swimming who are interested in learning rescue skills used for professional Lifeguards. *ARC standards limit class size to 10 students.*

### **PED 1250 - Introduction to Rock Climbing 1cr**

This course is an introduction to rock climbing. During one *weekend* field trip, students are introduced to the fundamentals of rock climbing, belaying, knots, harnessing, and anchoring. The course also provides additional instruction as to proper use and care of equipment, rock site, risk management and stewardship in a back country setting. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **PED 1260 - Backpacking 1cr**

This course provides an introduction to a lifetime leisure skill, as well as a technical skill utilized in many outdoor programs. During one *weekend* field trip, students develop the following backpacking skills: selection of proper clothing, packing a pack, appropriate choice of backpacking foods, safe travel techniques in a group, use of camp stoves, safety concerns while cooking, knowledge and treatment of environmental hazards, and low-impact camping techniques. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **PED 1280 - Orienteering 1cr**

This course is a basic introduction to the use of map and compass for field work and personal recreation. Through course discussion, field trips, and a course project, students develop the following orienteering skills: parts of a compass, reading a compass, features of a map, reading a map, following a bearing, using map and compass together, triangulation and its uses, and safety concerns for off-trail travel. *Fee charged. Students evaluated on a Pass/Fail basis.*

### **PED 2070 - Strength Training II 2cr**

This intermediate level course provides instruction and participation in strength training techniques and injury prevention for students who have basic strength training experience. Students gain competency in the strength endurance, muscle hypertrophy, and maximal strength phases of training. Students practice self-myofascial release and flexibility training in each class session. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1070 Strength Training I or proven strength training experience.

### **PED 2080 - Advanced Cardiovascular and Core Fitness Training 2cr**

This course provides instruction and participation in high intensity cardiovascular and core fitness training for the experienced exerciser. Prior to the completion of the course, students complete a 50-mile bike ride; a 10-mile, high intensity hike; and a 3-mile run. Alternative modalities are provided based on student need. This course also introduces the concepts of intervals and power training techniques. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1080 Introduction to Cardiovascular and Core Fitness Training or proven cardiovascular training experience.

### **PED 2110 - Intermediate Paddling 1cr**

This course is an intermediate level whitewater paddling course. Students establish personal goals or key skills that they would like to work toward. Students choose to canoe, kayak, or raft with the goal of increasing paddling skills to accommodate class III whitewater safely. During one *weekend* river trip, students have the opportunity to increase skills, learn more advanced river reading skills, and more advanced strokes. Students also learn self-rescue techniques applicable to an intermediate whitewater setting. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1110 Kayaking or permission of instructor.

### **PED 2240 - Swiftwater Rescue 2cr**

This swiftwater course introduces rescue philosophies; recognition and management of risks; knowledge and execution of systems; and techniques associated with rescues of self and others in swift water. This course emphasizes personal safety and simple, commonly used skills through demonstrations and scenarios to provide participants practice both individually and within a team/group context. The course meets *once a week* for a three-hour block during the term. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1090 Canoeing; or PED 1110 Kayaking; or PED 2110 Intermediate Paddling; or permission of



instructor.

### **PED 2250 - Intermediate Rock Climbing 2cr**

This course is designed to give the climber who has a basic understanding of belay/climbing commands/techniques and safety a bridge to understanding more complex philosophies, safety, and ethical considerations in rock climbing. Students gain experience with more complex techniques, systems, knots/hitches, and gear associated with climbing, repelling, and anchors, as well as in planning their own outdoor climbing trips. *Fee charged. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** PED 1250 Introduction to Rock Climbing.

### **PED 3070 - Strength Training III 2cr**

This advanced course provides instruction and participation in strength training techniques for the experienced exerciser. Preferably, students will have completed PED\*2070 Strength Training II and have been practicing strength training for at least six weeks prior to the beginning of the course. Students gain competency in the muscle hypertrophy, maximal strength, and power phases of training. The course utilizes a variety of equipment, both in and out of the weight room. *Fee charged. Students are evaluated on a Pass/Fail basis. In season athletes are excluded from this course.*

**Prerequisite:** PED 2070 Strength Training II or permission of instructor.

## **4.21.3 Varsity Sport Participation Courses**

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for credit in advance of participation. A season of successful participation is worth one grade and one credit. A single varsity course or a combination of varsity courses may be repeated for credit up to four semester credit hours. Courses that are repeatable for credit are marked as such. Courses that are not marked as repeatable may not be repeated for credit.

*A course or a combination of sports courses may be repeated for credit up to 4 credits.*

### **PED 1290 - Varsity Cross-Country 1cr\***

Participation in varsity cross-country. *May be repeated for credit as 1300, 1310, and 1320. Students are evaluated on a Pass/Fail basis.*

### **PED 1330 - Varsity Cycling 1cr\***

Participation in varsity cycling. *May be repeated for credit as 1340, 1350, and 1360. Students are evaluated on a Pass/Fail basis.*

### **PED 1370 - Varsity Basketball 1cr\***

Participation in varsity basketball. *May be repeated for credit as 1380, 1390, and 1400. Students are evaluated on a Pass/Fail basis.*

### **PED 1410 - Varsity Soccer 1cr\***

Participation in varsity soccer. *May be repeated for credit as 1420, 1430, and 1440. Students are evaluated on a Pass/Fail basis.*

### **PED 1450 - Varsity Swimming 1cr\***

Participation in varsity swimming. *May be repeated for credit as 1460, 1470, and 1480. Students are evaluated on a Pass/Fail basis.*



## 4.22 Physics (PHY)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PHY 1180 - Contemporary Astronomy 4cr**

This course introduces students to the science of astronomy through regular observations, hands-on telescope use, location and identification of celestial objects, and photography with cameras, telescopes, and computer imaging equipment. Topics include the solar system, stars and measurements of stars, galaxies, black holes, stellar composition, and stellar evolution. Students also learn the properties of light, color, gravity, Newton's laws, and Einstein's principles. The students participate actively in the observations and measurements of astronomical phenomena. *Students are expected to complete evening observation sessions throughout the term.* Δ **Natural Science**

### **PHY 1210 - Earth, Light, and Sky 4cr**

This course gives students ample hands-on opportunity to study conceptual physics, astronomy, earth science, and meteorology. The topics include astronomy, electricity, modern physics, waves and optics, spectroscopy, and a review of forces and motion. Earth science includes the origin and composition of the earth, rocks, minerals, fossils, and meteorites, and meteorology. *This course is designed to complement PHY 2510 Physics I for those students seeking certification to teach any science at the secondary level. Students are required to schedule two 2-hour observing sessions on Mondays or Wednesdays during the course.*

### **PHY 2510 - Physics I 4cr**

This course offers an introduction to physics provided through the study of Newtonian physics, energy, thermodynamics, and statistical thermodynamics. Special emphasis is given to contemporary physics--physics developed during the 20th century. Students will learn skills useful in other disciplines as well as physics: laboratory record-keeping, problem solving, and computer simulation. This course is centered around laboratory experience and the importance of learning physics through the observations and measurements in the laboratory. Δ **Natural Science**

**Prerequisite:** MAT 1510 Precalculus I and MAT 1520 Precalculus II. MAT 2410 Calculus I or permission of instructor.

### **PHY 2520 - Physics II 4cr**

This course continues PHY 2510 Physics I. Topics include electricity and magnetism, electronics, optics, light, and special relativity. Calculus is used.

**Prerequisites:** PHY 2510 Physics I with a C- or better or permission of the instructor. MAT 2410 Calculus I. MAT 2420 Calculus II is recommended but not required.

### **PHY 3700-3760 – Topics in Physics 2cr**

These rotating courses address recent developments and current issues in the field of Physics. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Physics courses and provide greater depth in specific fields of study.

**Prerequisites:** Dependent on instructor and topic.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.23 Political Science (PSC)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PSC 1510 - Introduction to American Government 4cr**

This course is an introduction to the major institutions and actors of the American political system, including parties, interest groups, and the legislative, executive, and judicial branches of government. Attention is given to cultural, ideological, and economic contexts. The fundamental concepts of political science are applied to the structure of power and the policy-making process in America. Δ **Society and Human Behavior**

### **PSC 2370 - Voting, Campaigns, and Elections 4cr**

This course explores the electoral process in the United States with special attention paid to the current election, including study of the factors that influence individual voting behavior; the actions that candidates, political parties, and interest groups take to influence election outcomes; and the importance of the structure of electoral institutions. Δ **Society and Human Behavior**

### **PSC 2380 - The American Presidency 4cr**

This course examines the role of the presidency in American politics. Topics include the evolution and contemporary status of the American presidency, nomination and election politics, relations with Congress and party leadership, control of the bureaucracy, the international political role, and presidential psychology and decision-making. Δ **Society and Human Behavior**

### **PSC 2450 - Environmental Politics in Global Perspectives 4cr**

This course surveys the emerging global environmental legal structures, norms, and standards. It examines the role of international non-governmental organizations (NGOs) in creating international regimes, and monitoring and tracking compliance of different states. It will also look into the dynamics of interactions between IGOs and NGOs in creating new global discourse communities in an era of increased environmental awareness. Δ **Society and Human Behavior & CIV: Environmental Responsibility**

### **PSC 2570 - International Relations 4cr**

This course is a general survey of the essential concepts and practices of international politics, examining the historical past of international communities as well as current international concerns and issues. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **PSC 2580 - Comparative Government: Global North 4cr**

This course examines the structure of government and political culture in states of the Global North. The course focuses on, but is not limited to, the governments of Great Britain, Japan, France, Russia, and Germany. The principal forms of government, including parliamentary and presidential systems, are examined along with a wide variety of party systems and electoral systems. In addition, students compare and analyze the public policies of industrialized states in the areas of immigration, health care, education, and the environment. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **PSC 2590 - Comparative Government: Global South 4cr**

This course is a systematic and comparative study of the important political institutions, political culture, political legitimacy, policies, and politics of major third world countries in Asia, Africa, and Latin America. Students examine in a comparative manner what makes a state strong or weak in the global system, and why certain governments behave the way they do. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **PSC 3200 - Chinese Government and Politics 4cr**

This course is an in-depth study of the origin and evolution of Chinese revolutions, and their impact on world power configuration and on transforming Chinese society and culture. Students study the dramatic events of the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square Incident and their aftermath for China and the world. Students learn to appreciate the dynamics of Chinese politics and their impact on regional as well as world politics. Δ **Society and Human Behavior & CIV: Intercultural Perspectives**



**PSC 3300 - Politics of Developing States 4cr**

This issue-oriented course examines important questions in the politics of developing states. Students look at the legacies of colonialism, neocolonialism, and nationalism in the developing state, as well as the impact of modernization, the WTO, IMF, World Bank, and other international institutions on the development of the third world countries. Population growth and its environmental impact will also be examined through different case studies. **Δ Society and Human Behavior**

**PSC 3360 - United States Foreign Policy 4cr**

This course covers United States foreign policy and its geo-political consequences from the turn of the twentieth century to the present. Study begins with constitutional authority, and then students determine how foreign policy has been made, tracing various influences such as public opinion, the media, interest groups, and multinational corporations, as well as the military, congress, and the president. Students engage in extensive research into a major crisis in American foreign policy in the past thirty years, analyze the role played by dominant influences, and evaluate the leadership of the sitting administration in the crisis. Awareness of and application to current foreign policy issues continues throughout the course. **Δ Society and Human Behavior**

**PSC 3400 - International Politics in the Pacific 4cr**

This course examines the dynamics of international relations among major Asia-Pacific Nations including the United States, China, Russia, Japan, the two Koreas, Southeast Asian Nations, as well as the importance of the overseas Chinese community in Southeast Asian countries. Students strive to understand the cooperation and rivalry of these different nations through a discussion of the history, culture, economic, and security concerns of these different nations from World War II to the present. **Δ Society and Human Behavior**

**PSC 3410 - International Political Economy 4cr**

This course introduces students to the study of international political economy, which is the interactive relationship between politics and economics in the international system. The course first introduces the general theoretical frameworks that guide the study of international political economy, and then applies these theories to better understand issues such as international trade, foreign investment, the international monetary system, economic development, and global environmental affairs. This course concludes with a consideration of the challenges that economic globalization presents to the political management of national and international markets. **Δ Society and Human Behavior**

**PSC 3500 - Political Parties and Interest Groups 4cr**

This course focuses on the roots of organized political power in American government. Students explore the role and influence of interest groups and political parties in the electoral process and in government. Historical and theoretical perspectives are used to analyze topics such as money in politics, lobbying and corporate power, social movements, political coalitions, third parties, and political polarization. **Δ Society and Human Behavior**

**PSC 3570 - Markets and Politics in the United States 4cr**

In this course, students study the structure of the current market-oriented economic system in the United States, with an in-depth exploration of its strengths, its weaknesses, and the political struggle to maintain and/or reform the system. Alternative economic systems are considered and debated, focusing on their economic and political viability. **Δ Society and Human Behavior**

**PSC 4310 - Constitutional Law 4cr**

Using a combination of history, jurisprudence, and case law, this course investigates the evolving role of the Supreme Court in shaping American politics. Topics to be considered include governmental structures, powers, and relationships; civil liberties; and civil rights. Students study legal history, legal theory, and examine some of the most important decisions handed down by the Supreme Court. **Δ Society and Human Behavior**

**Prerequisites:** PSC 1510 Introduction to American Government and junior or senior standing or permission of the instructor.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.24 Psychology (PSY)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **PSY 1000 - Introduction to Psychology 4cr**

This course provides a comprehensive overview of the field of psychology. Topics include the philosophical and scientific origins of psychology, research methods in psychology, biological and perceptual processes, learning, cognition and memory, emotion, personality, social psychology, psychological disorders, and psychotherapy. △ **Society and Human Behavior**

### **PSY 1210 - Sport Psychology 2cr**

This course examines theoretical, clinical, and applied aspects of sport psychology. It provides a broad overview of the major topics in the area (e.g., performance enhancement, mental rehearsal, motivation, competitive anxiety, aggression, injury recovery). The primary course objective is to facilitate understanding of how psychological factors influence involvement and performance in sport settings, and how participation in sports affects individuals and groups.

### **PSY 1310 - Drugs and Behavior 4cr**

The use of psychoactive drugs in human societies has a long history. This course provides an overview of drug-brain-behavior interactions. Accordingly, students will study a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic uses of behaviorally active drugs, drug abuse and its treatment, and social policy. The term "drugs" is broadly defined and includes both legal and illegal substances. △ **Society and Human Behavior**

### **PSY 2010 - Infant and Child Development 4cr**

In this course, students explore the remarkable development of humans from conception to age 12. This course covers information and issues in prenatal care and the development of physical, socio-emotional, linguistic, and cognitive processes in the contexts of home and school. Students analyze, interpret and apply theory to issues in the discipline. △ **Society and Human Behavior**

### **PSY 2040 - Adolescent Development 4cr**

In this course, students explore the roles of home and school in the physical, cognitive, socio-emotional development of people between ages 13-18. The course emphasizes the use of psychological theories to understand the complexities of developmental processes. △ **Society and Human Behavior**

### **PSY 2060 - Adult Development 4cr**

This course examines human development from early adulthood through old age. Areas of inquiry include physical, cognitive, social, and personality development as well as issues in aging and death. A Service-Learning component is often required. △ **Society and Human Behavior**

### **PSY 2160 - Psychology of Creativity 4cr**

This course examines characteristics of creative processes, people, and places in the arts, literature, science, business, and education. Social roles, economic factors, child-rearing practices, and approaches to education, which may influence creativity, are also studied. Students read, write, and participate in seminar discussion to learn from psychological theories, systematic research, and case studies. A Service-Learning component is often required.

### **PSY 2250 - Explorations in the Psychology Major 2cr**

This course is for newly declared psychology majors - or those who are considering changing their majors to psychology. It provides an opportunity for students to understand themselves, their majors, and future careers. As a part of the course, students create a plan that will enable them to achieve their educational and career goals and practice major skills of the discipline.



**PSY 2310 - Research Methods in Social Science 4cr**

This course provides students the opportunity to interpret, design, and conduct basic psychological research. Students learn to transform ideas into researchable questions by examining the nature of scientific thinking, research design, hypothesis testing, and quantitative methodology. Students apply their knowledge of research methods to prepare to conduct their own research, to become better able to critique scholarly reports of research, and to become better consumers of social science research presented in the media.

**Prerequisite:** MAT 1410 Statistics and SOC 1000 Introduction to Sociology or PSY 1000 Introduction to Psychology or permission of instructor.

**PSY 2790 - Supervised Internship in Psychology 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Prior to registration students must obtain departmental approval of a written proposal that describes in detail the activities and educational objectives of the internship. Application materials may be obtained from Psychology faculty members.

**PSY 3100 - Biopsychology I 4cr**

Biopsychology is the study of how our behavior, thoughts, and emotions are supported by the nervous system. This course focuses on the fundamental brain structures and biological processes that underlie many different behaviors and disorders studied by psychologists, including development, brain injury, autism, movement, motivation, and addiction.

**Prerequisite:** PSY 1000 Introduction to Psychology.

**PSY 3110 - Theories of Personality 4cr**

This course engages students in critical examination of theory and research in the study of human personality, individual differences, motivation and well-being. Theoretical approaches explored include psychoanalytic, dispositional, biopsychological, cognitive, phenomenological, humanistic, behavioral, and social learning perspectives. Students engage in comparison and contrast of these different perspectives and their underlying assumptions. This course also provides the opportunity for students to integrate their study across broad areas of psychology and to apply the study of personality to other fields such as creative writing, literature, philosophy, education, outdoor leadership, business, and social work. **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** PSY 1000 Introduction to Psychology and junior or senior standing, or permission of the instructor.

**PSY 3120 - Psychology, Mental Health, and Distress 4cr**

This course provides a broad survey of what is considered to be abnormal behavior. Students become familiar with concepts of abnormal psychology and with some of the clinical and research findings upon which our knowledge of psychological disorders is based. Students critically review research and write about a particular area of abnormal psychology. It is expected that students will not only have an increased understanding of psychological disorders, but that they will have deepened empathy for those who have them.

**Prerequisites:** PSY 1000 Introduction to Psychology is required, and PSY 2310 Research Methods in Social Science is recommended.

**PSY 3170 - Health Psychology 4cr**

The interaction between psychological, social, and biological factors has become increasingly clear. This course examines psychosocial factors in health and disease. Students will understand influences on how people stay healthy, why they become ill, and how they respond when they are ill. This course also helps students gain a better understanding of how their behavioral, emotional, and lifestyle patterns affect their health and wellness.

**Prerequisite:** PSY 1000 Introduction to Psychology.

**PSY 3180 - Social Psychology 4cr**

Social psychology studies how the behavior of individuals and groups are influenced. This survey course examines the major theories and research traditions in social psychology. Topics include social cognition, perception of self and others, stereotypes and prejudice, social influence and persuasion, interpersonal attraction, group dynamics and leadership, conformity, aggression, and prosocial behavior. Students will explore applications to behaviors that impact environmental quality and sustainability, health and well-being, political participation and influence, and the



workings of our legal system.

**Prerequisites:** PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology is required, and PSY 2310 Research Methods in Social Science is recommended.

### **PSY 3200 - Biopsychology II 4cr**

This course builds on the principles of neuroanatomy and neurophysiology learned in Biopsychology I to further explore the nervous system structures and processes that contribute to human behavior. Topics include neuroplasticity, stroke, memory, and language.

**Prerequisites:** PSY 3100 Biopsychology I or permission of instructor.

### **PSY 3230 - Learning and Conditioning 2cr**

This course introduces the basic principles of behaviorism and how they can be applied in a variety of settings, including animal training. Most of the course focuses on operant conditioning, but habituation and classical conditioning are also discussed.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3240 - Sensation and Perception 4cr**

This course explores how human beings gather and interpret information provided by the sensory systems. The physical properties of the sensory signal, the physiological mechanisms of the sensory organs, and the psychological processes that filter, construct, and influence our perceptual experiences are examined.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3250 - Cognition 2cr**

This course focuses on the processes of attention, memory, thinking, and the organization of knowledge. Theoretical attempts to explain these processes and research strategies to elucidate underlying mechanisms serve as overarching themes in the course.

**Prerequisite:** PSY 1000 Introduction to Psychology. PSY 2310 Research Methods in Social Science is recommended as a prior or concurrent course.

### **PSY 3260 - Theories and Techniques in Counseling and Psychotherapy 4cr**

This course explores major theories and techniques utilized in psychotherapeutic settings. Through a combination of readings, discussion, and active role-playing, students examine behavioral, cognitive, existential, humanistic, interpersonal, and psychodynamic approaches to treatment. Counseling skills (e.g., empathy and problem solving) are practiced in a supportive classroom setting. Students also present a clinical case study to their classmates focusing on a specific therapy approach.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 4010 - Selected Readings in Psychology 2cr**

This course provides an opportunity for the investigation of important original contributions to psychological inquiry. It is organized around a particular theme, which may change from semester to semester. Readings may include theoretical and empirical scholarly articles and book chapters that have historical or contemporary importance for the field of psychology.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 2310 Research Methods, or permission of the instructor.

### **PSY 4020 - History of Psychology 2cr**

This course explores the history of psychology through the use of primary sources. Students will gain an understanding of important themes, developments, and figures in the history of psychology. Students will read materials from archives and other sources in order to learn about the broad sociocultural context in which psychology has emerged. Further, in a fascinating component to the course, students will peek in on original letters sent by leaders in the field in order to learn about important events, successes, and struggles through the individuals' own words.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 2310 Research Methods.



**PSY 4160 - Ecopsychology 2cr**

Ecopsychology examines relationships between people and the rest of nature. As a collection of theoretical perspectives, ecopsychology asserts that people have essential, unconscious connections with the rest of nature. Ecopsychology proposes that detachment from this relationship has dire psychological and environmental consequences and that restoration of this relationship furthers individual, community, and planetary health. This course critically explores ecopsychology as a theory and as a worldview. Through writing, direct experiences, and close reading of primary sources, students critically examine ecopsychology's theoretical roots and practical implications. Students also explore the relationship of ecopsychology to psychodynamic theory, transpersonal psychology, existentialism and phenomenology, deep ecology, ecofeminism, sociobiology, and evolutionary psychology. *This course meets elective requirements for majors in Psychology and Environmental Studies.* **Δ CIV: Environmental Responsibility**

**Prerequisites:** ENS 2200 Environmental Attitudes, Values, and Behavior, PSY 3110 Theories of Personality, or PHI 2520 Environmental Ethics, or permission of instructor.

**PSY 4180 - Cultural Psychology 4cr**

This course is a study of human behavior and mental processes in a sociocultural context. Selected readings illustrate how psychology handles cultural variation in cognition, intelligence, attachment, religion, language, mental illness, family dynamics, and informal and formal schooling. Other topics may include perception, emotions, creativity, identity, self and personality. Through reading psychological theory and empirical research, writing, and seminar discussion, students learn to critically think from a cultural perspective. A Service-Learning component is often required.

**Prerequisites:** Declared Psychology major or minor and senior standing, or permission of the instructor.

**PSY 4250 - Social Neuroscience 4cr**

Social neuroscience integrates theories and methods of social psychology and cognitive neuroscience in order to explain social and emotional behavior at three levels of analysis: social, cognitive, and neural. Students use key concepts and methods from social neuroscience to analyze findings in core areas of social psychology, including emotional appraisal, person perception, emotion regulation, stereotyping, attitudes and beliefs, social decision making, cooperation, personality, and individual differences.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 3100 Biopsychology I or permission of the instructor. PSY 2310 Research Methods in Social Science or its equivalent is recommended.

**PSY 4790 - Supervised Internship in Psychology 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Students must be of junior or senior standing. Prior to registration students must obtain departmental approval of a written proposal that describes in detail the activities and educational objectives of the internship. Application materials may be obtained from Psychology faculty members.

**PSY 4810 - Advanced Research I 2cr**

Students in this course design and present a proposal of original, empirical research. The class meets regularly to master advanced research designs and methods, data analysis, and communication of research findings. In a seminar format, students work as a research team to critique one another's research and engage in collaborative problem solving around class members' research projects. By the end of Advanced Research I, students have created a final written research proposal ready for submission to the Institutional Review Board. This course is recommended for all students considering application to graduate study in psychology.

**Prerequisites:** PSY 1000 Introduction to Psychology, MAT 1410 Statistics or MAT 2530 Statistics for Natural Sciences, and PSY 2310 Research Methods in Social Science, or permission of the instructor.

**PSY 4820 - Advanced Research II 2cr**

Students in this course design, conduct, and present original, empirical research. The class meets regularly to master advanced research designs and methods, data analysis, and communication of research findings. In a seminar format, students work as a research team to critique one another's research and engage in collaborative problem solving around class members' research projects. By the end of Advanced Research II, students have completed a final written report and presentation of their research. This course is recommended for all students considering



application to graduate study in psychology.

**Prerequisites:** PSY 1000 Introduction to Psychology, MAT 1410 Statistics or MAT 2530 Statistics for Natural Sciences, PSY 2310 Research Methods in Social Science, and PSY 4900 Advanced Research I, or permission of the instructor.

### **PSY 4830 - Capstone Proposal 4cr**

Students in this course develop a written proposal and secure approval for their Capstone Practicum or Thesis project that is completed in the subsequent PSY 4840 Capstone Practicum or PSY 4850 Capstone Thesis course.

*This is the first of two courses required for psychology majors who entered Warren Wilson College beginning Fall 2014 and counts as an upper level elective for students who entered prior to Fall 2014, replacing PSY 4910*

*Advanced Research I.* Δ **WAC 3: Writing and Research for the Major**

**Prerequisite:** PSY 1000 Introduction to Psychology; MAT 1410 Statistics or MAT 2530 Statistics for Natural Sciences; PSY 2250 Explorations in the Psychology Major; PSY 2310 Research Methods in Social Science; at least 8 credits of upper level psychology coursework; and junior standing; or permission of the instructor.

### **PSY 4840 - Capstone Practicum 4cr**

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the Triad themes of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120 hour practicum, practicum portfolio, and public presentation. *This is the second of two capstone courses required for psychology majors who entered Warren Wilson College beginning Fall 2014. Students in this course participate in a 4 credit practicum and seminar that was designed and approved in PSY 4830 Capstone Proposal.* Δ **WAC 4: Capstone Writing and Research**

**Prerequisite:** PSY 4830 Capstone Proposal or permission of the instructor.

### **PSY 4850 - Capstone Thesis 4cr**

Students in this course conduct and present their capstone research projects that were designed and approved in the PSY 4830 Capstone Proposal. Students meet regularly with their thesis advisor and other student researchers to engage in collaborative problem solving. Students demonstrate competency in professional and research ethics, implementation of research plans, theory use, critical evaluation of research findings, and written and oral communication of their research. This course is strongly recommended for all students considering application to graduate school in psychology. This is the second of two capstone courses required for psychology majors who entered Warren Wilson College beginning Fall 2014. Δ **WAC 4: Capstone Writing and Research**

**Prerequisite:** PSY 4830 Capstone Proposal or permission of the instructor.

### **PSY 4890 - Independent Research in Psychology 2-16cr**

The student completes an independent research project. The project proposal must be approved in advance by a faculty sponsor and by the department chair. The thesis report must be presented before a faculty committee selected by the student and faculty sponsor.

**Prerequisite:** Department approval of a written research proposal.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.25 Religious Studies (REL)

△ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **REL 1110 - Exploring Religions 4cr**

Exploring Religions is a survey course designed to introduce students to selected religions of the world and to the academic study of religion. This course carefully examines a wide variety of primary and secondary sources to help students understand and appreciate the diversity of ways in which human beings have asked, answered, and responded to questions of life and death, values and ethics, power and danger. This course does not aspire nor pretend to cover all religions but instead will focus on a few selected religions such as Buddhism, Judaism, Christianity, Islam, or Daoism. Students learn how to employ research methods in the academic study of religion through their textual research and possibly on-site field experiences. △ **Humanities: Philosophical Inquiry**

### **REL 2090 - Introduction to Islam 4cr**

This course is a historical and thematic survey of the origins and development of Islam. The primary historical period covered is the so-called "classical period" of Islam (700 - 1300 CE). Students study the life and career of Muhammad as the Prophet of Islam in the 7th century and the rise of the early Muslim community. Formation of the Islamic polity and its struggles and challenges in terms of succession, cohesion, and expansion are surveyed. Central themes in this course include traditional *hadith* (known as "The Hadith of Gabriel"), *islam* ("submission"), *iman* ("faith"), and *ihsan* ("excellence"). Exploration of these dimensions of Islam is anchored on the Qur'an - its historical, theological, intellectual, juridical, and ritual aspects - and on Islamic "mysticism" as represented in the various Sufi movements. This course also examines the enduring significance of Islam in the modern world.

### **REL 2130 - Religion and Environmental Justice 4cr**

This course explores the ethical responsibilities of people who work to ameliorate environmental degradation as well as end oppression of human beings. Students explore the religious tenets of environmental justice movements internationally and in the United States. Course topics focus on Theravada Buddhism in Thailand, indigenous East African beliefs in Kenya, Catholic social teachings in the United States farmworkers' movement, and black liberation theology in the United States movement against toxic waste dumping in politically marginalized communities. Finally, students gain understanding of the cultural symbols and negotiated relationships that are critical for successfully countering environmental degradation in complicated political contexts. △ **WAC 2: Writing and Research in the Liberal Arts, Humanities: Philosophical Inquiry & CIV: Social Justice**

### **REL 2380 - History and Literature of Buddhism 4cr**

This course introduces students to the history, fundamental doctrines, and practices of Buddhist traditions. It pays close attention to how Buddhism influenced the collective histories and personal lives of the people who identify themselves as "Buddhists" across the expanse of time and space. Readings of translations of Sanskrit, Pali, Chinese, and Tibetan primary texts will be complemented with biographies, ethnographies, and documentary films. Special attention will be given to Thai, East Asian, and Tibetan Buddhism.

### **REL 2540 Critical Race Theory 4cr**

This course examines the origins of race-thinking and the myriad ways in which race has been constructed and deconstructed. Students focus on a critical interpretation of what race is, what it does, and how contemporary racial meanings are produced and reproduced. Course readings are drawn from the fields of religious studies, philosophy, social theory, and legal studies, in order to draw on a broad vocabulary and set of references when engaging the meanings of race and racial presentation. △ **WAC 2: Writing and Research in the Liberal Arts, Humanities: Philosophical Inquiry & CIV: Social Justice**

### **REL 3210 - Religion, Peace, and Social Justice: Seminar 4cr**

This advanced seminar examines key religious values and practices, sacred and classic writings, and case studies of religious leaders and cultures where religions have contributed significantly to the making and sustaining of peace. Movements include the 19th-century abolitionist movement, the 20th-century Social Gospel movement, and the movement for civil rights. △ **WAC 3: Writing and Research for the Major, Humanities: Philosophical Inquiry**



**& CIV: Social Justice****Prerequisite:** One prior course in Religious Studies or permission of the instructor.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.26 Science (SCI)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### 4.26.1 Overview

The undergraduate science research program at Warren Wilson College is designed to promote student intellectual independence and maturation, a personalized education, and close cooperative academic interaction with faculty members, staff, and peers. Specific objectives of the science research sequence include:

1. Designing a project that addresses an original question in the context of current literature. The relevance of the topic must be explained in a larger context and the research must be related to existing findings from the primary literature.
2. Implementing the project using appropriate methods and quantitative analysis, organizing individual steps in a large complex project, and practicing problem solution and critical appraisal.
3. Communicating the outcome of the project both orally and in written format, in a clear, concise, organized, and engaging way. This incorporates senior-level articulation, creative expression, logic, and an understanding of professional standards.

By the end of the sequence of three courses, students will have chosen a research advisor, defined a suitable research topic, carried out a comprehensive literature review, prepared a grant proposal, understood and used pertinent statistical, sampling, and experimental design techniques, presented results orally before a scientific audience, and prepared a scientific manuscript.

Assessment occurs through assignments, exams, evaluations, drafts, attendance records, final thesis graded by the research adviser, and final presentation graded by participating faculty.

### 4.26.2 Courses

#### **SCI 3900 - Research Design 2cr**

In this course, students begin the Natural Science Undergraduate Research Sequence. Included are lectures and activities that teach literature searching, experimental design, sampling, statistics, writing, and speaking. Students consult with faculty members, choose a research advisor, choose a research project, and write a grant proposal. Students also attend and critique Natural Science Undergraduate Research Presentations. Δ **WAC 3: Writing and Research for the Major**

**Prerequisite:** MAT 1410 Statistics, or MAT 2410 Calculus I, or MAT 2530 Statistics for Natural Sciences.

#### **SCI 4860-4890 - Natural Science Research 1-2cr**

This course is for students doing research for the Natural Science Undergraduate Research Sequence. After completing SCI 390 Research Design, students are ready to begin their independent research projects, working directly with a faculty research mentor. It is expected that students invest 40 hours of effort per credit hour. *A minimum of 2 credit hours are required.* Δ **WAC 3: Writing and Research for the Major**

**Prerequisite:** SCI 3900 Research Design.

#### **SCI 4930 - Communication: Natural Science Seminar 1cr**

Some of the most essential skills for natural scientists include the abilities to investigate, organize, and present concepts to their peers--both orally and in written format. This is the purpose of Natural Science Presentation: it provides the forum for the presentation and evaluation of student research. Each student presents a 15-20 minute oral presentation on his/her research project and submits a formal thesis for the College archives. The formal paper includes a complete description of the research project, methods, analysis, final results, and scientific discussion. *A completed Research and Disciplinary Discourse paper must be submitted before the end of this course. The scheduling for the seminar presentation takes place during SCI 3900 Research Design one year before the presentation.* Δ **WAC 4: Capstone Writing and Research**

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.27 Social Work (SWK)

Δ Course meets Triad Education Program Requirement in specified area.

### **SWK 2010- Introduction to Social Work 2cr**

This course explores social work as a possible career path and as a professional means by which to affect individual and system change. Students learn about the values and ethics of the social work profession as well as the social, economic, political, historical, and cultural injustices that social work advocates to change. Through 10 hours of service learning in a local social service agency and reflection on their experience, students examine their interest in the social work profession. Partially satisfies Δ CIV: Social Justice

### **SWK 2020 - Skills of Helping Others 2cr**

This course assists students in developing skills necessary to establish and build helping relationships. Skills covered include both verbal and non-verbal communication. Active listening and empathetic communication are emphasized. This course creates a foundation for further course work in social work practice or other disciplines that use primarily verbal communication to enhance problem solving. Through 10 hours of service learning that involves direct interaction with others and reflection on their experience, students examine their interest in the social work profession and other helping roles.

### **SWK 2100 - History of Social Work and Social Welfare 4cr**

This course explores the history and development of the social work profession and social welfare systems in the US within a contemporary global context. Emphasis is placed on the historical roots of societal values and beliefs that have influenced the development of social welfare policies and programs. This course also includes an examination of contemporary social welfare policies and programs and an introduction to policy analysis. Through 15 hours of service learning, students are exposed to current, local policy issues, and students reflect on the role of policy practice in generalist social work. Δ WAC 2: Writing and Research in the Liberal Arts & CIV: Social Justice

### **SWK 2910 - Changing the World: International Social Service 2cr**

In this course, students explore the international context of social service. Students learn approaches to social services from the various lenses of different cultures and regions of the world, focusing on the policies and practices of social development and social welfare. Students examine the history, nature, value, and challenges of international social service in relation to specific countries, regions, service organizations and agencies, and current events.

### **SWK 3050 - Human Behavior and the Social Environment I: The Life Course 4cr**

This course explores human development across the life course with emphasis on the biological, psychological, social, cultural, and spiritual dimensions. Students study the concept of generalist social work from an ecological systems perspective that emphasizes the intersecting dynamics of humans with their environments. Consideration is given to the impact of human diversity, discrimination and oppression on the individual's ability to reach or maintain optimal health and well being across the life course. Students complete 15 hours of service learning in which they explore life-course issues and reflect on a multigenerational perspective. Δ CIV: Social Justice

**Prerequisites:** BIO 1090 Human Biology and either PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology.

### **SWK 3060 - Human Behavior in the Social Environment II: Social Contexts 4cr**

This course is an exploration of social work from an ecological and social systems perspective to understand family, group, organization, and community systems. As a class group, students complete 15 hours of service learning at a local human services agency. Special attention is given to the impact of human diversity, discrimination, and oppression in the contexts of families, groups, organizations, and community on individuals' and systems' abilities to reach or maintain optimal health, well being, functioning, and change. Δ CIV: Social Justice

**Prerequisites:** SWK 3050 Human Behavior and the Social Environment I or permission of the instructor.



**SWK 3100 - Social Welfare Policies and Services 4cr**

This course continues the exploration of social work knowledge and skills initiated in SWK 2100 History of Social Work and Social Welfare regarding social welfare policies and services. Students learn to analyze current social policy within the context of historical and contemporary factors that shape policy. Content is presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice. Contemporary social welfare programs and policies in the US are examined in a global context. **Δ WAC 3: Writing and Research for the Major**

**Prerequisites:** SWK 2010 Introduction to Social Work and SWK 2100 History of Social Work and Social Welfare.

**SWK 3200 - Social Work Practice I: Individuals and Families 4cr**

This course focuses on the development of social work values, knowledge and skills in generalist social work practice with individuals and families. An ecological systems perspective is used to explore issues of diversity, discrimination, oppression and privilege in relation to assessment, problem-solving, intervention and evaluation in practice. Through 15 hours of service learning in which they work closely with individuals, families and/or small groups, students identify and reflect on their strengths and challenge areas in relation to interpersonal, micro practice skills, knowledge and values.

**Prerequisites:** Social Work major; and SWK 2010 Introduction to Social Work, SWK 2020 Skills of Helping Others, SWK 2100 History of Social Work and Social Welfare, SWK 3050 Human Behavior and the Social Environment I, or SWK 3060 Human Behavior and the Social Environment II.

**SWK 4190 - Child Welfare 4cr**

This course is designed to provide practice knowledge, application in simulated situations and skills for upper level undergraduate students preparing for positions in public child welfare. The competencies taught in this course provides social work students, and others who become employed in a variety of settings that serve children, a better understanding of the child welfare system and its services in North Carolina. The course acquaints students with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences.

**Prerequisite:** Permission of department chair.

**SWK 4200 - Social Work Practice II: Groups, Organizations & Communities 4cr**

This course focuses on social work methods relevant for practice with macro systems through investigating theory and learning and practicing skills and techniques that help to effect change, solve problems, and enhance social functioning. This course includes content on macro practice contexts (i.e. communities and neighborhoods, and organizations) and the components of an effective change process (i.e. building power, planning, mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change). Students participate in an engaged learning process by providing service to a community-based human services agency. Issues of race, class, gender, age, environment, sexual orientation, globalization, oppression, and privilege are explored within the context of generalist social work practice.

**Prerequisite:** SWK 3200 Social Work Practice I.

**SWK 4250 - Orientation to Field Education 2cr**

This course prepares students for the block field education placement. Students review knowledge, skills, and social work values related to generalist social work practice in a field agency setting. Students develop a professional portfolio that includes resume, reference letters, and examples of written work, as well as a comprehensive reflection of how their Triad education through liberal arts has contributed to their knowledge and skills in the practice of social work. Students apply for, interview, and establish an internship arrangement for the following semester. In preparation for their internship, students complete 12 hours of pre-service orienting and acclimating to their field placement agency.

**Prerequisite:** SWK 3200 Social Work Practice I.

**SWK 4300 - Field Education 12 credits**

This is the social work field education practicum in which students intern four days per week in a social service agency. Professional social workers provide students supervision. Students perform a range of practice functions



appropriate to beginning generalist social work practice such as intake, assessment, advocacy, case management, research, and education, as well as policy and program development and implementation.

**Corequisite:** Must be taken concurrently with SWK 4350 Field Education Seminar.

**Prerequisites:** SWK 4250 Orientation to Field Education and formal admission to Field Education (see Field Education Manual).

### **SWK 4350 - Field Education Seminar 4cr**

This seminar is taken concurrently with SWK 4300 Field Education. This course allows students to integrate their academic preparation with their professional field experience. Students demonstrate professional competency in beginning level generalist social work through written and oral presentations that highlight skills, knowledge, and values necessary for micro, mezzo, and macro practice. Students engage in group discussions related to the field practicum experience including topics such as practice and ethical considerations, race, class, environment, gender, age, cultural competency, sexual orientation, research, policy, and problem-solving.

**Corequisite:** Must be taken concurrently with SWK 4300 Field Education.

Δ Course meets Triad Education Program Requirement in specified area.



## 4.28 Sociology (SOC)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **SOC 1000 - Introduction to Sociology 4cr**

This course provides an introduction to the basic principles and procedures of sociology. Topics range from the micro-level analysis of everyday life (why don't we bump into each other when we cross the street?) to the macro-level analysis of inequality (will the poor always be with us?). Major topics include culture, socialization, deviance, and stratification both from local and global contexts. Δ **Society and Human Behavior & CIV: Social Justice**

### **SOC/GDS 2110 - The Family 4cr**

This course is a comparative study of the family as a social institution and as the most intimate environment of interpersonal relations. Students explore both theoretical perspectives and applied analytical approach of families in local and global environments. The main themes covered are diversity, change, and problems faced by the family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. This is a Service Learning course that requires students to engage in an in-depth service experience connected to issues addressed in the course. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* Δ **Society and Human Behavior & CIV: Social Justice**

### **SOC 2510 - Societies in Southeast Asia 4cr**

This course is designed as an interdisciplinary introduction to the societies and cultures of Southeast Asia. Students explore regional patterns, diversity, and uniquely local features of the societies. Through this course, students acquire a sense of the geography and history of the region while exploring some local social, cultural, political, religious, and economic issues. Through readings and assignments, students are exposed to and understand various problems in the region such as ethnic conflicts and regional tensions as well as the natural and cultural wealth of Southeast Asian societies. *Satisfies requirement for the Sociology Concentration.* Δ **Society and Human Behavior & CIV: Intercultural Perspectives**

### **SOC 2710 - Environmental Sociology 4cr**

This course focuses on the interrelationship between natural and social environments. Although the course covers a broad range of issues, emphasis will be given to the development of environmental sociology; various perspectives in environmental sociology; environment and culture; environmental justice; the interrelationship of ideology, materialism, and the environment; global environmental issues; and environmental activism. *Satisfies requirement for the Sociology Concentration.* Δ **Society and Human Behavior**

**Prerequisite:** Sophomore standing or permission of instructor.

### **SOC 2790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology and Anthropology department chair.

### **SOC/GDS 3100 - Media and Social Inequality 4cr**

This course allows students to examine the development of mass media and to examine data pertaining to the way in which different media operate. Students explore patterns of media ownership, including trends toward consolidation and conglomeration, and discuss ways in which these patterns may shape media content. In addition, course readings and discussions examine regulation of media, the influences of politics on media and of media on politics, media and violence, and the role of mass media in reflecting and/or shaping social inequality--particularly regarding race, class, gender, and sexual orientation. Students discuss tools and strategies for critical analysis of media and active responses to media. *Satisfies requirement for the Sociology Concentration.*

**Prerequisite:** SOC 1000 Introduction to Sociology, ANT 2000 Introduction to Cultural Anthropology, GDS 1000 Introduction to Gender and Women's Studies, or GDS 2200 Introduction to Gender and Men's Studies.



### **SOC 3120 - Disaster and Society 4cr**

This course addresses the intersection of disaster and social inequality in local and global contexts. Disaster is perceived as a social process impacting different segments of societies unevenly depending on their positions in social stratification. Using sociological perspectives and other perspectives in social sciences, this course provides critical analyses on how various groups of people are differentially at risk before, during, and after disaster. The main focus of this course is on natural induced disaster such as hurricane, earthquake, tsunami, and flood and how these disasters intersect with social, cultural, and political factors. *Satisfies requirement for the Sociology Concentration.* **Δ Society and Human Behavior & CIV: Social Justice**

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **SOC 3170 - Social Theory 4cr**

This course presents a history of the great adventure of social theory through the close study of the original writings of many of the most influential sociologists and anthropologists, from the mid-19th century to the present. The seminar explores the ways in which different paradigms have addressed the big issues concerned with understanding the human experience: power, social and cultural change, gender and other forms of identity, the relationship between agency and structure, the relationship between culture, society, and the environment and forms of subsistence, and the nature of our emerging global society. *This course is offered every fall, and Sociology and Anthropology majors are urged to take it during their junior years, but may take it their senior year, if necessary.* **Δ CIV: Social Justice**

**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior standing, or permission of the instructor.

### **SOC/GDS 3240 - Social Inequality 4cr**

This course examines major forms of social inequality, sociological theory and concepts pertaining to social inequality, and empirical research examining the extent and consequences of social inequality in the United States. The class employs the concept of social location to explore ways in which socioeconomic class, gender, race, and sexuality affect life chances, and considers sociological theory and data pertaining to ways in which systems of social inequality are maintained, reproduced, resisted, and changed. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* **Δ CIV: Social Justice**

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or GDS 1000 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC/GDS 3250 - Gender, Development and the Environment 4cr**

This course examines the changes in gender relations and the lives of women in "developing" countries or the global South as effected by the development process and their incorporation into global economic and political systems. Special focus is given to the interconnection of gender issues, development, and environmental problems in "developing" countries. Students will learn how local and global inequality affects gender relations and environmental conditions in various countries and how development programs and policies may alter the positions of women and gender relations. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.* **Δ Society and Human Behavior & CIV: Social Justice**

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or GDS 1000 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC 3510 – Sociology of Religion 4cr**

Students in this course examine classical and contemporary sociological theory, methods, and data as applied in analysis of religion. Major topics include examination of religion as social phenomenon; origins and evolution of religion; sociological typologies of religion; charisma and routinization; conversion, deconversion, and switching; faith development; religious commitment; religious conflict; religion and politics; class, race, gender, sexuality, and religion; and secularization. **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** SOC 1000 Introduction to Sociology, ANT 2000 Introduction to Cultural Anthropology, or permission from the instructor.

### **SOC/GDS 3660 - Feminist Thought 4cr**



Feminist thought is not one unified body, but has many influences and debates within it. Through primary source readings, discussion, and written work, students in this course explore the development of feminist thought, examine major feminist theoretical approaches and the key debates among feminists, and see how theory is applied to action. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.*

**Prerequisites:** GDS 1000 Introduction to Gender and Women's Studies and junior or senior standing, or permission of instructor.

### **SOC/GDS 4020 - Sociology/Anthropology Research Craft 4cr**

This course covers research methods specific to both sociology and anthropology through directed readings, lectures, and projects designed to prepare students for the applied research undertaken in SOC 4100 Directed Research in Sociology/Anthropology. Focus will be on survey and field research, field notes, methods of ethnographic documenting, in-depth interviewing, content analysis, and questionnaire development. *Students are required to have their research proposals approved by the Social Sciences Institutional Review Board by the end of the semester. This course is offered every fall semester.* **Δ WAC 3: Writing and Research for the Major**

**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior or senior standing, or permission of instructor.

### **SOC/GDS 4100 - Directed Research in Sociology/Anthropology 4cr**

In this course, students will be engaged in applied research, write their theses and present their theses to the public. Students' work could be used in the following ways: by agencies in planning or policy development; in articles published for educational purposes; and for cultural documentation for museums, historical associations, communities and/or ethnic groups. *Students are required to have their research proposal completed and approved by the Social Sciences Institutional Review Board before starting this course. This course is offered every Spring semester.* **Δ WAC 4: Capstone Writing and Research**

**Prerequisites:** SOC 4020 Sociology/Anthropology Research Craft and approval of research proposal by the Social Sciences Institutional Review Board.

### **SOC 4790 - Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Junior or senior standing. Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology/Anthropology Department Chair.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.29 Theatre (THR)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **THR 1010-1020 - Performance/Production Practicum I 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during Add/Drop period each term.*

Partially satisfies Δ **Artistic Expression**

**Prerequisite:** Permission of the Theatre Department Chair.

### **THR 1130 - Technical Theatre 4cr**

An introduction to several aspects of backstage work, this course includes set construction, working from scale drawings, scene painting techniques, prop construction, stage lighting, and stage sound equipment. Students learn how to safely use construction tools, lighting equipment, and stage rigging. Class work is divided between lecture, discussion, and hands-on demonstrations and projects. Δ **Artistic Expression**

### **THR 1160 - History of the Stage 4cr**

Theatre is an event occurring in real time and involving all the senses. In addition to the occasional riot, it produces and is a product of a specific cultural milieu. It includes space, light, sound, text (written and otherwise), actors, and spectators. This course examines these various elements through the study of the development of theatre. Using various conceptual frameworks, students examine the development of performance in Asia, Africa, Europe, and the Americas from the earliest evidence of performance up to and including the present.

### **THR 1170 - Acting I 4cr**

This course introduces the related disciplines of acting and directing for the stage and is appropriate for students with varying degrees of theatre experience, including none at all. Daily physical and vocal work, exercises in concentration, awareness, simple action, and representation comprise the bulk of classroom instruction. Emphasis is placed on collaborative relationships and principles for fostering creative conditions; students are expected to spend significant time rehearsing together outside of class. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. Δ **Artistic Expression**

### **THR 1400-1500 - Topics in Dance 2cr**

These courses teach basic concepts in various dance techniques. The styles change each term. Offerings may include: Ballet, Tap, Jazz, Hip Hop, African, Burlesque, and Salsa, among others. *This course may be repeated for credit.* Δ **Artistic Expression**

### **THR 2010-2020 - Performance/Production Practicum II 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during Add/Drop period each term.*

Partially satisfies Δ **Artistic Expression**

**Prerequisites:** THR 1010 or 1020 Performance/Production Practicum I and permission of the Theatre Department Chair.



**THR 2030 - Voice and Speech 4cr**

Speaking with expression, clarity, and vocal freedom is a vital skill for actors and others. In this course, students employ daily practice to learn new possibilities for the use of their voices, as well as expanding their interpretive and expressive abilities. Students are given individual attention as they learn techniques to interpret text for speaking, to improve the muscularity of their articulators, and to free their breathing through methods meant to improve spontaneity and richness of vocal tone; therefore, this course involves regular physical exercises in breathing and stretching. Students will be required to see performances presented both on campus and off and write papers detailing and reflecting the vocal aspects of these performances.  $\Delta$  **Artistic Expression**

**THR 2090 - Stage Management 4cr**

A good Stage Manager is as essential to a successful theatre production as a good director or actor. In fact, one could argue that the Stage Manager is the single most vital position in the entire production company. This course covers the basic elements of stage management: the expectations, the work involved, and the techniques, habits, and personal qualities that make a successful stage manager. As far as possible, it includes actual production experience (which usually involves a commitment to attend evening rehearsals) and observation of a professional Stage Manager at work. The habits and techniques required of the Stage Manager can be taught; personal qualities such as patience, discipline, responsibility, initiative, and passion can be encouraged to flourish.

**THR 2120 - Basic Design for the Theatre 2cr**

This course aims to awaken students to the visual experience of design found in usual and unusual places, to make students aware of the basic elements that produce good design, and to inspire students to tap their own creativity. The ability to "see" is basic to the art of doing; therefore students will be concerned with developing the eye as they learn to understand basic principles. These principles may be applied to all areas of visual art; however, this course is especially concerned with their application to the theatre. Line, form, value, color and composition will be explored.

**THR 2440 - Improvisation for the Actor 2cr**

The ability to identify and act on impulses is central to acting and many other activities. This course teaches students to access their innate abilities to create spontaneously, and, in the process, to build self-confidence and collaborative skills. Activities include theatre games, movement exercises, storytelling exercises, and mask work. Because the work can lead in a number of directions (such as explorations of personality, social status, role-playing, character, and the use of improvisation as a rehearsal tool), the specific content of the course may change from year to year.  $\Delta$  **Artistic Expression**

**ENG/THR 2500 - Introduction to Classical Theatre 4cr**

This course, which surveys Western drama from the ancient Greeks through the eighteenth century, focuses on character, dialogue, plot, symbolism, language, and other aspects of dramatic literature. Students also consider drama in its historical, religious, and political contexts, and some consideration is given to dramatic theory, dramatic innovation, and the modern performance of classical plays. Students are encouraged, but not required, to perform a scene from one of the plays read.  $\Delta$  **Humanities: Literary Analysis**

**ENG/THR 2510 - Introduction to Modern Theatre 4cr**

This course surveys major works of modern (early and mid-20th century) and contemporary (post-1970s) drama, with an interdisciplinary focus on literary issues and theatre history. Plays from Europe, America, and Africa are considered. The course begins with Ibsen's invention of modern drama and later may cover such topics as theater of the absurd (Eugene Ionesco's *The Lesson*), gender (Caryl Churchill's *Top Girls*), gay identity and AIDS (Tony Kushner's *Angels in America*), race (Amiri Baraka's *Dutchman*), apartheid in South Africa (Athol Fugard's *Master Harold and the Boys*), and much more. Materials include brief video clips for many of the plays so that students may discuss the work of literature in production. Students are encouraged, but not required, to perform a scene from one of the plays read.  $\Delta$  **Humanities: Literary Analysis**



### **THR 2540 - Modern Dance for the Actor 4cr**

This course is designed to give inexperienced as well as experienced student actors an opportunity to discover and develop the expressiveness and articulation of the body on stage, skills that are essential to those contemplating theatre or dance as an avocation or as a vocation. Those seeking simply to develop their physical coordination and versatility will also find the course valuable. Student deals with basic elements of movement such as time, space, and movement quality.

### **THR 2790-2800 - Master Filmmakers 4cr**

Through film analysis and film criticism literature, this course explores the personal vision of several master directors. Students conduct an in-depth study of several films of auteur directors, their cinematic style, their artistic aesthetic, and their contribution to film history. Different approaches to analysis, such as political, gender, philosophical, and genre are used to advance student analysis skills and an appreciation of cinematic aesthetics and meaning. Each semester different directors are chosen for study.

### **THR 3010-3020 - Performance/Production Practicum III 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during the Add/Drop period each term.* Partially satisfies  $\Delta$  **Artistic Expression**

**Prerequisites:** THR 2010-2020 Performance/Production Practicum II and permission of the Theatre Department Chair.

### **THR 3040 - Acting II 4cr**

The purpose of this course is to give students with some background in actor training an opportunity to deepen and broaden the various techniques that enable an actor to perform with commitment, sensitivity, honesty, and courage, and to collaborate successfully with others. Therefore, the course involves individual attention as well as deep collaboration. The student will also expand his ability to analyze, perform, and critique contemporary plays, and should emerge from the class with a better knowledge of contemporary drama, both comic and dramatic. Students will gain skill in building characters, expand ability to recognize dramatic action, increase skill and confidence in putting that action visibly on the stage, and work collaboratively with other members of the ensemble. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. *This course may be repeated for credit once as THR 4040.*  $\Delta$  **Artistic Expression**

**Prerequisites:** THR 1170 Acting I or permission of instructor.

### **THR 3110 - Stage Lighting and Sound Design 4cr**

This course constitutes a study of the art, function, and process of stage lighting and sound design. It emphasizes current theatre lighting technology and design approaches with historical support from past stage lighting practices. Class time is divided between lecture, discussion, and hands-on demonstrations of lighting and sound concepts. Work includes observation/research, drafting, implementation, and discussion. Participation in the many demonstrations, discussions, and assigned projects is required.

**Prerequisite:** THR 1130 Technical Theatre.

### **THR 3140 - Scene Design 4cr**

This course is a study of the art, function, and process of scene design with an emphasis on both aesthetic and physical factors. Work includes research, drafting, rendering, and discussion of designs. Students are introduced to the reasoning behind scenic design choices while becoming familiar with the principles, techniques, and materials of pictorial and three-dimensional scenic design.

**Prerequisite:** THR 1130 Technical Theatre.



**THR 3150 - Historic Costume Design for the Theatre 4cr**

This course covers the theory and practical application of design. Through studies of color, form, balance, and accuracy of historical research, students discover the total visual experience of the stage presentation as well as individual character analysis and interpretation. Students also explore costumes through the ages for their aesthetic value and as reflections of and insights into the culture, history, and values of their times.

**THR 3410 - Acting Shakespeare 4cr**

This course combines classical acting theory and practice with close study of Shakespearean texts. There is special emphasis on vocal and text preparation methods. Projects include the presentation of an ample selection of scenes, monologues, and sonnets. Students read and discuss several Shakespearean plays, considering Elizabethan context, as well as learn proper pronunciation of Shakespearean vocabulary. Students are required to memorize and perform these texts in both solo and ensemble situations. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. *This course may be repeated for credit once as THR 4410.* **Δ Artistic Expression**  
**Prerequisites:** THR 1170 Acting I or permission of instructor.

**THR 4010-4020 - Performance/Production Practicum IV 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. *This course may only be added during the Add/Drop period each term.* Partially satisfies **Δ Artistic Expression**  
**Prerequisite:** THR 3010-3020 and permission of the Theatre Department Chair.

**THR 4890 - Senior Project 4cr**

In this course, Theatre/English majors elect to undertake a project of substantial scope and challenge. Senior Projects in performance, directing, design and production are given departmental resources and public performances. Students may choose to undertake a project in dramaturgical or performance studies research, or creative writing for the theatre. All projects require a written comprehensive self-evaluation and analysis. *Students must submit a formal Senior Project Proposal in February in their junior year. Approved Senior Projects will be coordinated with other department productions, and seniors may be required to combine projects. Students should also plan to enroll in an Independent Study in the fall of senior year to prepare for spring project work.*  
**Prerequisites:** Expected successful completion of the requirements for the Theatre/English major, a grade average of B or better in all Theatre courses, and permission of the Department.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 4.30 Writing (WRI)

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).

### **WRI 1400 - Creative Writing: Introduction 4cr**

This course exposes students to the craft of writing poetry, fiction, and nonfiction by acquainting them with some of the conventions and terminology of each genre. Students read published authors to learn their techniques; they explore the uses of the workshop, including its demands and rewards; and they practice effectively giving and receiving feedback. In addition to completing writing exercises for each genre, students may also write critical annotations and may produce small portfolios of their own work. Δ **Artistic Expression**

### **WRI 1420 - Introduction to Writing for the Media 4cr**

Creative writing majors and those with an entrepreneurial or activist message to deliver benefit from expanding their abilities into the professional sphere. This course introduces students to the study and practice of writing in print and new media. Students research, write, and edit in a variety of formats, including newspaper (news and feature articles), magazine (feature and column), public relations (press release and promotional materials), and web (site content and blog). The class also introduces journalistic ethics and examines the media's role in society.

### **WRI 1770 - ELL I: New Directions in Oral and Written Communication 4cr**

In this course, students whose first language is not English engage in extensive study and practice of linguistic, paralinguistic and rhetorical structures for academic oral and written composition in the area of intercultural understanding. In addition to completing in-class exercises and participating in discussions, students complete an analytical notebook, short formal papers, and oral presentations. Students consult individually with the instructor and design exercises to fit individual needs in the development of critical reading, writing, and thinking in a U.S. college. *This course is open to all non-native speakers of English and required by all English language learners who place below a high-advanced level on the American Council of Teachers of Foreign Languages (ACTFL) proficiency test.*

### **WRI 1780 - ELL II: Academic Structures and Rhetoric for Composition 2-4cr**

In this course, students whose first language is not English continue written and oral practice and instruction in English. They participate in discussion and oral presentation, write several short papers, prepare regular reading assignments, and complete grammar exercises as needed.

**Prerequisite:** WRI 1770 ELL I: New Directions in Oral and Written Communication or permission of instructor.

### **WRI 2090 - Language, Literacy & Schooling 4cr**

This course examines people's relationships to reading and writing in and out of school through their lifespans. Students consider how these relationships are informed by various factors, including race, class, gender, and nationality. Students take an interdisciplinary approach, reading from literature, history, and education. Students primarily explore the relationship to reading and writing from the perspective of learning, and secondarily consider implications for how to teach reading and writing. Δ **WAC 2: Writing and Research in the Liberal Arts**

### **WRI 2100 - Creative Writing: Playwriting 4cr**

Through this course, students develop an understanding of the craft of dramatic writing, improve their critical skills in the reading of plays, and are introduced to writing in the genre. Students write and revise scenes and a one-act play. The significance of character, motivation, voice, dialogue, tension, action, conflict, and other elements of dramatic craft are discussed and demonstrated, often in critical annotations. Drawing on the collaborative nature of playwriting, the course often works with directing and acting classes; student scenes are acted in class as a part of the workshop process and a collaborative production of 10-minute plays often culminates the semester. *May be repeated for credit as WRI 3100.*

**Prerequisite:** WRI 1400 Creative Writing: Introduction.

### **WRI 2110 - Creative Writing: Poetry 4cr**



Through this course, students develop an understanding of the craft of poetry, improve their critical skills in the reading of poems by others, and gain increased depth and flexibility in their writing of verse. Students write and revise poems in a variety of forms and engage in critical reading of published works (often writing critical annotations). They also actively take part in the process of the workshop, developing their abilities to offer useful responses to their peers' work and to translate critique into effective revision. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **Δ Artistic Expression**  
**Prerequisite:** WRI 1400 Creative Writing: Introduction.

### **WRI 2120 - Creative Writing: Fiction 4cr**

Through this course, students develop an understanding of the craft of fiction, improve their critical skills in the reading of fiction by others, and gain an increased depth and flexibility in their own fiction writing. Students write and revise short fiction following several models and engage in critical reading of published works (often writing critical annotations). They also actively take part in the process of the workshop, developing their abilities to offer useful responses to their peers' work and to translate critique into effective revision. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **Δ WAC 2: Writing and Research in the Liberal Arts & Artistic Expression**  
**Prerequisite:** WRI 1400 Creative Writing: Introduction.

### **WRI 2130 - Creative Writing: Creative Nonfiction 4cr**

In this course, students write and revise several pieces and, in that process, are exposed to a range of strategies for shaping compelling nonfiction. They will read and study the work of published authors with the goal of identifying the characteristics of this relatively new genre. Work may range from memoir to travel narratives to the research-based essay. The course helps students to develop useful responses to their peers' work, an essential element of workshop participation. Students may complete a portfolio which includes early and more finished drafts of essays and critical annotations of the work of published writers. **Δ Artistic Expression**  
**Prerequisite:** WRI 1400 Creative Writing: Introduction.

### **WRI 2200 - Writing About Place 4cr**

Students develop a heightened awareness of their environment in this course through reading, writing, and experiencing their immediate surroundings in the Swannanoa Valley. Students read classic and current nature writing, one of the liveliest genres of nonfiction. Weekly writing assignments may culminate in a Journal of Place, a multi-media representation of local findings, or longer narratives that interweave personal stories with stories of the land. **Δ WAC 2: Writing and Research in the Liberal Arts**  
**Prerequisite:** WRI 1400 Creative Writing: Introduction, or permission of instructor.

### **WRI 2320 - Argumentation 4cr**

This course is an intensive study of the theory and practice of argumentation, together with some consideration of the ethics of public deliberation. Selected classics in rhetoric (e.g., Plato's *Gorgias*, Mill's *On Liberty*) are read, discussed, and analyzed for their rhetorical precepts and as rhetorical models themselves. Major projects include classroom debate and an extended researched argumentative essay. **Δ WAC 2: Writing and Research in the Liberal Arts**

### **WRI 3000 - Literary Magazine: History & Editing 4cr**

This course teaches students the history and purpose of literary magazines and literary publishing through reading, discussions, and magazine production. Students study the genre of "literary" poetry and prose: what it is and why it matters. The course is production-oriented and students read, analyze, and critique submissions and learn the process behind editorial decisions; they also learn basic copyediting. Students learn how to market and advertise literary magazines; solicit authors; acquire and publish visual art, poetry, prose, criticism, and book reviews of literary and academic merit; and design layouts using Adobe InDesign. This course includes editorial work, design, and marketing.

**Prerequisites:** WRI 1400 Creative Writing: Introduction, WRI 2300 Grammar, and at least one other 2000-level creative writing course; or permission of instructor.

### **WRI 3010 - Reading Genre and Form 4cr**

Understanding the characteristics of genre, the requirements of form, and the evolution of these modes helps



students of writing (and students of literature) realize the possibilities of a piece of writing. Students also begin to understand how their generic and formal choices create the context in which we read and write. This course involves the close study of a specific genre and its related forms. Topics vary and may include: nature and environmental writing, literary journalism and the essay, short fiction, linked stories, confessional poetry, or the long poem. *Consult the instructor for specific theme. May be repeated for credit one time as WRI 3020.*

**Prerequisite:** Sophomore standing.

### **WRI 3080 - Reading Contemporary Writers 4cr**

In the arc of literary history, contemporary writing forms the trailing edge; and for student writers, the contemporary forms the immediate context in which they work. Entering the landscape of contemporary writing allows the student of writing (and the student of literature) to gain an awareness of the diversity of approaches and perspectives available and to consider their connections to historical roots. This course involves the close study of contemporary writing in multiple genres. Topics are organized around movements or themes, for example: Appalachian Writers, Gay and Lesbian Writers, Writers of the Diaspora, Latin American Writers, or WWC MFA Faculty. *Consult the instructor for specific theme. May be repeated for credit one time as WRI 3090.*

**Prerequisites:** WRI 120 College Composition I and sophomore standing.

### **WRI 3110 - Advanced Fiction Workshop 4cr**

Students already familiar with writing fiction generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring fiction to workshop for feedback to assist in the revision process, discuss structure and technique in published fiction (often in the form of written annotations), and complete writing exercises related to discussions of craft. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated for credit as WRI 3120.*

**Prerequisite:** WRI 2120 Creative Writing: Fiction, or permission of instructor

### **WRI 3130 - Advanced Poetry Workshop 4cr**

Students already familiar with writing poetry generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring their poetry to the workshop for feedback to help them in the revision process, study the structure and technique in published poetry (often in the form of written annotations), and complete writing exercises related to the discussion of craft. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated for credit as WRI 3140.*

**Prerequisite:** WRI 2110 Creative Writing: Poetry, or permission of instructor.

### **WRI 3160 - Advanced Creative Nonfiction Workshop 4cr**

Students already familiar with writing creative nonfiction generate and revise new work and develop long-term goals they can begin to approach with the help of this course. Students bring nonfiction to the workshop for feedback to help on the revision process, discuss structure and technique in published nonfiction, often in the form of written annotations, and complete writing exercises related to the discussion of the craft. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated for credit as WRI 3170.* **WAC 3: Writing and Research for the Major**

**Prerequisite:** WRI 2130 Creative Writing Nonfiction or permission of instructor.

### **WRI 3200 - Environmental Writing 4cr**

In this course, students read and write pieces that can be categorized along a continuum extending from nature writing to environmental journalism, from radio essays to literary expositions. A strong emphasis is placed on the students' use in their writing assignments of information gained from careful observation and research. The class is visited by environmental writers who share their experience and insights in the field. Students collectively practice their editorial skills in crafting selected work for submission for publication.

**Prerequisite:** WRI 2130 Creative Writing: Nonfiction or WRI 2200: Writing About Place, or permission of



instructor.

### **WRI 3810 - Research in Creative Writing 4cr**

Students new to creative writing are often not aware of the substantial work many creative writers do to give their work a solid grounding in fact. Reading the work of published authors, students in this course detect the underpinning of research in creative work. Students then develop projects in poetry, fiction or nonfiction that draw upon their previous studies in both creative writing and other fields, seeking a fruitful intersection of these creative genres and another discipline. They pursue these projects by seeking information discovered through individual research (including archival and field work as well as interviews), current course work in other disciplines, and the assistance of librarians and other faculty. The course is organized around an individual research plan developed specifically for each student project. **Δ WAC 2: Writing and Research in the Liberal Arts**

**Prerequisites:** 3000-level writing course and permission of instructor.

### **WRI 3940 - Creative Writing: MFA Residency 2cr**

Advanced writing students experience a rigorous and immersive course that takes them through a portion of the curriculum of the MFA Winter Residency, engaging them in graduate-level discourse and offering them some sense of the graduate school experience. Students are present for the ten-day January residency of the College's MFA Program, where they attend the readings, lectures, and courses offered by MFA faculty and graduating students. Alongside these events, students engage in seminar discussion of topics raised in the Residency, pursue the readings in greater detail, and map a workplan for the upcoming workshop. *Students may enroll in WRI 3940 alone but are strongly encouraged to enroll in the sequence. They cannot take WRI 3950 Creative Writing: MFA Workshop without WRI 3940. An application is required. May be repeated for credit.*

**Prerequisites:** A 2000 level course in Poetry, Fiction, or Nonfiction and permission of instructor.

### **WRI 3950 - Creative Writing: MFA Workshop 2cr**

This course extends the work of WRI 3940 Creative Writing: MFA Residency into a mixed-genre advanced workshop. Students prepare an individual workplan outlining their creative and critical goals and defining the project that will constitute the work of the term. To achieve those goals they actively participate in the writing workshop: writing and revising their work, studying the work of professional authors (often writing critical annotations), and carefully critiquing the work of their peers. *An application is required. May be repeated for credit.*

**Prerequisites:** WRI 3940 Creative Writing: MFA Residency and permission of instructor.

### **WRI 4190 - Senior Writing Portfolio 4cr**

This course offers guidance to senior creative writing majors, minors, and those with a creative writing concentration in the English major as they complete their senior writing project. The course helps students to set a revision schedule, to organize the manuscript, and to draft and revise the introduction to the portfolio. The course initiates a discussion, with the help of occasional guests, about the rest of the students' lives as writers, including graduate school, careers for writers, submitting work, publishing, and writers' organizations. Students also plan and prepare for their senior reading. *Graduating students may enroll in either fall or spring semester, but must be prepared to submit their Senior Portfolio in the same semester.* **Δ WAC 4: Capstone Writing and Research**

**Prerequisite:** Senior standing as a creative writing major or minor or English / creative writing major, a 3000-level writing course, or permission of instructor.

### **WRI 4840 - Internship Seminar 2cr**

This course is designed for creative writing and English-creative writing majors who choose to complete a one-semester internship, defined as a short-term experience of writing in a professional setting in which the student sets, achieves, and reflects on specific learning outcomes. This course formalizes the experience and involves a minimum of three meetings each semester, with additional and regular supervisor and peer-group meetings throughout the 16 weeks; the initial course involves the matching of students with available internships and with appropriate ways to support the subsequent experience. The internship, which may take place on or off campus, may include any phase of the writing process, including the researching, writing, and editing of documents; the designing and facilitating of creative writing workshops; or the handling of media needs for non-profit organizations. Students create a statement that includes expected outcomes, specific tasks to be completed, and a plan for periodic supervisor evaluation and self-evaluation. Upon completion of the internship, students file a self-reflection essay, compile a portfolio of work completed, and give a group presentation on the process. Students involved in an internship experience over summer



or winter break should enroll in WRI 4840 Internship Seminar in the following semester to complete the reflective component and share their learning with the community. *Credit for an internship may not be duplicated with additional enrollment in WRI 4850 Creative Writing Internship.*

**Prerequisite:** At least junior standing as a creative writing major or minor or English major with a concentration in creative writing, or permission of instructor.

### **WRI 4850 - Creative Writing Internship 1-8cr**

An internship is a short-term experience of writing in a professional setting in which the student sets, achieves, and reflects on specific learning outcomes with the oversight of a professional mentor. An internship may include any phase of the writing process, including researching, drafting, revising, editing, and designing documents. An internship is inevitably self-directed and involves mature goal-setting and accountability. A student seeking an internship must file an Internship Plan, which includes a statement of expected outcomes, specific tasks to be completed, and a plan for periodic supervisor evaluation and self-evaluation. Upon completion of the internship, the student files a self-reflection essay and a portfolio of work completed. *Students should see the Director of Undergraduate Writing for full internship guidelines. A required internship form is available from the Registrar.*

**Prerequisites:** Junior or senior standing and prior approval of a written Internship Plan by a site supervisor and the Director of Undergraduate Writing.

Δ Course meets General Education Curriculum Requirement(s) in specified area(s).



## 5.1 2017 - 2018 Undergraduate Faculty

Note that this list is current as of August 2017. It is a historical record and will not reflect staffing changes, title or department changes, or changes to faculty degrees that occur during the 2017-2018 academic year.

Warren Wilson College does not use conventional academic ranks or titles.

### David Abernathy

#### Global Studies

B.A., University of North Carolina - Chapel Hill

M.A., University of North Carolina - Charlotte

Ph.D., University of Washington

### Debra Allbery

#### English

B.A., The College of Wooster

M.A., University of Virginia

M.F.A., University of Iowa

### Catina Bacote

#### Creative Writing

B.A., Wesleyan University

M.A.Ed., Columbia University

M.F.A., University of Iowa

### Eric Baden

#### Art

B.A., State University of New York - Buffalo

M.F.A., East Tennessee State University

### Paul Bartels

#### Biology

B.S., Southern Illinois University

M.Phil., University of the West Indies

Ph.D., University of California - Santa Cruz

### Bette Bates

#### Art

B.F.A., Stephens College

M.F.A., East Carolina University

### Amy E. Boyd

#### Biology

B.A., Earlham College

M.S., Antioch New England Graduate School

Ph.D., University of Arizona

### David J. Bradshaw

#### English / Writing

A.B., Bowdoin College

M.A., M.Phil., Ph.D., Yale University

### David O. Bradshaw

#### Library

B.A., East Carolina University

M.L.S., University of North Carolina - Greensboro

### Mark Brenner

#### Biology / Environmental Studies

B.S., University of Wisconsin - Stevens Point

M.S., Ph.D., University of Washington

### Mary T. Saunders Bulan

#### Environmental Studies

B.A., Brown University

Ph.D., University of Wisconsin – Madison

### Julie Caro

#### Art

B.A., Duke University

M.A., Ph.D., University of Texas at Austin

### Christey Carwile

#### Sociology / Anthropology

B.A., Appalachian State University

M.A., Ph.D., Southern Illinois University - Carbondale

### David Coffey

#### Chemistry / Physics

B.S., University of the South

M.S., Ph.D., University of Washington

### Brian Conlan

#### Library

B.A., St. Olaf College

M.L.I.S., Dominican University

### James Darr

#### Art

B.F.A., Herron School of Art & Design

M.F.A., University of Delaware

### Maura Schoen Davis

#### Education

B.A., University of Denver

M.S., University of Rhode Island

Ph.D., University of Oregon



**Robert A. Eckstein****Biology**

B.A., University of Colorado  
 D.V.M., Colorado State University  
 M.S., Ph.D., University of California - Davis

**David S. Ellum****Environmental Studies**

B.S., North Carolina State University  
 M.F., Ph.D., Yale University

**Lisel Erb****Biology / Environmental Studies**

B.A., Colorado College  
 Ph.D., University of Colorado at Boulder

**Benjamin Feinberg****Sociology / Anthropology**

B.A., University of Michigan - Ann Arbor  
 M.A., Ph.D., University of Texas - Austin

**Sally A. Fischer****Philosophy / Religious Studies**

B.A., Goucher College  
 M.A., Villanova University  
 Ph.D., Marquette University

**Paula Garrett****Dean of the College / English**

B.S.ed., M.A., Baylor University  
 Ph.D., Louisiana State University

**Daleah B. Goodwin****History / Political Science / Economics**

B.A., M.A.S.S., Florida Agricultural and Mechanical University  
 Ph.D., University of Georgia - Athens

**Dongping Han****History / Political Science / Economics**

B.A., Qufu Teacher's University, China  
 B.A., Hebei University, China  
 Diploma in Education, National University of Singapore  
 M.A., University of Vermont  
 Ph.D., Brandeis University

**Heather Stewart Harvey****Library**

B.A., University of California, Davis  
 M.L.I.S., San Jose State University

**Robert Hastings****Environmental Studies**

A.S., Pasadena City College  
 B.S., Bemidji State University  
 M.S., California State University

**Gary Hawkins****Associate Dean for Faculty: Creative Writing**

B.A., University of Redlands  
 M.F.A., Warren Wilson College  
 Ph.D., University of Houston

**Rachel Himmelheber****Creative Writing**

B.A., Warren Wilson College  
 M.F.A., New Mexico State  
 Ph.D., University of Wisconsin

**Sarah A. Himmelheber****Social Work**

B.S., New College of Florida  
 M.S.W., Ph.D., University of Georgia  
 L.C.S.W.

**Matthew Hoffman****Philosophy / Religious Studies**

B.A., Miami University  
 M.Div., Union Theological Seminary

**Jeffrey Holmes****Biology**

B.A., M.A., University of California - Santa Barbara  
 Ph.D., University of Colorado - Boulder

**Alisa Hove****Biology**

B.S., University of California - Davis  
 M.A., Humboldt State University  
 Ph.D., University of California - Santa Barbara

**Carol Howard****Associate Dean for Academic Affairs / English / Theatre / Writing**

B.A., State University of New York - Purchase  
 M.A., M.Phil., Ph.D., Columbia University

**Philip A. Jamison****Mathematics / Music**

B.A., Hamilton College  
 M.S., Western Carolina University  
 M.A., Appalachian State University

**Annie Jonas****Education**

B.S., Guilford College  
 M. Ed., Harvard University  
 Ed.D., Western Carolina University

**Kevin Kehrberg****Music**

B.A., Bethel College  
 M.A., Ph.D., University of Kentucky



**Jeff A. Keith****Global Studies**

B.A., Evergreen State College  
M.A., Ph.D., University of Kentucky

**Martha Knight-Oakley****Psychology**

B.A., Trinity University  
M.S., Ph.D., Purdue University

**Amy Knisley****Environmental Studies**

B.A., University of the South  
M.A., Ph.D., University of Colorado  
M.E.L.P., Vermont Law School

**Siti Kusujarti****Sociology / Anthropology**

B.A., Gadjah Mada University  
M.A., Ph.D., University of Kentucky

**Chris Kypriotis****History / Political Science / Economics**

B.A., University of California - Los Angeles  
M.A., California State University - Sacramento  
Ph.D. (ABD), Ohio State University

**Lucy A. Lawrence****Social Work**

B.S., University of North Carolina - Greensboro  
M.S.W., Boston University  
Ph.D., University of Alabama

**Leah Leitson****Art**

B.F.A., New York State College of Ceramics  
M.F.A., Louisiana State University

**Yoke Mei Mah****Library**

B.A., Warren Wilson College  
M.S., University of Illinois - Urbana-Champaign  
M.A., Purdue University

**Langdon Martin****Chemistry / Physics**

B.A., Kalamazoo College  
Ph.D., Massachusetts Institute of Technology

**A. Michael Matin****English / Writing**

B.A., Vassar College  
M.A., M.Phil., Ph.D., Columbia University

**Mallory McDuff****Outdoor Leadership / Environmental Studies**

B.A., Vanderbilt University  
M.S., University of South Alabama  
Ph.D., University of Florida

**Jason Miller****Philosophy / Religious Studies**

B.A., College of William and Mary  
Ph.D., University of Notre Dame

**Erin C. Amason Montero****Modern Languages**

B.A., California Lutheran University  
M.A., Ph.D., University of New Mexico

**David G. Moore****Sociology / Anthropology**

B.A., University of California at Berkeley  
M.A., Ph.D., University of North Carolina - Chapel Hill

**Jennifer L. Mozolic****Psychology**

B.S., University of Mary Washington  
h.D., Wake Forest University

**David A. Mycoff****English / Theatre / Writing**

B.A., Washington and Lee University  
M.A., Ph.D., University of Rochester

**Lara Nguyen****Art**

B.F.A., Columbus College of Art and Design  
M.F.A., Southern Illinois University of Carbondale

**Christine Richert Nugent****Library**

B.A., Texas A and M University  
M.S.L.S., University of Tennessee - Knoxville  
M.A., Western Carolina University

**Marty O'Keefe****Outdoor Leadership**

B.S., M.Ed., St. Lawrence University  
Ed.D., Boston University

**Philip L. Otterness****History / Political Science / Economics**

B.A., M.S., University of Pennsylvania  
M.A., Cambridge University  
M.A., Johns Hopkins University  
Ph.D., University of Iowa



**Jillisa Overholt****Outdoor Leadership**

B.S., M.S., Ph.D. Indiana University

**Angela Marie Phillips****Modern Languages**

A.B., Georgetown University

M.A., Ph.D., University of North Carolina - Chapel Hill

**Donna Read****Outdoor Leadership**

B.S., Millsaps College

M.S., University of Southern Mississippi

**Cristina L. Reitz-Krueger****Psychology**

B.A., University of North Carolina - Chapel Hill

M.A., Ph.D., University of Virginia

**Thomas Robacker****Mathematics**

B.S., University of Tennessee - Knoxville

M.S., East Tennessee State University

**Alfredo (Riko) Rosete****History / Political Science / Economics**

B.A., B.S., M.S., Loyola University Chicago

Ph.D., University of Massachusetts at Amherst

**Holly J. Rosson****Mathematics**

B.S., Saint Michael's College

M.S., The University of Vermont

Ph.D., Dartmouth College

**Samuel Scoville****English, Emeritus**

B.A., Yale University

M.A.T., Ph.D., Duke University

**J. Thomas Showalter****History / Political Science / Economics**

B.A., Maryville College

M.A.C.T., University of Tennessee

**Christine L. Swoap****Modern Languages**

B.A., Binghamton University

M.A., University of Delaware

**Robert A. Swoap****Psychology**

B.A., Duke University

M.S., Ph.D., University of Florida

**Candace Taylor****Theatre**

B.S., Northwestern University

M.F.A., University of Delaware

**Emilie R. Travis****Biology**

B.S., The University of Vermont

M.S., University of Wisconsin, Madison

**Laura Vance****Sociology / Anthropology**

B.A., M.A., Western Washington University

Ph.D., Simon Fraser University

**Rima Vesely-Flad****Philosophy / Religious Studies**

B.A., University of Iowa

M.I.A., Columbia University

M.Div., M.Phil., Ph.D., Union Theological Seminary

**Gretchen W. Whipple****Mathematics**

B.A., Manhattanville College

M.S., Virginia Commonwealth University

M.S., Ph.D., Louisiana State University

**Steven Williams****Music**

B.M., Mars Hill College

M.M., University of Illinois

Prix d'excellence, Conservatoire Nationale de Musique, France

D.M.A., University of Illinois

**Julie Wilson****Writing Studio**

B.A., Oberlin College

M.A., University of North Carolina Chapel Hill

Ph.D., University of North Carolina Chapel Hill



## 5.2 Graduate Faculty

### 5.2.1 The MFA Program for Writers

**Debra Allbery**

**Director**

B.A., The College of Wooster  
M.A., University of Virginia  
M.F.A., University of Iowa

#### 5.2.2.1 - MFA Graduate Faculty

**David Baker**

**Poetry**

B.S.E., M.A., Central Missouri State University  
Ph.D., University of Utah

**Dean Bakopoulos**

**Fiction**

B.A., University of Michigan  
M.F.A., University of Wisconsin

**Andrea Barrett**

**Fiction**

B.A., Union College

**Charles Baxter**

**Fiction**

B.A., Macalester College  
Ph.D., SUNY Buffalo

**Adria Bernardi**

**Fiction**

B.A., Carleton College

**Marianne Boruch**

**Poetry**

B.S., University of Illinois at Urbana  
M.F.A., University of Massachusetts at Amherst

**Robert Boswell**

**Fiction**

B.A., M.A., M.F.A., University of Arizona

**Karen Brennan**

**Fiction / Poetry**

B.A., Newton College of the Sacred Heart  
M.F.A., Goddard College  
Ph.D., University of Arizona

**Liam Callanan**

**Fiction**

B.A., Yale University

M.A., Georgetown University

M.F.A., George Mason University

**Gabrielle Calvocoressi**

**Poetry**

B.A., Sarah Lawrence College

M.F.A., Columbia University

**Maud Casey**

**Fiction**

B.A., Wesleyan University

M.F.A., University of Arizona

**Christopher Castellani**

**Fiction**

B.A., Swarthmore College

M.A., Tufts University

M.F.A., Boston University

**Lan Samantha Chang**

**Fiction**

B.A., Yale University

M.F.A., University of Iowa

**Robert Cohen**

**Fiction**

B.A., University of California, Berkeley

M.F.A., Columbia University

**Stacy D'Erasmus**

**Fiction**

B.A., Barnard College

M.A., New York University

**Stephen Dobyns**

**Fiction / Poetry**

B.A., Wayne State University

M.F.A., University of Iowa

**Daisy Fried**

**Poetry**

B.A., Swarthmore College

**Jeremy Gavron**

**Fiction**

B.A., Cambridge University

M.A., New York University



**Lauren Groff**

B.A., Amherst College  
M.F.A., University of Wisconsin-Madison

**Reginald Gibbons****Poetry**

B.A., Princeton University  
M.A., Stanford University  
Ph.D., Stanford University

**Jennifer Grotz****Poetry**

B.A., Tulane University  
M.A., M.F.A., Indiana University  
Ph.D., University of Houston

**Jane Hamilton****Fiction**

B.A., Carleton College

**Brooks Haxton****Poetry**

B.A., Beloit College  
M.A., Syracuse University

**David Haynes****Fiction**

B.A., Macalester College  
M.A., Hamline University

**Tony Hoagland****Poetry**

B.G.S., University of Iowa  
M.F.A., Ph.D., University of Arizona

**Caitlin Horrocks**

B.A., Kenyon College  
M.F.A., Arizona State University

**C.J. Hribal****Fiction**

B.A., St. Norbert College  
M.F.A., Syracuse University

**T. Geronimo Johnson**

B.A., Oglethorpe University  
M.A., University of California - Berkeley  
M.F.A., University of Iowa

**Rodney Jones****Poetry**

B.A., University of Alabama  
M.F.A., University of North Carolina at Greensboro

**A. Van Jordan****Poetry**

B.A., Wittenberg University  
M.A., Howard University  
M.F.A., Warren Wilson College

**Mary Leader****Poetry**

B.A., University of Oklahoma  
M.F.A., Warren Wilson College  
J.D., University of Oklahoma

**Dana Levin****Poetry**

B.A., Pitzer College  
M.F.A., New York University

**Sandra Lim****Poetry**

B.A., Stanford University  
M.F.A., University of Iowa  
Ph.D., University of California, Berkeley

**Margot Livesey****Fiction**

B.A., University of York

**James Longenbach****Poetry**

B.A., Trinity College  
Ph.D., Princeton University

**Maurice Manning****Poetry**

B.A., Earlham College  
M.A., University of Kentucky  
M.F.A., University of Alabama

**Nina McConigley****Poetry**

B.A., St. Olaf College  
M.A., University of Wyoming  
M.F.A., University of Houston

**Heather McHugh****Poetry**

B.A., Harvard University  
M.A., University of Denver

**Kevin McIlvoy****Fiction**

B.A., University of Illinois  
M.A., Colorado State University  
M.F.A., University of Arizona



**Antonya Nelson****Fiction**

B.A., University of Kansas  
M.F.A., University of Arizona

**Susan Neville****Fiction**

B.A., DePauw University  
M.F.A., Bowling Green State University

**Alix Ohlin****Fiction**

B.A., Harvard University  
M.F.A., University of Texas at Austin

**Matthew Olzmann****Poetry**

B.A., University of Michigan, Dearborn  
M.F.A., Warren Wilson College

**Peter Orner**

B.A., University of Michigan  
J.D., Northeastern University  
M.F.A., University of Iowa

**Michael Parker****Fiction**

B.A., University of North Carolina - Chapel Hill  
M.F.A., University of Virginia

**Alexander Parsons****Fiction**

B.A., Wesleyan University  
M.F.A., University of Iowa  
M.A., New Mexico State University in Las Cruces

**Kirstin Valdez Quade****Fiction**

B.A., Stanford University  
M.F.A., University of Oregon

**Martha Rhodes****Poetry**

B.A., The New School of Social Research  
M.F.A., Warren Wilson College

**Robin Romm****Fiction**

B.A., Brown University  
M.F.A., San Francisco State University

**Steven Schwartz****Fiction**

B.A., University of Colorado  
M.F.A., University of Arizona

**Alan Shapiro****Poetry**

B.A., Brandeis University

**David Shields****Fiction**

B.A., Brown University  
M.F.A., University of Iowa

**Dominic Smith****Fiction**

B.A., University of Iowa  
M.F.A., University of Texas at Austin

**Debra Spark****Fiction**

B.A., Yale University  
M.F.A., University of Iowa

**Megan Staffel****Fiction**

B.F.A., Emerson College  
M.F.A., University of Iowa

**Sarah Stone****Fiction**

B.A., University of California, Santa Cruz  
M.F.A., University of Michigan

**Mary Szybist****Poetry**

B.A., M.T., University of Virginia  
M.F.A., University of Iowa

**Daniel Tobin****Poetry**

B.A., Iona College  
M.T.S., Harvard University  
M.F.A., Warren Wilson College  
Ph.D., University of Virginia

**Peter Turchi****Fiction**

B.A., Washington College  
M.F.A., University of Arizona

**Chase Twichell****Fiction**

B.A., Trinity College  
M.F.A., University of Iowa

**Laura van den Berg****Fiction**

B.A., Rollins College  
M.F.A., Emerson College



**Ellen Bryant Voigt****Poetry**

B.A., Converse College

M.F.A., University of Iowa

**Connie Voisine****Poetry**

B.A., Yale University

M.F.A., University of California, Irvine

Ph.D., University of Utah

**Alan Williamson****Poetry**

B.A., Haverford College

M.A., Ph.D., Harvard University

**Eleanor Wilner****Poetry**

B.A., Goucher College

M.A., Ph.D., Johns Hopkins University

**C. Dale Young****Poetry**

B.A., Boston College

M.A., Ph.D., University of Florida



## 6.1 Board of Trustees

**Mr. H. Ross Arnold III**  
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Santa Rosa, California

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**Chair**  
Black Mountain, North Carolina

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**Treasurer**  
Raleigh, North Carolina

**Mr. Donald R. Cooper**  
Black Mountain, North Carolina

**Ms. Jessica L. Culpepper**  
Davidson, North Carolina

**Mr. Nathan L. Gazaway '00**  
Asheville, North Carolina

**Mr. Thomas K. Johnson**  
Hendersonville, North Carolina

**Dr. Steven M. Kane**  
Atlanta, Georgia

**Dr. William A. Laramée**  
Berea, Kentucky

**Ms. Elisa Massimino**  
Washington, DC

**Dr. Anne Graham Masters '73**  
**Secretary**  
Greenville, South Carolina

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Vienna, Virginia

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Los Angeles, California

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South Kingstown, Rhode Island

**Dr. George Andrew Scott '75**  
Cincinnati, Ohio

**Mr. Lewis C. Sutherland**  
Houston, Texas

**Ms. Jean W. Veilleux**  
Asheville, North Carolina

**Mr. F. Lachicotte Zamp, Jr.**  
Asheville, North Carolina

### 6.1.1 - Board of Trustees Ex-Officio Members

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Asheville, North Carolina

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**Former Board Chair**  
Rockville, Maryland

**Rev. Kathy D. Campbell '78**  
Banner Elk, North Carolina

**Mr. Howell L. Ferguson**  
**Former Board Chair**  
Tallahassee, Florida

**Mr. Ronald F. Hunt**  
**Former Board Chair**  
Asheville, North Carolina

**Mr. Dennis H. Thompson '77**  
**President, Alumni Association**  
Asheville, North Carolina

**Dr. Lynn M. Morton**  
**President of the College**  
Asheville, North Carolina

**Dr. Jennifer L. Mozolic**  
**Faculty Representative**  
Black Mountain, North Carolina



**Ms. B. K. Segall**  
**Staff Representative**  
Weaverville, North Carolina

**Mr. Michael Nowak**  
**Student Representative**  
Wallington, New Jersey

**Mr. Casey L. Berardi**  
**Student Representative**  
Aston, Pennsylvania



## **6.2**

### **Alumni Board**

<http://www.warren-wilson.edu/alumni/alumniboard/members>



## **6.3**

### **Named Scholarships**

<http://www.warren-wilson.edu/giving/scholarships>

