



the Undergraduate Schools 2002/2003

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Wake Forest College

and The Wayne Calloway School of Business and Accountancy

ANNOUNCEMENTS FOR 2002/2003

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The Academic Calendar



Fall Semester 2002

August 21	Wednesday	Move-in day for new students; residence halls open 8 a.m.-5 p.m.
August 22-27	Thursday-Tuesday	Orientation for new students
August 24	Saturday	Residence halls open for returning students, 8 a.m.-5 p.m.
August 25	Sunday	Residence halls open for returning students, noon-5 p.m.
August 26-27	Monday-Tuesday	Confirmation/Registration
August 28	Wednesday	Classes begin
September	(date to be announced)	Opening Convocation
September 11	Wednesday	Last day to add courses
September 25	Wednesday	Last day to drop courses
October 16	Wednesday	Midterm grades due
October 18	Friday	Fall break
Nov. 27-Dec. 1	Wednesday-Sunday	Thanksgiving holiday
December 2	Monday	Classes resume
December 6	Friday	Classes end
December 9-14	Monday-Saturday	Examinations
December 15	Sunday	All residence halls close at 10 a.m.
Dec. 15-Jan. 12	Sunday-Sunday	Winter recess

Spring Semester 2003

January 11	Saturday	Residence halls open 9 a.m.-5 p.m.
January 12	Sunday	Residence halls open noon-5 p.m.
January 13-14	Monday-Tuesday	Confirmation of registration for all students
January 15	Wednesday	Classes begin
January 20	Monday	Martin Luther King Jr. Day—no classes
January 29	Wednesday	Last day to add courses
February	(date to be announced)	Founders' Day Convocation
February 12	Wednesday	Last day to drop courses
March 7	Friday	Midterm grades due
March 8-16	Saturday-Sunday	Spring break
March 17	Monday	Classes resume
April 18	Friday	Good Friday—no classes
April 30	Wednesday	Classes end
May 1-2	Thursday-Friday	Reading Days
May 3	Saturday	Examinations
May 5-10	Monday-Saturday	Examinations
May 18	Sunday	Baccalaureate
May 19	Monday	Commencement

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The University



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

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in Wake County, North Carolina, on the plantation of Calvin Jones, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year, the school was moved from the town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine. In 1942, Wake Forest admitted women as regular undergraduate students. In 1997, the medical school was renamed

the Wake Forest School of Medicine to reflect its integral association with the University.

A School of Business Administration was established in 1948. In 1969, the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980, the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy; in 1995, the name was changed to the Wayne Calloway School of Business and Accountancy.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses in Winston-Salem.

In 1946, the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College to Winston-Salem. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956, the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956, the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary. The Divinity School was established in 1999.

In 1967, the College's augmented character was recognized by the change in name to Wake Forest University. Today, enrollment in all schools of the University stands at over 6,000. Governance remains in the hands of the Board of Trustees, and development for each of the seven schools of the University is augmented by advisory boards of visitors. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the medical school.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance.

Since moving to Winston-Salem, Wake Forest has been home to the Wake Forest Baptist Church, an independent congregation which attracts members from both the University and the community. The congregation meets in Wait Chapel and has office and educational space in Wingate Hall.

The College, Wayne Calloway School of Business and Accountancy, Babcock Graduate School of Management, School of Law, the Graduate School, and the Divinity School are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is about four miles away, near the city's downtown, on what is known as the Bowman Gray Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The Wayne Calloway School of Business and Accountancy offers

courses of study leading to baccalaureate degrees in business, analytical finance, information systems, or mathematical business (in cooperation with the Department of Mathematics); and a combination baccalaureate and master of science degree in accountancy through the Graduate School of Arts and Sciences of the University. The Divinity School offers the master of divinity degree. The School of Law offers the juris doctor and master of laws in American law degrees, and the Babcock Graduate School of Management, the master of business administration degree. Both schools also offer a joint JD/MBA degree. In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The School of Medicine and the Babcock School offer a joint MD/MBA program. The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics. The Graduate School also offers MD/PhD and PhD/MBA programs.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn International

Conference Center, an educational conference center, is nearby.

Wait Chapel, named in memory of the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlisle Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Religion, the office of the University chaplain and the Wake Forest Baptist Church, offices of the Divinity School, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, with a capacity for over 1,000,000 volumes, it has reading and reference rooms for study. *Carswell Hall* houses the Departments of Communication, Economics, and Sociology, and a large multimedia lecture area, the Annenburg Forum.

Winston Hall houses biology; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* is the facility for the physics department. *Harold W. Tribble Hall* accommodates primarily humanities departments and the women's studies program, and has seminar rooms, a philosophy library, and a multimedia lecture area, *DeTamble Auditorium*. The *Museum of Anthropology* houses the anthropology department and the Museum. The Wayne Calloway School of Business and Accountancy and the Departments of

Mathematics and Computer Science are in *Calloway Hall*. *William B. Greene Jr. Hall* houses psychology, German and Russian, and Romance languages.

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

The *Worrell Professional Center for Law and Management* houses the School of Law and the Babcock Graduate School of Management under one roof.

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

The *Information Systems Building* houses the Information Systems and military science departments, and ICCEL, as well as a University Stores annex and a food service area.

The Wake Forest campus has a wide variety of housing options available to students.

Babcock Hall, Bostwick Hall, Collins Hall, Davis Hall, Efirst Hall, Huffiman Hall, Johnson Hall, Kitchin Hall, Luter Hall, North Hall, Palmer Hall, Piccolo Hall, Polo Hall, Poteat Hall, the Student Apartments and Taylor Hall are coeducational by floor, wing, or apartment. Substance-free living environments are available in some residence halls. First-year students live in *Babcock, Bostwick, Collins, Johnson, Luter, Palmer, and Piccolo*. Student housing is available in the townhouse apartments and several small houses owned by the University. Upperclass students may choose to live in a variety of theme houses including *Fine Arts House, German House, and NIA House*, or others that are currently being developed. On the edge of the main campus are apartments for faculty and staff.

Information Systems

Information Systems supports University instruction, research, and administrative needs. The campus computer network offers high-speed connectivity from all residence hall rooms, all offices, and many classrooms and public areas.

Upon enrollment, all undergraduate students receive an IBM ThinkPad computer and color printer. At the beginning of the junior year, students exchange the ThinkPad for a new model. Upon graduation, the ThinkPad and the printer become the property of the student.

These laptop computers contain a standard suite of powerful programs that allow students easy access to research and class materials and offer the ability to interact with faculty, staff, and other students through the campus network. The programs include Microsoft Office, electronic mail, and Internet and library browsing, research, analytical tools, and development tools.

A large variety of instructional, classroom, and research resources are accessible through the campus network. These include the library's CD-ROM network, OCLC FirstSearch, and other digital and data resources.

Information Systems also supports an extensive online information system that includes documentation, class schedules and grades, University-wide activity calendars, the Wake Forest University Libraries information system, and the electronic version of the *Old Gold and Black*. The Wake Forest Information Network (WIN) provides the University community with faculty, staff, and student databases and directories, an alumni directory, class registration services, an online ride board and used textbook exchange for students, and customizable links to news, weather, and research sites.

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

The University has an extensive collection of computing facilities that serve both academic and business needs. A Hewlett-Packard series 3000/979, a 3000/969, and 34 Windows NT servers provide for business computing needs. Three IBM SP/2s provide messaging, systems management, Intranet, and scientific and other research needs. These SP/2s contain 7, 9, and 12 computing nodes respectively.

The 12-node SP/2 complex performs super-computing applications in the sciences. Fifty-nine Windows NT servers provide for file and print services and courseware. A Windows NT server and an IBM H50 provide library services. These systems are available to students, faculty, and staff twenty-four hours a day through network and dial-up connectivity.

Wake Forest has a gigabit Ethernet connection to the Winston-Salem RPOP (regional point of presence). The RPOP connects to NCREN, the Internet service provider for the majority of colleges and universities in North Carolina, through a 622 mbps connection. Through this connection, Wake Forest has access to CRAY and IBM SP2 supercomputers located at the MCNC/North Carolina Supercomputing Center in Research Triangle and to all the premier research networks in the world, including Internet II, Abilene, and the VBNS (Very high performance Backbone Network Service). Wake Forest is also working closely with the North Carolina Research and Education Network on other advanced networking technologies.

Information Systems also provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided as part of the housing package. Students who reside in campus housing receive personal security codes for dialing long distance calls, which are billed to them each month.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 6 is the Wake Forest University information

channel, providing information and a calendar of campus events. WAKE Radio, a student-run station, provides background music for this channel. Channels 17 and 22 carry SCOLA and SCOLA 2, nonprofit educational services that feature television programming from more than fifty different countries in their original languages.

Information Systems provides assistance by telephone and supports walk-in customers from 8 a.m. until 9 p.m. Monday through Thursday; 8 a.m. until 5 p.m. on Friday; and 1 p.m. until 9 p.m. on Sunday. A voice mail retrieval system is activated on weekends and during holiday breaks to respond to emergency calls. On-site computing support in the residence halls is available from Resident Technology Advisors (RTAs). In addition, students have 24-hour access to online support resources at <http://sos.wfu.edu>.

Libraries

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

Facilities in the Z. Smith Reynolds Library include the Information Technology Center with multimedia viewing, editing, and scanning, and a lab for student use. Twenty-four hour study rooms are available to students with a key-card. Group study rooms are provided for student use.

All Wake Forest libraries share an online catalog which may be consulted at stations in the buildings, from the campus

network, and on the internet. The Reference Department of the Z. Smith Reynolds Library provides a complete range of reference services including online searching, tours, first-year student orientation, presentations to individual classes, and assistance with directed and independent research. Wake Forest libraries offer access to a wide array of electronic databases, full text of journals, and other networked resources, as well as assistance in using and evaluating them. Reference tools are available in electronic and print formats. Interlibrary loan service is available for Wake Forest students, faculty, and staff. Books, photocopies, and other materials may be borrowed from other libraries at no charge.

The Wake Forest University libraries hold more than one and a half million volumes in print, 16,000 subscriptions to periodicals and serials, two million microforms, as well as a growing video collection. As a congressionally designated selective federal depository and depository of North Carolina government information, the Z. Smith Reynolds Library holds nearly 170,000 government documents.

Special collections in the Z. Smith Reynolds Library include the Rare Books Collection and the Ethel Taylor Crittenden Baptist Historical Collection. The Rare Books Collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among such collections are those of Mark Twain, Gertrude Stein, William Butler Yeats and T.S. Eliot. There is also an extensive Anglo-Irish literature collection. The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North

Carolina Baptists as well as a collection of the personal papers of prominent ministers, educators and government officials with ties to Wake Forest. The Wake Forest College/University Archive also is maintained in this area. The library houses a major collection on The Holocaust, as well.

The Professional Center Library in the Worrell Professional Center serves the Law School and the Babcock Graduate School of Management. This library is open to undergraduates with research needs for its collection.

Recognition and Accreditation

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia; (404) 679-4501) to award bachelor's, master's, and doctoral degrees.

The Wake Forest University School of Medicine is a member of the Association of American Medical Colleges and is fully accredited by the Liaison Committee on Medical Education, the joint accrediting body of the Association of American Medical Colleges and the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the Wayne Calloway School of Business and Accountancy are accredited by the AACSB—The International Association for Management Education.

The program in counseling leading to the master of arts in education degree is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

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

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

The Undergraduate Schools

There are two undergraduate schools at Wake Forest University: Wake Forest College and the Wayne Calloway School of Business and Accountancy. The undergraduate schools are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to

the associate provost, who is the chief academic officer of the University. The deans of the schools report to the associate provost and are responsible for academic planning and administration for their schools.

Wake Forest University is committed to administer all educational and employment activities without discrimination because of race, color, religion, national origin, age, sex, veteran status, handicapped status or disability as required by law. The University has adopted a procedure for the purpose of resolving discrimination complaints. Inquiries or concerns should be directed to: Harold Holmes, dean of student services, at (336) 758-5226; Paul Escott, dean of the college, at (336) 758-5312; or Doris McLaughlin, the assistant director of human resources, director of equal employment opportunity, and Title IX coordinator, at (336) 758-4814.

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

In addition, Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression, does not presume to control the policies of persons or entities not affiliated with Wake Forest, and does not extend benefits beyond those provided under other policies of Wake Forest.



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

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

Statement of Purpose

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

The University is now comprised of seven constituent parts: two undergraduate institutions, Wake Forest College and the Wayne Calloway School of Business and

Accountancy; the Graduate School; and four professional schools: the School of Law, the Wake Forest University School of Medicine, the Babcock Graduate School of Management, and the Divinity School. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

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

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

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. "Funded to a large extent from private sources of support, [Wake Forest] is determined to chart its own course in the pursuit of its goals. As a coeducational institution it seeks to 'educate together' persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic, and cultural... Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern,

and more specifically North Carolinian... As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots."

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

Honor System

Wake Forest University upholds the ideals of honor and integrity. The Honor System is central to University life; its essence is a commitment by each person to do what is right and abide by community standards.

Each student is pledged to be trustworthy in all matters, and a violation of that trust is an offense against the community as a whole. In the specific terms of the Honor Code, a student pledges in all phases of life not to cheat, plagiarize, engage in other forms of academic misconduct, deceive, or steal. The strength of the Honor System derives from the commitment of each and every student to uphold its ideals.

The Honor System is maintained and overseen by the Judicial Council of the undergraduate schools (see p. 304). Complete details are available at the Office of the Dean of Student Services.

Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, word processing equipment, microcomputers, minicomputers, mainframes, computer networks, computer peripherals, and software, whether used for administration, research, teaching, or other purposes. The policy extends to any use of University facilities to access computers elsewhere.

Basic Principles. The University's computing resources are for instructional and research use by the students, faculty, and staff of Wake Forest University. Ethical standards, which apply to other University activities (Honor and Ethics System, the Social Rules and Responsibilities, and all local, state, and federal laws), apply equally to use of campus computing facilities.

As in all aspects of University life, users of computing facilities should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are

just as wrong in the context of computing systems as they are in all other domains.

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

Individuals should use these facilities:

in a manner consistent with the terms under which they were granted access to them;

in a way that respects the rights and privacy of other users;

so as not to interfere with or violate the normal, appropriate use of these facilities; and

in a responsible and efficient manner.

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

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

Privacy. All individuals, including members of the Information Systems staff, should respect the privacy of other authorized users. Thus they should respect the rights of other users to security of files, confidentiality of data, and the ownership of their own

work. Nonetheless, in order to enforce the policies set out here, designated Information Systems staff are permitted to monitor activity on local computing systems.

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

Evidence of Honor and Ethics System or Social Rules and Regulations violations will be referred to the dean of the appropriate school, or to the dean of student services.

Evidence of improper activities by University employees will be referred to the director of human resources or the appropriate University officers.

Evidence of violations of law will be referred to the appropriate law enforcement officials.

Examples of prohibited activities are provided online.

Disciplinary actions. Substantial evidence of a violation of the principles described in this policy statement may result in disciplinary action. As stated above, in cases where a policy already exists, and the only difference is that a computer was used to perform the activity, such action will be taken through appropriate University

channels such as administrative procedures, the Honor and Ethics Council, the Graduate Council, or other supervisory authority to which the individual is subject. Violation of state or federal statutes may result in civil or criminal proceedings. Otherwise, those who engage in computer violations are subject to the authority of Information Systems.

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

Suspension of one's ability to perform interactive logins on relevant machines on campus

Suspension of one's ability to login to a campus network

Suspension of one's ability to send e-mail

Suspension of one's ability to receive e-mail

Increased monitoring of further computer activity (beyond normal systems monitoring)

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

Locating Computing Policy Information and Policy Updates. The above summary is based on the Policy on Ethical and Responsible Use of Computing Resources and other computing policies. These policies may be updated, shortened, or expanded from time to time. Full policies can be reviewed online at www.wfu.edu/Computer-information/.

Student Complaints

Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, actions or inaction of the staff or faculty affecting a student. The procedure for bringing these issues to the appropriate person or body is outlined below. Students are encouraged to seek assistance from their advisers or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event. For complaints in the academic setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department (the dean in the Calloway School) for assistance. The chair (or dean) will meet with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the office of the dean of student services.

Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a University official designated by the associate provost after reviewing the nature of the complaint. The committee will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

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

History and Development

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

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

Chronological History of Wake Forest University

- 1834 *Founded in the town of Wake Forest, N.C., as Wake Forest Manual Labor Institute in cooperation with the N.C. Baptist State Convention*
- 1838 *Named Wake Forest College*
- 1894 *School of Law established*
- 1902 *School of Medicine founded*
- 1921 *First summer session*
- 1936 *Approval of the School of Law by the American Bar Association*
- 1941 *Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital*
- 1942 *Women admitted as undergraduate students*
- 1956 *Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation*
- 1961 *Graduate studies instituted*
- 1967 *Change of name to Wake Forest University*
- 1969 *Babcock Graduate School of Management established*
- 1976 *James R. Scales Fine Arts Center opened*

- 1984 *Sesquicentennial anniversary*
- 1986 *Redefined the relationship with the N.C. Baptist State Convention*
- 1989 *Olin Physical Laboratory opened*
- 1990 *Clifton L. Benson University Center opened*
- 1992 *Edwin Graves Wilson Wing of Z. Smith Reynolds Library dedicated*
- 1993 *Worrell Professional Center for Law and Management opened*
- 1994 *Centennial anniversary—School of Law*
- 1995 *Change of name to Wayne Calloway School of Business and Accountancy*
- 1997 *Change of name to Wake Forest University School of Medicine*
- 1999 *Opening of the Wake Forest University Divinity School*

Presidents of Wake Forest University

- 1834 *Samuel Wait*
- 1845 *William Hooper*
- 1849 *John Brown White*
- 1854 *Washington Manly Wingate*
- 1879 *Thomas Henderson Pritchard*
- 1884 *Charles Elisha Taylor*
- 1905 *William Louis Poteat*
- 1927 *Francis Pendleton Gaines*
- 1930 *Thurman D. Kitchin*
- 1950 *Harold Wayland Tribble*
- 1967 *James Ralph Scales*
- 1983 *Thomas K. Hearn Jr.*



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

Admission

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

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences.

An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

North Carolina law and Wake Forest University require that all new, transfer, readmit, unclassified, or visiting students submit proof of immunization against tetanus and diphtheria (Td), polio, rubeola, rubella, and mumps *before registration*. The *Student Handbook* has a detailed statement. A certificate from the student's high school, physician, or county health department director containing the approved dates is acceptable proof of immunization. The Student Health Service will furnish a form for this purpose. North Carolina law requires that students who do not submit proper proof of immunization within thirty days of enrollment cannot attend Wake Forest University until these immunizations have been documented.

Application

An application is secured from the Office of Undergraduate Admissions in person or by mail (P.O. Box 7305 Reynolda Station, Winston-Salem, North Carolina 27109-7305) or online at <http://www.wfu.edu/admissions/>. It should be completed and returned to that office no later than

January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned no later than November 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the SAT I: Reasoning Test of The College Board. SAT II: Subject Test scores are optional. All test scores should be sent directly to the University by Educational Testing Service. A nonrefundable \$40 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A \$300 admission deposit is required of all regularly admitted students and must be sent to the Office of Undergraduate Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees and is nonrefundable. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make a nonrefundable admission deposit within two weeks of notification. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

Two early decision deadlines and notification schedules are available to well-qualified high school students who decide, by the close of their junior year, that Wake Forest is either their only choice or first choice college.

Early Decision— Single Choice

Students who have selected Wake Forest as their first choice and have applied to no other college may submit an application at any time after completion of the junior year and no later than November 15. Decisions on these applicants are made on a rolling basis, three to four weeks after the application is completed. Students agree to enroll if accepted and submit a nonrefundable \$500 deposit prior to January 1.

Early Decision— First Choice

Students who have selected Wake Forest as a first choice and only early decision choice but who may have submitted or have plans to submit regular decision applications to other institutions, may apply no later than November 15 and are notified by December 15. If accepted, students agree to enroll and to withdraw applications from other colleges. A \$500 nonrefundable deposit is due by January 1.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all secondary school requirements. Decisions are based upon junior year grades and test scores. Applicants not admitted are asked to submit additional SAT I scores and the first semester senior year grade report, or they are advised to apply elsewhere.

Admission of Students with Disabilities

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

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for undergraduate students, please contact Van D. Westervelt, director of the Learning Assistance Center, at (336) 758-5929 or the assistant director of human resources and director of equal employment opportunity, at (336) 758-4814.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination

Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the Wayne Calloway School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering first-year students must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change

without notice the cost of instruction and other services at any time.

Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

Tuition

	<i>Per Semester</i>	<i>Per Year</i>
FULL-TIME	\$12,375	\$24,750
PART-TIME	\$950 PER SEMESTER HOUR	

Students should expect an increase yearly in tuition. However, admittance to the undergraduate College is not based on financial resources. The University meets the demonstrated financial needs of all qualified students.

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

Room Charges

	<i>Per Semester</i>	<i>Per Year</i>
DOUBLE OCCUPANCY	\$2,130	\$4,260

Most first-year students will pay either \$1,930 or \$2,130 per semester depending upon room assignment location. Other room rentals range from \$1,930 to \$2,660 per semester.

Food Services

A cafeteria and table service dining room are located in Reynolda Hall; there are food courts in the Benson University Center and the Information Systems Building. A debit card system is used in which the student is charged only for the items selected at the time of purchase. A suggested range from \$1,025 to \$5,000 per year is offered depending on the student's needs. The card may be used at any University food services facility or convenience store, and it allows a great deal of flexibility for eating on campus.

First-year students living in residence halls are required to participate in both the fall and spring semesters in one of the plans.

Other Charges

An admission application fee of \$40 is required with each application for admission to cover the cost of processing and is nonrefundable.

An admission deposit of \$500 is required for students applying to Wake Forest University as a first or single choice. An admission deposit of \$300 is required for all regularly admitted students. All admissions deposits must be submitted to the director of admissions and are nonrefundable. The applicable deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Individual instruction music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the Office of Financial and Accounting Services. The fee is \$230 for Music 161 courses and \$460 for all other individual instruction courses, with a maximum fee of \$460 per semester.

Students must have medical insurance.

A group plan is available through the University for those not covered by a family plan. The annual rate for 2001-2002 was \$655.

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

A tuition deposit of \$500 is required, at a date set by the Office of Financial and Accounting Services, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is nonrefundable.

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

Room change fee of \$25 is charged for any unauthorized change.

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

Residence hall lock core change fee of \$70 per lock is charged to any student who loses their room/suite/apartment key(s).

A fee of \$500 is required for students studying abroad on a non-Wake Forest program.

Motor vehicle registration is \$200 and traffic fines are \$20 to \$250. All students operating a vehicle on campus (including student apartments, theme, and satellite houses) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus or the next business day. Proof of ownership must be presented to verify a license plate when applying for vehicle registration. For a vehicle to be properly registered, both the rear bumper decal and front windshield decal must be displayed.

Fines are assessed against students violating parking regulations; copies of the violations are obtainable from the Office of Parking Management. Please inform any visitors of parking rules and regulations. Students, faculty, and staff are responsible for their visitors. Students will be held financially responsible for citations issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitor vehicles must be reported to 758-5592 and/or registered at the Office of Parking Management (758-6123).

Refunds of Charges and Return of Financial Aid Funds

A student who withdraws during (begins, but does not complete) a term may be entitled to a refund of certain charges as outlined in the Refund of Charges Policy. A withdrawal also affects financial aid eligibility, as outlined in the Return of Non-Title IV Program Funds Policy and the federal Return of Title IV Program Funds Policy. Withdrawal procedures are coordinated by the deans of the College and the Wayne Calloway School of Business and Accountancy.

Refund of Charges Policy

A withdrawing student receives a tuition refund according to the following schedule. This schedule applies to a student who drops courses, as well as to a student who withdraws.

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

<i>Number of Weeks Attendance (Including first day of registration validation)</i>	<i>Percentage of Total Tuition to be Refunded</i>
1 WEEK	TOTAL TUITION LESS DEPOSIT
2 WEEKS	75 PERCENT
3 WEEKS	50 PERCENT
4 WEEKS	25 PERCENT

A withdrawal must be official and students must return the University identification card before claiming a refund. There is no refund of room rent or the parking registration fee if the decal has been placed on the vehicle. Unused meal plan funds are refunded. Fees for individual instruction in the Department of Music are refunded on the following basis: If a student drops the course before the fifth lesson, the fee will be one-fourteenth the full semester's instruction fee times the number of lessons the student has completed; there is no refund after the fifth lesson.

The Office of Financial and Accounting Services calculates the refund of charges, and it has available an example of the application of the University Refund of Charges Policy.

If charges originally paid by Title IV funds are no longer covered after the federal funds are returned, the student is responsible for the remaining balance.

Return of Title IV Program Funds Policy

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws.

Wake Forest does not have a leave of absence policy that would exempt any stu-

dent from the requirements of the Return of Title IV Funds Policy.

Title IV Funds include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Work-Study (FWS), Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loan, and Leveraging Educational Assistance Partnership Grant (LEAP).

The percentage of the term completed is determined by dividing the total number of calendar days comprising the term (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is: (1) up through the 60 percent point in time, the percentage of the term completed, (2) after the 60 percent point in time, 100 percent.

The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal disbursements).

If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

Unearned funds, up to the amount of total institutional charges multiplied by the unearned percentage of funds, are returned by the University; the student returns any portion of unearned funds not returned by the University.

A student (or parent for PLUS loans) repays the calculated amount attributable to a Title IV loan program according to the loan's terms. If repayment of grant

funds by the student is required, only 50 percent of the unearned amount must be repaid. A student repays a Title IV grant program subject to repayment arrangements satisfactory to the University or the Secretary of Education's overpayment collection procedures.

Funds returned are credited in the following order: Unsubsidized FFEL (Stafford) Loans, Subsidized FFEL (Stafford) Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity (SEOG) Grants, and other Title IV funds for which a return of funds is required.

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

Return of Non-Title IV Program Funds Policy

A student who drops to less-than-full-time enrollment within the timeframe to receive a tuition refund loses eligibility for all institution aid for the entire term.

The Office of Student Financial Aid calculates the amount of Non-Title IV program funds to be returned to the various programs when a recipient withdraws. The return of Non-Title IV Program funds may be rounded to the nearest dollar for each aid source.

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

Awards from institutional funds for which all disbursement requirements have

not been met by the student prior to withdrawal are cancelled, and no disbursements are made.

Upon withdrawal, an adjusted estimated cost of attendance (COA) is established in two parts.

For an on-campus student, the first part equals the adjusted tuition and room rental charges and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of meal, transportation, and personal living expenses.

For an off-campus student, the first part equals the adjusted tuition charge and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of room, meal, transportation, and personal living expenses.

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

A student who withdraws after receiving a cash disbursement must repay Wake Forest scholarship funds up to the amount

of Title IV funds that the University must return. Fines and other incidental charges not included in the financial aid COA are solely the responsibility of the student.

Housing

All unmarried first-year students are required to live in the residence halls, except (1) when permission is given by the director of residence life and housing for the student to live with parents or a relative in the Winston-Salem area; (2) by special arrangement when space is not available on campus; (3) the student is admitted as a day student; or (4) if the student has lost residence hall space because of a *Residence Halls Agreement* violation or disciplinary action. Fifth-year students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing. Married students are not permitted to live within the residence halls. Residence halls are supervised by the director of residence life and housing, associate and assistant directors of residence life and housing, residence life coordinators, and graduate student hall directors.

The charges for residence hall rooms for 2002-2003 will range from approximately \$1,930 to \$2,660 per semester depending on the location and amenities available.

Off-campus Housing Policy

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

Guideline information is sent to all undergraduate students each year regarding

this policy. Conditions may be placed on students who choose to live in single family areas, or students may be denied the ability to live within such a location. Students who desire to reside off-campus must complete an application and obtain approval from the Office of Residence Life and Housing prior to signing off-campus leases.

Resident undergraduate students are guaranteed campus housing for eight semesters. To protect yourself and to give yourself the most options until you have an opportunity to review this policy fully, do not sign any off-campus leases. Please contact the Office of Residence Life and Housing for a copy of the full *Off-campus Housing Policy and Guidelines*.

Academic Calendar

The academic calendar of the College and the Wayne Calloway School of Business and Accountancy includes a fall semester beginning in late August and ending in December, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A five-day orientation period for new students in the College precedes registration for the fall semester. An academic adviser and an upperclass student provide guidance during and between registration periods throughout the student's first and second years. Advisers meet with students both individually and in small groups. A face-to-face meeting with the adviser is required before all registration periods. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses

of instruction until the student declares a major in a field of study toward the end of the second year. Then, a new adviser is assigned.

Registration

Registration for continuing students in the College and the Wayne Calloway School of Business and Accountancy occurs in April for the fall and summer terms, and in November for the spring term. New students register at the beginning of the term in which they first enroll. Consultation with the academic adviser must be completed before registration. Confirmation of enrollment is required before classes begin each term. All tuition and fees must be paid in full to the Office of Financial and Accounting Services before confirmation.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of hours. Most courses in the College and the Wayne Calloway School of Business and Accountancy have a value of three hours, but may vary from one-half hour to nine. The normal load for a full-time student is fourteen hours per semester, with a maximum of fifteen permitted during registration. A student wishing to register for more than fifteen hours per semester must seek the permission of the academic adviser and the appropriate dean once drop-add begins. Students wishing to take eighteen or more hours must petition the Committee on Academic Affairs after consulting the academic adviser and the appropriate dean. Non-business or non-accounting majors wishing to take courses in the Calloway School must have met the specific courses' prerequisites and have permission of the instructor. Enrollment in

the course is subject to space availability.

Nine hours per semester constitute minimum full-time registration at the University. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes in spring and by October 1 in the fall for at least twelve hours. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student who feels that he or she has valid and compelling reasons to register for more than fifteen hours per semester must seek permission of the adviser and the appropriate dean no earlier than the first day of class. Only if both the adviser and the dean agree that the proposed course load is needed and in the best interest of the student will permission be granted.

The requirements for classification after the first year are as follows:

Sophomore—completion of no fewer than 23 hours toward a degree;

Junior—completion of no fewer than 51 hours toward a degree;

Senior—completion of no fewer than 81 hours toward a degree.

Part-time Students

A student may not register for fewer than nine hours without specific permission from the appropriate dean to register as a part-time student. A full-time student in the fall semester of any given year may not be a part-time student in the spring semester immediately following without approval, given before the beginning of the semester, by one of the academic deans. The approval carries with it the permission to pay for such work on a per-hour basis. Any student who petitions for part-time status within the semester in which he or

she wishes to gain such status will be required to pay full tuition. Part-time students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the Wayne Calloway School of Business and Accountancy for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the Wayne Calloway School of Business and Accountancy.

Students who miss class while acting as duly authorized representatives of the University at events and times approved by the appropriate dean are considered excused. Students will inform their instructors in advance of these excused absences. The disposition of missed assignments will be arranged between instructor and student. Students anticipating numerous excused

absences should consult the instructor before enrolling in classes in which attendance and class participation count heavily toward the grade. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook*.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the Wayne Calloway School of Business and Accountancy; for others the fee is \$40 per hour. Permission of the instructor is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor.

Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of students who have met the instructor's requirements. An audit may not be changed to a credit course or a credit course changed to an audit after the first official day of classes for each semester or term.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *on or before* this date must follow the procedure prescribed by the registrar. *After* this date, a student who wishes to drop a course must consult his or her academic adviser, the course instructor, and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, as appropriate. If the dean approves the

request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

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

Students enrolling in classes beginning after the opening of the term and lasting for shorter durations, such as four, five or seven and a half weeks, may add those classes any time prior to the beginning of the class as space permits, and up to five days after the class begins, with permission of the instructor. Students needing to drop such classes may do so for up to five days after the class begins without dean's permission.

Withdrawal

A student who finds it necessary to withdraw from the College or the Wayne Calloway School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal may be taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the Wayne Calloway School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Withdrawal from the College or the Calloway School cannot be finalized until

ThinkPads, printers, connecting cables, WFU ID cards, residence hall keys (if applicable) and post office box keys, along with any other pertinent University property items, have been turned in to the appropriate offices.

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

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the Honor and Ethics System adopted by the student body and approved by the faculty.

Grading

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

Grade of I. The grade of I may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes the grade of F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

NR. "NR" (Not Reported) is an administrative designation that indicates that a faculty member has not reported a grade. Unless a grade is recorded within forty-five days after the student enters his or her next

semester, the NR automatically becomes the grade of F.

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

FOR EACH GRADE OF A	4.00 POINTS
FOR EACH GRADE OF A-	3.67 POINTS
FOR EACH GRADE OF B+	3.33 POINTS
FOR EACH GRADE OF B	3.00 POINTS
FOR EACH GRADE OF B-	2.67 POINTS
FOR EACH GRADE OF C+	2.33 POINTS
FOR EACH GRADE OF C	2.00 POINTS
FOR EACH GRADE OF C-	1.67 POINTS
FOR EACH GRADE OF D+	1.33 POINTS
FOR EACH GRADE OF D	1.00 POINTS
FOR EACH GRADE OF D-	0.67 POINTS
FOR EACH GRADE OF F	NO POINTS

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the College makes available the option, under certain conditions, of registering in courses on a pass/fail basis rather than for a letter grade. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade point average. In no case may a student change from grade to pass/fail mode, or from pass/fail to grade mode, after the last day to add a course, listed in the calendar at the front of this bulletin.

A student may count toward the degree no more than eighteen hours taken on a pass/fail basis. First- and second-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Third- and fourth-year students may elect as many as twelve hours on a pass/fail basis, but no more than four hours in a given semester. Courses used to fulfill core, major, or minor requirements may not be taken on a pass/fail basis

unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

No courses in the Calloway School can be taken pass/fail.

Grade Reports and Transcripts

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

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

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

Dean's List

The Dean's List is issued after the end of the fall and spring semesters. It includes all full-time degree-seeking students in the College and the Wayne Calloway School of Business and Accountancy who have a grade point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point system and are based entirely on grades earned in Wake Forest

courses. A degree candidate with a cumulative average of not less than 3.8 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.6 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.4 for all courses attempted is graduated with the distinction *cum laude*. Details are available in the Office of the Registrar.

Repetition of Courses

A student may repeat at Wake Forest a Wake Forest course for which he or she has received a grade of C- or lower. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the hours originally earned will not be lost. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation.

Probation

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, such as failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

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

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity or sorority until the end of their probationary period.

Requirements for Continuation

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

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs.

To be eligible to continue in the College, students must maintain

for hours passed: a minimum cum. GPA of:

FEWER THAN 28	1.45
AT LEAST 28, FEWER THAN 56	1.60
AT LEAST 56, FEWER THAN 84	1.75
84 AND ABOVE	1.90

Students are responsible for knowing their academic standing at all times. Any student whose GPA falls below the required minimum shall have a grace period of one semester to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn six or fewer grade points in any given semester in courses other than Education 353; military science courses; Music 111-121 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the students' control, they may appeal to the Committee for an exception.

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

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

Requirements for Readmission

The Committee on Academic Affairs oversees the readmission of former students. In

making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student.

To be readmitted a student must have attended Wake Forest University previously. Students who have been graduated with an undergraduate degree from the College or the Calloway School of Business and Accountancy may apply for readmission as post-graduate, unclassified students.

Students who have been ineligible to continue for academic reasons must present to the Committee a list of steps they plan to take to raise their academic standing to acceptable standards.

Students who were withdrawn from the University for medical or psychological reasons must submit documentation from their physician or therapist to either the director of the Student Health Service or the director of the University Counseling Center attesting to the students' readiness to resume a full academic program. The physician or therapist should also provide professional guidance to these directors as to the nature of the students' ongoing care once readmitted.

Students whose withdrawals from the University were as the result of an honor or judicial conviction must satisfy fully any sanctions placed upon them prior to being considered for readmission. In addition to University-imposed sanctions, other, non-academic grounds for denial of readmission may include violations of the law of the land and behaviors that have demonstrated disregard for the rights of others.

Should a student, upon leaving the University, have failed to comply with the proper withdrawal procedures, "holds" may be placed upon his/her record which will prevent readmission consideration until such matters are resolved.

Any readmitted student who hopes to receive transfer consideration for work

done elsewhere must provide the University with a properly-documented statement attesting to his/her good standing at the institution from which the transfer credit would come. Additionally, an official copy of the student's transcript must be made available to the Office of the Registrar at Wake Forest University.

Summer Study

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

In order to be eligible to take summer courses at another college or university, the student must have a cumulative grade point average of no less than 2.0 and must obtain advance approval through the registrar's office, and in some cases, the Office of the Dean of Wake Forest College or the dean of the Wayne Calloway School of Business and Accountancy. All transfer work taken after enrollment at Wake Forest must be taken in an approved four-year institution.

Courses taken outside the U.S. require, in addition, prior approval from the Center for International Studies. Students must obtain a course approval form from the Center for International Studies.

Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade point average of no less than 2.0 and must obtain departmental approval in advance. For enrolled Wake Forest students, transfer work can be accepted only from approved four-year

institutions. For transfer hours to be accepted, the grade in any course must be C or better. Courses completed at other colleges or universities with the grade of C- or lower will not be awarded transfer hours in Wake Forest. No more than thirty-three hours can be counted for non-Wake Forest study abroad and other special programs. A maximum of thirty-three Wake Forest hours can be earned from the Gymnasium, Lyceum, French Baccalaureate, or equivalent programs.

For students transferring courses on a quarter-hour system, semester hours may be assigned on the basis that one quarter hour times 0.67 equals one semester hour. No course may receive a higher conversion value than the value of the Wake Forest course.

Approval of Overseas Programs

In order to receive academic credit for courses taken outside the U.S. on a non-Wake Forest University program, students must: 1) obtain approval of the program from the Center for International Studies before applying, 2) obtain pre-approval of specific courses from the academic department chairs using the Course Approval Form, 3) fulfill all required steps of the study abroad process during the semester prior to studying abroad, and 4) attend a mandatory pre-departure orientation. No student possessing less than a 2.0 cumulative grade point average in either of the undergraduate schools will receive credit in a non-Wake Forest study abroad program. The Course Approval Form for Study Outside the United States is available in the Center for International Studies.

Scholarships and Loans



Any student regularly admitted to Wake Forest College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Aid applicants must be enrolled as undergraduates or accepted for admission. Full-time students are eligible to apply for institutional funds; other degree-seeking students are eligible to apply for federal funds. For financial aid purposes, full-time enrollment is defined as twelve or more hours each semester. A number of scholarships are based upon merit; need is a factor in the awarding of most financial aid. The annual calculation of need, and therefore the amount of an award, may vary from year to year. Additional scholarship assistance not listed herein is offered to student athletes through the Department of Athletics and is governed by NCAA rules. The committee may revoke financial aid for unsatisfactory academic performance, for violation of University regulations including its honor code, or for violations of federal, state, or local laws. Applications should be requested from the Office of Merit-Based Scholarships

(P.O. Box 7305) or the Office of Student Financial Aid (P.O. Box 7246), Winston-Salem, NC 27109, as appropriate.

Policy on Satisfactory Academic Progress for Financial Aid Eligibility

Evaluation of students' satisfactory academic progress for purposes of financial aid eligibility is made annually at the end of the second summer session by the Committee on Scholarships and Student Aid, to determine eligibility for the following academic year.

Institutional Financial Aid

The receipt of institutionally-controlled financial aid requires full-time enrollment during the fall and spring semesters and a minimum cumulative grade point average of 2.00 on work attempted in the undergraduate schools of the University. Institutional aid generally is not awarded for summer sessions. Institutional aid is not awarded beyond the eighth (fall or spring) semester; this limit is prorated for transfer students. Certain institutional aid programs have higher academic and/or other requirements, which are communicated to recipients.

Federal Financial Aid

The Higher Education Act mandates that institutions of higher education establish minimum standards of satisfactory

academic progress for students receiving federal financial aid. Wake Forest University makes these minimum standards applicable to all programs funded by the federal government.

To maintain academic eligibility for federal financial aid, a student must:

Complete the requirements for a bachelor's degree within the maximum number of hours attempted (including transfer hours, but excluding advanced placement hours) of 168. This limit is the same for all students pursuing a bachelor's degree, including those students enrolled in joint bachelor's/master's degree programs. The maximum number of hours attempted includes those hours attempted as of the last day to drop a course without penalty (as published in the academic calendar), during a semester in which a student later drops courses or withdraws.

Pass at least two-thirds of those cumulative hours attempted (including pass/fail courses) in the undergraduate schools of the University, including hours attempted during the summer sessions. Incompletes count as hours attempted, unless from a non-credit course. Audited classes do not count as hours attempted. The cumulative number of hours attempted in the undergraduate schools of the University includes those hours attempted as of the last day to drop a course without penalty (as published in the academic calendar), during a semester in which a student later drops courses or withdraws.

Maintain the following minimum cumulative Wake Forest University grade point average on all graded hours attempted (including incompletes from graded courses, but excluding pass/fail courses) in the undergraduate schools of the University:

<i>Hours attempted</i>	<i>Minimum GPA</i>
Fewer than 28	1.45
At least 28, Fewer than 56	1.60
At least 56, Fewer than 84	1.75
84 and Above	1.90

The cumulative number of hours attempted in the undergraduate schools of the University includes those hours attempted as of the last day to drop a course, during a semester in which a student later drops courses or withdraws.

Thus, for example, a regular full-time student taking the normal fourteen hours of graded coursework each semester must achieve a minimum cumulative Wake Forest grade point average of 1.45 before the sophomore year, 1.60 before the junior year, and 1.75 before the senior year. Repeated courses will count for GPA according to University policy; when successfully completed they will count as their appropriate hours earned.

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

Denial of aid under this policy may be appealed to the Committee on Scholarships and Student Aid and mailed to P.O. Box 7246, Winston-Salem, NC 27109-7246, or delivered to the Office of Student Financial

Aid, Reynolda Hall Room 4. The committee may grant a probationary reinstatement of one semester (in exceptional cases this period may be for one full academic year) to any student, upon demonstration of extenuating circumstances documented in writing to the satisfaction of the committee.

Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following: illness of the student or immediate family members—statement from physician that illness interfered with opportunity for satisfactory progress; death in family—statement from student or minister; temporary or permanent disability—statement from physician.

During a probationary period, students are considered to be making satisfactory academic progress under this policy and may continue to receive aid. A determination of satisfactory academic progress for any period of enrollment after the probationary period is made, upon the student's written request, at the end of the probationary period. Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required GPA. Any student determined ineligible for any academic year may request a special review at the end of one semester or summer term and may thereby be reinstated for all or part of the academic year. The student must request any such mid-year review in writing; otherwise only one determination of satisfactory academic progress will be made each academic year. Reinstatement cannot be made retroactive.

Scholarships

The University's merit-based scholarship programs for entering first-year students are listed first, and require separate application where noted. Other scholarship programs follow, and generally do not require separate application unless noted otherwise. Students wishing to apply for any scholarship listing need as a consideration should complete the PROFILE application of the College Scholarship Service.

The *Nancy Susan Reynolds Scholarship* is awarded to up to six extraordinarily capable entering first-year students. Made possible through the Z. Smith Reynolds Foundation, this scholarship annually covers the costs of tuition, room and board, and includes an allowance for books and personal expenses. Scholars may receive up to \$2,000 each summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *Guy T. Carswell Scholarship*, awarded to entering first-year students possessing outstanding qualities of intellect and leadership, ranges in annual value from approximately three-fourths tuition to full demonstrated need. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due January 1.

The *Joseph G. Gordon Scholarship* is awarded to up to seven entering first-year students showing exceptional promise and leadership potential who are members of constituencies traditionally underrepresented in the College. Made possible through the Z. Smith Reynolds Foundation and the University, this scholarship annually covers the cost of tuition. Additional funding to recipients is provided through the Wake Forest Merit Supplemental Scholarship.

The Merit-Based Scholarships Application is due January 1.

The *Presidential Scholarship for Distinguished Achievement*, valued at \$11,200 annually, is awarded to up to twenty entering first-year students based on exceptional talent in art, community service, dance, debate, entrepreneurship, leadership, music, theater, and writing. A separate application is due December 1.

The *William Louis Poteat Scholarship*, valued at \$11,200 annually, is awarded to up to twenty entering first-year students who are active members of a North Carolina Baptist church and are likely to make significant contributions to church and society. Generous contributions have established the following endowed funds to support the Poteat Scholarship program: Ben T. Aycock/Minta Aycock McNally Scholarship, Beach Scholarship, Ed & Jean Christman Scholarship, Cockman-Gore Scholarship, H. Max Craig Jr. Scholarship, Nathan D. Dail Scholarship, Evans Family Scholarship, W. D. & Alberta B. Holleman Memorial Scholarship, and E. Glen & Joyce Holt Scholarship. A separate application is due December 15.

The *Army Reserve Officers' Training Corps (AROTC) Scholarships* are awarded for academic and personal achievement and pay annually \$16,000 for tuition; a flat rate for texts, equipment, and supplies; and a subsistence allowance of up to \$1,500. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The *Dr. George E. & Lila C. Bradford Scholarship*, valued at approximately three-fourths tuition annually, is awarded to an outstanding entering first-year student with an intent and capacity to prepare for a career in medicine. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due January 1.

The *Junius C. & Eliza P. Brown Scholarships* assist needy and worthy residents of North Carolina, with preference to residents of Rockingham County, NC. For entering first-year students, the Merit-Based Scholarships Application is due January 1.

The *Robert P. & Dorothy Caldwell Scholarship* is awarded to entering first-year students based on academic achievement, leadership, community service, and a commitment to helping others. A portion of these funds gives preference to needy students from Gaston and Catawba, NC Counties. The Merit-Based Scholarships Application is due January 1.

The *Gary Franklin Culler Scholarship* is awarded to entering first-year students based on ability and leadership potential, with preference to students from High Point, NC. The Merit-Based Scholarships Application is due by January 1.

The *Egbert L. Davis Jr. Scholarship* is awarded to entering first-year students from North Carolina demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable based on a B average, exemplary personal conduct, and participation in the religious life of the University. The Merit-Based Scholarships Application is due January 1.

The *Graylyn Scholarship* is awarded to an entering first-year student to recognize leadership and academic excellence. Made possible by the Graylyn International Conference Center, this scholarship annually covers the costs of tuition, room and board. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *George Foster Hankins Scholarships* assist needy and worthy residents of North Carolina or children of alumni/ae living in other states with preference to residents of Davidson County, NC. For entering first-year students, the Merit-Based Scholarships Application is due January 1.

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

The *Holding Scholarship*, valued at approximately three-fourths tuition annually, is awarded to an entering first-year student from North Carolina (with strong preference to eastern North Carolina) demonstrating strong academic talent and exceptional promise in civic leadership. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *Marcus C. Miller Scholarship* is awarded to an entering first-year student who has demonstrated innovative use of information technology. The Merit-Based Scholarships Application is due January 1.

The *Leroy & Teresa Robinson Scholarship* is awarded to entering first-year students from the high schools in Montgomery County, NC, based on academic achievement, diligence, integrity, character, and leadership. The Merit-Based Scholarships Application is due January 1.

The *K. Wayne Smith Scholarship* is awarded to needy entering first-year students, with preference to residents of Catawba, Burke, Caldwell, and Alexander counties, NC, and to children of full-time employees of OCLC, Inc. of Dublin, Ohio. The Merit-Based Scholarships Application is due January 1.

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

The *Kenneth Monroe Tucker Scholarship* is awarded to entering first-year students, with preference to students from Wilkes, New Hanover, or Brunswick Counties, NC. The Merit-Based Scholarships Application is due January 1.

The *Wake Forest National Merit Scholarship* is awarded to four entering first-year students selected by the scholarship committee. The annual value is \$750, and can increase up to \$2,000 based on demonstrated need. To be considered, students must designate Wake Forest as their first-choice college in the NMSC testing program.

The *O.W. Wilson Scholarship*, valued at approximately three-fourths tuition annually, is awarded to an entering first-year student with superior records and excellent potential. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

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

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

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

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

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

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

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

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

The *Gaither M. Beam Sr. Scholarship* is awarded based on ability and need, with preference to certain descendants and students from Franklin County, NC.

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

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

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

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

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

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

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

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

The *Jane Elliott Bridgers Scholarship*, established by James E. Bridgers, assists members of the cheerleading (spirit) team.

The *Thomas H. Briggs Scholarship* assists deserving students.

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

The *H. Grady Britt Scholarship* assists students in the Department of Biology.

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

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

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

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

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

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

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

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

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

The *Neal M. Chastain Memorial Scholarship* assists a senior business major exhibiting ability and Christian ideals. Application is made through the Wayne Calloway School of Business and Accountancy.

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

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

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

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

The *Wake Forest College Scholarship* assist students with satisfactory academic records and need.

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

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

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

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

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

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

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

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

The *Deal Family Scholarship* provides funding for the Carswell Scholarship program, with preference first to students from Catawba, Caldwell, Burke, and Alexander Counties, NC; second to other North Carolinians; and third to other students.

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

The *John & Margaret Newett Dixon Scholarship* assists needy students, with preference to students pursuing a major or a master's degree in accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

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

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

The *Fred H. Duvall Scholarship* assists needy students.

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

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

The *Ernst & Young International Scholarship* assists an accountancy student or rising accountancy student in the master of science in accountancy program. Application is made through the Wayne Calloway School of Business and Accountancy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The *Louise Patton Hearn Scholarship for Human Service* assists a student who has demonstrated exceptional service to improve others' well-being and who shows interest and potential in leading others to make similar contributions to humanity.

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

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

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

The *J. Sam Holbrook Scholarship* assists needy students.

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

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

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

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

The *Stanton B. Ingram Scholarship* assists needy students, with preference first to students Alabama, and second to students from Mississippi, Georgia, Louisiana, Tennessee, or Florida.

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

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

The *Jones-Holder Business Scholarship* assists a rising senior business major. Application is made through the Wayne Calloway School of Business and Accountancy.

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

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

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

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

The *Senah C. & C. A. Kent Scholarships* are awarded on the basis of leadership, merit and need. The scholarship committee nominates recipients and provides an application to be submitted to the Kent Foundation.

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

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

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

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

The *Krahmert-Cantin Family Scholarship* assists needy students, with preference to residents of North Carolina or New Jersey who indicate Wake Forest as their preferred choice.

The *Roena B. & Petro Kulynych Scholarship* assists needy students, with preference first to students from Iredell County, NC, and second to students from its contiguous counties.

The *Randall D. Ledford Scholarship* assists physics majors.

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

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

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

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

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

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

The *Heather Ann Maier Scholarship* assists needy Christian students, with preference to female students from Maryland, Delaware, Pennsylvania, New Jersey, New York, Connecticut, or the District of Columbia, and who are interested in pursuing a career in a business related field.

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

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

The *James Capel Mason Scholarship* assists worthy students.

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

The *Wilma L. McCurdy Memorial Scholarship* is awarded on the basis of character, academic standing, and need.

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

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

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

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

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

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

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

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

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

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

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

The *Hiram Abif Myers III Scholarship* assists a senior from Roswell High School, Roswell, GA, who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

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

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

The *Norfleet Scholarships* assist needy students.

The *North Carolina Scholarship*, made available by the North Carolina General Assembly through the State Contractual Scholarship Fund, is awarded to needy North Carolinians.

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

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

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

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

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

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

The *Presidential Aide Scholarship* is awarded by the Office of the President.

The *Mark Christopher Pruitt Scholarship* assists a junior or senior premedical student and a member of the Delta Omega Chapter of Kappa Sigma Fraternity, based on need and merit.

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

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

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

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

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

The *Leroy & Teresa Robinson Scholarship* gives preference first to graduates of East Montgomery High School, second to other Montgomery County, NC, residents and third to other North Carolina students.

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

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

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

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

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

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

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

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

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

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

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

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

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

The *Fred Smith Company Scholarship* assists needy students from Johnston County, NC.

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

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

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

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

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

The *John Belk Stevens Scholarship in Business* assists senior business majors with particular interests in retailing or marketing. Application is made through the Wayne Calloway School of Business and Accountancy.

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

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

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

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

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

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

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

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

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

The *H. Howell Taylor Jr. Risk Management Scholarship* assists students interested in a career in risk management. Application is made through the Wayne Calloway School of Business and Accountancy.

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

The *Thomas C. Taylor Scholarship Fund for International Studies* assists accountancy majors studying outside the United States, or studying international studies within the United States, based on integrity, compassion, cooperativeness, and a record of academic achievement. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Teague Scholarship* assists needy students interested in entrepreneurship. Application is made through the Wayne Calloway School of Business and Accountancy.

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

The *Lowell & Anne Smith Tillett Scholarship* assists students studying in eastern Europe, Russia, and other countries in the former Soviet Union. Application is made through the Center for International Studies.

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

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

The *Tyner-Pitman Scholarship* assists needy North Carolinians.

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

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

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

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

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

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

The *Weir Family Scholarship* assists needy students.

The *J. Andrews White Scholarship* assists deserving students.

The *Alexander Hines Whitley Jr. Scholarship* assists qualified students.

The *A. Tab Williams Scholarship* assists needy North Carolinians.

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

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

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

The *James Bennett Willis Scholarship* gives preference to needy North Carolina Baptist students interested in the ministry and Christian education. Application is made through the departments of religion and philosophy.

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

The *Charles Littell Wilson Scholarship* assists needy students.

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

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

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

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

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

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

Federal Financial Aid Programs

The federal government, through the Department of Education, sponsors a number of aid programs for education. Among these programs are Federal Pell Grants, Federal Supplement Educational Opportunity Grants (FSEOG), Federal Work-Study (FWS), Federal Perkins Loans, and Federal Family Education Loans (including Federal Stafford Loans, both subsidized and unsubsidized, and PLUS Loans).

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

Federal aid programs are described more fully in the Wake Forest University brochure Undergraduate Need-Based Aid Information, and in the federal publication *The Student Guide*, available upon request from the financial aid office.

Exchange Scholarships

The *German Exchange Scholarship*, established in 1959 with the Free University of Berlin, assists a junior student with at least two years of college German or the equivalent. Application is made through the Department of German and Russian.

The *Spanish Exchange Scholarship*, established with the University of Burgos in Spain, may assist four students for one semester's study each or to two students for two semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Application is made through the Department of Romance Languages.

The *French Exchange Scholarship*, established with the University of Burgundy, France, assists a graduating senior who receives a two-semester graduate teaching assistantship at a lycée chosen by the French Ministry of Education. Application is made through the Department of Romance Languages.

Loans

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

The *Hutchins Student Loan* assists needy students.

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

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

Other Aid Programs

Children and spouses of pastors of North Carolina Baptist churches receive an annual \$800 concession if they are the children or spouses of (1) ministers, (2) missionaries of the International Missions Board of the Southern Baptist Convention, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive an annual \$150 concession if their parents make a living chiefly by the ministry and they have demonstrated need.

Church Choir Work Grants assist students based on talent, reliability, and interest in the church, and are made on the recommendation of the music committee of Wake Forest Baptist Church and the Department of Music, for the value of \$300 per semester.

Church Work Grants of \$200 per semester assist students wishing to mentor with a church near the Wake Forest campus. Application is made through the associate university chaplain.

Ministerial students receive an annual \$800 concession if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus four percent interest, in the event they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

The *North Carolina Legislative Tuition Grant (NCLTG)* is provided by the North Carolina General Assembly for students who have been legal residents of North Carolina for at least twelve months prior to enrollment at Wake Forest. Residency determinations are made by the financial aid office. The 2001-2002 grant was \$1,800; each year's amount is subject to an annual appropriation. Grants are reduced by twenty-five percent for those students having already completed 157.5 credits or 140 hours. Amounts listed on award letters are estimates only, and are subject to adjustment when the actual authorized grant is determined. Students are responsible for any difference between the estimated and actual amounts.

To be eligible each semester, a student must enroll in a minimum of twelve hours or fourteen credits (through October 1 in the fall and through the tenth day of classes in the spring), and must be working toward a first bachelor's degree. A student in the five-year BS/MS in accountancy program is not eligible during the last year of that program. Students (including those studying

abroad) must submit an NCLTG application to the financial aid office by the end of the first week of classes of their first semester of each academic year.

An NCLTG application (contained in the Financial Information and Billing Statement packet) is sent in the weeks before enrollment to each first-year student, and to continuing students with permanent North Carolina addresses. Students who believe they are eligible for the grant but do not receive an application may obtain one in the financial aid office; such students may include children of military personnel with North Carolina residency status who live out of state, residents who live near the state line, or residents who have recently moved out of state.

Student employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. Interested students should contact the financial aid office.

Veterans' Benefits are administered by the Department of Veterans Affairs in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by Wake Forest University on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans alike, at the end of each scheduled school term.

Outside Assistance

Students who apply for financial aid from Wake Forest University must advise the financial aid office if they receive any assistance from outside organizations, including any local, state, and national scholarship

and loan programs. Once need is determined and aid is offered to meet that need, additional aid from any source must be considered a resource available to the student. Wake Forest encourages all students to apply for any outside scholarships for which they may be eligible; however, by definition additional resources reduce demonstrated need. The gift portion of an original need-based package is reduced by one-half the value of any new outside scholarship (so that total gift assistance is increased by one-half the value of the outside aid). The loan or work portion of a student's aid is reduced as required to prevent total financial assistance from exceeding demonstrated need (or, in the case of federal loan and work programs, from exceeding federal aid eligibility). Recipients of Brown, Carswell, Hankins, and Heritage Scholarships, and others whose entire demonstrated need is met with scholarship funds, have their total awards increased by one-half the value of the outside scholarship; the remaining one-half is considered a student resource in subsequent years. In no case may the total aid award exceed the cost of attendance.

Outside scholarship donors should include the name and social security number of the intended recipient, as well as the term(s) for which the scholarship is intended, on the face of the check. Checks should be made payable to Wake Forest University (or co-payable to Wake Forest University and the student) and sent to the Office of Student Financial Aid, PO Box 7246, Winston-Salem, NC, 27109-7246. Checks delivered by donors directly to the student should be forwarded by the student to the financial aid office.

Special Programs



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

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the first, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of at least 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a

grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements are determined by each department.

Open Curriculum

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

Study at Salem College

Wake Forest and Salem College share a program of exchange hours for full-time students who wish to study courses that are not available at the student's home institution. An application must be approved by the academic adviser and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.



Center for International Studies

The Center for International Studies provides information on all programs in international studies. Students interested in studying abroad should visit the center for assistance and program information. Students seeking credit for non-Wake Forest courses taken overseas for either the summer, semester, or year are required to schedule an appointment with the Center for International Studies before they apply to make sure their programs are approved. Once a student is accepted, s/he should obtain a course approval form from the center. For detailed information on study abroad in a non-Wake Forest program see page 58.

The center provides various information and services for the international students at Wake Forest. For guidance on INS policies and issues contact the center. The center also administers the international studies minor. For a full description of the minor see the listing in the course description section of this bulletin.

International Students

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

Foreign Area Studies

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 65 and the various listings under Courses of Instruction.

Opportunities for Study Abroad in Wake Forest Programs

Austria (Vienna)

Each semester students have the opportunity to study and live at the Flow House in the 19th District of Vienna (northwest section of the city). Faculty directors from a wide variety of departments lead groups of fourteen students and offer two courses in their respective disciplines. In addition, Viennese professors offer courses in the study of the German language (153) or literature (216), Austrian art and architecture, music, or history of Austria and Central Europe. Group excursions to central Europe enhance the learning experience as well as numerous integrative experiences within the city itself. Students selected for the Vienna program are required to have completed *Elementary German* (111-112 or 113). Further information may be obtained from Larry West, Department of German and Russian.

Benin (Cotonou)

Students wishing to study in Africa are invited to apply for the Wake Forest University program in Benin, West Africa. This three-hour course is designed for the study of the problems faced by African countries in the process of economic growth and development. Discussions focus on the examination of solutions to those problems. This is an approximately five-week summer program (occurring usually during the first summer session), which combines classroom instruction,

field trips and homestay. The program is directed by Professor Sylvain H. Boko of the Department of Economics. Applications and additional information may be obtained from Professor Boko.

Cuba (Havana)

Students interested in a unique study opportunity may apply for a six-week summer program in Cuba. Under the direction of Dr. Linda Howe (Department of Romance Languages), students take intensive courses in Spanish at the University of Havana. (Students need not major in Spanish, but one course beyond Spanish 213 or proficiency in the language is required.) Courses offered include Afro-Cuban Cultural Expression and Cuban Literature (alternate courses offered periodically). Students in Cuba also participate in a community project for internship credit in Spanish. Information may be obtained from Dr. Linda Howe by e-mail at howels@wfu.edu or by contacting the Center for International Studies.

Mexico (Querétaro)

Students who wish to take either Spanish 113 or Spanish 153 in an immersion setting in Latin America may apply for Wake Forest's summer program in Mexico. This six-week program offers an eight-hour intensive course in Spanish language and the cultures of the Hispanic world. Students who have already taken Spanish 153 or any more advanced course in the language are ineligible for this program. Applications and additional information may be obtained in the Department of Romance Languages.

England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example, Art 2320, *English Art, Hogarth to the Present*, and History 2260, *History of London*, in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates fifteen students. Further information may be obtained from Paul Orser, Office of the Dean of the College.

Italy (Venice)

Students wishing to spend a semester in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693, *Venetian Renaissance Art*; Italian 2213, *Spoken Italian*; Italian 215, *Introduction to Italian Literature I*; Italian 216, *Introduction to Italian Literature II*; and other courses offered by the faculty member serving as director.) Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Additional information may be obtained from Peter Kairoff, Department of Music.

France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Burgundy by student groups of varying levels of preparation. (A major in French is not required, but French 219 or its equivalent or any French course above the intermediate level is required.) Students who wish to take either French 113 or French 153 in an immersion setting may apply for Wake Forest's summer program at the University of Burgundy. This six-week program offers an eight-hour intensive course in French language and culture. Applications and additional information may be obtained in the Department of Romance Languages.

Spain (Salamanca)

Students wishing to study in Spain may apply for a semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (Students need not major in Spanish, but Spanish 220 or its equivalent is required.) Applications and additional information may be obtained in the Department of Romance Languages.

China (Beijing)

Students who wish to study in China may apply to participate in the Wake Forest/SASASAAS Program in Beijing, Peoples Republic of China. Offered in the fall semester, the program includes courses in both Chinese language and culture. It is

open to students with no previous knowledge of Chinese or to those wishing to continue their study of the language. Additional information may be obtained in the Center for International Studies.

Japan (Hiratsuka)

For students wishing to study in Japan, Wake Forest offers a fall semester at Kansai Gaidai University, which is located near three interesting cities. They are Kyoto, which was the capital of Japan for 1,200 years; Osaka, the largest commercial city; and Nara, the ancient capital of Japan during the 6th century. Numerous courses in a variety of disciplines including business, economics, political science, religion, history, art, and communication are offered in English. Japanese language is offered at all levels. No prior knowledge of Japanese is required. A Wake Forest faculty member will accompany the Wake Forest University students and will teach one course. Additional information may be obtained in the Center for International Studies.

Russia (Moscow)

One or two students wishing to study individually in Russia can apply to spend a fall or spring semester at Moscow State University each year. The requirements are a good academic record and the ability to attend and pass classes that are taught entirely in Russian. For more information, contact William Hamilton, associate dean of the College.

*Study Abroad in
Non-Wake Forest Programs*

Students wishing to study abroad in a non-Wake Forest program must visit the Center for International Studies (CIS) for assistance. The center maintains a sizable collection of material on a wide variety of overseas programs. All students planning to study in non-Wake Forest programs in other countries for a summer, a semester, or a year are required to attend a study abroad information session. The CIS staff is available to advise students about particular programs. *Before students apply*, they must obtain approval of the program from the CIS. If the program is not approved, the student will not receive credit for the study abroad program.

Once a student is accepted, s/he is required to fill out a course approval form

with the CIS. *In no case may a student undertake study elsewhere without completing this process in advance to the satisfaction of the Center for International Studies, the registrar, and the academic departments which oversee the granting of credit for each course.* A process exists so that students who successfully complete a fully approved course load during a semester in a non-Wake Forest program will receive at least twelve hours. For more information, consult with the Center for International Studies.

Students may request to have scholarship and financial aid applied to approved non-Wake Forest programs. Scholarships for study abroad are also available. Additional information is available in the Center for International Studies and the Office of Student Financial Aid.



Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. The bachelor of arts degree is conferred with a major in anthropology, art history, studio art, biology, chemistry, classical studies, communication, economics, English, French, German, Greek, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, Russian, sociology, Spanish, or theatre. The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and exercise science, mathematical economics, mathematics, or physics. The bachelor of arts degree is available with a major in elementary education or education with a state teacher's certificate in social studies. The bachelor of science degree is available with a major in education with a state teacher's certificate in science. The bachelor of science degree may be conferred in combined curricula in engineering, forestry and environmental studies, and medical technology.

The Wayne Calloway School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in business, analytical finance, information systems, or mathematical business; and offers a five-year program of study leading to a bachelor of science and a master of science degree with a major in professional accountancy.

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

General Requirements

Students in the College have considerable flexibility in planning their courses of study. Except for two required health and exercise science courses, only three specific courses are required: the writing seminar, one in a foreign language, and a first-year seminar. To complete preparation for more specialized work in a major field or fields, students select courses in each of five divisions of the undergraduate curriculum: (1) history, religion, and philosophy; (2) literature; (3) the fine arts; (4) the social and behavioral sciences; and (5) the natural sciences, mathematics, and computer science. Normally the basic and divisional (core) requirements are completed in the first and sophomore years and the requirements in the major field or fields are completed in the junior and senior years.

All students must complete (1) the core requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses, for a total of 112 hours. No more than twelve hours toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-121 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. A cross-listed course may be taken one time for hours toward graduation, unless otherwise specified by the course description.

All students must earn a minimum cumulative 2.0 grade point average on all work attempted at all colleges and universities and on all work attempted in Wake Forest College and the Wayne Calloway School of Business and Accountancy. Of the 112 hours required for graduation, at least fifty-six must be earned in courses counted as Wake Forest credit. These include courses taken abroad in approved, non-Wake Forest programs. The work of the senior year must be comprised of courses earned as Wake Forest credit (except for combined degree curricula). No more than thirty-three hours can be counted for non-Wake Forest study abroad and other special programs. All financial obligations to the University must be discharged.

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, except in the case of major or minor requirements, which are those in effect during the term in which a student begins taking courses after the declaration of a major or minor. If course work is not completed within six years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

All requirements must be completed and certified before a student may participate in the commencement exercises. No further entries or alterations may be made toward the undergraduate degree once a student has graduated.

Seniors must submit an application for graduation for their records to be activated for certification. Information packets are mailed immediately before the fall term to all students classified as seniors. Students who are not enrolled in the fall term, or who do not receive the packet but intend to graduate within the academic year, may

request one from the Office of the Registrar. Application forms are due no later than thirty days before graduation.

Core Requirements

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

No core requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

Basic Requirements

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

FYS 100 (first-year seminar)
English 111 (writing seminar)
Foreign language (literature), one course from among the following:

French 213, 213H, 216, or the equivalent

Spanish 213, 213H, 217, 218, or the equivalent

Italian 215, 216, or the equivalent

German 215 or 216

Russian 215 or 216

Greek 211 or 212

Latin 211, 212, 216, or 218

Near Eastern Languages & Literature
211 or 212 (Hebrew)

Japanese 211

Chinese 211 or 212

Health and Exercise Science 100 and 101

A note about foreign language placement procedures: all students new to Wake Forest who have studied a foreign language in high school must complete foreign language placement. Students will not receive credit for a class at a lower level than the level of their placement on the placement exam, unless they a) register for the class in which they placed; b) attend a few class meetings; c) consult with their professor; d) successfully appeal their placement to the language placement appeals officers of the department and be reassigned to a lower level course. Students who continue with another foreign language must take a placement test in that one too, if not during orientation then before registering for a course in it.

Divisional Requirements

All students must complete courses as specified below in each of the five divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements or by participation in the open curriculum). Together with the basic requirements these courses form the core of Wake Forest's undergraduate liberal arts education:

Division I. History, Religion, and Philosophy (three courses; no more than one course from each group)

1. History 101, 102, 103, or 104
2. Religion 101, 102, or 103
3. Philosophy 111

Division II. Literature (two courses; no more than one course from any one of the three groups)

1. English literature (English 160 or 165)
2. American literature (English 170 or 175)

3. Foreign literature (other than the course used for the basic requirement)
 - Classical languages
 - Greek 211, 212, 231, 241, or 242
 - Latin 211, 212, 216, 218, 221, 225, or 226
 - German 215 or 216
 - Chinese 211 or 212
 - Near Eastern Languages & Literature 211 or 212 (Hebrew)
 - Japanese 211
 - Romance languages (French or Spanish literature above 213; Italian literature above 215.)
 - Russian 215 or 216
 - In English translation:
 - Classics 255, 261, 263, or 264;
 - Humanities 213, 214, 215, 216, 217, 218, 219, 221, or 222

Division III. The Fine Arts (one course)

1. Art—Any 100 level studio art course, or any art history course through 288.
2. Music 101, 109, 181, 182, 183, or 209
3. Theatre 110 or 112
4. Dance 202

Division IV. The Social and Behavioral Sciences (three courses, no more than one from any one group)

1. Anthropology 111, 112, 113, or 114
2. Economics 150
3. Political Science 113, 114, 115P, 115Q, 115R, or 116
4. Psychology 151
5. Sociology 151, 152, 153, or 154
6. Communication 100

Division V. The Natural Sciences, Mathematics, and Computer Science (three courses, selected from at least two different departments).

1. Biology 101 or 111*, 112, 113 (if one course, 101 or 111 is recommended; if two courses, 101 or 111 is strongly recommended as one of the pair.)* *A student cannot count both Biology 101 and Biology 111 toward the Division V requirement.*
2. Chemistry 108, 109, 111, 120, 122. No credit given for more than one chemistry course numbered below 112.*
3. Computer Science 101, 111
4. Physics 109, 110, 113, 114, 120*
5. Mathematics 106, 107, 109, 111, 112, 117

* *Credit is not allowed for both Chemistry 120 and Physics 120.*

Additional Requirements

To prepare students for the demands of technology and globalization, Wake Forest guides undergraduate course selections with two further requirements:

Quantitative Reasoning Requirement:

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

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

Requirement in Health and Exercise Science

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous hours in composition.

A student who has been assigned a *cc* will receive a grade of “Not Reported” (NR) for the course. The student will have one semester (understood to be the next semester for which she or he is officially enrolled) in which to work in the Writing Center, revising the course work to the instructor’s satisfaction. Should the student fail to work in the Writing Center, or fail to revise the work to the instructor’s satisfaction during the semester of his or her next enrollment, the grade will become an F unless some action is taken by the instructor. (If extenuating circumstances make it impossible for the student to make significant progress in a semester, the student may appeal to the dean’s office for an additional semester of work to remove the NR.) Removal of the deficiency is prerequisite to graduation.

Declaring a Major

Most students declare a major in the spring of their sophomore year, and should earn at least fifty-one hours prior to the following fall term. Students declare a major through a procedure established between the academic departments and the registrar's office. Information about this process is distributed prior to the designated declaration period. If the student is accepted into the major, the department provides an adviser who will assist the student in planning a course of study for the junior and senior years. A department that rejects a student as a major must notify the registrar's office, and file a written statement indicating the reason(s) for the rejection with the dean of the College.

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

Students who have earned at least fifty-one hours prior to the designated declaration period and wish to declare a major should consult the registrar's office.

A student wishing to major in business, analytical finance, information systems, mathematical business, or the five-year accounting program, should make application to the Wayne Calloway School of Business and Accountancy. (See page 235 of this bulletin.)

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

After the initial declaration, a student may not change from one major to another

without the written approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University.

Please note: for credit in the major, courses taken in many programs of study abroad are not automatically equivalent to courses completed at Wake Forest. If students wish to take more than half of their courses for the major in study abroad programs, they must gain prior approval from the chair of the department. Students should check the Bulletin for additional departmental requirements for the major.

The following fields of study are recognized for the major: accountancy, analytical finance, anthropology, art history, studio art, biology, business, chemistry, classical studies, communication, computer science, economics, education, English, French, German, Greek, health and exercise science, history, information systems, Latin, mathematical business, mathematical economics, mathematics, music, philosophy, physics, political science, psychology, religion, Russian, sociology, Spanish, and theatre.

Maximum Number of Courses in a Department

Within the College, a maximum of forty-two hours in a single field of study is allowed within the 112 hours required for graduation. Forty-eight hours toward graduation are allowed in any department authorized to offer two fields of study or more.

These stipulations exclude required related courses from other departments.

For students majoring in English, English 111 is excluded. For students majoring in a foreign language, elementary courses in that language are also excluded. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

To satisfy graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a minor, (4) a single major and a double minor, (5) a double major. *In addition to the options above, a student may complete the requirements of one or more foreign area studies programs and/or any of the Romance languages certificates.*

Double Majors and Joint Majors

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

A joint major consisting of forty-eight hours in two fields of study is available in classical studies, mathematical business, and mathematical economics.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art history, studio art, astrophysics, biology, chemistry, communication, computer science, dance, economics, educational studies, professional education, English, French, German, Greek, history, Italian, journalism, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, Russian, sociology, Spanish, and theatre, or from the interdisciplinary minors listed below.

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

Interdisciplinary Minors

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

- American Ethnic Studies
- Asian Studies
- Cultural Resource Preservation
- Early Christian Studies
- Environmental Studies
- Health Policy and Administration
- Humanities
- International Studies
- Latin American Studies
- Linguistics
- Medieval Studies
- Neuroscience
- Russian and East European Studies
- Urban Studies
- Women's Studies

Foreign Area Studies

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

Foreign area studies are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered:

- East Asian Studies
- German Studies
- Italian Studies
- Spanish Studies

Students who have studied abroad may have taken courses not listed in this bulletin. If you have questions, please contact the Office of the Registrar.

Senior Testing

All seniors may be required to participate in a testing program designed to provide objective evidence of educational development. If the Committee on Academic Affairs decides to conduct such a program, its purpose would be to assist the University in assessing the effectiveness of

its programs. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees in Medical Technology

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

Students seeking admission to the program must file application in the fall of the junior year with the Division of Allied Health Programs of the medical school. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score or SAT/ACT scores, impressions made in personal interviews, and work experience (not essential, but important). Students must complete all basic and divisional course requirements: Biology 111, 112, 113, 214 (three courses or equivalents); Biology 326; Chemistry 109/109L or 111/111L, 122/122L, 223/223L, 230 and 260; mathematics (one course); and electives for a total of eighty-four hours. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management

courses. (Interested students should consult a biology department faculty member during the first year for further information.)

Degrees in Engineering

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include all the core requirements and additional courses in science and mathematics which will prepare the student for the study of engineering, such as Mathematics 111, 112, 251, 301, 302, and 304; Physics 113, 114, 141, 162, 165, and 166; Chemistry 111, 111L, 116, and 116L; and Economics 150.

These electives are chosen in consultation with the chair of the Department of Physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program, students should consult a faculty member in the biology department.

Five-Year Cooperative Degree Program in Latin American Studies

Wake Forest and Georgetown universities have instituted a Five-Year Cooperative Degree Program in Latin American Studies. Under this program, undergraduate students who minor in Latin American Studies may apply to have a limited number of hours from their undergraduate work count toward a master's degree in Latin American Studies at Georgetown University in Washington, DC. The BA is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose application is accepted may complete both their BA and MA degrees in a five-year period. To apply for the combined BA/MA, students should declare an interest in the five-year cooperative degree program during their junior year. Students must then complete the regular Georgetown graduate application process and seek formal acceptance to the MA program during their senior year. The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, assistant professor of political science.

Courses of Instruction



Plans of study, course descriptions, and the identification of instructors apply to the academic year 2001-2002 unless otherwise noted, and reflect official faculty action through March 20, 2002.

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

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of hours is shown by numerals immediately after the course title—for example, (3h) or (3h, 3h). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses that satisfy the cultural diversity requirement will be indicated by (CD) after the course description. Courses that satisfy the quantitative reasoning requirement will be indicated by (QR) after the course description.

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

American Ethnic Studies (AES)

(Interdisciplinary Minor)

Rubin Professor of American Ethnic Studies
and Professor of Sociology Earl Smith, Director

The interdisciplinary minor in American ethnic studies requires 18 hours. The student must take American Ethnic Studies 151, *Race and Ethnic Diversity in America*, during the second or third year at Wake Forest, and American Ethnic Studies 234, *Ethnicity and Immigration*. At least one additional three-hour course must be taken from the behavioral and social sciences, and one from the humanities. This structure gives students an understanding of the interdisciplinary nature of American ethnic studies within the context of the traditional liberal arts curriculum.

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

232. The American Jewish Experience. (3h) An interdisciplinary course exploring Jewish immigration to America with a primary focus on the nineteenth and twentieth centuries.

234. Ethnicity and Immigration. (3h) An exploration of the sociohistorical dynamics of the peopling of America in the nineteenth and twentieth centuries. (CD)

240. Asian-American Legacy: A Social History of Community Adaptation. (3h) An introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. (CD)

Other courses may be chosen from a list on file in the office of the director of the program.

Anthropology (ANT)

Jeanne M. Simonelli, Chair

Professors Jay Kaplan, Jeanne M. Simonelli, David S. Weaver, J. Ned Woodall
Director/Curator, Museum of Anthropology/Associate Professor Mary Jane Berman
Assistant Professor Margaret C. Bender

Visiting Assistant Professor Steven Folmar

Adjunct Associate Professors Thomas A. Arcury, Sara A. Quandt

Adjunct Instructor Beverlye H. Hancock

A major in anthropology requires a minimum of thirty hours and must include Anthropology 112, 113, 114, 340, 390—and one course from each of the following three groups: **Methods** 307, 342, 353, 354, 378, 380, 381, 382, 383, 384, 387—**Subfield Topics** 150, 264, 305, 315, 332, 336, 337, 339, 355, 361, 362, 363, 365, 366, 368, 370—**Area** 111, 210, 313, 330, 334, 358, 373, 374, 376, 377.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only three hours from Anthropology 381, 382 and three hours from Anthropology 353, 354, 383, 384 may be used to meet major requirements.

A minimum grade point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires eighteen hours and must include Anthropology 112, 113, 114. *Only one course* (excluding Anthropology 112, 113, 114) can be taken under the pass/fail option and used to meet minor requirements. *Only three hours* from Anthropology 398, 399 may be used toward the minor. *Only three hours* from Anthropology 353, 354, 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

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

111. Peoples and Cultures of the World. (3h) A representative ethnographic survey of world cultures, including hunting-gathering, kin-based, and agricultural societies, as well as ethnic groups in complex societies. (CD)

112. Introduction to Archeology. (3h) An overview of world prehistory, from the earliest stone tools to the appearance of civilization, with an emphasis on the relationship between culture change and the natural environment.

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

114. Introduction to Cultural Anthropology. (3h) Investigates and interprets the historic cultural diversity of the world's peoples, through an understanding of economic, social, and political systems; law and order, ritual, symbol, and religion; language and culture; kinship and the family; and modernization and culture change. (CD)

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

210. Introduction to Latin-American Studies. (3h) Introduction to the historical, economic, cultural, and social issues which shape Latin America. (Also listed as Latin-American Studies 210.)

264. Forensic Anthropology. (3h) Introduction to the conduct of forensic anthropology, including basic human identification, the nature of evidence, laboratory analyses, field methods, and modern applications.

305. Museum Anthropology. (3h) Examines the historical, social, and ideological forces shaping the development of museums. Emphasizes the history of anthropology, the formation of anthropological collections, representation, and the intellectual and social challenges facing museums today. P—ANT 111 or 112 or 114 or 201 or 203, or permission of instructor.

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

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

315. Material Culture Studies. (3h) Explores the social and cultural roles of objects through the study of materials, technology, economy, context, and meaning. P—ANT 111 or 112 or 114 or 201 or 203, or permission of instructor.

330. Seeing World Cultures. (3h) Focuses on selected cultures throughout the world to better understand these societies through the use of ethnographic literature and assesses the effectiveness of visual communication in conveying ideas about these cultures through the use of ethnographic videos and films. P—ANT 101 or 111 or 112 or 113 or 114, or permission of instructor.

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

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

336. Myth, Ritual, and Symbolism. (3h) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. P—ANT 101 or 111 or 112 or 113 or 114, or permission of instructor.

337. Economic Anthropology. (3h) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior will be examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs. P—ANT 101 or 111 or 112 or 113 or 114, or permission of instructor.

339. Culture and Nature. (1.5h) A study of the reciprocal effects of the culture and nature relationship, with an emphasis on how different cultures define, use, and value nature.

340. Anthropological Theory. (3h) A study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed. P—ANT 201 and 202 and 203 or 112 and 113 and 114, or permission of instructor.

342. Applied Anthropology. (3h) Seminar exploring the ways anthropological concepts and data contribute to understanding and solving contemporary problems facing human populations everywhere. Emphasis will be on change and conflict situations in developing areas, but problems encountered by urban and industrialized cultures also are considered. P—ANT 111 or 114 or 203, or permission of instructor.

353/354. Field Research. (3h,3h) Issues-based field program providing students with a critical understanding of the historical, social, political-economic, and environmental conditions that have shaped the lives of the people of the Greater Southwest, with special attention to the Native American and Latino/a experience. The program moves from the Mexican border region through New Mexico and Arizona, focusing on border issues, archeology and prehispanic history, and contemporary Native American culture. Students camp, hike, and learn to use digital technology in the field. Specific sites may vary from year to year. P—Permission of instructor.

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

358. The American Indian. (1.5h) Ethnology and prehistory of the American Indian. P—ANT 101 or 111 or 112 or 113 or 114.

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

362. Medical Anthropology. (3h) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—ANT 101 or 111 or 112 or 113 or 114, or permission of instructor.

363. Primate Behavior and Biology. (3h) Examines the evolution and adaptations of the order primates. Considers the different ways that ecology and evolution shape social behavior. A special emphasis on the lifeways of monkeys and apes.

365. Evolutionary Medicine. (3h) An explicitly evolutionary approach to complex relationships between human evolutionary adaptations and health problems related to modern behavior and culture. P—ANT 111, 113, or 114, or permission of instructor.

366. Human Evolution. (3h) The paleontological evidence for early human evolution, with an emphasis on the first 5 million years of bio-cultural evolution. P—ANT 113 or 202, or permission of instructor. (Also listed as Biology 366.)

368. Human Osteology. (3h) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications.

370. Old World Prehistory. (3h) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—ANT 112 or 201, or permission of instructor.

373. Southwestern Archeology. (1.5h) Prehistoric cultural development of the Mogollon, Hohokam, Anasazi, and associated groups. Topics include environment, early peopling of the Southwest, ceramic and architectural traditions, origins of agriculture, rise of social complexity, and abandonment.

374. Prehistory of North America. (3h) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—ANT 112 or 201, or permission of instructor.

376. Archeology of the Southeastern United States. (1.5h) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—ANT 101 or 111 or 112 or 113 or 114.

377. People and Cultures of the Southwest. (1.5h) Survey of the major Native American cultures with emphasis on their history, contemporary ecology, economics, social, political, and religious organizations, artistic expression, and interaction and shared histories with Hispanic, Anglo, and other ethnic groups.

378. Conservation Archeology. (1.5h) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.

380. Anthropological Statistics. (3h) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, or Mathematics 109.) (QR)

381, 382. Archeological Research. (3h,3h) The recovery of anthropological data through archeological fieldwork. Students will learn archeological survey, mapping, excavation, recording techniques and artifact and ecofact recovery and analysis. P—ANT 101 or 111 or 112 or 113 or 114, and permission of instructor.

383, 384. Field Research in Cultural Anthropology. (3h,3h) Training in techniques for the study of foreign cultures, carried out in the field. P—ANT 101 or 111 or 112 or 113 or 114, and permission of instructor.

385, 386. Special Problems Seminar. (3h,3h) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest.

387. Ethnographic Research Methods. (3h) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Laboratory experience and data analysis. P—ANT 111 or 114 or 203.

390. Student-Faculty Seminar. (3h) A review of contemporary problems in the fields of archeology, and biological and cultural anthropology. P—ANT 112, 113 and 114, or permission of instructor. Senior standing recommended.

398, 399. Individual Study. (1h, 1.5h, 2h, or 3h) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—Permission of instructor.

Art (ART)

Wake Forest Professor Margaret S. Smith, Chair
Charlotte C. Weber Professor of Art David M. Lubin
Reynolds Professor Terisio Pignatti (Venice)
Professors Robert Knott, Wake Forest Professor Margaret S. Smith, Harry B. Titus Jr.
Associate Professors McCulloch Family Fellow Bernadine Barnes, David L. Faber,
Z. Smith Reynolds Foundation Fellow David Finn, Page H. Laughlin,
Assistant Professor John R. Pickel
Instructor Alix Hitchcock
Adjunct Instructor David C. Hart Jr.
Lecturers Brian Allen (London), Maria A. Chiari (Venice),
Beatrice Ottersböck (Vienna), Katie Scott (London)
Gallery Director Victor Faccinto

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

The department offers two majors, art history and studio art, each requiring thirty hours, with a maximum of thirty-six hours. A minor in either studio art or art history requires fifteen hours. Students may major in one field and minor in another within a limit of forty-two hours.

For the art history major twenty-four hours are to be in art history and six hours in studio art. The required art history courses include one course in Ancient, Classical or Medieval art; one course in Renaissance, Baroque, or Eighteenth Century art; one course in Modern painting, architecture, photography, or film; Art 290; one art history seminar; and electives. Art history majors are encouraged to take Art 103 and a course in non-western art. An art history minor requires twelve hours in art history and three hours in studio art.

For the studio art major twenty-four hours are to be in studio art and six hours in art history. The required studio art courses include four entry level courses—one in three-dimensional art and three selected from the five two-dimensional areas; two second level courses in different areas; a third semester in a studio art concentration; and electives in studio art. A minor in studio art requires twelve hours in studio art and three hours in art history.

Any student interested in majoring or minoring in art should consult the chair of the department.

Students with a special interest in multimedia development may wish to consider a program of study that combines digital art and computer science. Advisers in either the art or computer science departments can provide further information on coordinating an art major with a computer science minor, or vice versa.

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

The department will accept only three courses from a non-Wake Forest program for credit toward the major. Of these three courses, only two may be in the same area of concentration. For instance, an art major may take up to two art history courses and one studio course or two studio art courses and one art history course at a non-Wake Forest program. All studio courses taken abroad will be assigned Art 210.

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

Art History

103. History of Western Art. (3h) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. Satisfies the Division III requirement.

104. Topics in World Art. (3h) An examination of the visual arts in selected world cultures, with discussions of technique, style, methodology, and terms. Topics may include one or more of the following: the arts of China, Japan, India, Africa, Islamic cultures, or the indigenous cultures of the Americas. Satisfies the Division III requirement.

105. The History of World Architecture. (3h) Selected topics emphasizing the planning, siting, design, construction, patronage and historical impact of architectural monuments from a variety of cultures. Satisfies the Division III requirement.

231. American Visual Arts. (3h) American art and culture from the Colonial period to 1900 in terms of changing aesthetic standards, social, and historical developments. Includes fine arts, folk arts, material culture, and mass media. Satisfies the Division III requirement.

- 232. African American Art.** (3h) African-American art from the eighteenth century to the present, with attention to the social and historical context of the works and the artist. Satisfies the Division III requirement.
- 233. American Architecture.** (3h) A discussion-based course examining American architecture from 1650 to the present. *Offered in fall semester, odd years.* Satisfies the Division III requirement.
- 241. Ancient Art.** (3h) A survey of architecture, painting, and sculpture from ca. 3000 BCE through the late Roman period. Satisfies the Division III requirement.
- 244. Greek Art.** (3h) A survey of architecture, painting, and sculpture from ca. 800 BCE through the Hellenistic period. Satisfies the Division III requirement.
- 245. Roman Art.** (3h) A survey of Etruscan and Roman architecture, painting, and sculpture. Satisfies the Division III requirement.
- 251. Women and Art.** (3h) A historical examination of the changing image of women in art and the role of women artists. Satisfies the Division III requirement.
- 252. Romanesque Art.** (3h) Art and architecture from the Carolingian Renaissance through the twelfth century. Satisfies the Division III requirement.
- 253. The Gothic Cathedral.** (3h) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them. Satisfies the Division III requirement.
- 254. Luxury Arts in the Middle Ages.** (3h) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course. Satisfies the Division III requirement.
- 258. The History of Prints.** (3h) A survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention will be given to the function of prints in society. Student research will focus on prints in the University Print Collection. Satisfies the Division III requirement.
- 259. The History of Photography.** (3h) A historical and critical survey of photography from its invention in 1826 to the present. Special attention to the medium's cultural and artistic reception. Satisfies the Division III requirement.
- 260. Classics of the Sound Cinema.** (3h) Selected masterpieces of world cinema (1930-1960). Particular emphasis is placed on developing skills for viewing films as a form of visual art. Satisfies the Division III requirement.
- 267. Early Italian Renaissance Art.** (3h) The development of art and architecture in Italy in the fourteenth and fifteenth centuries. Special attention will be given to the works of Giotto, Donatello, Botticelli, and Leonardo da Vinci. Satisfies the Division III requirement.
- 268. High Renaissance and Mannerist Art.** (3h) The development of art and architecture in the sixteenth century in Rome, Florence, Venice and other cities. Among the artists studied are Michelangelo, Raphael, and Titian. Satisfies the Division III requirement.
- 270. Northern Renaissance Art.** (3h) A survey of painting, sculpture, and printmaking in Northern Europe from the mid-fourteenth century through the sixteenth century. Satisfies the Division III requirement.

272. Baroque Art. (3h) A discussion-based survey of major art, artists, and cultural issues in seventeenth-century Europe. Satisfies the Division III requirement.

275. History of Landscape Architecture. (3h) A survey of garden and landscape design from the Roman period through the twentieth century. Satisfies the Division III requirement.

281. Nineteenth Century Art. (3h) A survey of European and American art from the French Revolution to 1900, emphasizing the major movements from Romanticism to Impressionism and Post-Impressionism. Satisfies the Division III requirement.

282. Twentieth Century Art. (3h) A survey of European and American painting and sculpture from 1900 to the present. Satisfies the Division III requirement.

283. Impressionism. (3h) A study of Impressionism and Post-Impressionism with an emphasis on stylistic innovations and the social and cultural context in which they were produced. Satisfies the Division III requirement.

284. Contemporary American Art. (3h) An intensive study of American painting and sculpture from 1950 to the present. Satisfies the Division III requirement.

288. Modern Architecture. (3h) A survey of European and American architecture from 1900 to the present. *Offered in fall semester; even years.* Satisfies the Division III requirement.

290. Issues in Art History. (3h) A discussion-based course focusing on critical theory and methods employed by art historians working today as well as by some of the founding figures of the discipline.

296. Art History Seminar. (1.5h,3h) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. *Ancient Art*

b. *Medieval Art*

c. *Renaissance Art*

d. *Baroque Art*

e. *Modern Art*

f. *Contemporary Art*

g. *American Art*

h. *Modern Architecture*

i. *American Architecture*

j. *Art and Popular Culture*

k. *Film*

l. *Architecture and Urbanism*

m. *Museums*

n. *Special Topics*

Studio Art*

110. Topics in Studio Art. (3h) Used to designate studio art courses in Wake Forest summer school. May be repeated. Satisfies the Division III requirement. Studio art courses are determined by individual instructors in the following areas:

a. *Drawing*

b. *Painting*

c. *Printmaking*

d. *Sculpture*

e. *Photography*

f. *Digital Art*

g. *Special Topics*

*Prerequisites may be waived with permission of instructor.

111. Introduction to Studio Art Fundamentals. (3h) Students are introduced to basic elements of two-dimensional and three-dimensional fine art through hands-on experimentation and critical thinking. Six class hours per week. Satisfies the Division III requirement.

112. Introduction to Painting. (3h) An introduction to the fundamentals of the contemporary practice of oil painting. No prior painting experience required, although prior studio art experience is recommended. Satisfies the Division III requirement.

114. Digital Art I. (3h) An introduction to computer generated art techniques and concepts. Emphasis placed on individual progression through group critique. A working knowledge of the Windows operating system required. Satisfies the Division III requirement.

115. Introduction to Sculpture. (3h) An introduction to basic sculptural styles and multimedia, with emphasis on contemporary concepts. Satisfies the Division III requirement.

117. Introduction to Printmaking. (3h) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. Satisfies the Division III requirement.

118. Introduction to Drawing. (3h) Drawing fundamentals emphasizing composition, value, line, and form. Prior studio experience or Art 111 recommended. Satisfies the Division III requirement.

119. Photography and Digital Imaging I. (3h) An introduction to photography as a creative medium, including camera and darkroom techniques, with an introduction to digital imaging. Emphasis placed on individual progression through group critique. Student must provide manual 35 mm SLR camera. Please see <http://www.wfu.edu/~jrpickel/camerarec/rec.html> for information on cameras. Satisfies the Division III requirement.

210. Topics in Studio Art. (3h) Used to designate studio art courses taken abroad. May be repeated. Studio art courses are determined by individual instructors in the following areas:

a. *Drawing*

c. *Printmaking*

e. *Photography*

g. *Special Topics*

b. *Painting*

d. *Sculpture*

f. *Digital Art*

211. Intermediate Drawing. (3h) Continuation of Art 118, with emphasis on idea development in realistic and abstract styles. P—ART 111, 118, 218 or permission of instructor.

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

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

214. Digital Art II. (3h) An intermediate level digital art course as a continuation of Art 114, with emphasis on critical and technical development. P—ART 114. *Offered in fall semester only.*

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

- 216. Sculpture Fabrication.** (3h) Fabrication of small scale sculpture using wood, fabric, and metal. Projects stress craftsmanship and imagination. P—ART 115 or permission of instructor. *Offered in spring semester, odd years.*
- 217. Intermediate Printmaking.** (3h) Continuation of Art 117, with emphasis on idea development. P—ART 117. May be repeated.
- 218. Figure Drawing.** (3h) An introduction to drawing the nude model using a variety of media and approaches. May be repeated once. P—Any 100 level course or permission of instructor
- 219. Photography and Digital Imaging II.** (3h) An intermediate level photography course as a continuation of Art 119, with emphasis on critical and technical development in both traditional photography and digital imaging. P—ART 119. *Offered in spring semester only.*
- 221. Advanced Drawing.** (3) A course of individual study with faculty guidance. May be repeated. P—ART 211.
- 222. Advanced Painting.** (3) A course of individual study with faculty guidance focused on developing a body of work for exhibition. Will cover various aspects of professional practice including artist statements and proposals, and portfolio development. May be repeated. P—ART 212. *Offered in spring semester only.*
- 224. Digital Art III.** (3h) An advanced course of individual study with faculty guidance and group critique. P—ART 214.
- 225. Bodies and Objects.** (3h) This course will explore the social and psychological ramifications of making objects based on the body through casting and other techniques. P—ART 115 or permission of instructor. *Offered in fall semester, odd years.*
- 226. Sculpture Installation.** (3h) Exercises to develop an understanding of material, process, and audience as they relate to contemporary sculpture. The major projects for the course are an installation and a design project. P—ART 115 or permission of instructor. *Offered in spring semester, even years.*
- 227. Advanced Printmaking.** (3h) A course of individual study with faculty guidance. May be repeated. P—ART 217.
- 229. Photography and Digital Imaging III.** (3h) An advanced course of individual study with faculty guidance and group critique. P—ART 219. *Offered in spring semester only.*
- 290S. Printmaking Workshop.** (3h) A workshop course exploring relief, intaglio, lithography, and monotype techniques, open to students at any skill level. *Offered in the summer.*
- 295. Studio Seminar.** (1.5h,3h) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

Other Art Courses

- 291. Individual Study.** (3h) A course of independent study with faculty guidance.
- 292. Individual Study.** (3h) A course of independent study with faculty guidance.
- 293. Practicum.** (3h) Internships in local cultural organizations, to be arranged and approved in advance by the art department. *Pass/fail.*

299. International Studies in Art. (3h) Offered by art department faculty in locations outside of the United States, on specific topics in art history or studio art. *Offered in the summer.*

2320. English Art, Hogarth to the Present. (3h) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

2693. Venetian Renaissance Art. (3h) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

2712. Studies in French Art. (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

2767. Austrian Art and Architecture. (3) A study of the development of Austrian art and architecture and its relationship to European periods and styles. Includes visits to sites and museums. *Offered in Vienna.*

Asian Studies (ASI)

(Interdisciplinary Minor)

Professor of Political Science Charles H. Kennedy, Coordinator

The minor in Asian Studies provides an opportunity for students to undertake a multidisciplinary study of the history, politics, and culture of Asia. It consists of a total of eighteen hours. Candidates for the minor are required to take at least one course from three of the four curriculum groupings noted below. (See course descriptions under appropriate course listings.) Nine or more of the hours towards the minor must focus on a geographic area—South Asia, Japan, or China.

Appropriate credit in various fields of Asian Studies also may be obtained by study abroad in programs approved by the coordinator. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated adviser to discuss their interests and structure a coherent course of study. Courses may be chosen from among the following list.

311. Special Topics in Asian Studies. (1-3h) An intensive survey of one or more important issues in Asian Studies not included in the regular course offerings. P—Permission of instructor.

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

Group One: Humanities

- | | |
|------------|--|
| Humanities | 170. Understanding Japan. (3h) |
| | 219. Introduction to Japanese Literature. (3h) |
| | 221. Introduction to Chinese Literature. (3h) |
| | 251. The Asian American Experience: Literature and Narrative. (3h) |
| | 347. Women Writers in Japanese Culture. (3h) |
| | 350. Modern Chinese Literature. (3h) |

Group Two: Art, Philosophy, and Religion

- Art 104. Topics in World Art (when focus is Asia). (3h)
- Philosophy 253. Main Streams of Chinese Philosophy and Religion. (3h)
- Religion 361. The Buddhist World of Thought and Practice. (3h)
362. Islam. (3h)
363. The Religions of Japan. (3h)
381. Zen Buddhism. (3h)
382. Religion and Culture in China. (3h)

Group Three: Social Sciences

- American Ethnic
Studies 240. Asian-American Legacy: A Social History of Community
Adaptation. (3h)
- Communication 351. Comparative Communication. (when focus is Asian state) (1h,3h)
- International 210. Japanese and American Culture. (3h)
220. Forms of Orientalism. (3h)
- Political Science 246. Politics and Policies in South Asia. (3h)
247. Islam and Politics. (3h)
248. Government and Politics of China. (3h)
249. Government and Politics of Japan. (3h)
260. East Asian International Relations. (3h)

Group Four: History

343. Imperial China. (3h)
344. Modern China. (3h)
346. Japan before 1800. (3h)
347. Japan since World War II. (3h)
348. Japan since 1800. (3h)
- Chinese Lang.
& Liter. 111, 112. Elementary Chinese. (4h,4h)
153. Intermediate Chinese. (4h)
199. Individual Study. (1-3h)
211. Wen-xue: Introduction to Literature Written in Chinese. (3h)
212. Wen-xue: Advanced Literature Written in Chinese. (3h)
- Japanese Lang.
& Liter. 111, 112. Elementary Japanese. (4h,4h)
153. Intermediate Japanese. (4h)
199. Individual Study. (1-3h)
211. Bungaku: Introduction to Literature Written in Modern
Japanese. (3h)
220. Advanced Conversation. (3h)
230. Advanced Japanese I. (3h)
231. Advanced Japanese II. (3h)

Biology (BIO)

Herman E. Eure, Chair
Charles H. Babcock Chair of Botany William K. Smith
Charles M. Allen Professor of Biology Gerald W. Esch
Wake Forest Professor Raymond E. Kuhn
Professors Carole L. Browne, Robert A. Browne, William E. Conner, James F. Curran,
Ronald V. Dimock Jr., Herman E. Eure, Hugo C. Lane, Wayne L. Silver, Peter D. Weigl
Associate Professors David J. Anderson,
Z. Smith Reynolds Foundation Fellow Kathleen A. Kron,
Gloria K. Muday, Brian W. Tague
Assistant Professors Miriam A. Ashley-Ross, Miles R. Silman,
Z. Smith Reynolds Foundation Fellow Clifford W. Zeyl
Adjunct Professors J. Whitfield Gibbons, Terry C. Hazen
Visiting Assistant Professors Stephan G. Bullard, Leslie D. Clifford, Pat C. W. Lord
Lecturer A. Daniel Johnson

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

Students pursuing the bachelor of arts degree are required to take Biology 112, 113, and 214 and at least three 300 level four-hour biology courses. Co-requirements for the BA degree include the following laboratory courses: Chemistry 109 or 111, and 122 and one additional course in mathematics or physical science.

Students pursuing the bachelor of science degree are required to take Biology 112, 113, 214, a research experience (such as Bio 391 or an equivalent program approved by the major adviser) and at least three 300 level four-hour biology courses. Co-requirements for the BS degree include the following laboratory courses: Chemistry 109 or 111, 122 and 120 or 223, Physics 113, 114 and one additional course in mathematics or physical sciences at the 200 level or above.

The requirements for both the BA and BS degree programs are a minimum of thirty-three hours in biology. A minimum grade point average of 2.0 on biology courses taken at Wake Forest University is required for graduation with a major in biology.

A minor in biology requires sixteen hours. Courses taken pass/fail cannot count toward a minor. A minimum overall grade point average of 2.0 must be earned on all Wake Forest University biology courses taken to complete a minor.

Prospective majors are strongly urged to select either Biology 112 or 113 as their first course in biology. Biology 214 is a more advanced course and should be taken after Biology 112 and 113. Most prospective majors also should take Chemistry 109 or 111 and 122 in their first year.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction “Honors in Biology,” a graduating student must have a minimum grade point average of 3.0 in all courses and a 3.3 in biology courses. In addition, the student must submit an honors paper describing his/her independent research project, written in the form of a scientific paper, which must be submitted to and approved by an advisory committee. Specific details regarding the honors program, including selecting an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental Undergraduate Studies Committee.

**Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy divisional requirements.*

101. Biology and the Human Condition. (4h) An introductory course that focuses on the relevance to society of recent breakthroughs in biology. Basic principles of biology will be covered, but the course will emphasize recent advances in biology placed in the context of their ethical, social, political, and economic implications. This non-majors course is intended for students with little or no previous experience in biology and does not count toward the major or minor in biology. Lab—three hours. No prerequisites.

111. Biological Principles. (4h) A study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. This course is intended for students with little or no previous experience in biology and does not count toward the major or minor in biology. Lab—three hours.

112. Comparative Physiology. (4h) An introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

113. Evolutionary and Ecological Biology. (4h) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites. (QR)

213. Genetics and Molecular Biology. (4h) An introduction to the principles and processes of heredity, information flow and gene function. Topics covered include Mendelian genetics, molecular genetics, and the origin of genetic variation. Lab—three hours. No prerequisites.

214. Cellular Biology. (4h) An introduction to the principles and processes of cellular biology and their impact on organismal function. Topics will include molecular organization of cellular structures, regulations of cellular functions, bioenergetics, and metabolism. The course will also introduce cancer, immunology, and developmental biology. Lab—three hours. P—BIO 112 and Chemistry 109 or 111.

216. Biodiversity. (4h) An introductory course that traces the history of life on earth and looks at its diversification in an evolutionary and ecological context. Lectures cover the mechanisms of biological diversification and surveys life on earth. Labs introduce students to the broad diversity of life through exercises with living organisms. Lab—three hours. No prerequisites.

237. Plants and People. (3h) A course that explores various associations between plants and people, their interrelationships, medical as well as ethical, and the impact of these interrelationships on various contemporary societies.

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

307. Biophysics. (3h) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods will be emphasized. P—BIO 112 and 214, Physics 113, 114, or permission of instructor.

311. Genetics. (3h) A lecture course on the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered topics include mechanisms of genetic change, the genetics of development, and population genetics. Students may not receive credit for both Biology 311 and Biology 312. P—BIO 112, 113, and 214.

312. Genetics. (4h) A lecture and lab course on the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered topics include mechanisms of genetic change, the genetics of development, and population genetics. The lab will include projects involving classical and current techniques of genetic investigation. Students may not receive credit for both Biology 311 and Biology 312. Lab—three hours. P—BIO 112, 113, and 214.

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

315. Population Genetics. (3h) A study of the amount of distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. The lecture will present both an introduction to theoretical studies, and discussion of molecular and phenotypic variation in natural populations. P—BIO 113. (QR)

320. Comparative Anatomy. (4h) A study of the vertebrate body from an evolutionary, functional, and developmental perspective. Laboratories emphasize structure and function, primarily through the dissection of representative vertebrates. Lab—three hours. P—BIO 112 and 113.

321. Parasitology. (4h) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—BIO 112 and 113.

322. Biomechanics. (4h) An analysis of the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems. Lab—three hours. P—BIO 112.

323. Animal Behavior. (4h) A survey of laboratory and field research on animal behavior. Lab—three hours. P—BIO 112 and 113.

326. Microbiology. (4h) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Covered special topics include microbial ecology, industrial microbiology, and medical microbiology. The lab emphasizes microbial diversity through characterizations of isolates from nature. P—BIO 113 and 214.

331. Invertebrates. (4h) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—BIO 112 and 113.

333. Vertebrates. (4h) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours. P—BIO 112 and 113.

335. Insect Biology. (4h) A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—BIO 112 and 113.

335S. Insect Biology. (4h) A five-week course taught during the summer at the Archbold Biological Station in Central Florida. A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Fieldtrips include Lake Okeechobee and the Big Cypress Swamp. P—Permission of instructor.

338. Plant Systematics. (4h) A study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis.

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

340. Ecology. (4h) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—BIO 112 and 113. (QR)

341. Marine Biology. (4h) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—BIO 112 and 113.

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

343. Tropical Ecology. (3h) An exploration of the ecology, biodiversity, history, and future of tropical ecosystems. Lectures emphasize ecological principles and rely heavily on the primary literature. P—BIO 112 and 113. An upper-level ecology course is recommended.

345. Neurobiology. (3h) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. P—BIO 112 and 214.

346. Neurobiology. (4h) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. The laboratory will emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—BIO 112 and 214.

347. Physiological Plant Ecology. (3h) A course designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. P—BIO 112 and 113.

348. Physiological Plant Ecology. (4h) A course designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rainforests. The laboratory will introduce students to a broad array of field instrumentation. P—BIO 112 and 113.

349S. Tropical Biodiversity. (4h) An intensive field course in tropical biodiversity. Students will travel to major tropical biomes, including deserts, glaciated peaks and rain forests. Lectures emphasize the basic ecological principles important in each ecosystem; laboratories consist of student-designed field projects. Course location varies yearly. P—BIO 112 and 113 and permission of instructor. *Summer only.*

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

351. Vertebrate Physiology. (4h) A lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. P—BIO 112 and 214.

354. Vertebrate Endocrinology. (3h) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—BIO 112 and 214.

355. Avian Biology. (4h) A lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—three hours. P—BIO 112 and 113.

360. Development. (4h) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—BIO 112 and 214.

- 361. Microbial Pathogenesis.** (3h) This course explores the molecular mechanisms by which microorganisms attack hosts, how hosts defend against pathogens, and how these interactions cause disease. P—BIO 112, 214, and permission of instructor.
- 362. Immunology.** (3h) A study of the components and protective mechanisms of the immune system. P—BIO 112 and 214.
- 363. Sensory Biology.** (3h) A lecture course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both Biology 363 and 364. P—BIO 112 and 214.
- 364. Sensory Biology.** (4h) A lecture and laboratory course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both Biology 363 and 364. P—BIO 112 and 214.
- 365. Biology of the Cell.** (4h) A lecture and laboratory course on classic experiments and recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the targeting of macromolecules, cell-cell communication, and the control of cell division. The text for this course consists of papers that have led to the Nobel Prize in Physiology and Medicine and more current work using biological tools. The laboratory introduces basic techniques in cell biology and leads to an independent project. Lab—three hours. P—BIO 112 and 214.
- 366. Human Evolution.** (3h) Investigation of primate and human evolution, both in anatomy and in behavior. P—BIO 112 and 113, or permission of instructor. (Also listed as Anthropology 366.)
- 367. Virology.** (3h) A course designed to introduce students to viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. P—BIO 112 and 214.
- 368. The Cell Biological Basis of Disease.** (3h) This course examines some of the defects in basic cellular mechanisms that are responsible for many diseases. P—BIO 112 and 214.
- 369. The Cell Biological Basis of Disease.** (4h) This course examines some of the defects in basic cellular mechanisms that are responsible for many diseases. The laboratory will use advanced microscopic and histological techniques to investigate basic properties of cells. P—BIO 112 and 214.
- 370. Biochemistry.** (3h) A lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics will include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, and regulation of metabolic pathways. P—BIO 112, 214 and Chemistry 223.
- 371. Biochemistry Laboratory.** (1h) The laboratory emphasizes approaches to isolation and analysis of both proteins and nucleic acids. Lab—three hours. P—BIO 112, 214 and Chemistry 223. This course, paired with Biology 370, may be used as one of the three 300-level four-hour courses required for the major.

- 372. Molecular Biology.** (4h) An analysis of the molecular mechanisms by which stored genetic information directs cellular development. Emphasis is placed on storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. The laboratory focuses on modern techniques of recombinant DNA analysis. Lab—three hours. P—BIO 112 and 214.
- 376. The Biology of Fishes.** (4h) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours. P—BIO 112 and 113.
- 377. Community Ecology.** (4h) An advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages: life-history, competition, predation, geology, climate, soils, and history. Lectures focus on ecological principles and theory. Lab includes local field trips and discussion of the primary literature. Several weekend field trips. Lab—three hours. P—BIO 112, 113, and 214. (QR)
- 379. Molecular Techniques in Evolution and Systematics.** (4h) A lecture and laboratory course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Laboratories focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analyses, gene amplification, PCR (polymerase chain reaction), direct and/or cycle sequencing, and RAPDs (randomly amplified polymorphic DNAs). Lab—three hours. P—BIO 113 and 214.
- 380. Biostatistics.** (3h) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. May count as biology or anthropology but not both; choice to be made at registration. (A student who receives credit for this course may not also receive credit for Anthropology 380, Business 201, or Mathematics 109.) (QR)
- 381. Biostatistics Laboratory.** (1h) Application of computer-based statistical software. This course may not be used to satisfy one of the three 300-level four-hour courses required for the major if paired with Biology 380. (QR if paired with 380)
- 385. Oceanography.** (3h) An introduction to geological, chemical, physical and biological oceanography taught at the Marine Biological Laboratory in Woods Hole, Mass. P—Admission to the Sea Semester program.
- 386. Practical Oceanography.** (4h) A two-part lecture/laboratory course offered at sea in which students observe and apply in the field the concepts and sampling techniques introduced in the shore component. This course is a part of the Sea Semester program taught at the Marine Biological Laboratory in Woods Hole, Mass. P—Admission to the Sea Semester program.
- 391, 392. Research in Biology.** (2h,2h) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/fail or for grade at discretion of the instructor.* P—Permission of instructor.

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

393, 394. Research in Biology. (2h,2h) Courses designed for students who wish to continue research projects beyond Biology 391 and 392. *Pass/fail option.* Not to be counted toward major.* P—Permission of instructor.

395S. Marine Models in Biological Research. (5h) An eight-week course that is taught at the Marine Biology Laboratory in Woods Hole, Mass. Students attend lectures and seminars in areas of cell and developmental biology and marine ecology. Each student is guided in a research project selected from the area of expertise of participating faculty and which takes advantage of the special facilities of the MBL, such as confocal microscopy and intracellular Ca⁺⁺ imaging.

396. Biomedical Ethics. (3h) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research and current controversies in health care and medical practice. P—BIO 112 and 214.

Chemistry (CHM)

Bradley T. Jones, Chair

Wake Forest Professors Willie L. Hinze, Mark E. Welker

Professors Bradley T. Jones, Dilip K. Kondepudi, Gordon A. Melson,

Ronald E. Nofle, Robert L. Swofford

Associate Professors Z. Smith Reynolds Faculty Fellow S. Bruce King, Abdessadek

Lachgar, Richard A. Manderville

Assistant Professors Rebecca W. Alexander, Ulrich Bierbach,

Christa L. Colyer, Paul B. Jones

Senior Lecturer Angela Glisan King

Visiting Assistant Professors Nanette A. Stevens, Catherine Owens Welder

The department offers programs leading to the BA and BS degrees in chemistry. The BS degree is certified by the American Chemical Society.

The bachelor of arts degree in chemistry requires twenty-eight (or 28.5) hours in chemistry and must include the following courses: 111 (or 109), 111L, 122, 122L, 223, 223L, 230, 260, 341, 341L, 342 (or 344), 342L, and 361, 361L; Mathematics 111, 112; and Physics 113, 114.

The bachelor of science degree in chemistry requires 37.5 (or 38) hours in chemistry and must include the following courses: 111 (or 109), 111L, 122, 122L, 223, 223L, 230, 260, 334, 334L, 341, 341L, 344, 342L, either 351 or 356/357, 361, 361L, 381, 382, 383, either 391 or 392; Mathematics 111 and 112 and either 113 or 301; and Physics 113, 114.

A minor in chemistry requires nineteen hours in chemistry and must include at least one of the following: 334; 341 and 341L; 351; 356/357; or 361. The department will not accept courses taken pass/fail to count toward the minor.

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

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only (even those courses not required for the major). Majors are also required to complete on a letter-grade basis the required physics and mathematics courses.

A minimum grade point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum grade point average of 2.0 in their chemistry courses numbered 200 or above.

Qualified BS majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum grade point average in chemistry courses of 3.3 and a minimum overall grade point average of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

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

First Year: Chem. 111 or (109), 111L, 122, 122L, Math. 111, 112

Sophomore: Chem. 223, 223L, 230, 260, Physics 113, 114

Junior: Chem. 341, 341L, 342, 342L

Senior: Chem. 361, 361L

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

First Year: Chem. 111 (or 109), 111L, 122, 122L, Math. 111, 112

Sophomore: Chem. 223, 223L, 230, 260, Physics 113, 114, Math 113 (or 301)

Junior: Chem. 341, 341L, 344, 342L, 381, 382, 383, 391 (or 392), Math 113 (or 301)

Senior: Chem. 334, 334L, 361, 361L, 381, 382, 300-level elective

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

The department will accept transfer courses completed by incoming transfer students provided that those courses were taken only at four-year colleges and universities that offer a major in chemistry. These courses must be equivalent in content and level to courses offered at Wake Forest University (as judged by a departmental curriculum committee). Courses taken in summer school elsewhere, or in Wake Forest University study abroad programs, must meet these same criteria and receive pre-approval. Advanced courses, 300-level and above, are typically not transferable. Students enrolled at Wake Forest may not take courses in chemistry at other institutions to satisfy divisional requirements.

108. Everyday Chemistry. (4h) Introduction to chemistry for non-science majors. Laboratory covers experimental aspects of topics discussed in lecture. Satisfies Division V requirement. A student may not receive credit for both Chemistry 108 and either Chemistry 109 or 111. Lab—three hours. (QR)

***109. Tutorial in General Chemistry.** (3.5h) Fundamental chemical principles. Intended for students with insufficient background in chemistry. A student may not receive credit for both Chemistry 109 and either Chemistry 108 or 111. Covers same material as Chemistry 111 but meets four times weekly. Admission by placement exam only. C—CHM 111L. (QR)

***111. College Chemistry.** (3h) Fundamental chemical principles. Admission by placement exam only. C—CHM 111L. (QR)

***111L. College Chemistry Lab.** (1h) Laboratory covers experimental aspects of basic concepts. Lab—three hours. C—CHM 111 or 109.

120. Physics and Chemistry of the Environment. (4h) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. P—CHM 109, 111 or Physics 113. (Also listed as Environmental Studies 225 and Physics 120.) (QR)

***122. Introduction to Organic Chemistry.** (3h) Principles and reactions of organic chemistry. P—CHM 111 or 109. C—CHM 122L.

***122L. Introduction to Organic Chemistry Lab.** (1h) Lab—four hours. P—CHM 111 or 109. C—CHM 122.

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

***223L. Organic Chemistry II Lab.** (1h) Lab—four hours. P—CHM 122. C—CHM 223L.

230. Analytical Biochemistry. (2h) Survey of laboratory methods used to determine the composition of biological samples. 7.5 weeks. Lab—four hours. P—CHM 223.

260. Introduction to Inorganic Chemistry. (2h) Introductory thermodynamics; descriptive inorganic and bio-inorganic chemistry. 7.5 weeks. Lab—four hours. P—CHM 230.

301, 302. Elective Research. (0h,0h) P—Permission of instructor. Summers only.

334. Chemical Analysis. (4h) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours (CHM 334L). C—CHM 341, 341L, or permission of instructor.

***341. Physical Chemistry I.** (3h) Fundamentals of equilibrium thermodynamics and electrochemistry, phenomenological kinetics, and introductory computational methods. P—Either CHM 116 or 260, Mathematics 111, Physics 113-114. C—CHM 341L, Mathematics 112, (Physics 113, with permission of instructor).

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

- *341L. Physical Chemistry I Lab.** (1h) Lab—four hours. P—Either CHM 116 or 260, Mathematics 111, Physics 113-114. C—CHM 341, Mathematics 112.
- *342. Physical Chemistry IIA.** (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P—CHM 341, Mathematics 111-112, Physics 113-114. C—CHM 342L, (Physics 114, with permission of instructor).
- *342L. Physical Chemistry IIA Lab.** (1h) Lab—four hours. P—CHM 341, Mathematics 111-112, Physics 113-114. C—CHM 342 or 344.
- *344. Physical Chemistry IIB.** (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—CHM 341, Mathematics 111-112 and 301 (or 113), Physics 113-114. C—CHM 342L, (Physics 114, with permission of instructor).
- 351. Special Topics in Biochemistry.** (3h) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action. P—CHM 223.
- 356, 357. Chemical Spectroscopy.** (1.5h, 1.5h) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis will vary. Seven-week courses. P—CHM 342 or 344, or permission of instructor.
- *361. Inorganic Chemistry.** (3h) Principles and reactions of inorganic chemistry. P—CHM 342 or 344. C—CHM 361L or permission of instructor.
- *361L. Inorganic Chemistry Lab.** (1h) Lab—four hours. P—CHM 342 or 344. C—CHM 361.
- 381, 382. Chemistry Seminar.** (0h, 0h) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.
- 383. Chemical Literature.** (1h) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—CHM 222.
- 391, 392. Undergraduate Research.** (1.5h, 1.5h) Undergraduate research. Lab—eight hours.

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

Classical Languages (CLA)

John L. Andronica, Chair

Professors John L. Andronica, Robert W. Ulery Jr.

Associate Professors Mary L. B. Pendergraft, James T. Powell

The Department of Classical Languages offers majors and minors in three areas: Greek, Latin, and classical studies.

A major in Greek requires twenty-four hours in the department beyond Greek 112. Twenty-one of these hours must be in Greek courses; Greek 225 is required. Also required is History 315.

A minor in Greek requires fifteen hours: Greek 153; two 200-level courses in Greek; Classics 275 or History 315; and one additional course in Greek (200-level), Latin, or classics.

A major in Latin requires twenty-four hours in the department beyond Latin 153. Eighteen of these hours must be in Latin courses; Latin 250 is required. Also required is History 316.

A minor in Latin requires fifteen hours: three 200-level courses in Latin; Classics 276 or History 316; and one additional course in Greek, Latin (200-level), or classics.

A major in classical studies requires thirty hours. A minimum of twenty-one hours must be taken in the department. The following are required:

- a. *One 200-level course in Greek or Latin (prerequisites to this course do not count toward the thirty required hours);*
- b. *Classics 275 and Classics 276;*
- c. *History 315 or History 316;*
- d. *At least one course from the following: Art 241 (Ancient Art); Art 244 (Greek Art); Art 245 (Roman Art); History 308 (Alexander the Great); Philosophy 232 (Ancient and Medieval Philosophy); Philosophy 331 (Plato); Philosophy 332 (Aristotle); Religion 314 (Ancient Israel and Her Neighbors). Other courses may be substituted by permission of the department.*

A minor in classical studies requires a minimum of eighteen hours in the department, of which no more than seven may be in Greek or Latin courses. Classics 275 or 276 is required.

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

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin,

Greek, or classics is required. For additional information, members of the departmental faculty should be consulted. (Refer to pages listing minimum college requirements.)

Greek

111, 112. Elementary Greek. (4h,4h) An introduction to the language; the courses provide a foundation for reading in the ancient authors.

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

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

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

221. Greek Readings. (1.5h or 3h) A course designed to meet individual needs and interests. P—Permission of instructor.

225. Advanced Grammar and Composition. (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Greek 153.

231. The Greek New Testament. (3h) Selections from the Greek New Testament. P—Greek 153.

241. Greek Tragedy. (3h) Close study of a selected tragedy or tragedies. This course includes consideration of the origin and history of Greek tragedy, with collateral reading of other tragedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

242. Greek Comedy. (3h) Close study of a selected comedy or comedies of Aristophanes. This course includes consideration of the origin and history of Greek comedy, with collateral reading of other comedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

291, 292. Honors in Greek. (1.5h,1.5h) Directed research for honors paper. P—Permission of the department.

Latin

111, 112. Elementary Latin. (3h,3h) An introduction to the language; the courses provide a foundation for reading in the ancient authors.

113. Intensive Elementary Latin. (4h) An introduction to the language; the course covers the material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

120. Reading Medieval Latin. (1.5h,3h) Introduction to post-classical Latin with readings in selected works from late antiquity and the middle ages. P—Latin 112 or equivalent.

153. Intermediate Latin. (4h) Review of grammar and selected introductory readings. P—Latin 112 or 113.

- 211. Introduction to Latin Poetry.** (3h) Readings from selected poets mainly of the late Republic and early Empire, with an introduction to literary criticism. P—Latin 153 or equivalent.
- 212. Introduction to Latin Prose.** (3h) Readings primarily from the works of Cicero, with attention to their artistry and historical context. P—Latin 153 or equivalent.
- 216. Roman Lyric Poetry.** (3h) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P—Latin 153 or equivalent.
- 218. Roman Epic Poetry.** (3h) Readings in the epics of Virgil and Ovid, with attention to their position in the epic tradition. P—Latin 153 or equivalent.
- 221. Roman Historians.** (3h) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography. P—Latin 153 or equivalent.
- 225. Roman Epistolography.** (3h) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid. P—Latin 153 or equivalent.
- 226. Roman Comedy.** (3h) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques. P—Latin 153 or equivalent.
- 231. Roman Elegy.** (3h) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. P—Latin 200-level or equivalent.
- 241. Roman Satire.** (3h) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire. P—Latin 200-level or equivalent.
- 243. Latin Readings.** (1.5h or 3h) A course designed to meet individual needs and interests. P—Permission of instructor.
- 250. Advanced Grammar and Composition.** (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Latin 153 or equivalent.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

- 260. Seminar in Latin Poetry.** (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.
- 280. Seminar in Latin Prose.** (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.
- 291, 292. Honors in Latin.** (1.5h, 1.5h) Directed research for honors paper. P—Permission of the department.

Classics

- 151. Ethics in Greece and Rome.** (1.5h) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is not required.
- 252. Women in Antiquity.** (3h) The course explores the place of women in Greek and Roman society through the study of a wide range of primary sources, literary and non-literary. A knowledge of the Greek and Latin languages is not required. (CD)
- 255. Classical Epic: Iliad, Odyssey, Aeneid.** (3h) A study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is not required.
- 259. Virgil and His English Legacy.** (3h) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (Also listed as English 319.)
- 261. Greek Myth.** (3h) A consideration, principally through close study of selected literary works, of Greek myth in its various forms, primary (archaic and classical periods) and secondary (Hellenistic and Roman); the course also will consider Greek myth's afterlife in the modern period. A knowledge of the Greek language is not required.
- 263. Greek Tragedy.** (3h) A study of the plays of Aeschylus, Sophocles, and Euripides. A knowledge of the Greek language is not required.
- 264. Greek and Roman Comedy.** (3h) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is not required.
- 275. The Age of Pericles.** (3h) A study of Greek culture in all its aspects during the fifth century. A knowledge of the Greek language is not required. (CD)
- 276. The Age of Augustus.** (3h) A study of Roman culture in all its aspects during the early Empire. A knowledge of the Latin language is not required. (CD)
- 279. Studies in Roman Biography.** (1.5h or 3h) A study in depth of a key figure of Roman history using the evidence of history, literature, numismatics, and epigraphy as well as art and archeology when appropriate. A knowledge of the Latin language is not required.
- 285. Interdisciplinary Seminar in the Greco-Roman World.** (3h) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also offered by the Department of Religion as Religion 285. Course may be repeated for credit.
- 288. Individual Study.** (1.5h or 3h)
- 291, 292. Honors in Classical Studies.** (1.5h, 1.5h) Directed research for honors paper. P—Permission of the department.

Communication (COM)

Randall Gage Rogan, Chair

University Distinguished Chair in Communication Ethics and

Professor of Communication Michael J. Hyde

Professors Michael David Hazen, Jill Jordan McMillan

Associate Professors John T. Llewellyn, Allan D. Louden, Ananda Mitra,

Randall Gage Rogan, Margaret D. Zulick

Assistant Professors Mary M. Dalton, Eric K. Watts

Visiting Assistant Professors Geoffrey Baym, Deepa Kumar, Claude Miller

Adjunct Assistant Professors Steven M. Giles, Dee Oseroff-Varnell

Instructor Ernest S. Jarrett

Adjunct Instructors Wayne R. Bills, Connie Chesner, Susan L. Faust, Denise Franklin,

Karen L. Oxendine

Debate Coach Ross K. Smith

A major in communication requires thirty hours, at least twelve of which must be at the 300-level. All majors are required to take courses 100, 110, 220 and 225 and should begin their study of communication with these courses. An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

A minor in communication requires eighteen hours, at least three of which must be at the 300-level, and shall include courses 100, 110, and 220 or 225. An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in communication. To be graduated with the designation “Honors in Communication,” students must pass the departmental honors courses (398 and 399), complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

Finally, no student may take more than a total of six hours in Communication 280, 281, 282, 283, 284, and 285 combined, and only three hours may count toward a major in communication.

100. Introduction to Communication and Rhetoric. (3h) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

102. Debate and Advocacy. (3h) The use of argumentative techniques in oral advocacy: research, speeches, and debate.

110. Public Speaking. (3h) A study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches.

113. Interpersonal Communication. (3h) An introduction to interpersonal communication theory, research and principles.

114. Group Communication. (3h) An introduction to the theory and practice of group interaction and decision-making. The course features lectures and discussions of theory and includes opportunities to participate in formal and informal group processes.

- 116. On-Camera Performance.** (3h) Designed to introduce students to the theory and practice of performing for the camera. This course covers basic method acting, newscasting, and other performance formats. (Also listed as Theatre 141.)
- 117. Writing for Public Relations and Advertising.** (1.5h,3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. P—Permission of instructor. (Also listed as Journalism 286.)
- 140. Information and Disinformation on the Internet.** (1.5h) An examination of information gathering practices on the Internet and World Wide Web. Students will develop and apply standards for evaluating information through analysis of Web sites dealing with important and controversial topics.
- 212. Introduction to Production and Theory.** (3h) An introduction to the theory and practice of media production, including critical and aesthetic theories, scriptwriting, producing, directing, photography, sound recording, editing, and standards of operation for the production facilities and equipment. This course is a prerequisite for 213, 214, 215 and 310.
- 213. Media Production: Documentary.** (3h) An introduction to the theory and practice of producing non-fiction works in film or video, including conventional documentary forms and autobiographical or experimental works. P—COM 212.
- 214. Media Production: Narrative.** (3h) An introduction to the theory and practice of producing narrative works in film and video. P—COM 212
- 215. Broadcast Journalism** (3h) An introduction to the theory and practice of broadcast journalism. Topics will include ethics, technology, and the media as industry, and projects will address writing, producing, and performing for radio and television. P—COM 212.
- 220. Empirical Research in Communication.** (3h) An introduction to methodological design and univariate statistics as used in communication research.
- 225. Historical/Critical Research in Communication.** (3h) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.
- 245. Introduction to Mass Communication.** (3h) A historical survey of mass media and an examination of major contemporary media issues.
- 246. Introduction to Film.** (3h) An introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, color, etc.
- 270. Special Seminar.** (1-3h) An examination of selected topics in communication.
- 280. Communication Internship I.** (1.5h) Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty adviser. *Pass/fail only.* P—Permission of instructor.
- 281. Communication Internship II.** (1.5h) Individual communication internships to be approved, supervised and evaluated by an appropriate faculty adviser. *Pass/fail only.* P—Permission of instructor.

- 282. Debate Practicum I.** (1.5h) Individual projects in debate to be approved, supervised and evaluated by an appropriate faculty adviser. *Pass/fail only.* P—Permission of instructor.
- 283. Debate Practicum II.** (1.5h) Individual projects in debate to be approved, supervised and evaluated by an appropriate faculty adviser. *Pass/fail only.* P—Permission of instructor.
- 284. Production Practicum I.** (1.5h) Individual projects in media production to be approved, supervised, and evaluated by an appropriate faculty adviser. *Pass/fail only.* P—Permission of instructor.
- 285. Production Practicum II.** (1.5h) Individual projects in media production to be approved, supervised, and evaluated by an appropriate faculty adviser. *Pass/fail only.* P—Permission of instructor.
- 286. Individual Study.** (1-3h) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.
- 300. Classical Rhetoric.** (3h) A study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. *Offered in alternate years.*
- 301. Semantics and Language in Communication.** (3h) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. (Also listed as Linguistics 301.)
- 302. Argumentation Theory.** (3h) An examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*
- 303S. Directing the Forensic Program.** (1.5h,3h) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*
- 304. Freedom of Speech.** (3h) An examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. *Offered in alternate years.*
- 305. Communication and Ethics.** (3h) A study of the role of communication in ethical controversies.
- 306. Seminar in Rhetorical Theory: Burke & Bakhtin.** (3h) Examines the language theories of Kenneth Burke and Mikhail Bakhtin in relation to contemporary rhetorical theory.
- 310. Advanced Media Production.** (3h) Students produce advanced projects in either film or video over which they assume significant creative control. P—COM 212 and at least one of 213, 214, or 215.
- 311. Film Theory and Criticism.** (3h) A study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—COM 246 or permission of instructor.
- 312. Film History to 1945.** (3h) A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.
- 313. Film History since 1945.** (3h) A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

- 314. Mass Communication Theory.** (3h) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. P—COM 245.
- 315. Communication and Technology.** (3h) An exploration of how communication technologies influence the social, political, and organizational practices of everyday life.
- 316. Screenwriting.** (3h) An introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of film genre on screenwriting, and the politics of nontraditional narrative structures. Students are expected to complete an original, feature-length screenplay.
- 317. Communication and Popular Culture.** (3h) Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts.
- 330. Communication and Conflict.** (3h) A review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.
- 335. Survey of Organizational Communication.** (3h) An overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.
- 336. Organizational Rhetoric.** (3h) Explores the persuasive nature of organizational messages—those exchanged between organizational members and those presented in behalf of the organization as a whole. *Offered in alternate years.*
- 337. Rhetoric of Institutions.** (3h) A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. *Offered in alternate years.*
- 338. The Art of 20th Century African-American Rhetoric.** (3h) This course explores how African-Americans have invented a public voice in the 20th century. The course focuses on how artistic cultural expression, in particular, has shaped black public speech.
- 343. Presidential Rhetoric.** (3h) Examines theory and practice of speechmaking and mediated presidential communication.
- 340. American Rhetorical Movements to 1900.** (3h) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents with emphasis on antislavery and women's rights.
- 341. American Rhetorical Movements since 1900.** (3h) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.
- 342. Political Communication.** (3h) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.
- 350. Intercultural Communication.** (3h) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. *Offered in alternate years.* (CD)

351. Comparative Communication. (1.5h,3h) A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. (Also listed as Linguistics 351.) (CD)

351A Japan (CD)

351B Russia (CD)

351C Great Britain (CD)

351D Multiple Countries (CD)

351E China (CD)

352. Interpersonal Seminar. (3h) Advanced study of theories and research in one or more of the specialized concentrations of interpersonal communications.

353. Persuasion. (3h) An examination of theories and research concerning the process of social influence in contemporary society.

354. International Communication. (3h) An in-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems.

355. Health Communication. (3h) An examination of theories, research, and processes of health communication in contemporary society.

370. Special Topics. (1-3h) An examination of topics not covered in the regular curriculum.

380. Great Teachers. (1h,1.5h,3h) An intensive study of the ideas of three noted scholars and teachers in the field of communication. Students will interact with each teacher during a two- to three-day visit to Wake Forest.

398. Honors in Communication I. (1.5h) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department. *Fall semester only.*

399. Honors in Communication II. (1.5h) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department. *Spring semester only.*

Computer Science (CSC)

Jennifer J. Burg, Chair

Reynolds Professor Robert J. Plemmons

Associate Professors Jennifer J. Burg, Daniel Cañas, David J. John,

Stan J. Thomas, Dana Faculty Fellow Todd C. Torgersen

Assistant Professors Errin W. Fulp, Yaorong Ge, Paul Hemler

Lecturer in Digital Media Yue-Ling Wong

Visiting Associate Professor Donna J. Williams

A major in computer science requires thirty-seven hours in computer science and four courses in mathematics. The courses in computer science must include 111, 112, 211, 221, 222, 231, and 241. The required courses in mathematics are 111, 112, 117, and 121 or 302. Either Mathematics 256 or 357 is also recommended for students considering graduate work in computer science. All students anticipating a major in computer science are encouraged to take Computer Science 111 and the appropriate mathematics courses during their first year of college. Potential majors should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four computer science courses of at least three hours each and numbered higher than 101; Mathematics 117; and an additional three hours in mathematics other than Mathematics 105.

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

Students with a special interest in multimedia development may wish to consider a program of study that combines computer science and digital art. Advisers in either the computer science or the art department can provide further information on coordinating a computer science major with an art minor, or vice versa.

Highly qualified majors are invited by the department to apply for admission to the honors program. To be graduated with the designation “Honors in Computer Science,” students must satisfactorily complete a senior research paper and have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

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

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

111. Introduction to Computer Science. (4h) Lecture and laboratory. A rigorous introduction to the process of algorithmic problem solving and programming in a modern programming language. Recommended as the first course for most computer science majors. Lab—two hours.

- 112. Fundamentals of Computer Science.** (4h) Lecture and laboratory. Problem solving and program construction using top-down design, data abstraction, and object-oriented programming. Linear data structures, recursion, and software development tools are introduced. Lab—two hours. P—CSC 111 or permission of instructor.
- 165. Problem Solving Seminar.** (1h, P/F) A weekly seminar designed for students to develop their problem solving skills designing and implementing software. Does not count towards the computer science major or minor. May be taken twice. P—CSC 112. *Pass/Fail*.
- 191. Special Topics.** (1, 2 or 3h) Topics in computer science that are not covered in regular courses or that give special practice in skills used in other courses. Not to be counted toward the major or minor in computer science. May be taken more than once if the topic changes.
- 211. Computer Organization.** (4h) Lecture and laboratory. Computer organization from the perspective of instructions, including the central processor, busses, input and output units, and memory units. A weekly two-hour laboratory covers combinational logic, loaders and linkers, assembly language, address computation, and other architecture related functions. Lab—two hours. P—CSC 112 and Mathematics 117.
- 221. Data Structures.** (3h) Study, analysis, and implementation of abstract data structures such as stacks, queues, trees, and graphs. Complexity analysis of algorithms that operate upon these structures. P—CSC 112. C—Mathematics 117.
- 222. Data Structures and Algorithms II.** (3h) A continuation of the study, analysis, and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in Computer Science 221 and complexity classes are introduced. P—CSC 221 and Mathematics 111. (QR)
- 231. Programming Languages.** (4h) Lecture and laboratory. A comparative study of programming language paradigms, including imperative languages, functional programming, logic programming, and object-oriented programming. Syntax, semantics, parsing, grammars, and issues in language design are covered. Lab—two hours. P—CSC 112 and Mathematics 117.
- 241. Computer Systems.** (3h) Introduction to concepts of operating systems and networks including processor and memory management, concurrency, and protocol independent data communications. P—CSC 211 and 221.
- 311. Computer Architecture.** (3h) An in-depth study of computer system and architecture design. Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures. P—CSC 211.
- 321. Database Management Systems.** (3h) An introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—CSC 221.
- 331. Object-Oriented Software Engineering.** (3h) A study of software design and implementation from an object-oriented perspective, covering abstraction, encapsulation, data protection, inheritance, composition, polymorphism, and dynamic vs. static binding. Students practice software engineering principles through team projects. P—CSC 221 and 231.

- 333. Principles of Compiler Design.** (3h) A study of techniques for compiling computer languages including scanning, parsing, translating, and generating and optimizing code. P—CSC 211 and 221.
- 341. Operating Systems.** (3h) The study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management and security. P—CSC 241.
- 343. Internet Protocols.** (3h) The study of wide area connectivity through interconnection networks. Emphasis will be placed on Internet architecture and protocols. Topics include addressing, routing, multicasting, quality of service, and network security. P—CSC 241.
- 352. Numerical Linear Algebra.** (3h) Numerical methods for solving matrix and related problems in science and engineering. Topics will include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language such as Pascal, FORTRAN, or C is required. Credit is not allowed for both Mathematics 326 and Computer Science 352. P—CSC 111 and Mathematics 112, 121 or 302.
- 355. Introduction to Numerical Methods.** (3h) Numerical computations on modern computer architectures; floating-point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—CSC 111 and Mathematics 112, Mathematics 121 or 302.
- 361. Digital Media.** (3h) An introduction to digital media covering multimedia file formats, data encoding and compression, multimedia network issues, streaming data, resolution and color representation, markup languages, and multimedia programming tools. P—CSC 221 and Mathematics 111.
- 363. Computer Graphics.** (3h) A study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—CSC 221 and Mathematics 121 or 302.
- 365. Image Processing Fundamentals.** (3h) A study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis. P—CSC 221 and Mathematics 121 or 302.
- 371. Artificial Intelligence.** (3h) An introduction to problems in artificial intelligence. Knowledge representation and heuristic search in areas such as planning, machine learning, pattern recognition, and theorem proving. P—CSC 222.
- 391. Selected Topics.** (1h-3h) Topics in computer science that are not studied in regular courses or which further examine topics covered in regular courses. P—Permission of instructor.
- 393. Individual Study.** (1h, 2h, or 3h) A course of independent study directed by a faculty adviser. By prearrangement. No more than 3 hours may be counted towards the computer science major. Not to be counted towards the minor in computer science.

Cultural Resource Preservation (CRP)

(Interdisciplinary Minor)

Professor of Anthropology Ned Woodall, Coordinator

The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in cultural resource reservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires History 366, *Studies in Historic Preservation* (3h), and four other courses for a total of fifteen hours. These fifteen hours must be distributed among at least three departments. The following courses may be included in the minor. (See course descriptions under appropriate listings.)

Anthropology	112. Introduction to Archeology. (3h) (May count as a Division IV requirement.)
	305. Museum Anthropology. (3h)
	370. Old World Prehistory. (3h)
	374. Prehistory of North America. (3h)
	378. Conservation Archeology. (1.5h)
	381, 382. Archeological Research. (3h,3h)
Art	233. American Architecture. (3h)
	275. History of Landscape Architecture. (3h)
	288. Modern Architecture. (3h)
	293. Practicum. (3h)
History	381, 382. Preservation Practicum I, II. (3h,3h)
	398. Individual Study. (1h,1.5h,2h,3h)
Sociology	151. Principles of Sociology. (3h) (May count as a Division IV requirement.)
	205. Photography in the Social Sciences. (3h)

Students intending to minor in Cultural Resource Preservation should consult the adviser appointed from one of the participating departments and listed with the registrar.

Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

Early Christian Studies

(Interdisciplinary Minor)

Associate Professor of Classical Languages Mary Pendergraft and
Professor of Religion Kenneth G. Hoglund, Coordinators

The interdisciplinary minor in early Christian studies currently requires eighteen hours.

A. The student must take the following courses:

Religion	321. Introduction to the New Testament. (3h)
Classics	276. The Age of Augustus. (3h)
Classics/Religion	285. Interdisciplinary Seminar in the Greco-Roman World. (3h)

B. The student must take three additional courses (nine additional hours), with no more than one course (three hours) from any one department, from the following list:

Art	241. Ancient Art. (3h)
	244. Greek Art. (3h)
	245. Roman Art. (3h)
	296. Art History Seminar. (1.5h,3h) a. Ancient Art / b. Medieval Art
Greek	231. Greek New Testament. (3h)
History	315, 316. The Ancient World. (3h,3h)
Philosophy	232. Ancient and Medieval Philosophy. (3h)
	331. Plato. (3h)
	332. Aristotle. (3h)
Religion	261. Foundations of Traditional Judaism. (1.5h)
	319. Visions of the End: Jewish and Christian Apocalyptic. (3h)
	320. Jesus and the Synoptic Gospels. (3h)
	322. The General Epistles. (3h)
	323. Parables of Jesus. (3h)
	324. Early Christian Literature. (3h)
	326. Early Christian Theologians: Paul. (3h)
	327. Early Christian Theologians: the Fourth Evangelist. (3h)
	328. The New Testament and Ethics. (3h)
	372. (a) Patristic Thought. (1.5h)

East Asian Languages and Literatures

Patrick Moran, Coordinator

Associate Professor Patrick Moran, David P. Phillips

Assistant Professor Yaohua Shi

Lecturer Yasuko Takata

East Asian Languages and Literatures offers minors in Chinese language and in Japanese language. The common requirements for these minors are as follows: six hours in the language beyond the 211 level. Three of these hours should be in an advanced conversation class, either as 220, an independent study, or an equivalent course in an approved language program in China or Japan. Minor candidates are also required to participate in a semester educational exchange program in China or Japan, either through the SASASAAS program in Beijing, the Wake Forest University program at Kansai Gaidai in Japan, or in other overseas study programs in China, Taiwan, or Japan approved by the program in East Asian Languages and Literatures.

American Ethnic Studies (AES)

AES 240. Asian-American Legacy: A Social History of Community Adaptation. (3h) An introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries.

Chinese (CHI)

CHI 111, 112. Elementary Chinese. (4h,4h) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required.

CHI 153. Intermediate Chinese. (4h) Further study in grammar, reading, conversation, and composition. Lab required. P—CHI 112 or equivalent.

CHI 199. Individual Study. (1-3h) P—Permission of instructor.

CHI 211. Wen-xue: Introduction to Literature Written in Chinese. (4h) Readings in Chinese in prose and poetry. P—CHI 153 or permission of instructor. Satisfies a Division II requirement.

CHI 212. Wen-xue: Introduction to Literature Written in Chinese. (3h) Readings in contemporary Taiwan and mainland Chinese literature. P—CHI 153 or permission of instructor. Satisfies a Division II requirement.

CHI 220. Advanced Conversation. (3h) Concentration on advanced conversational and interactional skills using a body of reading materials and audiovisual materials as the basis for class discussion. P—CHI 211, 212 or permission of instructor.

CHI 230. Advanced Chinese I. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature and film. P—CHI 220 or permission of instructor.

CHI 231. Advanced Chinese II. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature and film. P—CHI 230 or permission of instructor.

CHI 251. Business Hanyu. (3h) Communicating in Mandarin Chinese for business purposes. Addresses cultural differences in communication and spoken and written linguistic forms. P—CHI 153 or permission of instructor.

***Humanities 221. Introduction to Chinese Literature.** (3h)

***Humanities 350. Modern Chinese Literature.** (3h)

***Philosophy 253. Main Streams of Chinese Philosophy and Religion.** (3h)

***Religion 380. Main Streams of Chinese Philosophy and Religion.** (3h)

Humanities (HMN)

HMN 221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Satisfies a Division II requirement.

HMN 251. The Asian American Experience: Literature and Personal Narratives. (3h) An introduction to the writings and narratives of Asian Americans of South and Southeast Asian descent, including Asian Americans of Chinese, Japanese, Korean, and Indian descent. The course explores the process of assimilation, including the effects of immigration and cultural conflict on literary forms of expression, as well as the formation of new cultural identities.

Japanese (JPN)

JPN 111, 112. Elementary Japanese. (4h,4h) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required.

JPN 153. Intermediate Japanese. (4h) Further study in grammar, reading, conversation, and composition. Lab required. P—JPN 112 or equivalent.

JPN 199. Individual Study. (1-3h) P—Permission of instructor.

JPN 211. Bungaku: Introduction to Literature Written in Modern Japanese. (4h) Readings in Japanese in prose and poetry. P—JPN 153 or permission of instructor. Satisfies a Division II requirement.

JPN 220. Advanced Conversation. (3h) Study of conversational and interactional skills using reading materials and audiovisual materials as basis for class discussion. P—JPN 211.

* See appropriate listings for descriptions and prerequisites of courses given in English.

JPN 230. Advanced Japanese I. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—JPN 220.

JPN 231. Advanced Japanese II. (3h) Continuation of Japanese 230, with emphasis on oral presentation and compositional skills. P—JPN 230.

Humanities 170. Understanding Japan. (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations.

***Humanities 219. Introduction to Japanese Literature.** (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Satisfies a Division II requirement.

***Humanities 347. Women Writers in Japanese Culture.** (3h)

International Studies 210. Japanese and American Culture: A Cross-Cultural Comparison. (3h) An exploration and comparison of values, behavior, and beliefs in Japanese and American culture, with special attention to such topics as education, gender differences, and social hierarchy.

Linguistics 231. Language and Gender in Japanese Culture. (3h) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Women's Studies 231.)

East Asian Studies

(Foreign Area Study)

Professor of Political Science Charles H. Kennedy, Coordinator

East Asian studies requires eighteen hours, which must be taken from at least three different departments and/or programs. One of these must be either Chinese 211 or Japanese 211. Although Asian Studies 381, *Independent Research in Asian Studies*, may be repeated for credit, only three of these hours can apply toward East Asian studies. Appropriate credit in East Asian studies also may be obtained by study in China through the SASASAAS/Wake Forest program or in Japan through the Wake Forest/Tokai University program, or through other Wake Forest-approved courses of study in Asia. Study abroad is strongly encouraged but not required. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

Art	104. Topics in World Art (when focus is on Asia). (3h)
Asian Studies	311. Special Topics in Asian Studies. (1-3h) 381. Independent Research in Asian Studies. (1-3h)
Chinese Lang. & Literature	111,112. Elementary Chinese. (4h,4h) 153. Intermediate Chinese. (4h) 199. Individual Study. (1-3h) 211. Wen-xue: Introduction to Literature Written in Chinese. (3h)

* See appropriate listings for descriptions and prerequisites of courses given in English.

Communication	351. Comparative Communication. (1h,3h) a. Japan
History	343. Imperial China. (3h) 344. Modern China. (3h) 346. Japan before 1800. (3h) 347. Japan since World War II. (3h) 348. Japan since 1800. (3h)
Humanities	170. Understanding Japan. (3h) 219. Introduction to Japanese Literature. (3h) 221. Introduction to Chinese Literature. (3h) 251. The Asian American Experience: Literature and Personal Narratives. (3h) 347. Women Writers in Japanese Culture. (3h) 350. Modern Chinese Literature. (3h)
International Studies	210. Japanese and American Culture: A Cross-Cultural Comparison. (3h)
Japanese Lang. & Literature	111, 112. Elementary Japanese. (4h,4h) 153. Intermediate Japanese. (4h) 199. Individual Study. (1-3h) 211. Bungaku: Introduction to Literature Written in Modern Japanese. (3h) 220. Advanced Conversation. (3h) 230. Advanced Japanese I. (3h) 231. Advanced Japanese II. (3h)
Philosophy	253. The Main Streams of Chinese Philosophy and Religion. (3h) (Also listed as Religion 380.)
Political Science	248. Government and Politics of China. (3h) 249. Government and Politics of Japan. (3h) 260. United States and East Asia. (3h)
Religion	361. The Buddhist World of Thought and Practice. (3h) 362. Islam. (3h) 363. The Religions of Japan. (3h) 380. The Main Streams of Chinese Philosophy and Religion. (3h) (Also listed as Philosophy 253.) 381. Zen Buddhism. (3h) 382. Religion and Culture in China. (3h)

Economics (ECN)

Allin F. Cottrell, Chair

Archie Carroll Professor of Ethical Leadership John C. Moorhouse

Reynolds Professor John H. Wood

Professors David G. Brown, Allin F. Cottrell, Donald E. Frey, Claire H. Hammond,

J. Daniel Hammond, Michael S. Lawlor, Perry L. Patterson

Associate Professors Jac C. Heckelman, Robert M. Whaples

Assistant Professor Sylvain H. Boko

Instructors Frederick H. Chen, Richard DePolt

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics consists of twenty-seven hours in economics, including Economics 150, 201, 205, 206, 207, and at least one course from Economics 211, 222, 252 or 274. A minimum grade of C is required in Economics 150, 201, 205, and 207, and an overall 2.0 average in economics courses. The student also must make a minimum grade of C in either Mathematics 106 or 111 and Mathematics 109 (or similar course with permission of department chair).

The minor in economics consists of eighteen hours, including Economics 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

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

The Department of Economics and the Department of Mathematics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than forty-five hours, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Economics 150, 205, 207, 210, 211, 215, 218; Mathematics 111, 112, 113, 121, 254, 255; and three additional courses chosen with the approval of the program advisers. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation “Honors in Mathematical

Economics,” a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

150. Introduction to Economics. (3h) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment will be given to students with sophomore or upperclass standing.

168. The Political Economy of Environmental Policy. (1.5h) Develops a set of core economic principles essential for understanding and evaluating environmental policy issues. (Required for environmental studies minor. Does not count toward economics major and minor requirements unless Economics 248 also is successfully completed.)

201. Economic Data Analysis. (1.5h) A computer-oriented introduction to the gathering, presentation, and analysis of economic data. P—ECN 150.

205. Intermediate Microeconomics I. (3h) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—ECN 150.

206. Intermediate Microeconomics II. (3h) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—ECN 205.

207. Intermediate Macroeconomics. (3h) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips curves. Emphasizes contributions of Keynes and the Keynesian tradition, including some attention to primary literature. P—ECN 150.

208. Intermediate Macroeconomics II. (3h) Considers extensions of Keynesian theory, such as the post-Keynesians, and alternatives to Keynesian theory, such as monetarism, traditional classical, and new classical theories. More advanced tools of macroeconomic analysis may be introduced, for instance large forecasting models or dynamics. P—ECN 207.

210. Microeconomic Models. (1.5h) Development of formal models of consumer behavior, choice under risk, the firm, and demand and supply. Static and dynamic properties of the models are explored. P—ECN 205 and Mathematics 111.

211. Macroeconomic Models. (1.5h) Development of formal Keynesian, post-Keynesian, monetarist, and new classical macro models. Static and dynamic properties of the models are explored. P—ECN 207 and Mathematics 111.

212. Economic Forecasting. (3h) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—ECN 150. C—ECN 207.

215. Introduction to Econometrics. (3h) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—ECN 150 and Mathematics 109 or 256.

216. Game Theory. (3h) An introduction to mathematical models of social and strategic interactions. P—ECN 205 and Mathematics 109 or 113.

- 218. Seminar in Mathematical Economics.** (3h) Calculus and matrix methods used to develop basic tools of economic analysis. P—ECN 205, 207 and Mathematics 111, 112.
- 219. Decision Analysis.** (3h) The theory and practice of decision making under uncertainty. Applications and examples are drawn from realms of personal, legal, business, medical, and environmental decision making. P—ECN 150 and Mathematics 109.
- 221. Public Finance.** (3h) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—ECN 205.
- 222. Monetary Theory and Policy.** (3h) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—ECN 207.
- 223. Financial Markets.** (3h) A study of the functions, structure, and performance of financial markets. P—ECN 205, 207.
- 224. Law and Economics.** (3h) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—ECN 205.
- 225. Public Choice.** (3h) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—ECN 205 and 207.
- 231. Economics of Industry.** (3h) Analysis of the link between market structure and market performance in United States industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors. Case studies may include automobiles, steel, agriculture, computers, sports, and telecommunications. P—ECN 205.
- 232. Antitrust Economics.** (1.5h,3h) Analysis of the logic and effectiveness of public policies designed to promote competition in the United States. P—ECN 150 and 205.
- 235. Labor Economics.** (3h) A theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P—ECN 205.
- 240. Economics of Health and Medicine.** (3h) Applications of the methods of economic analysis to the study of the health care industry. P— or C—ECN 205 and (choose one): Anthropology 380, Business 201, Biology 380, Health and Exercise Science 262, Economics 215, Psychology 211, Mathematics 256, Mathematics 358, or Sociology 371.
- 246. Urban Economics.** (3h) Theoretical and empirical study of the city as an economic entity, with attention to land-use patterns and prices, urban decay and redevelopment, suburbanization, housing, and city finance. P—ECN 150.
- 248. Resource Economics.** (1.5h) The economic theory of natural resource allocation and environmental quality. P—ECN 168 and 205.
- 251. International Trade.** (3h) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—ECN 205.
- 252. International Finance.** (3h) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—ECN 205, 207.

- 253. Economies in Transition.** (3h) A theoretical and institutional examination of historically socialist nations and the dilemmas of transition. Special reference to the former Soviet Union. P—ECN 150.
- 254. Current Issues in African Development.** (3h) A theoretical and practical study of the main economic, political and institutional dilemmas faced by African countries in the course of economic development. Summer study abroad class taught in Benin, West Africa. P—Permission of instructor.
- 258. Economic Growth and Development.** (3h) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—ECN 205 or permission of instructor.
- 261. American Economic Development.** (3h) The application of economic theory to historical problems and issues in the American economy. P—ECN 150.
- 262. History of Economic Thought.** (3h) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—ECN 205, 207.
- 265. Economic Philosophers.** (1.5h,3h) An in-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—ECN 205, 207.
- 268. Morals and Markets.** (3h) Historical survey of individualistic ethical values that have accompanied the development of market economics in the West. Considers critiques of, and alternatives to, these values. P—ECN 150.
- 270. Current Economic Issues.** (1.5h,3h) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomic trends, the distribution of income, minimum wages, immigration, social security, global warming, trade, regulation and deregulation, antitrust policy, health care, labor unions, tax reform, educational reform, and others. P—ECN 150.
- 271, 272. Selected Areas in Economics.** (1h,1.5h,3h;1h,1.5h,3h) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—ECN 205, 207.
- 273. Economics for a Multicultural Future.** (3h) Examines the challenges and promise of the increasingly diverse U.S. economy. P—ECN 150. (CD)
- 274. Topics in Macroeconomics.** (3h) Considers significant issues and debates in macroeconomic theory and policy. Examples might include a New Classical-New Keynesian debate, the East Asian currency crisis of 1997-1998, conversion of federal deficit to surplus, competing models of economic growth, alternative monetary and fiscal policy targets. P—ECN 207.
- 290. Individual Study.** (1.5h,3h) Directed readings in a specialized area of economics. P—Permission of instructor.
- 297. Preparing for Economic Research.** (1.5h) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—Permission of instructor.
- 298. Economic Research.** (3h) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education (EDU)

Joseph O. Milner, Chair

Professors John P. Anderson, Wake Forest Professor Patricia M. Cunningham,

Samuel T. Gladding, Joseph O. Milner, Linda N. Nielsen

Associate Professors Robert H. Evans, Donna A. Henderson,

Leah P. McCoy, Mary Lynn B. Redmond, Loraine M. Stewart

Assistant Professors R. Scott Baker, Ann C. Cunningham,

Raymond C. Jones, Debbie W. Newsome, Laura J. Veach

Adjunct Assistant Professors Alan S. Cameron,

Marianne A. Schubert, Elizabeth H. Taylor

Instructors Johnne W. Armentrout, Pamela R. Karr

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students.

Prospective elementary and secondary social studies teachers earn licensure in those broad areas and major in education. Prospective secondary teachers of English, Latin, mathematics, science, and prospective K-12 teachers of foreign languages major in that discipline and minor in education. A minor in secondary social studies education is also available. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure. The state of North Carolina issues the Professional Class A Teacher's License to graduates who have completed an approved program, including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the licensure officer.

Students who have graduated from an institution of higher education but have not completed an approved licensure program may seek admission to the department in order to complete the Class A License.

Students who wish to prepare for teaching but are unable to devote a semester to student teaching can earn a non-licensure minor. This minor will ease attainment of a lateral entry teaching position.

Admission Requirements. Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires teacher education program applicants to successfully complete the Praxis I before being formally admitted.

All students are required to have a 2.5 or better grade point average before being formally accepted in the Teacher Education Program. Formal acceptance into the program should take place by June 1 of the junior year for secondary students and by February 1 of the junior year for elementary students.

Program Area Goals. The goals and objectives for each licensure area are available in the office of the Department of Education.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary licensure, the majority of the professional work is taken during one semester of the senior year. Candidates for the elementary license typically begin course work required for licensure during the sophomore year.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of Methods and Materials, Educational Technology, Educational Psychology, and the Foundations of Education courses; (3) formal admission to the teacher education program.

Students are assigned to student-teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student-teaching experience. Students may not take courses outside the education department during this semester without the approval of the department chair.

Exit Requirements. Students must maintain at least a 2.5 grade point average while enrolled in the teacher education program and complete the program with a minimum grade point average of 2.5. The state of North Carolina requires candidates for professional licensure to successfully complete the appropriate Praxis II Subject Assessment Exam(s).

Teaching Area Requirements

Secondary Licensure

English—Thirty hours, including 287, 323, and 390 or its equivalent. A course in world literature is also required.

French—Licensure in K-12 in French: A minimum of nine three-hour French courses numbered above French 213. French 215, 216, 219, 220, 222, 370, one of the genre courses (363, 364, or 365), and two additional advanced level courses are required.

Spanish—Licensure in K-12 in Spanish: A minimum of nine three-hour Spanish courses numbered above Spanish 213. Spanish 217, 218, 219, 220, 322, plus four advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, are required.

German—Licensure in K-12 in German: A minimum of twenty-eight hours beyond German 112 or 113. These must include German 217; 218, 219, 220, or 221; at least one course from among the sequence 249, 281, 285, and 300.

Latin—The requirements are the same as those for the major in Latin.

Mathematics—Thirty-two hours, including Mathematics 111, 112, 113, 121, 221, 331, 357, (211 or 311), and two other courses beyond 112.

Science—Licensure in the individual fields of science: biology (thirty-five hours), chemistry (forty-four hours for BA), and physics (twenty-eight hours). All courses must be from the same courses required for majors in those fields.

Social Studies—Thirty hours, including eighteen hours in history and twelve hours from four other social sciences. History hours include six hours from European or world history, six hours from U.S. history, and six hours from nonwestern history. The twelve additional hours come from one course each in economics, geography, political science, and anthropology or sociology.

Education courses required for a secondary license include Education 201, 307, 311, 354, 364, 374, and 381.

Elementary Licensure

A major in elementary education requires thirty-six hours including Education 201, 202, 203, 221, 222, 250, 293, 294, 295, 296, 298, 307, 311, 382. In addition to or as part of lower division requirements, all education majors must have taken at least one course in biology, one course in mathematics, one course in art or music, and Psychology 151.

Education Minors

The minor in professional education requires Education 201, 307, 311, 354, 364, 374, 381, and is awarded only to students who complete student teaching. The non-teaching minor, which does not include student teaching, requires fifteen hours.

102. Exploration of Career Planning. (3h) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

131. Adolescent Literature. (2h) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism. By placement only.

201. Foundations of Education. (3h) Philosophical, historical and sociological foundations of education, including analysis of contemporary issues and problems. Includes twenty hours field experience if not taken concurrently with Education 202.

P—Permission of instructor.

202. Field Experience One. (1h) Practical experiences in classrooms. Weekly public school experience and seminar. *Pass/fail only*. Should be taken concurrently with Education 201.

P—Permission of instructor.

203. Field Experience Two. (1h) Teaching experiences in classrooms in a diverse school environment. Weekly school participation and seminar. *Pass/fail only*. P—EDU 201 and 202 and permission of instructor.

- 221. Children's Literature.** (1h) A survey of the types and uses of literature appropriate for elementary grades, including multicultural literature.
- 222. Integrating the Arts and Movement into the Elementary Curriculum.** (2h) A survey of the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P—Permission of instructor.
- 231. Adolescent Literature.** (3h) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.
- 250. Student Teaching: Elementary.** (4h) Supervised teaching experience in grades K-6. *Pass/fail.* P—Permission of instructor.
- 271. Geography: The Human Environment.** (3h) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization. (Credit not allowed for both Education 271 and 274.)
- 272. Geography Study Tour.** (3h) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.*
- 273. Geography: The Natural Environment.** (3h) A systematic study of the major components of physical geography with special emphasis on climate and topography.
- 274. Environmental Geography.** (3h) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. (Credit not allowed for both Education 274 and 271.)
- 281. Public Life and the Liberal Arts.** (3h) The course will be devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. Politics and the Arts, and Theory and Practice in Public Life are representative topics.
- 293. Elementary School Curriculum.** (3h) General principles of curriculum and teaching methods, including adaptations for exceptional learners of all types and integration among all curriculum areas. P—Permission of instructor.
- 294. Teaching Elementary Language Arts.** (3h) Methods and materials for teaching language arts, including adaptations for diverse and exceptional learners. P—Permission of instructor.
- 295. Teaching Elementary Social Studies in a Pluralistic Society.** (3h) Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners. P—Permission of instructor.
- 296. Teaching Elementary Mathematics.** (3h) Methods and materials for teaching mathematics, including adaptations for diverse and exceptional learners. P—Permission of instructor.

297. Trends and Issues in American Schools. (1h) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

298. Teaching Elementary Science. (3h) Methods and materials for teaching science, including adaptations for diverse and exceptional learners. P—Permission of instructor.

303. History of Western Education. (3h) Educational theory and practice from ancient times through the modern period, including American education.

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

305. The Sociology of Education. (3h) A study of contemporary educational institutions. This course examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

307. Technology in Education. (3h) An introduction to the use of computers in education. Includes use of Internet, software, and hardware, including multimedia, to meet instructional goals. P—EDU 203.

308. School and Society. (3h) A study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements. P—EDU 201 or introductory course in history or social science.

311. Educational Psychology. (3h) The theories, processes, and conditions of effective teaching/learning. Includes twenty-hour field experience in a diverse setting if student does not take Education 203.

312. Teaching Children with Special Needs. (3h) A survey of the various types of learning problems commonly found in elementary children. Students will observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques. P—EDU 221 and 250.

313. Human Growth and Development. (3h) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

341. Principles of Counseling and Guidance. (3h) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in education, business, and community service agencies. P—Permission of instructor.

351. Adolescent Psychology. (3h) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

354. Methods and Materials. (3h) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). Includes forty-hour field experience component. P—EDU 201.

358. Studies in Contemporary Leadership. (3h) An examination of contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact hour internship is required. (Cross-listed as Humanities 358.)

362. Field Experience One. (1h) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. *Pass/fail only.*

363. Field Experience Two. (1h) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. *Pass/fail only.* P—EDU 362.

364. Secondary Student Teaching. (9h) Supervised teaching experience in grades 9-12 (K-12 for foreign language). Full-time, fifteen-week field experience. P—Permission of instructor.

374. Student Teaching Seminar. (1.5h) Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis on the application of effective instructional methods and materials.

381. Special Needs Seminar. (1.5h) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, diversity, and evaluation.

382. Teaching Elementary Reading. (3h) Methods and materials for teaching reading, including adaptations for diverse and exceptional learners. P—Permission of instructor.

387. Tutoring Writing. (1.5h) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. (Strongly recommended for those interested in working in the Writing Center as peer tutors.) A student may not receive credit for both Education 387 and English 287.

390. Methods and Materials for Teaching Foreign Languages (K-6). (3h) A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6. *Spring semester.*

391. Teaching the Gifted. (3h) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (3h) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (1h,3h) A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (3h) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

395. Teaching Exceptional Students. (2h) An introduction to understanding exceptional students and effective teaching strategies for their inclusion in the regular classroom.

396. Education in Business and Industry. (3h) Educational concepts applied to programs in education and training in business/industrial settings.

397. Research and Trends in the Teaching of Foreign Languages. (3h) A study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology.

English (ENG)

Gale Sigal, Chair

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Wake Forest Professor of English James S. Hans

Professors Anne Boyle, Nancy J. Cotton, Mary K. DeShazer, Andrew V. Ettin,

W. Dillon Johnston, Claudia Thomas Kairoff, Philip F. Kuberski, Barry G. Maine,

William M. Moss, Gillian R. Overing, Gale Sigal, Edwin G. Wilson

Associate Professors Bashir El-Beshti, Scott W. Klein, Olga Valbuena

Assistant Professors Janis Caldwell, Dean Franco, Nagesh Rao, Lisa Sternlieb,

Z. Smith Reynolds Faculty Fellow Eric Wilson

Visiting Assistant Professors Barbara Bennett, Lisa Eck, Alex Garganigo,

Madhuparna Mitra, Farrell O’Gorman, Norbert Schürer, Russell Schweller,

Michael Stryck, Robert West

Lecturer in English Thomas W. McGohey

Instructors Michael Hill, Evelyn Shockley

Visiting Instructors Christopher Neumann, Dennis Sampson

Poet-in-Residence Jane Mead

Associate Professor in Journalism Wayne King

Visiting Lecturer in Journalism Justin Catanoso

Adjunct Lecturer in Journalism Michael Horn

The major in English requires a minimum of thirty hours, at least twenty-four hours of which must be in advanced language and literature courses numbered 300 to 399. English 111, the Basic Writing Requirement, cannot be counted for credit toward the major or minor in English; likewise, it cannot be counted as a substitute for the 160/170 English literature divisional requirement. No 200-level courses can count toward the major. The required courses for the major must include Shakespeare, two additional courses in British

literature before 1800, one course in American literature, and a major seminar, which must be taken no later than the spring semester of the junior year. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres. No more than two courses (6 hours) taken elsewhere may be counted toward the twenty-four hours of 300-level English courses required for the major, with individual petitions to be made for possible exceptions. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

A minor in English requires English 160 or 165 and English 170 or 175, plus fifteen hours in advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student. No more than one course (3 hours) taken elsewhere may be counted toward the fifteen hours of 300-level English courses required for the minor, with individual petitions to be made for possible exceptions. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade-point average of 3.5 in the major and 3.2 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

Lower Division Courses

105. Introduction to Critical Reading and Writing. (3h) Training in the fundamentals of written English and introduction to the activities basic to undergraduate study: critical reading and writing, interpretation, report, and discussion. Admission by placement only; does not satisfy the basic composition requirement.

***111. Writing Seminar.** (3h) Training in expository writing; frequent essays based on readings in a selected topic. (CD)

*English 111 is a prerequisite for all other courses in English unless the requirement is waived. The topic "Issues of Race and Gender in Modern America" is the only topic that satisfies the cultural diversity requirement.

***160. Introduction to British Literature.** (3h) Eight to ten writers representing different periods and genres.

***165. Studies in British Literature.** (3h) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

***170. Introduction to American Literature.** (3h) Emphasis on a minimum of seven writers of the nineteenth and twentieth centuries, including both prose and poetry.

***175. Studies in American Literature.** (3h) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

210. Advanced Composition. (3h) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

224. Exploring Shakespeare. (3h) Six to eight works by Shakespeare in different genres, studied through printed texts, films, and videos. Emphasis will be placed on developing abilities to understand and appreciate Shakespeare's works in performance through attention to language and stagecraft. This course may not be counted toward the major or minor in English.

299. Individual Study. (1.5h-3h) A course of independent study with faculty guidance. By prearrangement.

Journalism Courses

See section on Journalism, page 156.

Writing Courses

285. Poetry Workshop. (1.5h,3h) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (1.5h,3h) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.

287. Tutoring Writing. (1.5h) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in

*Students enrolled at Wake Forest may not take more than one of the Division II, Category 1. and 2. courses elsewhere (either British or American literature but not both). This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

working in the Writing Center as peer tutors. A student may not receive credit for both Education 387 and English 287.

383, 384. Theory and Practice of Poetry Writing. (3h,3h) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. P—English 285 or permission of instructor. Either 383 or 384 may count toward the major in English, but not both.

Advanced Language and Literature Courses

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170 and 175, all of which are offered each semester.

***300. Seminar in the Major.** (3h) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. (CD)

301. Individual Authors. (1.5h) Study of selected work from an important American or British author. May be repeated.

****302. Ideas in Literature.** (1.5h,3h) Study of a significant literary theme in selected works. May be repeated. (CD)

304. History of the English Language. (3h) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (3h) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from Beowulf and selected poems and prose.

307. Dante I. (1.5h) A study of the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. (Also listed as Humanities 361.)

308. Dante II. (1.5h) The completion of the course on the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—English 307 (Humanities 361) or permission of instructor. (Also listed as Humanities 362.)

*The topic "Postcolonial Area Studies: Literature of South Asia" is the only topic that satisfies the cultural diversity requirement.

**The topic "Global Women's Literature" is the only topic that satisfies the cultural diversity requirement.

***310. The Medieval World.** (3h) Through the reading of primary texts, this course will examine theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. (CD)

311. The Legend of Arthur. (3h) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

312. Medieval Poetry. (3h) The origin and development of poetic genres and lyric forms of Middle English.

315. Chaucer. (3h) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

319. Virgil and His English Legacy. (3h) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (Also listed as Classics 259.)

320. British Drama to 1642. (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

323. Shakespeare. (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

325. Sixteenth-Century British Literature. (3h) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

326. Studies in English Renaissance Literature. (3h) Selected topics in Renaissance literature. Consideration of texts and their cultural background.

327. Milton. (3h) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.

328. Seventeenth-Century British Literature. (3h) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

330. Restoration and Eighteenth-Century British Literature. (3h) Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends.

*The topic "Perspectives on the Middle Ages: Medieval Constructs of Gender, Race, and Class" is the only topic that satisfies the cultural diversity requirement.

- 335. Eighteenth-Century British Fiction.** (3h) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
- 336. Restoration and Eighteenth-Century British Drama.** (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.
- 337. Studies in Eighteenth-Century British Literature.** (3h) Selected topics in eighteenth-century literature. Consideration of texts and their cultural background.
- 340. Studies in Women and Literature.** (3h) a.) The woman writer in society. b.) Feminist critical approaches to literature.
- 350. British Romantic Poets.** (3h) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.
- 351. Studies in Romanticism.** (3h) Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.
- 353. Nineteenth-Century British Fiction.** (3h) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.
- 354. Victorian Poetry.** (3h) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.
- 358. Postcolonial Literature.** (3h) This course will survey some of the notable examples of postcolonial literature from a geographically diverse set of writers. Readings might include works by Ngugi (Kenya), Sionil José (Phillipines), Ghosh and Rushdie (India), Dangarembga (Zimbabwe), Khanafani (Palestine), Rhys (West Indies), Emecheta (Nigeria/Britain). Students will see how postcolonial literature represents and critiques Western imperialism while also highlighting the oppressive structures of gender and class domination that exist within the newly liberated countries. (CD)
- 360. Studies in Victorian Literature.** (3h) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.
- 361. Literature and Science.** (3h) Literature of and about science. Topics will vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature.
- 362. Blake, Yeats, and Thomas.** (3h) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.
- 363. Studies in Modernism.** (3h) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.
- 364. Studies in Literary Criticism.** (3h) Consideration of certain figures and schools of thought significant in the history of literary criticism.

365. Twentieth-Century British Fiction. (3h) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.

366. James Joyce. (3h) The major works by James Joyce, with an emphasis on *Ulysses*.

367. Twentieth-Century English Poetry. (3h) A study of twentieth-century poets of the English language, exclusive of the United States poets, will be read in relation to the literary and social history of the period.

368. Studies in Irish Literature. (3h) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.

369. Modern Drama. (3h) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.

370. American Literature to 1820. (3h) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.

371. American Ethnic Literature. (3h) Introduction to the field of American Ethnic literature, with special emphasis on post WWII formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. The course will highlight issues, themes, and stylistic innovations particular to each ethnic group and will examine currents in the still developing American culture. (CD)

372. American Romanticism. (3h) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.

373. Literature and Film. (3h) Selected topics in the relationship between literature and film, such as film adaptations of literary works, the study of narrative, and the development of literary and cinematic genres.

375. American Drama. (3h) A historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.

376. American Poetry before 1900. (3h) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

377. American Jewish Literature. (3h) A survey of writings on Jewish topics or experiences by American Jewish writers. The course explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.

378. Literature of the American South. (3h) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

- 379. Literary Forms of the American Personal Narrative.** (3h) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.
- 380. American Fiction from 1865 to 1915.** (3h) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.
- 381. Studies in Black American Literature.** (3h) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.
- 382. Modern American Fiction, 1915 to 1965.** (3h) To include such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon.
- 383, 384. Theory and Practice of Poetry Writing.** (3h,3h) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. P—English 285 or permission of instructor. Either 383 or 384 may count toward the major in English, but not both.
- 385. Twentieth-Century American Poetry.** (3h) Readings of modern American poetry in relation to the literary and social history of the period.
- 386. Directed Reading.** (1.5h-3h) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.
- 388. Honors in English.** (3h) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."
- 390. The Structure of English.** (3h) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.
- 391. Studies in Postmodernism.** (3h) Interdisciplinary, comparative, and theoretical approaches to works and authors.
- 394. Contemporary Drama.** (3h) The course will consider experiments in form and substance in plays from *Godot* to the present. Readings will cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertebaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.
- 395. Contemporary American Literature.** (3h) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.
- 396. Contemporary British Fiction.** (3h) A study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson and Ishiguro.

Environmental Studies (ENV)

(Interdisciplinary Minor)

Professor of Biology Robert Browne, Coordinator

The environmental studies minor provides an interdisciplinary approach to the study of human-environmental interaction. The program seeks to identify and apply perspectives from biology, chemistry, physics, geography, English, government, economics, history, law, ethics, and anthropology to the human impact on the natural environment. The environmental studies minor, coupled with a liberal arts major, is designed to prepare students for careers in the environmental sciences, law, public health, public policy, and public administration, and to develop attitudes and values consistent with a sustainable environmental future.

The minor requires Environmental Studies 201, which is considered a prerequisite to all other courses in the minor. It is suggested that a prospective minor take this course and any other necessary prerequisites in the freshman and sophomore years. A minimum of nineteen and one-half hours are required for this minor. The following courses are required (except Environmental Studies 391-392):

Anthropology 260. Culture and Nature. (3h) A study of the reciprocal effects of the culture and nature relationship, with an emphasis on how different cultures define, use, and value nature.

Biology 113. Evolutionary and Ecological Biology. (4h) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

Economics 168. The Political Economy of Environmental Policy. (1.5h) Develops a set of core economic principles for understanding and evaluating environmental policy issues. (Does not count toward economics major and minor requirements unless Economics 248 also is successfully completed.)

Education 274. Environmental Geography. (3h) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions.

Environmental Studies 201. Introduction to Environmental Studies. (3h) An interdisciplinary course taught by faculty representing a number of fields. Topics include scientific principles, human populations, resource management, pollution, and environmental ethics.

Environmental Studies 225. Physics and Chemistry of the Environment. (4h) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in the air and water; 2) physical aspects of the environment such as solar energy and the atmosphere and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113.

Environmental Studies 250. (3h) Provides the theoretical background necessary for operating vessels at sea. In lectures, lab sessions, field trips, and student projects, Sea Education Association captains introduce the principles fundamental to sailing vessel operations. Students learn and apply essential concepts in general physics, astronomy, and meteorology. *Offered only in conjunction with the Sea Education Association program.*

Environmental Studies 391, 392. Individual Study. (1.5h, 1.5h) A field study, internship, project or research investigation carried out under the supervision of a member of the environmental studies minor faculty. Pass/fail or for a grade at the discretion of the instructor. Pass/fail is not optional for an individual study that will be used as an elective course in the environmental studies minor. P—Permission of instructor. (The same numbered course cannot be repeated. Courses can be taken during the same semester or, if not, in consecutive order.)

German and Russian

Kurt C. Shaw, Chair
Professors William S. Hamilton, Timothy F. Sellner, Larry E. West
Associate Professors Kurt C. Shaw, Rebecca Thomas
Assistant Professor Grant P. McAllister
Lecturers Christa G. Carollo, Perry L. Patterson, Stefanie H. Tanis

German (GER)

A major in German requires twenty-eight hours beyond German 112 or 113. These must include German 217; at least one course from among the sequence 249, 281, 285; and the seminar for majors. A minor in German requires five courses beyond German 153, including German 217 and at least one course from among the sequence 249, 281, 285.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation “Honors in German,” students must complete a senior research project. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin, the W. D. Sanders Scholarships, and program of study at Freiburg, Berlin, and Vienna, administered by the Institute for the International Education of Students (IES).

111, 112. Elementary German. (3h, 3h) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

113. Intensive Elementary German. (4h) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.

153. Intermediate German. (4h) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—GER 112 or 113.

153x. Intermediate German. (3h) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (3h) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. Students attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. *Pass/fail. Offered in summer.* P—GER 112 or 113.

215, 216. Introduction to German Literature. (3h,3h) The object of this course is to acquaint students with masterpieces of German literature. Parallel reading and reports. P—GER 153 or equivalent.

217. Composition and Grammar Review. (3h) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—GER 153 or equivalent. *Fall.*

218. Basic Conversation. (3h) Practice in speaking German, stressing correctness of structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—GER 153 or equivalent. *Spring.*

219. Advanced Conversation. (3h) Practice in speaking German at a more advanced level, stressing discussion of various topics of current importance in the German-speaking countries. Considerable attention is devoted to achieving fluency. P—GER 218 or permission of instructor. *Offered fall semester of even years.*

220. German Civilization I. (3h) Survey of German culture and civilization from prehistoric times to 1918. Conducted in German. P—GER 153 or equivalent. *Offered fall semester of odd years.* (CD)

221. German Civilization II. (3h) Survey of German culture and civilization from the Weimar Republic to the present, with particular emphasis on contemporary Germany. Conducted in German. P—GER 153 or equivalent. *Offered spring semester of even years.* (CD)

229. German for Business and Economics. (3h) Introduction to the spoken and written language of the German business world. Emphasis on business correspondence and oral proficiency skills for banking, import/export and commercial transactions. P—GER 217 and 218 or permission of instructor. *Offered spring semester of odd years.*

231. Weimar Germany. (3h) Art, literature, music, and film of Weimar Germany, 1919-33, in historical context. (Also listed as History 318.)

240. Masterworks in Translation. (3h) Examination and interpretation of selected texts in English translation. Literary periods, genres, and authors will vary according to instructor.

249. German Literature before 1700. (3h) A survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, medieval drama, Martin Luther, and the Baroque period. P—GER 215, 216, or equivalent. *Fall.*

270. Individual Study. (1-3h) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—GER 215, 216, and permission of instructor.

281. German Literature from the Enlightenment through Romanticism. (3h) Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. P—GER 215, 216, or equivalent. *Fall.*

285. German Literature from Poetic Realism to the Modern Age. (3h) Intensive study of representative works of major German writers from 1848 to the present, including literature of the post-war era. P—GER 215, 216, or equivalent. *Fall.* (CD)

287, 288. Honors in German. (2.5h,2.5h) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

300. Seminar in the Major. (3h) Selected genre topics in German literature. Intensive practice in critical discourse, including discussion and an oral presentation (Referat). Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. P—GER 249, 281, 285, or equivalent. May be repeated. *Spring.*

Russian (RUS)

A major requires twenty-four hours beyond Russian 153 and must include Russian 215, 216, 221, and either 217 or 218. A minor in Russian requires fifteen hours beyond 153, three of which must be earned in Russian 221. Students of Russian are invited to apply for study at Moscow State University.

111, 112. Elementary Russian. (3h,3h) The essentials of Russian grammar, conversation, drill, and reading of elementary texts. Lab required.

153. Intermediate Russian. (4h) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. Lab required. P—RUS 112 or equivalent.

215. Introduction to Nineteenth-Century Russian Literature. (3h) Readings of selected short stories and excerpts from longer works from the nineteenth century. P—RUS 153 or equivalent.

216. Introduction to Twentieth-Century Russian Literature. (3h) Readings of selected short stories and excerpts from longer works from the twentieth century. P—RUS 153 or equivalent.

217. Seminar in Nineteenth-Century Russian Literature. (3h) A study of the foremost writers, with reading of representative works. P—RUS 215 or 216.

218. Seminar in Twentieth-Century Russian Literature. (3h) A study of the foremost writers, with reading of representative works. P—RUS 215 or 216.

221. Advanced Conversation and Composition. (3h) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Russian materials.

228. Advanced Grammar. (3h) Mastery of Russian declension and conjugation, with special attention to the correct use of reference materials. Syntax of complex and problematic sentences. P—RUS 221.

230. The Structure of Russian. (3h) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis is given to the study of roots and word formation. P—Permission of instructor.

232. The History of the Russian Language. (3h) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—RUS 221 and permission of instructor.

240. Seminar in Translation. (3h) Advanced work in English-to-Russian and Russian-to-English translation. P—RUS 221 and permission of instructor.

241. Masterworks in Translation. (3h) Reading and discussion of selected works from Russian literature in English translation.

242. Research on Language and Culture in Russia. (1.5h) An investigation designed by the student is carried out in Russia during spring break. An evaluative paper follows the class trip. Credit given for the minor when the project is done in Russian. P—RUS 111 and permission of instructor. *Limited enrollment.*

250. Russian Culture and Civilization. (3h) Survey of Russian contributions to art, architecture, music, and religious thought from Russia's beginnings to the present. *Taught in Russian.* P—RUS 215 or 216.

252. Russian Poetry. (3h) Survey of Russian poetry from *Slovo o polku Igoreve* to the present, with particular emphasis on the works of major nineteenth and twentieth century poets. P—RUS 215 or 216.

270. Individual Study. (1.5-3h) Study in language or literature beyond the 215-216 level. P—RUS 215 or higher.

275. Studies in Russian Literature. (3h) Selected special topics in Russian literature. P—RUS 215 or 216.

280. Russian Women Writers. (3h) Readings of selected prose works by such writers as Teffi, Forsh, Inber, Baranskaya, Grekova, Tokareva, Petrushevskaya, Vaneeva and Tolstaya. P—RUS 215 or 216.

285. Recent Russian Fiction. (3h) Readings of selected prose works from the 1970s to the present by such writers as Iksander, Voinovich, Bitov, Tolstaya, Petrushevskaya and Viktor Erofeev. P—RUS 215 or 216.

290. The Language of Russian Commerce and Politics. (3h) Readings in the contemporary Russian press. Intensive written and oral practice, emphasizing specialized vocabulary of business and government. P—RUS 221 or permission of instructor.

Global Trade and Commerce Studies (GTCS)

(Interdisciplinary Minor)

Associate Professor of Political Science Pia Wood, Coordinator

The minor in Global Trade and Commerce Studies consists of a total of fifteen hours. Candidates for the minor will be required to take INS 160 (Introduction to Global Trade and Commerce Studies) and twelve additional hours in global trade and commerce studies, which must include a study abroad experience for credit. No more than six of the fifteen hours for the minor may be taken in a single discipline. Listed below are courses within Wake Forest University that qualify as a GTCS course. Additional WFU courses may be developed and added to the list upon approval of the director of international studies, who will serve as coordinator of the GTCS minor. Courses taken during the study abroad experience which may qualify as a GTS course also will be reviewed and approved by the director of international studies.

Required course:

INS 160. Introduction to Global Trade and Commerce Studies. (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

Elective Courses:

Anthropology	337. Economic Anthropology. (3h) P—Anthropology 101, 111, 112, 113 or 114
Accounting	290. International Accounting Study Tour. (3h) P—Accounting 211
Business	215. Seminar in Comparative Management. (3h) P—Business 211 223. International Marketing. (3h) P—Business 221 234. Multinational Financial Management. (3h) P—Business 231 290. International Business Study Tour. (3h) P—Permission of instructor 291. Global Business Studies. (3h) 550. Business Elective. (3h)
Communication	350. Intercultural Communication. (3h) 351. Comparative Communication. (3h)
Economics	251. International Trade. (3h) P—Economics 205 252. International Finance. (3h) P—Economics 205, 207 253. Economics in Transition. (3h) P—Economics 150 258. Economic Growth & Development. (3h) P—Economics 205 or P—permission of instructor 271. Issues in African Development. (Study Tour) (3h) P—Permission of instructor

French	329. Introduction to Business French. (3h) 330. Advanced Business French. (3h)
German	229. German for Business and Economics. (3h)
History	313, 314. European Economic and Social History, 1300-1990. (3h,3h) 350. Global Economic History. (3h)
Political Science	238. Comparative Economic Development and Political Change. (3h) 239. State, Economy and International Competitiveness. (3h) 253. International Political Economy. (3h)
Psychology	357. Cross-Cultural Psychology (3h) P—Psychology 151
Sociology	363. Global Capitalism. (3h)
Spanish	329. Introduction to Spanish for Business. (3h) 330. Advanced Spanish for Business. (3h)

Health and Exercise Science (HES)

Paul M. Ribisl, Chair
Wake Forest Professor W. Jack Rejeski
Professors Michael J. Berry, Stephen P. Messier, Paul M. Ribisl
Associate Professors Peter H. Brubaker, Anthony P. Marsh,
Gary D. Miller, Patricia A. Nixon
Assistant Professor Shannon L. Mihalko
Instructors Donald Bergey, Johnnie O. Foye, David H. Stroupe, Sharon K. Woodard

The purpose of the health and exercise science department is to advance knowledge through research and to disseminate the knowledge in this field of study through education of and service to humanity. The primary focus of the department is promoting health and preventing and treating disease through healthful behaviors, emphasizing physical activity and nutrition.

Health and Exercise Science Requirement

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case by the end of the second year.

Courses in Basic Instruction and Elective Health and Exercise Science

All the 100-level courses listed below are for one hour each, and they can only be taken once for credit except Health and Exercise Science 180 and 183 which may be repeated once.

100. Lifestyle and Health. A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.

101. Exercise for Health. A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

112. Sports Proficiency. (May be taken only one time.)

116. Weight Training.

150. Beginning Tennis.

151. Intermediate Tennis.

156. Racquetball.

160. Beginning Golf.

161. Intermediate Golf.

163. Bowling.

170. Volleyball.

179. Beginning Horseback Riding. (*Pass/fail only*)

180. Intermediate/Advanced Horseback Riding. (*Pass/fail only*)
(May be repeated once for credit.)

181. Snow Skiing. (*Pass/fail only*)

182. Beginning Ice Figure Skating.

183 Intermediate/Advanced Ice Figure Skating. May be repeated once for credit

190. Karate.

194. T'ai Chi (1h)

Courses for the Major

The department offers a program leading to the bachelor of science degree in health and exercise science. A major requires twenty-eight hours and must include Health and Exercise Science 262, 312, 350, 351, 352, 353, 354, and 370. Majors are not allowed to apply any Health and Exercise Science 100-level courses or Health and Exercise Science 206 toward the twenty-eight hours required for graduation. A minimum grade point average of 2.0 is required for graduation in courses that comprise a major in the department. Students interested in majoring in health and exercise science should consult the coordinator of the department's undergraduate program as soon as possible after entering the University.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade point average of 3.3 in the major, a minimum overall grade point average of 3.0, and complete an honors research project which includes a written

and an oral report. Interested students should consult the coordinator of the department's honors program. For more information, please consult the department's Web site at www.wfu.edu/Academic-departments/Health-and-Exercise-Science/.

201. Health Issues on College Campuses - I. (1.5h) Introduction to concepts and methods of peer health education; development of teaching and group facilitation skills. *Pass/fail only.* P—Permission of instructor.

202. Health Issues on College Campuses - II. (1.5h) Development and delivery of educational programs on a variety of health issues relevant to college students. *Pass/fail only.* P—HES 201.

206. Lifeguard Training. (1.5h) A lifeguard training course that offers American Red Cross certifications in CPR for the professional rescuer, community first aid, lifeguard training, and waterfront lifeguarding.

232. Emergency Medical Training. (1.5h) Lectures and practical experiences in preparation for responding to medical emergencies, including: patient assessment; airway management; cardiopulmonary resuscitation; O₂ therapy; management of shock; trauma and environmental emergencies; and head/spine/musculoskeletal injuries. North Carolina state exam for EMT certification is offered.

262. Statistics in the Health Sciences. (3h) Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. (A student receiving credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Sociology 380.) (QR)

310. Applied Field Study. (1.5h) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. *Pass/fail only.* (Open only to majors.) P—Permission of instructor.

311. Internship in Rehabilitation. (1.5h) A semester experience in the campus rehabilitation programs. This experience includes written case study analyses of selected patients with a focus upon risk factor assessment and review of multiple intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. *Pass/fail only.* (Open only to majors.) P—Permission of instructor.

312. Exercise and Health Psychology. (3h) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—HES 262 or permission of instructor.

350. Human Physiology. (3h) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—Biology 111, 112, or 214, or permission of instructor.

351. Nutrition in Health and Disease. (3h) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in

obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—HES 350 or permission of instructor.

352. Human Gross Anatomy. (3h) A lecture/laboratory course in which the structure and function of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems are studied using dissected human cadavers.

353. Physiology of Exercise. (3h) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, body composition, sex-related differences, and environmental influences. P—HES 350 or permission of instructor.

354. Assessment Techniques in Health Sciences. (3h) A lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology. The laboratory will emphasize use of instrumentation and analysis/interpretation of data collected on human subjects. P—HES 262, 350, and 352 or permission of instructor. (QR)

355. Exercise Programming. (1.5h) A lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P—HES 353 and 354, or permission of instructor.

360. Epidemiology. (3h) An introduction to basic determinants of the incidence of chronic disease in the population and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues will be analyzed by formal statistical modeling. P—An applied statistical methods course, such as Anthropology 380, Business 202, Biology 380, HES 262, Psychology 211, Sociology 380, Mathematics 358, or Mathematics 256. (QR)

370. Biomechanics of Human Movement. (3h) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—HES 352 or permission of instructor.

372. Anatomy Dissection Laboratory. (2h) A laboratory course that involves human cadaver dissection of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems. P—Majors only and permission of instructor.

375. Advanced Physiology of Exercise. (3h) A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise, and metabolic consequences of exercise. P—HES 353 or permission of instructor.

380. Physical Activity and Aging. (3h) A lecture course which examines both normal/abnormal aging from a physiological perspective and explores how aging and chronic disease affect performance of activities of daily living, including vocational and recreational activities. The potential of regular physical activity to delay or reverse the deleterious effects of aging and degenerative disease is investigated. P—Permission of instructor.

382. Individual Study. (1h,1.5h,2h) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course. P—Majors only and permission of instructor.

384. Special Topics in Health and Exercise Science. (1.5h,2h,3h) Intensive investigation of a current scientific research topic in health or exercise science with focus on a specific topic. May be repeated for credit if topic differs.

386. Honors Research. (1.5h) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—Permission of instructor, approval of departmental honors committee, and prior completion of a 1.5-hour Individual Study.

Health Policy and Administration (HPA)

(Interdisciplinary Minor)

Professor of Economics Michael S. Lawlor, Director

The health policy and administration minor is designed to give students a concentration in the area of public health policy and the study of health care delivery. It is open to all majors and places an emphasis on providing students with the analytical methods and knowledge of institutional complexity necessary to an understanding of the rapidly evolving medical industry. Students interested in either public policy or administrative roles in health care could benefit from the minor. The course work requires the following five courses (three hours each), for a total of fifteen hours, plus some notable prerequisites (see individual course descriptions for details):

Required Courses:

Health Policy and Administration	150. Introduction to Public Health. (3h) (fall)
	250. Internship in Health Policy and Admin. (3h) (spring)
Health and Exercise Science	360. Epidemiology of Physical Activity. (3h) (spring)
Economics	240. The Economics of Health and Medicine. (3h) (fall)

Elective Courses:

Choose one course from the following electives:*

Anthropology	362. Medical Anthropology. (3h)
Biology	396. Biomedical Ethics. (3h)

**Other electives may be added as the curriculum evolves. Check with the director of the program for a complete list.*

History	310. Seminar: Controversies in American Medical History. (3h)
	339. History of American Medicine. (3h)
Humanities	390. Interdisciplinary Seminar on Aging. (3h)
Philosophy	161. Medical Ethics. (3h)
Political Science	216. U.S. Social Welfare Policy. (3h)
Health and Exercise Science	312. Exercise and Health Psychology. (3h)
	380. Physical Activity and Aging. (3h)
Sociology	335. Sociology of Health and Illness. (3h)
	336. Sociology of Health Care. (3h)
	337. Aging in Modern Society. (3h)
Women's Studies	321. Interdisciplinary Seminar on Women's Health Issues. (3h)
Psychology	322. Psychopharmacology. (3h)

Since many of the required courses involve prerequisites students should plan ahead to ensure they can meet all of the requirements in four years. The following schedule suggestions may be helpful:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Core Requirements, including Economics 150	Economics 205, Applied Statistics (various departmental courses)	Health Policy and Administration 150, Health and Exercise Science 360	Economics 240, Health Policy and Administration 250

150. Introduction to Public Health. (3h) Survey of the basic structure of the health care system in the United States. Includes discussion of current issues of public policy toward health, organization of health care delivery, and health system reform. Serves as the introduction to the interdisciplinary minor in health policy and administration. *Taught every fall.*

250. Internship in Health Policy and Administration. (3h) A semester experience in a health care policy or health care administration organization. Students will work in conjunction with a director who is a researcher on a public health science research project or with an administrator in health care delivery. Students gain relevant practical experience that builds on prior coursework and provides insight into public health policy issues. P—HPA 150 and permission of instructor. Open only to senior health policy and administration students. *Offered every spring.*

History (HST)

Michael L. Hughes, Chair
Reynolds Professor Paul D. Escott
Wake Forest Professor James P. Barefield
Professors J. Edwin Hendricks, Michael L. Hughes,
Michael L. Sinclair, J. Howell Smith, Alan J. Williams
Associate Professors Simone M. Caron, Michele K. Gillespie,
Z. Smith Reynolds Faculty Fellow Jeffrey D. Lerner, William K. Meyers,
Anthony S. Parent Jr., Susan Z. Rupp, Sarah L. Watts
Assistant Professor Claire S. Schen
Instructor in History Ronald Bobroff
Visiting Assistant Professors Robert Beachy,
Eliza Ferguson, Gloria Fitzgibbon

The major in history consists of a minimum of twenty-seven hours and must include History 288 or 310, one course in premodern history, and a minimum of 5.5 hours in each of the following three fields: European history; Latin American, Asian, or African history; and United States history. Courses at the 100-level count toward the major but do not count toward the field distribution.

Majors may include within the required twenty-seven hours up to six hours of advanced placement or comparable work and up to six hours of any combination of independent study and directed reading other than the hours earned in History 397.

A minor in history requires eighteen hours. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete History 287, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the master of arts degree and two for the Ph.D.

100. Colloquium in Historical Diversity. (3h) A broadly based examination of the historical roots of contemporary cultural issues through various themes such as race, ethnicity, class, gender, sexuality, religion, and nationality. Focus will vary with professor. (CD)

101. Western Civilization to 1700. (3h) A survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

102. Europe and the World in the Modern Era. (3h) A survey of modern Europe from 1700 to the present. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

1027. Formation of Europe: Habsburg Empire and its Successor States. (3h) The development of Central and East-central Europe as a multiethnic unity under the Habsburgs, 1526-1918, and its dissolution into successor states and subsequent interactions, 1918-1989. (Meets Division I history requirement) *Offered only in Vienna.*

103. World Civilizations to 1500. (3h) A survey of the ancient, classical and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

104. World Civilizations since 1500. (3h) A survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

131. European Historical Biography. (1.5h) Study of biographies of men and women who have influenced the history and civilization of Europe.

162. History of Wake Forest University. (1.5h) A survey of the history of Wake Forest from its beginning, including its written and oral traditions. The course may include a visit to the town of Wake Forest.

211. Colloquium. (1-3h)

222. The Renaissance and Reformation. (3h) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed.

2253. History of Venice. (3h) The history of Venice from its origin to the fall of the Venetian Republic. *Offered in Venice.*

2260. History of London. (1.5h,3h) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2262. The Golden Age of Burgundy. (1.5h) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

2263. Venetian Society and Culture. (3h) An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*

2280. Georgian and Victorian Society and Culture. (3h) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

232. European Historical Novels. (1.5h) The role of the historical past in selected works of fiction.

251, 252. The United States. (3h,3h) Political, social, economic, and intellectual aspects. 251: Before 1865; 252: After 1865. Students who take History 253 may not take either of these courses for credit.

253. The United States. (3h) A topical survey combining 251 and 252. Not open to students who take either 251 or 252.

287, 288. Honors in History. (3h,3h) 287: Seminar on problems of historical synthesis and interpretation. All honors students must take History 287; 288: Writing of a major research paper. P—Permission of instructor.

- 306. The Early Middle Ages.** (3h) European history from the end of the ancient world to the mid-twelfth century, stressing social and cultural developments.
- 307. The High Middle Ages Through the Renaissance.** (3h) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.
- 308. The World of Alexander the Great.** (3h) An examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Special emphasis placed on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, as well as the achievements and limitations of Hellenistic Civilization.
- 309. Europe: From Renaissance to Revolution.** (3h) A survey of European history from the fifteenth to the eighteenth century. Topics include the voyages of discovery, the military revolution, the formation of the modern state, religious reformation, witchcraft and the rise of modern science, and pre-industrial economic and social structures including women and the family.
- 310. Seminar.** (3h) Offered by members of the faculty on topics of their choice. A paper is required.
- 313, 314. European Economic and Social History, 1300-1990.** (3h,3h) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors. 313: 1300-1750; 314: 1750-1990.
- 315. Greek History.** (3h) The development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history.
- 316. Rome: Republic & Empire.** (3h) A survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans.
- 317. The French Revolution and Napoleonic Empire.** (3h) The revolution and wars that constitute one of the pivotal points in modern history.
- 318. Weimar Germany.** (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.
- 319. Germany to 1871.** (3h) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.
- 320. Germany: Unification to Unification, 1871-1990.** (3h) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.
- 321. France to 1774.** (3h) The history of France from the Paleolithic period to the accession of Louis XVI with particular attention to the early modern period.
- 322. France since 1815.** (3h) The history of France from the restoration of the monarchy to the Fifth Republic.

323, 324. Great Britain. (3h,3h) A survey of British history. Topics include religion, revolution and reform, war, poverty and poor relief, women, social and economic change, and empire. 323: To eighteenth century; 324: Eighteenth century to present.

3260. The Industrial Revolution in England. (3h) A study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*

328. History of the English Common Law. (3h) A study of the origins and development of the English common law and its legacy to modern legal processes and principles.

330. Race, Religion, and Sex in Early Modern Europe. (3h) This course explores issues of race, ethnicity, and gender in Europe between 1400 and 1800. Topics include contact and conflict among Jews, Muslims, and Christians; marriage, the family, and sexuality; migration and immigration; and slavery and conquest in early European colonies and empires.

331. Russia: Origins to 1865. (3h) A survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II.

332. Russia and the Soviet Union: 1865 to the Present. (3h) A survey of patterns of socioeconomic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse.

333. European Diplomacy, 1848-1914. (3h) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

337. Gender in Early America. (3h) The history of gender roles from the colonial period to the mid-nineteenth century. Examines the social constructions of femininity and masculinity and their political and cultural significance.

338. Gender in Modern America. (3h) The history of gender relations from the late-nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles with special attention to race, class, and ethnicity.

339. The History of American Medicine. (3h) Analysis of the changing approaches to healing in American history. Examines indigenous systems, the introduction of European methods, the attempts to professionalize in the nineteenth century, the incorporation of modern techniques, and the reemergence of natural approaches in the twentieth century.

340. African-American History. (3h) The role of African Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.

342. The Middle East before 1500. (3h) A survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. The course provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era.

343. Imperial China. (3h) A study of traditional China to 1850, with emphasis on social, cultural, and political institutions.

- 344. Modern China.** (3h) A study of China from 1644 to the present.
- 345. The Middle East since 1500.** (3h) A survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include the rise and demise of the Ottoman and Safavid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges.
- 346. Japan before 1800.** (3h) A survey of Japan from earliest times to the coming of Western imperialism, with emphasis on regional ecologies, economic institutions, cultural practice, military organization, political ideology, and foreign relations.
- 347. Japan since World War II.** (3h) A survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years.
- 348. Japan since 1800.** (3h) A survey of Japan in the modern world. Topics include political and cultural revolution, state and empire-building, economic "miracles," social transformations, military conflicts, and intellectual dilemmas.
- 350. Global Economic History.** (3h) An overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and underdeveloped states.
- 351. United States Social History I.** (3h) Examines various aspects of American social history from the colonial period to the mid-nineteenth century, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.
- 352. United States Social History II.** (3h) Examines various aspects of American social history from the late-nineteenth century to the present, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.
- 353. Colonial English America, 1582-1774.** (3h) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.
- 354. Revolutionary and Early National America, 1763-1815.** (3h) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.
- 356. Jacksonian America, 1815-1850.** (3h) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.
- 357. The Civil War and Reconstruction.** (3h) The political and military events of the war and the economic, social, and political readjustments which followed.
- 358. The United States from Reconstruction to World War I.** (1.5h,3h) National progress and problems during an era of rapid industrialization. The course may be divided into halves for 1.5 hours each: (a) *the Gilded Age*; (b) *the Progressive Era*.
- 359. The United States from World War I through World War II.** (3h) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.
- 360. The United States since World War II.** (3h) Trends and changes in the nation from World War II to the present.

- 361. Economic History of the United States.** (3h) The economic development of the United States from colonial beginnings to the present.
- 362. American Constitutional History.** (3h) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.
- 363, 364. The South.** (3h,3h) Geography, population elements, basic institutions, and selected events.
- 366. Studies in Historic Preservation.** (3h) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.
- 367, 368. North Carolina.** (3h,3h) Selected phases of the development of North Carolina from the colonial period to the present. 367: To 1850; 368: Since 1850.
- 369. Modern Military History.** (3h) Making war in the modern era, with special attention to the social context of military activity.
- 370. Topics in North Carolina History.** (3h) A general chronological survey of North Carolina with emphasis on selected topics.
- 371. Winston-Salem/Forsyth County.** (3h) A history of the Winston-Salem/Forsyth County area using techniques of local history including archives, museums, and oral history. Lectures, readings, and class projects.
- 372. Introduction to African History.** (3h) An introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents will be stressed.
- 373. History of Mexico.** (3h) An examination of the history of Mexico from the colonial period to the present.
- 374. Protest and Rebellion in Latin America.** (3h) A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations.
- 375. Modern Latin America.** (3h) A survey of Latin-American history since independence, with emphasis on the twentieth century. The course will concentrate chiefly on economics, politics, and race.
- 376. Civil Rights and Black Consciousness Movements.** (3h) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as Religion 341.)
- 3760. Anglo-American Relations since 1940.** (3h) A study of the relations between the United States and Britain from 1940 to the present. *Offered in London.*
- 377. American Diplomatic History.** (3h) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

378. Struggles for Freedom in Southern Africa and the United States. (3h) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as Religion 348.)

379. Origins of The Americas. (3h) A unified, comparative history of North, Central, and South America from ancient times to the present.

380. America at Work. (3h) This course examines the people who built America from 1750 to 1945. Themes include free labor versus slave labor, the impact of industrialization, the racial and gendered realities of work, and the growth of organized labor and its political repercussions.

381, 382. Preservation Practicum I, II. (3h,3h) Training in the techniques and skills of historical preservation. Emphasis will vary according to the specific site(s) involved. P—Permission of instructor.

383. Revolution and Culture in Latin America. (3h) This course explores the links between revolutionary movements and cultural expression in Latin America and the Caribbean. The course includes a Language Across the Curriculum component (which allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish).

384. Latin America's Colonial Past. (3h) Studies the history of Latin America's colonial past from the preconquest background to the wars of independence in the early 19th century. The course includes a Language Across the Curriculum component (which allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish).

393, 394. American Foundations I, II. (3h,3h) Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, invites twenty students to study with five professors from various disciplines through lectures, discussions, and concerts, including a study tour to New York City. *Taught in the summer; students enroll for both courses.*

397. Historical Writing Tutorial. (1.5h) Individual supervision of historical writing to improve a project initiated in History 288 or History 310. P—Permission of instructor. (Does not count toward major or minor requirements.)

398. Individual Study. (1-3h) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1-3h) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities (HMN)

(Interdisciplinary Minor)

William S. Hamilton, Coordinator

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Reynolds Professor of American Studies Maya Angelou

Associate Professors Candyce Leonard, Robert L. Utley Jr., Ulrike Wiethaus

In order to offer capable students a forum which encourages the pursuit of ideas across the disciplinary lines of such fields as history, philosophy, literature, politics, religion, and the arts, the minor is offered in humanities. It requires a total of fifteen hours. Candidates for the minor are required to take Humanities 280, *Reason and Revelation*, and 290, *Innovation and Inclusivity*. When these have been passed, the student is assigned a minor adviser who assists in planning the rest of the student's curriculum. In accordance with the plan, six more hours are selected from courses in the humanities or related disciplines other than those being used by the student to fulfill divisional requirements of the College or the requirements of the major. The minor concludes with a three-hour project in Humanities 396 supervised by a member of the humanities faculty and reviewed by a committee of relevant faculty appointed by the coordinator of humanities; the project must represent the further pursuit of an idea or topic studied in one of the courses of the minor, and must successfully reflect the synthesis of views from at least two traditional disciplines.

170. Understanding Japan. (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations.

Humanities courses 213-222 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

213. Studies in European Literature. (3h) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division II requirement.

214. Contemporary Fiction. (3h) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division II requirement.

215. Germanic and Slavic Literature. (3h) Texts studied are by such authors as Von Eschenbach, Hoffmann, Turgenyev, Dostoevsky, Ibsen, and Kafka. Satisfies a Division II requirement.

216. Romance Literature. (3h) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division II requirement.

217. European Drama. (3h) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division II requirement. (CD)

218. Eastern European Literature. (3h) Texts studied are by such authors as Moricz, Hasek, Bulgakov, Andric, Gombrowicz, Kundera, Ugresic, and Erofeev. Satisfies a Division II requirement. (CD)

- 219. Introduction to Japanese Literature.** (3h) Major works of poetry, drama and fiction from the classical and modern periods. Satisfies a Division II requirement.
- 221. Introduction to Chinese Literature.** (3h) Readings and discussions in fiction, drama and poetry from the traditional and modern periods. Satisfies a Division II requirement.
- 222. African and Caribbean Literature.** (3h) An examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. Satisfies a Division II requirement. (CD)
- 2287. Viennese Culture from 1860 to 1914.** (3h) A study of late nineteenth and early twentieth century Vienna as reflected in the matrix of the city's civic and artistic life. *Offered in Vienna.*
- 230. Women Writers in Contemporary Italy.** (3h) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)
- 235. After Auschwitz: Holocaust Literature, Art, and Theology.** (3h) A survey of the ways in which novelists, poets, theologians, and culture critics have struggled to come to terms with the cataclysmic events of the Shoah. The course will consider textual, visual, and architectural responses such as poetry, films, memorials, and paintings.
- 245. Interdisciplinary Seminar in Critical Thinking.** (1.5h) An investigation of cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.
- 250. Maritime Studies.** (3h) Provides a multidisciplinary study of the sea and sea voyage in the Western tradition and the role of the sea in the historical development of the modern world system of labor, trade, and scientific resource management. *Offered only in conjunction with the Sea Education Association.*
- 251. The Asian-American Experience: Literature and Personal Narratives.** (3h) An introduction to the writings and narratives of Asian-Americans, examining the process of assimilation, the effects of immigration and cultural conflict on literary forms of expression, and the formation of new cultural identities. (CD)
- 2561. Beijing: A Study of Chinese Religion and Politics.** (3h) A study of the religion and politics in the recent history of China, beginning with the founding of present Beijing in the early Ming Dynasty.
- 265. Gender, Spirituality, and Art.** (3h) An introduction to the current discussion of the nature of art and spiritual experience, with special attention to definitions of femininity and masculinity in the construction of symbols and religious meaning.
- 280. Reason and Revelation.** (3h) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches will be considered through a reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.

282. Public Life and the Liberal Arts. (3h) The course is devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. “Politics and the Arts” and “Theory and Practice in Public Life” are representative topics.

283. Foundations of Revolution in Modernity. (3h) The subject as viewed through such representative writers as Machiavelli, Spinoza, Pascal, Hobbes, Locke, Rousseau, Flaubert, Eckermann, Hegel, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

285. Culture and Religion in Contemporary Native America. (3h) An interdisciplinary survey of American Indian cultures, including the arts and literature, religions, and historical changes. Special emphasis is placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. (CD)

290. Innovation and Inclusivity. (3h) An introduction to cultural innovation in the twentieth century. Written texts, visual arts, and performance art are analyzed through the perspectives of (1) paradigms such as psychoanalysis, Marxism, feminism, and liberation theology, (2) debates about political correctness and multiculturalism, and (3) strategies used by minority and non-Western voices. (CD)

320. Perspectives on the Middle Ages. (3h) A team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: a.) Medieval Women; b.) Medieval Constructs of Gender, Race, and Class; c.) Love and War in the Middle Ages; d.) The Medieval Environment: Landscape and Culture. May be repeated for credit with different sub-topics.

337. World Poetry in Dramatic Performance. (1.5h) A study, in translation, of ancient and contemporary poetry ranging from Japanese to Irish, African American, Spanish, German, Scottish, and others. Students will be required, after eight class meetings, to perform in a public presentation. *Pass/fail only.*

338. Selected Readings in African and African-American Cultural History. (3h) This course provides opportunity for selected readings in and study of African and African-American cultural history. Informed and active participation of students in discussion of the readings is required.

3421. Japan in Perspective. (3h) Readings in accounts of Japan by Western visitors from the nineteenth century to the present, e.g., Lafcadio Hearn, Isabella Bird, Alan Booth, T.R. Reid, and writing of reflective essays on student responses to their experiences with Japan and Japanese culture. *Taught only in Japan.*

343. The Philosophy of Liberation in Literature. (3h) The concept of freedom as found in the works of such writers as Frederick Douglass, Kobo Abe, Wole Soyinka, Germaine Greer, Paule Marshall, Franz Fanon, Garcia Lorca, and James Baldwin.

344. African Culture and Its Impact on the United States. (1.5h) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. *Pass/fail only.*

- 347. Women Writers in Japanese Culture.** (3h) Critical analysis of classical, modern, and contemporary writings by Japanese women, with an exploration of the cultural setting in which they occurred.
- 353. African and Caribbean Women Writers.** (3h) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.
- 355. Forms and Expressions of Love.** (3h) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Interdisciplinary Honors 249.)
- 357. Images of Aging in the Humanities.** (3h) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Honors 257.)
- 361. Dante I.** (1.5h) A study of the *Vita Nuova* as apprenticeship to the *Divina Commedia*, and of the first half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. (Also listed as English 307)
- 362. Dante II.** (1.5h) A study of the second half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—HMN 361 or permission of instructor. (Also listed as English 308.)
- 365. Humanity and Nature.** (3h) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Honors 265.)
- 380. Literature, Film, and Society.** (3h) A study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.
- 381. Independent Research in Asian Studies.** (1h, 2h, 3h) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit, but no more than three hours may count toward East Asian Studies or a minor in Asian Studies.
- 382. Italian Cinema and Society.** (3h) A survey of some of Italy's greatest postwar films, with special attention to issues and problems in Italian society as treated by major directors such as Fellini, DeSica, Rossellini, Antonioni, and Olmi.
- 383. Italian Fascism in Novels and Films.** (3h) An exploration of theories of fascism, with an emphasis on Italy between 1919 and 1944 as understood through novels and films.

385. Legends of Troy. (3h) An interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

390. Interdisciplinary Seminar on Aging. (1.5h or 3h) A study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. P—Permission of instructor.

396. Individual Study. (1h,2h,3h) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

Interdisciplinary Honors (HON)

Wake Forest Professor of History James P. Barefield, Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (3h,3h) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (3h,3h) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

236. The Force of Impressionism. (3h) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.

- 237. The Scientific Outlook.** (3h) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.
- 238. Romanticism.** (3h) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.
- 240. Adventures in Self-Understanding.** (3h) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.
- 241. The Tragic View.** (3h) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.
- 242. The Comic View.** (3h) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.
- 244. Man and the Structure of the Universe.** (3h) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.
- 246. Man and the Environment.** (3h) An interdisciplinary examination of man and society in relation to the environment.
- 247. The Mythic View.** (3h) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).
- 248. The Ironic View.** (3h) An investigation of the ironic view of life in literature, art, history, theater, and film.
- 249. Forms and Expressions of Love.** (3h) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Humanities 355.)
- 257. Images of Aging in the Humanities.** (3h) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Humanities 357.)
- 258. Venice in Art and Literature.** (3h) An exploration of what Venice has meant to non-native artists and writers, and what they have made of it. Artists and writers include Byron, Turner, Ruskin, Henry James, Sargent, Whistler, Proust, Mann, and others.
- 265. Humanity and Nature.** (3h) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Humanities 365.)

281. Directed Study. (3h) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

International Studies (INS)

(Interdisciplinary Minor)

Associate Professor of Political Science Pia Christina Wood, Coordinator
Professor of Sociology Ian M. Taplin

The minor in international studies consists of a total of fifteen hours and must include International Studies 250 and twelve other hours from approved international courses. (A list of approved courses is available in the Center for International Studies.) These may include any International Studies course other than International Studies 100 or 101. No more than six of the fifteen hours for the minor can be taken in a single department. Study of a foreign language beyond the basic requirements is strongly recommended, as is study abroad. Students should consult with the director of international studies as soon as they declare the minor. Courses taken on overseas programs may be approved for the international studies minor by the director of the Center for International Studies. For more information contact the Center for International Studies or the registrar's office.

INS 140. United Nations/Model United Nations. (1.5h) Exploration of the history, structure, and functions of the United Nations including current economic, social, and political issues. An in-depth analysis of one country in the UN and attendance at the Model UN Conference. *Pass/fail only. May be taken twice for credit.*

INS 160. Introduction to Global Trade and Commerce Studies. (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

INS 210. Japanese and American Culture: A Cross-Cultural Comparison. (3h) An exploration and comparison of values, behavior, and beliefs in Japanese and American culture, with special attention to such topics as education, gender differences, and social hierarchy.

INS 220. Forms of Orientalism. (3h) The history of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. Case studies, particularly of the Middle East and the Indian subcontinent.

INS 221. The Causes of War and the Conditions of Peace. (3h) An interdisciplinary examination of the causes of violent international conflict and of the conditions for maintaining or restoring peace. Key concepts and issues will be explored through an extensive use of case studies of actual conflicts.

INS 228. Individual Study. (1h,2h,3h) Intensive research leading to the completion of an individual project conducted under the supervision of a faculty member. Students are responsible for initiating the project and securing permission of an appropriate faculty member. P—Permission of instructor.

INS 229. Internship in International Studies. (1h,2h,3h) Field work directly related to international issues in a public or private setting under the supervision of a faculty member. Related readings and an analytical paper are minimum requirements. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

INS 250. Seminar in International Studies. (3h) Applies theoretical assumptions and methods to the analysis of selected global issues. (CD)

INS 363/SOC 363. Global Capitalism. (3h) An analysis of changing patterns of industrial organization, market, and labor relations, and institutional frameworks that have resulted from the growth of an integrated global capitalist economy.

The following courses do not count for the minor but are designed to ensure that students who study overseas receive sufficient credit to make satisfactory progress toward graduation: International Studies 100 and 101.

100. Study Abroad. (1-3h) Hour(s) awarded to ensure that students participating in a full-time overseas program, as verified by the Center for International Studies, receive credit equal to a full semester's work on campus. (A full semester's work at Wake Forest is defined, for this purpose, as twelve hours.) *Pass/fail grade only.*

101. Overseas Study. (1-3h) Directed reading and/or field work as part of an approved overseas program under the supervision of the program director or the Center for International Studies. The keeping of a journal and submission of an end of program evaluation are required. P—Permission of the instructor.

Italian Studies

(Foreign Area Study)

Dana Faculty Fellow and Professor of Romance Languages Antonio Vitti, Coordinator

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required. Students must take Italian through the 215 level, plus three courses from the following groups, at least one each from Groups II and III. (See course descriptions under appropriate listings.)

I. Literature

Classics	264.	Greek and Roman Comedy. (3h)
Humanities	213.	Studies in European Literature. (3h) (appropriate topics and approval)
	214.	Contemporary Fiction. (3h) (appropriate topics and approval)

	216.	Romance Literature. (3h)
	217.	European Drama. (3h) (appropriate topics and approval)
	230.	Women Writers in Contemporary Italy. (3h)
	361, 362.	Dante I and II. (1.5h, 1.5h)
Italian	216.	Introduction to Italian Literature II. (3h) (or any Italian course above 215) First Year Seminar

II. Fine Arts

Art	245.	Roman Art. (3h)
	268.	Italian Renaissance Art. (3h)
	2693.	Venetian Renaissance Art. (3h) (offered in Venice)
Humanities	382.	Italian Cinema and Society. (3h)
	383.	Italian Fascism in Novels and Films. (3h)
Music	181.	Music History I. (3h)
	182.	Music History II. (3h)
	220.	Seminar in Music History. (3h)

III. History and the Social Sciences

History	222.	The Renaissance and Reformation. (3h)
	2253.	History of Venice. (3h) (offered in Venice)
	2263.	Venetian Society and Culture. (3h) (offered in Venice)
	398.	Individual Study. (1-3h) (if directed toward Italy)
Sociology	357.	The Italian Experience in America. (3h)

Students may also take appropriate courses in anthropology, economics, political science, psychology, religion, and sociology in the Venice program, and appropriate individual study topics in these departments. To graduate with a Certificate in Italian studies, students must contact the registrar's office during the spring semester of the senior year to request that a transcript copy be sent to the Department of Romance Languages for approval.

Journalism (JOU)

(Minor)

Associate Professor of Journalism Wayne King, Coordinator

Adjunct Lecturers Justin Catanoso, Michael Horn

The minor in journalism consists of fifteen hours, including Journalism 270, 276, and either 272 or 280. In addition to the required fifteen hours, minors in journalism are strongly advised to take Economics 150 and 221. The remaining courses must be selected from among the following:

Accounting	111.	Introductory Financial Accounting. (3h)
Communication	115.	Writing for Radio-TV Film. (3h)
	211.	Media Production: Studio. (3h)
	245.	Introduction to Mass Communication. (3h)

Economics	150.	Introduction to Economics. (3h)
	221.	Public Finance. (3h)
Journalism	272 or 280.	Editing (3h) or Journalism, Ethics, and Law. (3h) (whichever was not chosen as a required course)
	278.	History of Journalism. (3h)
	282.	Investigative Reporting. (3h)
Political Science	217.	Politics and the Mass Media. (3h)

Journalism Courses

270. Introduction to Journalism. (3h) Fundamentals of news writing, news judgment, and news gathering, including computer-assisted reporting and research. Intensive in-class writing.

272. Editing. (3h) A laboratory course in copyediting, headline writing, typography, and make-up; practice on video display terminal. P—English 270.

273. Writing for Radio-TV-Film. (3h) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorials). (Also listed as Communication 115.)

274. Media Production: Studio. (3h) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory. (Also listed as Communication 211.)

275. Introduction to Mass Communication. (3h) A historical survey of mass media and an examination of major contemporary media issues. (Also listed as Communication 245.)

276. Advanced Journalism. (3h) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270 or permission of instructor.

277. Politics and the Mass Media. (3h) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events. (Also listed as Political Science 217.)

278. History of Journalism. (3h) A study of the development of American journalism and its English origins, with attention to broad principles of mass communication from its beginnings through the Internet.

280. Journalism, Ethics, and Law. (3h) Explores ethical problems confronting journalists, including such things as the public's right to know, invasion of privacy, censorship, coverage of politics and elections, objectivity, and race, gender, and bias in news reporting, against a background of laws pertaining to areas such as libel and national security.

282. Investigative Reporting. (3h) Explores the methods and resources used in investigative journalism—tracing individuals through public records, Freedom of Information Act requests, and specialized interview techniques. P—Permission of instructor.

286. Writing for Public Relations and Advertising. (1.5h,3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. P—Permission of instructor. (Also listed as Communication 117.)

298. Internship. (1.5h) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.

299. Individual Study. (1.5h-3h) A course of independent study with faculty guidance. By prearrangement.

Latin American Studies (LAS)

(Interdisciplinary Minor)

Associate Professor of Romance Languages (Spanish) Linda Howe, Director

The minor in Latin American studies provides an opportunity for students to undertake a multidisciplinary study of the history, geography, economics, politics, and culture of Latin America and the Caribbean. It consists of a total of fifteen hours, only three of which may count toward the student's major. Candidates for the minor are required to take Latin American Studies 210, *Introduction to Latin American Studies*. In addition, candidates must elect at least twelve hours of coursework on Latin America. No more than six of these twelve hours may be in a single discipline.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing Spanish courses through the 213 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

210. Introduction to Latin American Studies. (3h) Introduction to the historical, economic, cultural, and social issues which shape Latin America. (CD)

220C. Afro-Cuban Cultural Expressions. (3h) A comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. *Offered in Havana*. Also listed as Spanish 376C. (CD)

310. Special Topics in Latin American Studies. (3h) Selected topics in Latin American Studies; topics vary from year to year.

398. Individual Study. (3h) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin American Studies minor. P—Permission of instructor.

Students may choose from the following list of electives in designing their minor:

Anthropology	383, 384. Field Research in Cultural Anthropology. (3h,3h) 385, 386. Special Problems Seminar. (3h,3h)
Economics	251. International Trade. (3h) 252. International Finance. (3h) 258. Economic Growth and Development. (3h)

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|-------------------|---|
| History | 373. History of Mexico. (3h)
374. Protest and Rebellion in Latin America. (3h)
375. Modern Latin America. (3h) |
| Music | 210. Survey of Latin American Music. (3h) |
| Political Science | 236. Government and Politics in Latin America. (3h)
242. Topics in Comparative Politics. (3h)
257. Interamerican Relations (3h)
292. Seminar in Comparative Politics. (3h) |
| Spanish | 218. Literary and Cultural Studies of Spanish America. (3h)
219. Grammar and Composition. (3h)
319. Advanced Grammar and Composition. (3h)
329. Introduction to Spanish for Business. (3h)
348. Transatlantic Renaissance. (3h)
351. Transgressing Borders: Identity in Latin American and U.S. Latino Cultures. (3h)
353. Indigenous Myth in Spanish American Literary Art. (3h)
354. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h)
360. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices (3h)
361. Latin American Cinema and Ideology. (3h)
362. Romantic Nationalism: Avant-Garde Nihilism and the Deconstruction of Utopia. (3h)
363. Contemporary Spanish American Theatre. (3h)
364. Spanish American Short Story. (3h)
365. Spanish American Novel. (3h)
367. Colonial Spanish America. (3h)
368C. Cuban Literature from the Nineteenth Century to Present. <i>Offered in Havana</i> (3h)
369. Imagined “White” Nations: Race and Color in Latin America. (3h) |

Five-Year BA/MA Degree Program Option. Students who choose to minor in Latin American studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin American Studies at Georgetown University in Washington, DC. This program allows outstanding students interested in Latin America to begin work toward an interdisciplinary master’s degree in Latin American Studies while still undergraduates at Wake Forest, and to complete both degrees within a five-year period. The bachelor of arts degree is awarded by Wake Forest, while the master’s degree is awarded by Georgetown. See pages 66 and 187 of the bulletin for complete details. Interested students should contact the five-year degree program coordinator, Peter Siavelis, assistant professor of political science.

Linguistics (LIN)

(Interdisciplinary Minor)

Professor of Romance Languages (Spanish) M. Stanley Whitley, Coordinator

The interdisciplinary minor in linguistics requires Linguistics 150, *Introduction to Linguistics*, and twelve additional hours. Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

The twelve hours in addition to Linguistics 150 may be chosen from the following three groups: linguistics courses, historical linguistics, and related topics. It is strongly recommended that at least one course be from historical linguistics.

Linguistics Courses

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

301. Semantics and Language in Communication. (3h) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. (Also listed as Communication 301.)

310. Sociolinguistics and Dialectology. (3h) Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P—LIN 150 or permission of instructor.

330. Introduction to Psycholinguistics and Language Acquisition. (3h) A psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

340. Topics in Linguistics. (3h) An interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethnolinguistics, issues in Asian linguistics, language and gender. P—LIN 150 or permission of instructor.

351. Comparative Communication. (1.5h,3h) A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. (Also listed as Communication 351.)

351A Japan

351B Russia

351C Great Britain

351D Multiple Countries

351E China

375. Philosophy of Language. (3h) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantic paradoxes, and the differences between languages and other sorts of sign systems. P—Permission of instructor. (Also listed as Philosophy 375.)

383. Language Engineering: Localization & Terminology. (3h) Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. Taught in English. P—Permission of instructor.

398, 399. Individual Study. (1-3h, 1-3h) A reading and research course designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. P—LIN 150 and permission of instructor.

SIL 101, 102. Self Instructional Language. (3h, 3h) A course in which students wishing to learn a language not offered at Wake Forest may arrange to study the language in consultation with a native speaker. This course does not count toward the linguistics minor without approval from the coordinator. P—Permission of instructor.

Historical Linguistics

(See course descriptions under appropriate department listings.)

English	304. History of the English Language. (3h)
Russian	232. The History of the Russian Language. (3h)
Spanish	321. History and Structure of the Spanish Language. (3h)

Related Topics

(See course descriptions under appropriate department listings.)

Anthropology	355. Language and Culture. (3h)
English	390. The Structure of English. (3h)
French	222. French Phonetics. (3h)
Russian	230. The Structure of Russian. (3h)
Spanish	322. Spanish Phonology. (3h)

Students intending to minor in linguistics should consult the coordinator of linguistics in the Department of Romance Languages, preferably during their sophomore year.

Mathematics (MTH)

Richard D. Carmichael, Chair

Reynolds Professor Robert J. Plemmons

Wake Forest Professor John V. Baxley

Professors Richard D. Carmichael, Elmer K. Hayashi, Fredric T. Howard,

Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May

Associate Professors Sterge Faculty Fellow Edward E. Allen, James L. Norris III,

Sterge Faculty Fellow Stephen B. Robinson

Assistant Professors Kenneth S. Berenhaut, Hugh N. Howards,

Miaohua Jiang, Marielba Rojas

Visiting Assistant Professor Douglas S. Daniel

Instructors Janice Blackburn, Jule M. Connolly, David C. Wilson

A major in mathematics can be achieved by satisfying the requirements listed below for either the bachelor of arts or bachelor of science. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division V requirements.

The bachelor of arts in mathematics requires Mathematics 111, 112, 113, 121, 211 or 311, and 221 with at least four additional three-hour courses numbered higher than 113 (excluding 381), at least two of which must be numbered above 300.

The bachelor of arts in mathematics with a concentration in statistics requires Mathematics 111, 112, 113, 121, 211 or 311, 221, 357, 358, 359, and either 256 or both 109 and another three-hour course numbered 200 or above (excluding 381).

The bachelor of science in mathematics requires Mathematics 111, 112, 113, 121, 221, 311, 391, and 392 with at least five additional three-hour courses numbered higher than 113 (excluding 381), at least three of which must be numbered above 300.

The bachelor of science in mathematics with a concentration in statistics requires Mathematics 111, 112, 113, 121, 221, 311, 357, 358, 359, 391, 392; one additional three-hour course numbered 300 or above (excluding 381); and 256 or both 109 and another three-hour course numbered 200 or above (excluding 381). Additionally, the research and paper prepared for 391 and 392 must be on a topic related to statistics.

A minor in mathematics requires Mathematics 111, 112, either 113 or 121, and three other courses of at least three hours each numbered higher than Mathematics 106, two of which must be numbered above 200. Neither Mathematics 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both Mathematics 113 and 301; for both Mathematics 121 and 302; or for both Mathematics 303 and 317.

A minor in statistics requires five courses chosen from Mathematics 357, 358, 359, 256, 109, 117, 121, 211 or 311; Anthropology 380; Biology 380; Business 201, 202; Economics 215; Health and Exercise Science 262, 360; Psychology 211, 212; Sociology 371, 372; at least two of which must be chosen from Mathematics 357, 358, 359. Additionally, no more than one course can be chosen from Anthropology 380; Biology 380; Business 201; Health and Exercise Science 262; Mathematics 109; Psychology 211; Sociology 371 to satisfy this minor.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

The department regularly schedules activities in mathematics for students that enhance the course offerings. Examples are participation in the annual Putnam examination and the COMAP contest in mathematical modeling; meetings of the mathematics club; seminars and courses which build upon the regularly scheduled course offerings; and student research with faculty.

The Department of Mathematics and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than forty-eight hours, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 254, 255; Economics 150, 205, 207, 210, 211, 215, 218; and three additional courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and the Department of Economics.

The Department of Mathematics and the Wayne Calloway School of Business and Accountancy offer a joint major leading to a bachelor of science degree in mathematical business. This interdisciplinary program, consisting of no more than forty-eight hours, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements: Mathematics 253, 256, 301 (or 113), 302 (or 121), 353; Business 211, 221, 231, 241, 251, 261, 292; and a minimum of two additional three-hour courses chosen from among mathematics and business, not both courses chosen from business, with the mathematics courses being chosen from three-hour courses at the 300 level or higher, excluding 381. The following courses are prerequisites for admission into this major: Mathematics 111, 112, Accounting 111, 112, Business 100, Economics 150, and Communication 110. Computer Science 111, 112, and Mathematics 251 are strongly recommended electives. Students electing this joint major must receive permission from both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. To graduate from Wake Forest University with a major in mathematical business, the student must satisfy the requirements for graduation of both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the Calloway School.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or the joint majors. To be graduated with the designation "Honors in Mathematics," "Honors in Mathematical Business," or "Honors in Mathematical Economics," students must satisfactorily complete a senior research paper. To graduate with "Honors in Mathematics" or "Honors in Mathematical Business," majors must have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

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

105. Fundamentals of Algebra and Trigonometry. (1.5h, 2.5h, or 3h) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

106. Calculus Foundations. (4h) Functions, the trigonometric functions, limits, continuity, derivatives, differentials, anti-derivatives, the fundamental theorem of calculus. Intended for students with no previous calculus experience; all others should take Mathematics 111 or higher, as appropriate. In particular, credit is not allowed to students who have taken the AB, BC, or IB advanced placement calculus test. Course includes evaluation of pre-calculus skills. (QR)

107. Explorations in Mathematics. (4h) An introduction to mathematical reasoning and problem solving. Topics vary by instructor and may include one or more of the following: knot theory, Euclidean and non-Euclidean geometry, set theory, cryptography, discrete models, number theory, discrete mathematics, chaos theory, probability, and MAPLE programming. (QR)

109. Elementary Probability and Statistics. (4h or 3h) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours. (QR)

111. Calculus with Analytic Geometry I. (4h) A review of differential calculus, followed by a complete treatment of integral calculus, including applications, the transcendental functions, techniques of integration, indeterminate forms, improper integrals, and polar coordinates. Intended for students with previous calculus experience. (QR)

112. Calculus with Analytic Geometry II. (4h) Sequences, Taylor's formula, and infinite series, including power series. Basic multivariable calculus, including parametric equations, partial derivatives with applications to optimization problems, and double integrals. (QR)

113. Multivariable Calculus. (3h) The calculus of vector functions, including geometry of Euclidean space, differentiation, extrema, line integrals, multiple integrals, and Green's, Stokes', and divergence theorems. Credit not allowed for both Mathematics 113 and 301. (QR)

117. Discrete Mathematics. (3h) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics. (QR)

121. Linear Algebra I. (3h) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302. (QR)

165. Problem Solving Seminar. (1h or 1.5h, P/F) A weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit.

211. Advanced Calculus. (3h) A rigorous proof-oriented development of important ideas in calculus. Limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. Credit not allowed for both Mathematics 211 and 311.

- 221. Modern Algebra I.** (3h) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—MTH 121.
- 243. Codes and Cryptography.** (3h) Essential concepts in coding theory and cryptography. Congruences, cryptosystems, public key, Huffman codes, information theory, and other coding methods.
- 251. Ordinary Differential Equations.** (3h) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—MTH 112. (QR)
- 253. Operations Research.** (3h) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—MTH 111. (QR)
- 254. Optimization Theory.** (1.5h) Unconstrained and constrained optimization problems; Lagrange multiplier methods; sufficient conditions involving bordered Hessians; inequality constraints; Kuhn-Tucker conditions; applications primarily to problems in economics. P—MTH 113 and 121.
- 255. Dynamical Systems.** (1.5h) An introduction to optimal control, including the Pontryagin maximum principle, and systems of nonlinear differential equations, particularly phase space methods. Applications to problems in economics, including optimal management of renewable resources. P—MTH 113 and 121.
- 256. Statistical Methods.** (3h) A study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary. (QR)
- 301. Vector Analysis.** (1.5h) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both Mathematics 113 and 301. P—MTH 112.
- 302. Matrix Algebra.** (1.5h) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 121 and 302.
- 303. Complex Variables.** (1.5h) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—MTH 112.
- 304. Applied Partial Differential Equations.** (1.5h) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—MTH 251.
- 311, 312. Introductory Real Analysis I, II.** (3h,3h) Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. Credit not allowed for both Mathematics 211 and 311.

317. Complex Analysis I. (3h) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—MTH 113.

322. Modern Algebra II. (3h) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—MTH 221.

324. Linear Algebra II. (3h) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—MTH 121 and 221.

326. Numerical Linear Algebra. (3h) Numerical methods for solving matrix and related problems in science and engineering. Topics will include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. Credit not allowed for both Mathematics 326 and Computer Science 352. P—MTH 112 and 121.

331. Geometry. (3h) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

334. Differential Geometry. (3h) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—MTH 113.

345, 346. Elementary Theory of Numbers I, II. (3h,3h) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem.

347. Graph Theory. (3h) Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs, and graph theoretic algorithms.

348, 349. Combinatorial Analysis I, II. (3h,3h) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

352. Partial Differential Equations. (3h) A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—MTH 113 and 251.

353. Mathematical Models. (3h) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences.

355. Introduction to Numerical Methods. (3h) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—MTH 112, MTH 121 or 302, and Computer Science 111.

- 357, 358. Mathematical Statistics I, II.** (3h,3h) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—MTH 112 or P—Permission of instructor.
- 359. Multivariate Statistics.** (3h) Multivariate and generalized linear methods for classification, modeling, discrimination, and analysis. P—MTH 112, MTH 121 or 302, and MTH 256.
- 361. Selected Topics.** (1.5h, 2.5h, or 3h) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.
- 381. Individual Study.** (1.5h, 2.5h, or 3h) A course of independent study directed by a faculty adviser. By prearrangement.
- 391. Senior Seminar Preparation.** (1h) Independent study or research directed by a faculty advisor by prearrangement with the adviser.
- 392. Senior Seminar Presentation.** (1h) Preparation of a paper, followed by a one-hour oral presentation based upon work in Mathematics 391.

Medieval Studies

(Interdisciplinary Minor)

Professors of English Gillian Overing and Gale Sigal, Coordinators

The interdisciplinary minor in medieval studies requires eighteen hours, chosen from at least three different departments. Courses from the student's major may count in the minor. Students are encouraged, but not required, to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive 4.5 hours (two courses) which count toward the minor. (For details about application to the Oxford program, and possible financial aid, consult Gale Sigal in the English department.) Courses may be chosen from the following list. (See course descriptions under appropriate listings.)

Art	252. Romanesque Art. (3h) 253. The Gothic Cathedral. (3h) 254. Luxury Arts in the Middle Ages. (3h) 267. Early Italian Renaissance Art. (3h) 296. Art History Seminar: b. Medieval Art. (1.5h,3h)
English	305. Old English Language and Literature. (3h) 310. The Medieval World. (3h) 311. The Legend of Arthur. (3h) 312. Medieval Poetry. (3h) 315. Chaucer. (3h) 320. British Drama to 1642. (3h)
French	370. Seminar in French Studies. (3h)
	<i>Periodically offered in Medieval Studies</i>
German	249. German Literature before 1700. (3h)

History	306. The Early Middle Ages. (3h) 307. The High Middle Ages Through the Renaissance. (3h) 310. Seminar: Jerusalem. (3h) 342. The Middle East Before 1500. (3h)
Humanities	320. Perspectives on the Middle Ages. (3h) 361. Dante I. (1.5h) 362. Dante II. (1.5h)
Philosophy	232. Ancient and Medieval Philosophy. (3h)
Political Science	115Q. Medieval Political Thought (3h)
Religion	367. The Mystics of the Church. (3h) 372. History of Christian Thought: b. Medieval and Reformation Thought. (1.5h,3h)
Spanish	331. Medieval Spain: A Cultural and Literary Perspective. (3h)
Theatre	260. History of Western Theatre I (Beginnings to 1642). (3h)

Students intending to minor in medieval studies should consult one of the coordinators, preferably during the sophomore year.

Military Science (MIL)

Professor Lieutenant Colonel James R. Page II

Assistant Professors Tina M. Colston, Cpt. Edward C. Jackman, William J. Ryan

Instructor Master Sergeant Gregory Campbell

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve forces components of the Army of the United States, as determined by the Secretary of the Army. The AROTC program is composed of the Basic Course and the Advanced Course. The Basic Course is composed of four courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a co-requisite. No military obligation is incurred by enrollment in the Basic Course, except by Army ROTC Scholarship cadets, and then only when beginning their sophomore year. The Basic Course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Basic Camp). The Advanced Course is composed of four courses (225, 226, 227, and 228), with either 117 or 118 taken each semester as a co-requisite, and a five-week Advanced Camp, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

114. Leadership. (1.5h) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

117, 118. Leadership Laboratory. (0.0h) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either Military Science 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science courses. *Pass/fail only.* C—Any other military science core course. P—Permission of the professor of military science, except when required as explained above.

121. Introduction to Army ROTC and the U.S. Army. (1.5h) An introduction to the Army Reserve Officers' Training Corps and to the United States Army, exploring roles, organization, customs and traditions. C—MIL 117 or 118, as appropriate.

122. Introduction to Problem Solving, Decision Making, and Leadership. (1.5h) This course is an introduction to the “life skills” of problem solving, decision making, and leadership. The course is designed to help students in the near-term as leaders on campus. The class will also help students be more effective leaders and managers in the long-term, whether they serve in the military or be leaders in civilian life. Topics addressed include problem solving, critical thinking, problem solving methods, leadership theory, follower-ship, group cohesion, goal setting, and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises. Open to all students.

124. Tactics and Land Navigation in the U.S. Army. (1.5h) A study of the methods of land navigation and terrain analysis for military operations. P—MIL 121 and 122, or permission of the professor of military science. C—MIL 117 or 118, as appropriate.

123. Leadership in the U.S. Army. (1.5h) This course delves into theoretical and practical leadership instruction. Specifically, students examine several aspects of communication and leadership concepts such as written and oral communication, effective listening, assertiveness, personality, adult development, motivation, and organizational culture and change. Each lesson maximizes student participation, inspires intellectual curiosity, and clarifies practical application. The course concludes with a major leadership and problem solving case study. Upon completion, students will be well-grounded in fundamental leadership principles and will be better prepared to apply such principles to a wide variety of life experiences.

225. Fundamentals of Military Leadership and Training. (1.5h) Instruction and case studies which build leadership competencies and military skills in preparation for future responsibilities as Army officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications.

226. Fundamentals of Military Leadership and Training. (1.5h) Instruction and case studies which builds upon the leadership competencies and military skills attained in Military Science 225 in preparation for future responsibilities as Army officers. Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice.

227. Leadership and Management in the U.S. Army I. (1.5h) The theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225 and 226. C—MIL 117.

228. Leadership and Management in the U.S. Army II. (1.5h) A continuation of Military Science 227 with emphasis on the transition from cadet to officer. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225 through 227. C—MIL 118.

229. American Military History. (3h) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. P—Permission of the professor of military science. Credit not allowed for this course if credit has been earned for History 369.

Music (MUS)

David B. Levy, Chair

Professors Susan Harden Borwick, Stewart Carter, Louis Goldstein, Peter Kairoff

David B. Levy, Dan Locklair (Composer-in-Residence), Teresa Radomski

Associate Professor and Director of Choral Ensembles Brian Gorelick

Assistant Professors Jacqui Carrasco, Richard E. Heard

Director of Bands C. Kevin Bowen

Director of Orchestra David Hagy

Lecturers Patricia Dixon, Kathryn Levy, Morten Solvik (Vienna)

The Department of Music offers two majors, in music performance and music history/theory/composition, each requiring thirty-eight hours. Students who choose one of these majors may not choose the other as a second major. Both majors include a basic curriculum of music theory (Music 171, 172, 173, 174, sixteen hours) and music history (Music 181, 182, 183, nine hours), and four semesters of Music 100.

In addition to this basic curriculum, the major in music performance requires six hours of individual instruction above the 100 level (Music 262 and either 362 or 363), which requires as a prerequisite the successful completion of an audition; four hours of ensembles (excluding Music 117 and 119), taken in four semesters; and three hours of elective courses in music, excluding ensembles and Music 161-162, 165-168, 175, 177, 262, 362-363. The major in music performance must present a senior recital.

In addition to the basic curriculum, the major in music history/theory/composition requires three hours of individual instruction, three hours of ensembles (excluding Music 117), taken in three semesters; seven hours of elective courses in music, excluding ensembles and Music 161-162, 165-168, 175, 177, 262, 362-363, and a performance proficiency examination. The major in music history/theory/composition must complete a senior thesis (Music 297 or 398) appropriate to one or more of these areas.

Students considering a major in music performance or music history/theory/composition are urged to begin their musical studies during the first year and should consult the chair of the department as soon as possible after entering the University. Those wishing to major in music performance are required to audition, typically during their sophomore year, before officially being admitted to the major. Successful completion of Music 171 is required in order to audition.

Highly qualified majors in music performance or music history/theory/composition may be invited by the music faculty to apply for admission to honors in music. To be graduated with the designation "Honors in Music," a candidate must have an overall grade point average of at least 3.0, and a grade point average of at least 3.5 in courses in the major, be selected for this honor by the music faculty, and successfully complete either Music 363 or 398. More information is available from the music department.

A minor in music requires nineteen hours: Music 171, 172; one course from Music 181, 182, 183; two hours of ensemble (excluding Music 117), taken in two semesters; two hours of individual instruction; three semesters of Music 100; and four hours of elective courses in music, three of which must be in music history/theory/composition. Each minor will be assigned an adviser in the music department and is encouraged to begin individual lessons, Music 171, and Music 100 as early as possible.

Regarding ensemble requirements for the majors and minor in music, students who are singers must fulfill the ensemble requirement by enrolling in Music 112A, 115 and/or 116. Students who play a band or orchestral instrument must fulfill the ensemble requirement by performing on their primary instrument in Music 112B, 113, 118, and/or 121. Performers on keyboard instruments are strongly encouraged to enroll in one of the above ensembles, but may also fulfill the ensemble requirement through participation in chamber music (120).

Music in Liberal Arts

100. Recitals. (0h) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secret Artists Series. (Specific attendance requirements will be established at the beginning of each semester.) Four semesters are required of music majors; three semesters are required of music minors. *Pass/fail only.*

101. Introduction to Western Music. (3h) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the present day. Satisfies the Division III requirement. May not count toward the majors or minor in music.

109. Introduction to the Music of World Cultures. (3h) A survey of music in selected societies around the world. Topics will be selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). Satisfies the Division III requirement. May not count toward the majors or minor in music. (CD)

110. Writing about the Arts. (3h) Training in expository writing; frequent essays based on music and other arts experiences on campus and in the community, and on readings in music and the arts. Fulfills the basic compositional requirement in English. P—Permission of instructor and the Department of English. May not count toward the majors or minor in music.

Music History, Theory, and Composition

104. Basic Music Reading and Skills. (1.5h) A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the majors or minor in music.

106. Electronic Music Lab. (1.5h) Foundations of MIDI protocol, with particular attention to the study and application of sequencers, notational programs, and synthesizers. Development of skills in written notation through use of computerized programs. Taught in Music Computer Lab. P—MUS 101, 104, or permission of instructor.

130. African-American Art Song. (3h) A survey of the art songs of African-American composers of the nineteenth and twentieth century. The emphasis in the course will be on song for solo voice and piano, with some discussion of works for voice and orchestra or chamber ensemble. P—Permission of instructor. (CD)

171. Music Theory I. (4h) Music fundamentals (key signatures, scales, modes, intervals, chords), simple part-writing, sight-singing, rhythmic skills, and keyboard harmony. Prerequisite for audition in music performance. *Fall*. Designed for music majors and minors.

172. Music Theory II. (4h) Seventh chords, secondary chords, mutated chords, part-writing, basic counterpoint, basic musical forms, ear training, sight-singing, rhythmic skills, keyboard harmony. *Spring*. P—MUS 171.

173. Music Theory III. (4h) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythmic skills, keyboard harmony. *Fall*. P—MUS 172.

174. Music Theory IV. (4h) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythmic skills, keyboard harmony. *Spring*. P—MUS 173.

181. Music History I. (3h) History of western art music from the ancient Greeks to 1750. Satisfies the Division III requirement. *Fall*. P—MUS 171 or permission of instructor.

182. Music History II. (3h) History of western art music from 1750 to World War I. Satisfies the Division III requirement. *Spring*. P—MUS 171, 181, or permission of instructor.

183. Music History III. (3h) History of western art music from the beginning of the twentieth century to the present day and its associations with other cultures and disciplines. Satisfies the Division III requirement. *Fall*. P—MUS 171, 181, 182 or permission of instructor.

- 203. History of Jazz.** (3h) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—MUS 101 or permission of instructor.
- 207. American Music.** (3h) A study of the musical sources of American culture and the six streams of music in the United States: folk and ethnic musics, offsprings of the rural South (country music, blues, rock), jazz and its forerunners, popular sacred music, popular secular music, and art music. (CD)
- 208. Women and Music.** (3h) A historical overview of women musicians in society. Counts toward a minor in women's studies. (CD)
- 209. Music of World Cultures.** (3h) A survey of music in selected societies around the world. Topics will be selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). Students will complete a project or projects on the technical or the-oretical aspects of the music of world cultures. Satisfies the Division III requirement. Designed for music majors and minors. P—MUS 172 or permission of instructor. (CD)
- 210. Survey of Latin American Music.** (3h) A survey of art, folk, and popular musical styles in Latin America and their impact on music of other cultures. Divided into three areas of study: the Caribbean, Central America, and South America. May count as a requirement toward the Latin American studies minor. (CD)
- 212. Music in the Church.** (3h) Function of church musicians and the relationship of their work to the church program. Offers to musician and non-musician alike historical overview, hymnody survey and other church music-related topics through class and guest lectures and practical seminars. *Offered fall semester of odd years.* P—Permission of instructor.
- 213. Beethoven.** (3h) Compositional process, analysis, criticism, and performance practices in selected works by Ludwig van Beethoven. P—MUS 101 or permission of instructor.
- 215. Philosophy of Music.** (3h) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns.
- 220. Seminar in Music History.** (3h) Intensive study of a selected topic in music history. P—MUS 174, 181, 182, 183, or permission of instructor.
- 230. History of Musical Instruments.** (3h) Historical overview of the form and function of musical instruments from the Middle Ages to the present. Emphasis on instruments in art music of Western Europe and the United States. P—MUS 101, 181, 182, 183, or permission of instructor.
- 272. Analysis Seminar.** (1.5h) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. P—MUS 174 or permission of instructor.
- 273. Composition.** (1h or 1.5h) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.
- 280. Orchestration.** (3h) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Spring.* P—MUS 174, 182, 183, or permission of instructor.

282. Conducting. (3h) A study of choral and instrumental conducting techniques. P—MUS 174 or permission of instructor.

284. Music Literature Seminar. (3h) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—MUS 101 or permission of instructor.

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| <i>a. Orchestral Literature</i> | <i>d. Guitar Literature</i> |
| <i>b. Choral Literature</i> | <i>e. Vocal Literature</i> |
| <i>c. Piano Literature</i> | <i>f. Opera</i> |

Independent Study and Honors Thesis

298. Independent Study. (1.5h,3h) A project in an area of study not otherwise available in the department. By pre-arrangement with department chair.

397. Senior Thesis in History/Theory/Composition. (1h) Writing of a major historical, theoretical, or compositional work, as determined by the student's area of concentration. A student may not receive credit for both Music 397 and 398. By prearrangement.

398. Senior Honors Thesis in History/Theory/Composition. (1h) Writing of a major historical, theoretical, or compositional work, as determined by the student's area of concentration. A student may not receive credit for both Music 397 and 398. P—Faculty selection for honors in music history/theory/composition.

Ensemble

Departmental ensembles are open to all students on the basis of one hour per semester of participation in each ensemble. Music 117 may not count for the music majors or minor.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.

112. Collegium Musicum Instrumental. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Collegium Musicum Vocal. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. P—Audition.

115. Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. P—Audition.

116. Choral Union. A large, mixed chorus which performs a variety of choral literature from all periods. P—Audition.

117. Marching Deacons Band. Performs for most football games. Meets twice weekly. Regular performances on and off campus. *Fall.* P—Permission of instructor.

118. Wind Ensemble. Study and performance of music for mixed chamber ensemble of winds, brass, and percussion. P—Audition.

119. Symphonic Band. Study and performance of music for symphonic band. Regular performances on and off campus. *Spring*. P—Permission of instructor.

120. Small Chamber Ensemble. Study and performance of music for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.

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| <i>a. percussion ensemble</i> | <i>e. brass</i> |
| <i>b. flute choir</i> | <i>f. woodwind</i> |
| <i>c. string</i> | <i>g. guitar</i> |
| <i>d. saxophone</i> | <i>h. mixed</i> |

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

Performance Study

Courses in individual instruction are open to students with the permission of the instructor on a space available-basis. Students in individual instruction who do not have basic knowledge of notation and rhythm are advised to enroll in Music 104 either prior to or in conjunction with individual instruction. (See page 22 of this bulletin for specific information regarding the fee.) All classes in this section may be repeated for credit unless noted.

108. Alexander Technique for Musical Performers. (0.5h) An educational process that uses verbal and tactile feedback to teach improved use of the student's body by identifying and changing poor and inefficient habits that cause stress, fatigue, and pain in the musical performer. This is a course designed to teach the performer to minimize physical effort and maximize expression. Meets two hours per week. *Pass/fail only*.

122. Music Theatre Practicum. (1h) For musicians who perform in a departmentally sponsored theatrical production (when their performance is not as a member of a departmental ensemble). May not be counted toward the majors or minor in music. Credit may be earned in a given semester for either Music 122 or Theatre 283, but not both. Course may be repeated for no more than four hours. *Pass/fail only*. P—Permission of instructor.

123. Woodwind Doubling (1h) Practical skills for woodwind instrumentalists who participate in musical theatre productions for which expertise on more than one instrument is required.

161. Individual Instruction. (0.5h) Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student. One half-hour lesson per week. Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit.

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| <i>a. violin</i> | <i>g. clarinet</i> | <i>m. baritone</i> | <i>s. harp</i> |
| <i>b. viola</i> | <i>h. bassoon</i> | <i>n. tuba</i> | <i>t. electric bass</i> |
| <i>c. cello</i> | <i>i. saxophone</i> | <i>o. organ</i> | <i>v. voice</i> |
| <i>d. bass</i> | <i>j. trumpet</i> | <i>p. piano</i> | <i>w. recorder</i> |
| <i>e. flute</i> | <i>k. French horn</i> | <i>q. percussion</i> | <i>x. viola da gamba</i> |
| <i>f. oboe</i> | <i>l. trombone</i> | <i>r. guitar</i> | <i>y. harpsichord</i> |
| | | | <i>z. jazz improvisation</i> |

162. Individual Instruction. (1h) One one-hour lesson per week. Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—Permission of instructor.

165j. Brass Rudiments. (0.5h) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. *Spring.* P—Permission of instructor.

165p. Class Piano. (0.5h) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165q. Class Percussion. (0.5h) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—Permission of instructor.

165r. Class Guitar I. (0.5h) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (0.5h) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—MUS 165r.

165v. Class Voice I. (0.5h) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. *Fall.*

166v. Class Voice II. (0.5h) Continuation of fundamental vocal techniques. P—MUS 165v or permission of instructor.

167v. Theatrical Singing I: Class Voice. (0.5h) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.) *Fall.*

168v. Theatrical Singing II: Class Voice. (0.5h) Continuation of theatrical singing techniques with increased study and performance of musical theater repertoire. P—MUS 167v or permission of instructor. (One hour per week.)

175v. Advanced Voice Class. (1h) Development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—MUS 166v or permission of instructor.

177v. Advanced Theatrical Singing. (1h) Development of advanced theatrical singing technique and performance of musical theater repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—MUS 168v or permission of instructor.

190. Diction for Singers. (1.5h) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.) May not be repeated for credit.

262. Individual Instruction. (1.5h) One one-hour lesson per week. Fulfills the individual instruction requirements for the major in music performance. May be repeated for credit. P—Two hours of MUS 161 and/or 162, plus successful completion of the audition for the major in musical performance, and permission of instructor

362. Senior Recital. (3h) Preparation and public performance of a recital. Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both Music 362 and 363. A student may not enroll in Music 262 and 362 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262.

363. Senior Honors Recital. (3h) Preparation and public performance of a recital at the honors level. Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both Music 362 and 363. A student may not enroll in Music 262 and 363 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262 and faculty selection for honors in music performance.

Neuroscience (NEU)

(Interdisciplinary Minor)

Professor of Biology Wayne L. Silver, Coordinator

The neuroscience minor provides an interdisciplinary approach to the study of the nervous system. Neuroscientists study how we learn, process and remember information from the molecular to the philosophical level and examine subjects ranging from the molecular pharmacology of brain function to the mind-body problem.

The minor requires a minimum of seventeen hours, nine of which must include the neuroscience courses (200, 201, 300, 391) described below. At least one semester of research in neuroscience is required for the minor (NEU 391). The research can be conducted on the Reynolda Campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the neuroscience minor faculty. Eight hours must come from the elective courses listed below. (See course descriptions under appropriate listings.) One of the elective courses must come from outside the student's major department.

200. Introduction to Neuroscience. (3h) An interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, neural networks, and the philosophy of mind.

201. Neuroscience Laboratory. (1h) A laboratory course that examines principles of neuroscience ranging from the molecular and cellular to the behavioral and cognitive. Lab—three hours. C—NEU 200.

300. Neuroscience Seminar. (3h) Consideration of current neuroscience topics. Presentations by faculty on the Reynolda Campus or the Wake Forest University School of Medicine of current research are followed by student-led discussions. Readings from the primary literature will accompany the presentations. P—NEU 200.

391. Research in Neuroscience. (2h) Supervised independent laboratory investigation in neuroscience.

Biology	323. Animal Behavior. (4h) 346. Neurobiology. (4h) 351. Vertebrate Physiology. (4h) 354. Vertebrate Endocrinology. (3h) 364. Sensory Biology. (4h)
Psychology	320. Physiological Psychology. (3h) 322. Psychopharmacology. (3h) 323. Animal Behavior. (3h) 326. Learning Theory and Research. (3h) 329. Perception. (3h) 331. Cognition. (3h) 333. Motivation of Behavior. (3h)
Physics	304. Physics of Medical Imaging. (3h) 307. Biophysics. (3h)
Philosophy	274. Philosophy of Mind. (3h)
Health and Exercise Science	312. Exercise and Health Psychology. (3h) 350. Human Physiology. (3h)
Computer Science	371. Artificial Intelligence. (3h)

(Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.)

Philosophy (PHI)

Ralph C. Kennedy III, Chair

Worrell Professor Robert M. Helm

Professors Thomas K. Hearn Jr., Marcus B. Hester, Charles M. Lewis

Associate Professors Ralph C. Kennedy III, Win-chiat Lee

Assistant Professor Andrew A. Cross

Visiting Assistant Professors Michael V. Griffin, Dortha Lotter, Clark Thompson

Lecturer Hannah M. Hardgrave

Instructor Eric E. Brandon

The objective of the program in philosophy is to lead the student to an understanding of philosophical thinking—past and present—about such fundamental questions as what it is to exist, to know, to be good, right, true, beautiful, or sacred. In examining such matters, philosophy may be said to investigate the presuppositions that inform all human action and inquiry and thus to be an essentially interdisciplinary kind of subject. The study of philosophy can, therefore, play a useful role in preparing the student for a career in almost any field, including law, politics, religion, medicine, business, the arts, and the natural and social sciences.

The twenty-seven hours in philosophy required for graduation with a major in the subject must include a general introduction to philosophy (Philosophy 111), one course in

logic (selected from Group II), three courses in the history of philosophy (one from each of Groups III, IV and V) and two 200-level or higher topics courses (Group VI), the total to include at least three courses at the 300-level.

A minor in philosophy requires fifteen hours in philosophy, which must include at least two 200-level or higher courses and one 300-level course. Philosophy being an intrinsically interdisciplinary subject, a minor in philosophy can be designed to complement any major subject. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Highly qualified majors are invited to apply in the spring semester of their junior year to the honors program in philosophy. Candidates must have an overall grade point average of at least 3.0 and a grade point average in philosophy courses of at least 3.3. Graduation with honors in philosophy requires successful completion of Honors I and II in the fall and spring semesters, respectively, of their senior year. The hours earned in these two courses do not count toward the twenty-seven hours required of all majors.

Group I—Introduction to Philosophy

111. Basic Problems of Philosophy. (3h) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter.

Group II—Logic

121. Logic. (3h) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

221. Symbolic Logic. (3h) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem.

Group III—Classical Ancient Philosophy

232. Ancient and Medieval Philosophy. (3h) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—PHI 111.

331. Plato. (3h) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One 200-level course in philosophy or permission of instructor.

332. Aristotle. (3h) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One 200-level course in philosophy or permission of instructor.

Group IV—Classical Modern Philosophy

241. Modern Philosophy. (3h) A survey of major philosophers from Descartes to Kant. P—PHI 111.

242. The Mechanistic View of Nature. (3h) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are “machines” subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also offered as History 302, Interdisciplinary Honors 252, and Natural Sciences 302.)

341. Kant. (3h) A detailed study of selected works covering Kant’s most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—One 200-level course in philosophy or permission of instructor.

342. Studies in Modern Philosophy. (3h) Treatment of selected figures and/or themes in seventeenth- and eighteenth-century European philosophy. P—One 200-level course in philosophy or permission of instructor.

Group V—Other History

251. American Philosophy. (3h) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C.S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—PHI 111.

252. Contemporary Philosophy. (3h) A study of the principal works of several representative twentieth-century philosophers. P—PHI 111.

253. Main Streams of Chinese Philosophy and Religion. (3h) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also offered as Religion 380.)

254. Existentialism. (3h) A study of existentialist treatment of such topics as the self, meaning, identity, nihilism, freedom, and commitment. Authors studied may include Kierkegaard, Dostoyevsky, Nietzsche, Kafka, Heidegger, Beckett, and Sartre. P—PHI 111.

351. Early German Idealism. (3h) An examination of the development of post-Kantian idealism through the works of Fichte, Schelling, and Schleiermacher, with particular emphasis on their efforts to address the challenge of critical philosophy. P—One 200-level course in philosophy or permission of instructor.

352. Hegel, Kierkegaard, and Nietzsche. (3h) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One 200-level course in philosophy or permission of instructor.

353. Heidegger. (3h) An examination of the structure and development of Heidegger’s philosophy from the ontological analysis in *Being and Time* to his later work in the philosophy of language and poetry. P—One 200-level course in philosophy or permission of instructor.

354. Wittgenstein. (3h) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One 200-level course in philosophy or permission of instructor.

Group VI—Topics in Philosophy

161. Medical Ethics. (3h) A study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources.

162. Ethics and Public Policy. (3h) A critical examination of the ethical foundations of public policy issues. Topics may include: euthanasia, censorship, racial and gender equality, drugs, sexual conduct, and crime.

163. Environmental Ethics. (3h) An examination of ethical issues concerning the environment as they arise in individual lives and public policy. These issues are discussed in the context of fundamental questions regarding the adequacy of traditional philosophical frameworks for thinking about the relationship between humans and the nonhuman world and the value and moral status of the nonhuman world.

171. Space and Time in Fact and Fiction. (3h) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

261. Ethics. (3h) A critical study of selected problems and representative works in ethical theory. P—PHI 111.

262. Philosophy of Law. (3h) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—PHI 111.

263. Freedom, Action, and Responsibility. (3h) A study of the nature of human freedom and related matters in the philosophy of action, metaphysics, and moral philosophy.

271. Philosophy of Biology. (3h) A study of the philosophical presuppositions and implications of contemporary biology, covering topics such as evolution by natural selection, the nature of biological classification, reductionism, and biological explanations of moral and social phenomena. P—PHI 111.

274. Philosophy of Mind. (3h) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will.

361. Topics in Ethics. (1.5h,3h) P—One 200-level course in philosophy or permission of instructor.

362. Social and Political Philosophy. (3h) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—One 200-level course in philosophy or permission of instructor.

371. Philosophy of Art. (3h) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—One 200-level course in philosophy or permission of instructor.

372. Philosophy of Religion. (3h) An analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One 200-level course in philosophy or permission of instructor.

373. Philosophy of Science. (3h) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of instructor.

375. Philosophy of Language. (3h) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. P—One 200-level course in philosophy or permission of instructor. (Also listed as Linguistics 375.)

381. Topics in Epistemology. (3h) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One 200-level course in philosophy or permission of instructor.

382. Topics in Metaphysics. (3h) P—One 200-level course in philosophy or permission of instructor.

Group VII—Honors and Independent Study

385. Seminar. (1.5h,3h) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—Permission of instructor.

391. Honors I. (1.5h) Directed study and research in preparation for writing a major paper. Must be taken in the fall semester of the senior year. P—Admission to the honors program in philosophy.

392. Honors II. (1.5h) Completion of the project begun in Philosophy 391. Requires defense of the paper in an oral examination conducted by at least two members of the department. Taken in the spring semester of the senior year. P—PHI 391.

395. Independent Study. (1.5h,3h)

Physics (PHY)

George Eric Matthews, Chair
Reynolds Professor Richard T. Williams
Professors Keith D. Bonin, George M. Holzwarth, Natalie A. W. Holzwarth,
William C. Kerr, George Eric Matthews
Associate Professors Paul R. Anderson, Eric D. Carlson
Assistant Professors Gregory B. Cook,
Z. Smith Reynolds Faculty Fellow Daniel B. Kim-Shapiro, Jeremy S. Qualls
Adjunct Professor George B. Cvijanovich
Adjunct Associate Professors Frederic H. Fahey, Peter Santago
Adjunct Assistant Professor John D. Bourland

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The bachelor of arts degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines, such as medicine, law, and business. The bachelor of science degree is designed for students planning careers in physics.

The bachelor of arts degree in physics requires twenty-five hours in physics and must include the following courses: 113, 114, 141, 162, 165, 166, and 230. The remaining six hours may be satisfied with any other 300-level courses in the department. Mathematics 251 also is required. Depending on what other physics courses the student takes, additional mathematics courses may be required; e.g., Mathematics 301 is a prerequisite for Physics 339. The BS degree in physics requires thirty-eight hours in physics and must include the following courses: 113, 114, 141, 162, 165, 166, 230, 301, 302, 343, 344, 346, 337, 339, 340, and 351. The remaining hours may be satisfied with any other 300-level course in the department. In addition, Mathematics 251, 301, 302, and 304 are required; Mathematics 303 and Computer Science 111 are strongly recommended. A typical schedule for the first two years:

First Year

Basic and divisional requirements
Physics 113, 114
Mathematics 111, 112
Foreign language

Sophomore

Basic and divisional requirements
Physics 141, 162, 165, 166
Mathematics 251, 302, 304

If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five-year BS/MS program. This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five-year program. A candidate for the 3-2 engineering program would also complete three years of the bachelor of science physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

A minor in physics requires seventeen hours, which must include the courses 113, 114, 141, and 162. A minor in astrophysics requires seventeen hours and consists of the courses 113, 114, 141, 310, and 312. Students interested in either minor should so advise

the faculty member responsible for advising physics majors (inquire in Olin Physical Laboratory Room 100).

If physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in *General Physics* without special permission of the department.

Physics courses satisfying Division V requirements must be taken at Wake Forest.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass Physics 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a grade point average of at least 3.5 in physics and 3.0 overall.

105. Descriptive Astronomy. (3h) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division V requirements.

109. Astronomy. (4h) An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours.

110. Introductory Physics. (4h) A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics, or science students. Credit not allowed for both 110 and 113. Lab—two hours. (QR)

113, 114. General Physics. (4h,4h) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and premedical students. C—Mathematics 111, 106, or equivalent. P—PHY 113 is prerequisite for 114. Lab—two hours. (QR)

120. Physics and Chemistry of the Environment. (4h) The course covers the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. P—PHY 113 or Chemistry 111. (Also listed as Environmental Studies 225.) (QR)

141. Elementary Modern Physics. (3h) The development of twentieth century physics and an introduction to quantum ideas. P—PHY 114 and Mathematics 111. C—PHY 165. (QR)

162. Mechanics. (3h) A study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames; and relativistic mechanics. The course includes extensive use of computers. P—PHY 113 and Mathematics 111 or equivalent. (QR)

- 165, 166. Intermediate Laboratory.** (1h,1h) Experiments on mechanics, modern physics, electronics, and computer simulations. C—PHY 141 (for Physics 165); PHY 162 (for Physics 166). P—PHY 165 (for Physics 166).
- 230. Electronics.** (3h) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—PHY 114. (QR)
- 301, 302. Physics Seminar.** (0h,0h) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.
- 307. Biophysics.** (3h) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods will be emphasized. P—PHY 113, 114 as well as Biology 112 or 214 or permission of instructor.
- 304. Physics of Medical Imaging.** (3h) Physical principles of x-ray computed tomography (CT), positron emission tomography (PET), single-photon emission computed tomography (SPECT), magnetic resonance imaging (MRI), and ultrasonic imaging. P—PHY 113, 114 as well as Mathematics 111-112 or permission of instructor.
- 310. Extragalactic Astronomy and Cosmology.** (3h) Topics covered include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—PHY 114, 141.
- 312. Introduction to Stellar Astronomy.** (3h) The physics of stellar atmospheres and interiors. Topics covered include radiation transfer, absorption and emission of radiation, formation of spectra, models for stellar interiors, nuclear fusion reactions, and stellar evolution. Methods of measuring distances to stars and interpretation of stellar spectra also will be included. P—PHY 114, 141, Mathematics 301.
- 320. The Physics of Macromolecules.** (3h) The physics of polymers, especially proteins and nucleic acids, including the molecular basis for their secondary and tertiary structure. P—PHY 351 or Biology 371 or Chemistry 341.
- 330. Data Acquisition and Analysis.** (3h) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—PHY 130, 230.
- 337. Analytical Mechanics.** (1.5h) The Lagrangian and Hamiltonian formulations of mechanics with applications. This course is taught in the first half of the fall semester. P—PHY 162, Mathematics 251.
- 339, 340. Electricity and Magnetism.** (1.5h,3h) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. Physics 339 is taught in the second half of the fall semester, following Physics 337. Physics 340 is taught in the spring semester. These should be taken in sequence. P—PHY 114, Mathematics 251 and 301.
- 343, 344. Quantum Physics.** (3h,3h) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—PHY 141 and Mathematics 251.

346. Advanced Physics Laboratory. (1h) Lab—three hours. P—PHY 166 and PHY 343.

351. Thermodynamics and Statistical Mechanics. (3h) Introduction to classical and statistical thermodynamics and distribution functions.

352. Physical Optics and Optical Design. (4h) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.

354. Introduction to Solid State Physics. (3h) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—PHY 343.

381, 382. Research. (1.5h/3h, 1.5h/3h) Library, conference, computation, and laboratory work performed on an individual basis.

Political Science (POL)

Kathy B. Smith, Chair

Worrell Professor of Anglo-American Studies David Coates

Professors Jack D. Fleer, Charles H. Kennedy, Richard D. Sears, Kathy B. Smith

Associate Professors Katy J. Harriger, Wei-chin Lee, David P. Weinstein,

Zachary T. Smith Associate Professor Helga A. Welsh

Assistant Professors Michaelle L. Browsers, John J. Dinan, Andrew Rich, Peter M. Siavelis

Visiting Professor Jerry Pubantz

Senior Lecturer Yomi Durotoye

Adjunct Instructor Johnny Goldfinger

In its broadest conception, the aim of the study of political science is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of political science has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political theory, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in political science consists of twenty-eight hours, at least nineteen hours of which must be completed at Wake Forest University. Where students take political science courses abroad in Wake Forest approved programs, as accepted by the department, at least sixteen hours of their major must be completed at Wake Forest. The courses must include the following: (a) at least one non-seminar course in each of the four fields of political science listed above; (b) at least one political science seminar course (290).

The senior seminar provides an opportunity for majors to experience something comparable to a graduate seminar. As such it is conducted more by discussion than by lecture and enables students to read and reflect upon advanced scholarly material. The seminar also offers students the opportunity in their final year to create a research paper of greater length and sophistication than is customary and to develop the research and writing skills appropriate to the task. Students who write outstanding papers may be nominated for "Honors in Political Science" (Political Science 285).

No more than six hours may be taken toward the major from introductory courses (100-level courses). Majors may not take the introductory courses during their senior year. No more than three hours for any one or any combination of the following courses may be counted toward the major: Political Science 287, 288, or 289. Transfer hours toward the major will be awarded on an individual case-by-case basis at the discretion of the department chair. A minimum grade point average of 2.0 in all courses completed in political science at Wake Forest is required for graduation with the major.

To be graduated with the designation “Honors in Political Science,” a candidate must have a 3.2 overall grade point average and a 3.5 political science grade point average. In addition, the candidate’s seminar paper, upon the completion of Politics 290, must be accepted by the department honors committee. The candidate is required to take Politics 285, which may not be counted toward the twenty-eight-hour requirement for the major. For additional information, department faculty members should be consulted.

Political science majors who minor in Latin American studies also have the opportunity to pursue a five-year cooperative BA/MA degree program at Georgetown University in Washington, DC. See pages 66 and 159 for details.

The minor in political science consists of fifteen hours. No more than six hours may be taken toward the minor from introductory courses (100-level courses). No more than three hours for any one or any combination of the following courses may be counted toward the minor: Political Science 287, 288, or 289. Twelve of the hours must be taken at Wake Forest. Transfer hours toward the minor will be awarded on an individual case-by-case basis at the discretion of the chair. A minimum grade point average of 2.0 in all courses completed in political science at Wake Forest is required for graduation with the minor.

A student who selects political science to fulfill the Division IV requirement must take one of the following courses: Political Science 113, 114, 115P, 115Q, 115R, or 116. Students who are not majors in political science may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

American Politics

113. American Government and Politics. (3h) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

210. Topics in United States Politics and Policy. (1h or 3h) An intensive study of one or more major problems in contemporary United States politics and policy.

211. Political Parties, Voters, and Elections. (3h) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

212. U.S. Policymaking in the Twenty-first Century. (3h) Examines the contemporary United States policymaking process. Special attention to ways issues become important and contributions of different political actors, institutions, and ideologies in the passage or rejection of policy proposals. Considers a range of social, economic, and regulatory policies.

213. Public Administration. (3h) Introduction to the study of public administration emphasizing policymaking in government agencies.

214. Business and Government in the United States. (3h) Examination of the evolution of the relationship between business and government. Emphasis on contemporary public policies affecting and affected by business in some or all of the areas of labor relations, health care, economics, trade, telecommunications, campaign finance, and the environment.

215. Citizen and Community. (3h) An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community.

P—Permission of instructor.

216. U.S. Social Welfare Policy. (3h) An analysis of U.S. social policymaking and policy outcomes on issues such as welfare, education, health care, and Social Security, with an emphasis on historical development and cross-national comparison.

217. Politics and the Mass Media. (3h) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

218. Congress and Policymaking. (3h) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

219. Political Participation. (3h) An examination of political participation in the United States, with emphasis on electoral and non-electoral avenues through which individuals and groups wield influence in politics and government, including voting, interest groups, and social movements.

220. The American Presidency. (3h) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

221. State Politics. (3h) An examination of institutions, processes, and policies at the state level, with emphasis on the different patterns of governance in the various states and the consequences of the recent revitalization of state governments.

222. Urban Politics. (3h) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis. (CD)

223. Blacks in American Politics. (3h) A survey of selected topics, including black political participation, political organizations, political leadership, and political issues. It will also show the relationship of these phenomena to American political institutions and processes as a whole.

225. American Constitutional Law: Separation of Powers and the Federal System. (3h) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.

226. American Constitutional Law: Civil Liberties. (3h) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to first-year students.

227. Politics, Law, and Courts. (3h) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

229. Women and Politics. (3h) The course examines classical and contemporary arguments regarding the participation of women in politics, as well as current policy issues and changes in women's political participation.

Comparative Politics

114. Comparative Government and Politics. (3h) An analysis of political institutions, processes, and policy issues in selected countries. Case studies will be drawn from Africa, Asia, Europe, and Latin America. (CD)

231. Western European Politics. (3h) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention will be given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.

232. Politics in Russia and Eastern Europe. (3h) Analysis of the political, economic, and social patterns of the region, emphasizing the internal dynamics of the political and economic transition processes currently underway.

233. The Politics of Modern Germany. (3h) A study of the historical legacy, political behavior, and governmental institutions of contemporary Germany (newly unified Germany).

234. United Kingdom Politics in a Global Age. (3h) The purpose of this course is to introduce the nature and content of contemporary United Kingdom politics by placing those politics in a wider analysis of United Kingdom history, society, and international positions. (CD)

235. European Integration. (3h) Combines different approaches to the study of Europe by examining European integration—as highlighted by the development of the European Union—through the lenses of history, politics, culture, and economics.

236. Government and Politics in Latin America. (3h) Comparative analysis of the institutions and processes of politics in the Latin American region. (CD)

237. Comparative Public Policy in Selected Industrialized Democracies. (3h) An analysis of public policy choices involving such matters as health care, education, environment, and immigration in Western Europe and the United States.

238. Comparative Economic Development and Political Change. (3h) An overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. The course is organized around case studies of industrialized democracies, evolving Communist systems and command economies, and “Third World” countries.

239. State, Economy, and International Competitiveness. (3h) The purpose of this course is to introduce a range of important case studies of national economic performance, and to do so in such a manner as to illustrate the role of public policy in economic performance in a number of leading industrial economies (the United States, United Kingdom, Germany, Sweden, and Japan).

242. Topics in Comparative Politics. (1h or 3h) An intensive study of one or more major problems in contemporary comparative politics.

244. Politics and Literature. (3h) An examination of how literature can extend knowledge of politics and political systems. The course considers the insights of selected novelists.

245. Ethnonationalism. (3h) This course is concerned with the role of ethnicity in world politics. It focuses on both theoretical and substantive issues relating to: (a) the nature of ethnicity and ethnic group identity; (b) the sources of ethnic conflict; (c) the politics of ethnic conflict; (d) the policy management of ethnic conflict; and (e) international intervention in ethnic conflict.

246. Politics and Policies in South Asia. (3h) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka. (CD)

247. Islam and Politics. (3h) The course explores the interrelationship of Islam and politics in the contemporary world. The course has two main focuses. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others. (CD)

248. Chinese Politics. (3h) A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis on group conflict, elites, ideology, as well as current policy changes in the process of modernization.

249. Japanese Politics. (3h) A survey of the political institutions and processes in Japan. Attention also is given to the relationship between politics and economics.

International Politics

116. International Politics. (3h) A survey of the forces which shape relations among states and some of the major problems of contemporary international politics. (CD)

252. Topics in International Politics. (1h or 3h) An intensive study of one or more major problems of contemporary international politics.

253. International Political Economy. (3h) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights and democratization.

254. American Foreign Policy: Contemporary Problems. (3h) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.

256. Nuclear Weapons and National Security. (1h or 3h) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy.

Both American and Soviet perspectives are considered and special attention is given to contemporary debates over the possession and control of nuclear weapons.

257. Interamerican Relations. (3h) Examines the history and contemporary challenges of relations among the nations of the Americas, including intervention and sovereignty, migration, drugs, economic relations, and contemporary foreign policy.

259. The Arab-Israeli Conflict. (3h) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states policies.

260. United States and East Asia. (3h) An analytical survey of United States interaction with East Asia, with special emphasis on the strategic security and the political economy of the region. (CD)

261. International Law. (3h) Analyzes major issues in public international law including sources of international law, state sovereignty, territorial jurisdiction, treaties, peaceful settlement of disputes, human rights, and the relationship between international law and domestic law.

262. International Organizations. (3h) A survey of the philosophy, principles, organizational structure, and decision-making procedures of international organizations. In addition to the United Nations system, this course will analyze various international organizations in issues such as collective security, trade, economic development, human rights protection, and the environment.

265. The Causes of War and the Conditions of Peace. (3h) An interdisciplinary examination of the causes of violent international conflict and the conditions for maintaining or restoring peace. Key concepts and issues will be explored through an extensive use of case studies of actual conflicts. (Also listed as International Studies 221.)

267. America in Vietnam: Myth and Reality. (3h) An analysis of American policy toward Vietnam, with special emphasis on the period of 1954-75. The focus is on the relationship between American policies and the problems posed by Vietnamese and American cultures.

Political Theory

115P. Plato, Aristotle, and Classical Political Thought. (3h) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

115Q. Medieval Political Thought. (3h) Examination of the encounter between political philosophy and revealed religion in the medieval period between the fall of Rome and the Reformation. Readings from St. Augustine, Avicenna, Averroes, Maimonides, St. Thomas Aquinas, and others. (CD)

115R. Modern Political Thought. (3h) Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation, and citizenship. Selected writings from, for example, Machiavelli, Locke, Rousseau, Mill, Marx, and Rawls.

269. Topics in Political Theory. (1h or 3h) An intensive study of one or more major topics in political theory.

270. Ethics and Politics. (3h) An investigation of the relationship between ethical reasoning and political theory. Representative philosophers include Hume, Kant, Nietzsche, Mill, Sidgwick, Green, Ayer, Hare, and McIntyre.

272. Democratic Theory. (3h) Examination of the theoretical underpinnings of democracy and some of the critiques of those foundations. Focus will be on understanding some of the major theories of democracy and on how key democratic concepts are defined differently within these various traditions.

273. Marx, Marxism and the Aftermath of Marxism. (3h) An examination of Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of twentieth century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkeimer, Marcuse, and Sartre.

275. American Political Thought. (3h) An examination of the republican, civic humanistic tradition vs. the liberal, juridical tradition in American political thought from the Founding to the present. Readings from Locke, Sidney, the Federalists and anti-Federalists, Spencer, Dewey, Rawls, and Sandel.

276. Political Ideologies. (3h) Survey of modern political ideologies, with emphasis on the historical origin, development, and political functions of particular ideologies such as liberalism, conservatism, socialism, nationalist ideologies, ecologism, feminist and liberation ideologies.

277. Feminist Political Thought. (3h) Introduction to feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. (CD)

279. Varieties of Philosophical Liberalism. (3h) A study of twentieth century philosophical liberalism such as libertarianism, utilitarianism, liberal utilitarianism, Kantian liberalism and communitarianism with special focus on rival conceptions of freedom and on utilitarianism and its critics.

Honors and Additional Courses

280. Political Science Methods. (3h) An overview of the methods currently prominent in studying politics. Special attention is given to the relationships between theory, method, and findings by focusing on the need to make empirical observation systematic. (QR)

281. Forms of Orientalism. (3h) The politics of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. (Also listed as International Studies 220)

285. Honors Study. (1.5h) Directed study toward completion of the project begun in seminar courses (291, 292, 293, or 294) and oral defense of the paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—POL 291, 292, 293, or 294.

287. Individual Study. (2h or 3h) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

288. Directed Reading. (1h-3h) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

289. Internship in Politics. (2h or 3h) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield will have been taken prior to the internship. P—Permission of instructor.

Seminars

290. Senior Seminar in Political Science. (4h) Readings and research on selected topics. P—Permission of instructor.

Psychology (PSY)

Deborah L. Best, Chair
Wake Forest Professors Deborah L. Best, Mark R. Leary
Professors Robert C. Beck, Charles L. Richman, Carol A. Shively
Associate Professors Terry D. Blumenthal, Junior Faculty Fellow Christy M. Buchanan,
Dale Dagenbach, James A. Schirillo, Catherine E. Seta, Cecilia H. Solano, Eric R. Stone
Assistant Professors William W. Fleeson, Janine M. Jennings, Batja Mesquita,
Karen L. Roper, Julie H. Wayne
Visiting Instructor Donna R. Carroll
Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr., Frank B. Wood
Adjunct Associate Professor C. Drew Edwards
Adjunct Assistant Professors Phillip G. Batten, Julia Jackson-Newsom,
William W. Sloan Jr.
Adjunct Instructor Stephen W. Davis

Psychology 151 is a prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 210, 211, 212, or special permission of the instructor is prerequisite for some 300-level courses. See individual course descriptions for specific information.

It is recommended that students who are considering psychology as a major take Psychology 151 in their first year and Psychology 211 no later than their junior year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of thirty-five hours in

psychology, including 151, 211, 212, 313, and 392. Students who have successfully completed 383 are not required to complete 392. In addition, the major student must complete at least one course from each of the following groups: Group A: 326, 331, 338 and 374; Group B: 320, 323, 329, and 333; and Group C: 341, 351, 355, 357, and 362. No more than forty-two hours in psychology may be counted toward the graduation requirements of 112 hours. No more than three hours of directed study (280) or independent research (282) may be counted toward the thirty-five hours required for the major; up to a maximum of five hours may be counted with more than thirty-five hours in the major.

No more than nine hours will be accepted for courses taken at other schools to be counted toward the major. Courses taken at community colleges or college courses taught on high school campuses will not be accepted for transfer credit. With the exception of Psychology 151, specific courses required for the major must be taken at Wake Forest University. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

The minor in psychology requires fifteen hours in psychology including: 151; 210 or 211; at least two of the following courses, at least one of which must be at the 300-level—241, 245, 255, 260, 268, 320, 323, 326, 329, 331, 333, 338, 362 and 374.

A minimum grade average of C on all courses attempted in psychology is required for graduation with either a major or minor in psychology.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation “Honors in Psychology,” the student must complete satisfactorily a special sequence of courses (381, 383), pass an oral or written examination, and earn an overall GPA of 3.2 with an average of 3.5 on work in psychology. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted. (Students satisfactorily completing Psychology 383 are not required to complete Psychology 392.)

100. Learning to Learn. (3h) A workshop designed primarily for first- and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third- and fourth-year students by permission of the instructor only. *Pass/fail only.*

151. Introductory Psychology. (3h) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

210. Methods in Psychological Research. (4h) An introduction to statistics and research design for students minoring in psychology. P—PSY 151 (QR)

211, 212. Research Methods in Psychology. (4h,4h) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—PSY 151 (QR)

239. Altered States of Consciousness. (3h) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—PSY 151.

241. Developmental Psychology. (3h) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—PSY 151.

- 245. Survey of Abnormal Behavior.** (3h) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—PSY 151.
- 250. Psychology Abroad.** (3h) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. Usually offered in summer. P—PSY 151.
- 255. Personality.** (3h) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—PSY 151.
- 260. Social Psychology.** (3h) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—PSY 151.
- 265. Human Sexuality.** (3h) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—PSY 151.
- 268. Industrial/Organization Psychology.** (3h) Psychological principles and methods applied to problems commonly encountered in business and industry. P—PSY 151.
- 270. Topics in Psychology.** (1h) The student selects from among a group of short one-hour courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—PSY 151.
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| <i>270A Child Development and Social Policy</i> | <i>270N Liking and Loving Relationships</i> |
| <i>270B Persuasion and Social Propaganda</i> | <i>270P Animal Flying Behavior</i> |
| <i>270C Psychology and the Law</i> | <i>270R The Human Factor: Designing Your Own World</i> |
| <i>270E Emotion</i> | <i>270S Primate Cognition</i> |
| <i>270F Social Psychology of Physical Activity</i> | <i>270T Psychology of Sport</i> |
| <i>270G East Asian Psyche</i> | <i>270U The Self and Social Behavior</i> |
| <i>270H Intelligence</i> | <i>270X Psychobiology</i> |
| <i>270J Memory</i> | <i>270Y Women, Health, and Culture</i> |
| | <i>270Z Primate Models of Human Disorder</i> |
- 280. Directed Study.** (1-3h) Student research performed under faculty supervision. P—PSY 151 and approval of faculty member prior to registration.
- 282. Independent Research.** (1-3h) Independent reading or research conducted under faculty supervision. *Pass/fail grade only.* P—PSY 151 and approval of faculty member prior to registration.
- 313. History and Systems of Psychology.** (3h) The development of psychological thought and research from ancient Greece to the present. P—Two psychology courses beyond 151 or permission of instructor.

- 315. Vienna Psychologists.** (3h) This course examines the roots of psychological theory in Vienna in the late nineteenth and early twentieth century. Focus is on how the thinking and practice of influential Viennese psychologists were affected by historical, political, and social contexts. Psychologists studied will include Sigmund Freud, Alfred Adler, Victor Fankl, Anna Freud, and Erik Erikson.
- 320. Physiological Psychology.** (3h) Neurophysiological and neuroanatomical explanations of behavior. P—PSY 210 or 211 or permission of instructor.
- 322. Psychopharmacology.** (3h) A survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—PSY 151.
- 323. Animal Behavior.** (3h) A survey of laboratory and field research on animal behavior. P—PSY 210 or 211 or permission of instructor.
- 326. Learning Theory and Research.** (3h) Survey of concepts and research in learning, with particular emphasis on recent developments. P—PSY 210 or 212. C—PSY 212.
- 329. Perception.** (3h) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—PSY 210 or 211.
- 331. Cognition.** (3h) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—PSY 210 or 212. C—PSY 212.
- 333. Motivation of Behavior.** (3h) Survey of basic motivational concepts and related evidence. P—Psychology 210 or 212. C—PSY 212
- 335. Fundamentals of Human Motivation.** (3h) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—PSY 151.
- 338. Emotion.** (3h) Survey of theory methods and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given. P—PSY 210 or 211.
- 341. Research in Developmental Psychology.** (3h) Methodological issues and selected research in developmental psychology. Research projects required. P—PSY 210 or 212. C—PSY 212.
- 344. Abnormal Psychology.** (3h) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. Offered in the summer. P—PSY 151.
- 346. Psychological Disorders of Childhood.** (3h) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—PSY 245 or 344 or permission of instructor.
- 351. Personality Research.** (3h) The application of a variety of research procedures to the study of human personality. Research projects required. P—PSY 210 or 211.

- 355. Research in Social Psychology.** (3h) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—PSY 210 or 211.
- 357. Cross-Cultural Psychology.** (3h) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—PSY 151. (CD)
- 359. Psychology of Gender.** (3h) An exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior. P—PSY 151. (CD)
- 362. Psychological Testing.** (3h) An overview of the development and nature of psychological tests with applications to school counseling, business, and clinical practice. Students have the opportunity to take a variety of psychological tests. P—PSY 210 or 211.
- 363. Survey of Clinical Psychology.** (3h) An overview of the field of clinical psychology. P—PSY 245 and senior standing or permission of instructor.
- 364. Prejudice, Discrimination, Racism, and Heterosexism.** (3h) A comparison of various socio-cultural/ethnic/sexual groups' similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, racism, and heterosexism, with an emphasis on past and current trends in the United States. P—PSY 151 or permission of instructor. (CD)
- 367. Effectiveness in Parent/Child Relations.** (3h) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—PSY 151.
- 374. Judgment and Decision Making.** (3h) A theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved. P—PSY 210 or 211.
- 381. Honors Seminar.** (3h) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—PSY 211 and permission of instructor.
- 383. Honors Research.** (3h) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—PSY 211 and permission of instructor.
- 392. Contemporary Issues in Psychology.** (1.5h) Seminar treatment of current theory and research in several areas of psychology. Required for senior majors. P—Senior standing.

Religion (REL)

Charles A. Kimball, Chair

Albritton Professor of the Bible Fred L. Horton Jr.

Easley Professor of Religion Stephen B. Boyd

University Professor James A. Martin Jr.

Professors John E. Collins, Kenneth G. Hoglund, Charles A. Kimball

Adjunct Professor Bill J. Leonard

Zachary T. Smith Associate Professor Simeon Ilesanmi

Adjunct Associate Professor Mark Jensen

Visiting Associate Professor Carol Lahurd

Assistant Professors James Ford, Mary F. Foskett, Elaine Swartzentruber

Instructor Valerie C. Cooper

The study of religion is a way of organizing academic inquiry into how human beings and human cultures express and experience their religious needs, beliefs, and values. It involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. Using cross-cultural and interdisciplinary approaches, religious studies investigate and interpret systems of religious belief, the history of religious traditions, the function of religion in society, and forms of religious expression such as ritual, symbols, sacred narrative, scripture, practices, theological and philosophical reflection. Students of religion, whether adherents of a religion or of no religion, gain tools to understand, compare, and engage the phenomenon of religion and its role in human life and culture.

A major in religion requires a minimum of twenty-four hours, of which eighteen must be in courses above the 100-level. Students must also take at least one course in a non-Western tradition. A variety of courses in comparative religion, African religious traditions, Asian religious traditions and Islam will satisfy this requirement. *Introduction to Religion* (REL 101) does not fulfill this requirement.

“Open Curriculum” Alternative: Majors may request an “open curriculum” alternative to the normal requirements. A student with a particular thematic and/or research interest may propose a program of study to his or her adviser. The proposed curriculum under this option must be approved by the department’s Undergraduate Committee.

A minor in religion requires fifteen hours, nine of which must be above the 100-level. As with majors, students for the minor also must take at least one course in a non-Western tradition as noted above. The department provides advisers for students pursuing a minor.

Highly qualified majors are encouraged to apply for admission to the honors program. Students who wish to pursue this option must apply to the department chair for admission to the honors program, normally by February of the junior year. Upon completion of all requirements, the candidate may graduate with “Honors in Religion.” For additional information, consult any member of the department faculty.

101. Introduction to Religion. (3h) A study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor.

102. Introduction to the Bible. (3h) A study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor.

- 103. Introduction to the Christian Tradition.** (3h) A study of Christian experience, thought, and practice. Focus varies with instructor.
- 111. Introduction to the Old Testament.** (3h) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.
- 210. Jerusalem in History and Tradition.** (3h) An examination of the ways meaning and religious significance have been imparted to Jerusalem far beyond its significance in world history.
- 218. Seminar in the Mediterranean World.** (3h) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.
- 235. Passion, Mind, and Power.** (3h) An examination of the relation between emotion, reason, and will in Christian ethical theory, ancient to modern, including feminist.
- 261. Foundations of Traditional Judaism.** (1.5h) A study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and midrash.
- 262. Contemporary Judaism.** (1.5h) A survey of Judaism today, including influences of the Enlightenment, Hasidism, Zionism, the Holocaust and feminism.
- 263. Contemporary Catholicism.** (1.5h) An introduction to recent thought and practice in the Roman Catholic Church.
- 265. Culture and Religion in Contemporary Native America.** (3h) An interdisciplinary survey of American Indian culture, including the arts and literature, religions, and historical changes. Special emphasis will be placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. (Also listed as Humanities 285).
- 266. Religious Sects and Cults.** (3h) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.
- 267. The Baptists.** (1.5h) A survey of Baptist history, thought, and polity, including an examination of various Baptist groups and a study of important controversies.
- 270. Theology and Modern Literature.** (3h) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.
- 277. Faith and Imagination.** (3h) A study of modern writers, including C.S. Lewis and J.R.R. Tolkien, who seek to retell the Christian story in imaginative terms.
- 282. Honors in Religion.** (3h) A conference course including directed reading and the writing of a research project.
- 285. Seminar in Early Christian Studies.** (3h) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. May be repeated for credit. (Also listed as Classical Languages 285.)

286, 287. Directed Reading. (1-3h, 1-3h) A project in an area of study not otherwise available in the department. P—Permission of instructor.

300. Approaches to the Study of Religion. (3h) This course explores the history of and methodological resources for the study of religion. The focus may vary somewhat according to the instructor, but the overall focus will be on the ways religion has been defined, studied, and interpreted over the last several centuries.

301. Myth. (3h) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

302. Mysticism. (3h) A study of mysticism from a multireligious perspective, with emphasis on the psychological and sociological aspects of the phenomenon.

303. Religion and Science. (3h) An examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought from Galileo to the present.

304. Religion, Ecology and Global Health. (3h) A multicultural study of a variety of ways in which human consciousness is generated by the use of spiritual, religious, and scientific technologies, and related to the health and welfare of the global environment.

305. Religion, Spirituality, and Global Consciousness. (3h) A multicultural study of a variety of ways in which human consciousness is generated by spiritual, religious and scientific technologies, experienced and understood, and related to the evolution of global consciousness.

308. Sacred Scripture in the Traditions of Abraham. (3h) A comparative study of sacred texts in Judaism, Christianity and Islam with particular attention to the issues of authority, function and interpretation.

310. The Prophetic Literature. (3h) An examination of the development and theological contents of the literary products of Israel's prophetic movement.

311. The Psalms. (1.5h,3h) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for 1.5 hours and is a prerequisite for the second half.)

312. The Critical Study of the Pentateuch. (3h) A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

313. Near Eastern Archeology. (3h) A survey of twentieth century archeology in the Near East with attention to its importance for Biblical studies.

314. Ancient Israel and Her Neighbors. (1.5h) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.

315, 316. Field Research in Biblical Archeology. (3h,3h) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

317. Wisdom Literature. (3h) An examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.

- 318. Feminist and Contemporary Interpretations of the New Testament.** (3h) A study of feminist and contemporary approaches to the New Testament in light of the history of New Testament interpretation and a range of contemporary concerns and interpretive contexts.
- 319. Visions of the End: Jewish and Christian Apocalyptic.** (3h) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.
- 320. The Search for Jesus.** (3h) A study of issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.
- 321. Introduction to the New Testament.** (3h) An intensive introduction to the literature of the canonical New Testament along with methodologies for its study.
- 322. The General Epistles.** (3h) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the Early Church.
- 323. The Parables of Jesus.** (3h) An examination of the historical, social, cultural, and theological significance of the parables of Jesus as recorded in the synoptic gospels.
- 324. Early Christian Literature.** (3h) An examination of various literatures and perspectives of the first three centuries of the Christian movement.
- 326. Early Christian Theologians: Paul.** (3h) An introduction to the Pauline interpretation of Christianity and its place in the life of the early church.
- 327. Early Christian Theologians: The Fourth Evangelist.** (3h) An examination of the Johannine interpretation of Jesus and the Christian faith.
- 328. The New Testament and Ethics.** (3h) A study of selected ethical issues in the New Testament within the context of Mediterranean culture.
- 330. Comparative Religious Ethics.** (3h) A comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.
- 331. Christian Ethics and Social Justice.** (3h) An inquiry from a Christian perspective into different theoretical and practical responses to issues of justice in society.
- 335. Religious Ethics and the Problem of War.** (3h) An examination of the causes and characteristics of war, various religious responses to it, and approaches to peacemaking, with attention to selected contemporary issues.
- 336. Religious Traditions and Human Rights.** (3h) A study of relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.
- 338. Religion, Ethics, and Politics.** (3h) An examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.
- 339. Religion, Society, and Power in Africa.** (3h) An interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes. (CD)

- 340. Men's Studies and Religion.** (3h) An examination of the ways in which masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and have been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics.
- 341. Civil Rights and Black Consciousness Movements.** (3h) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as History 376.) (CD)
- 342. Religion, Culture, and Modernity.** (3h) An inquiry into the origins and development of modernity as idea and ideology, with special emphasis on its significance for non-Western social and religious movements.
- 343. The City as Symbol.** (3h) A study of the city, past and present, as a unique repository and symbol of human values and aspirations.
- 345. The African-American Religious Experience.** (3h) An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.
- 346. Pentecostalism.** (3h) A study of the history, practices, and popularity of pentecostalism, a worldwide and rapidly growing Christian movement.
- 347. The Emerging Church in the Two-Thirds World.** (3h) An investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities. (CD)
- 348. Struggles for Freedom in Southern Africa and the United States.** (3h) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as History 378.)
- 350. Psychology of Religion.** (3h) An examination of the psychological elements in the origin, development, and expression of religious experience.
- 351. Religion and Society.** (3h) A study of religion as a social phenomenon and its relationship to political, economic, and other structures of society. (Also listed as Sociology 301.)
- 354. Religious Development of the Individual.** (3h) A study of growth and development from infancy through adulthood, with emphasis on the role of the home and the church in religious education.
- 355. Theology of Pastoral Care and Counseling.** (3h) A study of the relationship between theology and the purpose, theories, and methods of pastoral care.
- 358. Twentieth Century Christian Theologians.** (3h) A study of the major exponents of the Catholic, Protestant, and Orthodox traditions.
- 359. Hinduism in America.** (3h) A study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America.
- 360. World Religions.** (3h) An examination of the ideas and practices of major religious traditions in their historical and cultural contexts. Focus varies with instructor. (CD)

- 361. The Buddhist World of Thought and Practice.** (3h) A survey of the development of Buddhism from India to Southeast Asia, China, Tibet, Japan, and the West, focusing on the transformation of Buddhist teachings and practices in these different social and cultural contexts.
- 362. Islam.** (3h) An examination of the origins and development of Islam. Particular attention is given to the formation of Islamic faith and practice, as well as contemporary manifestations of Islam in Asia, Africa, and North America.
- 363. The Religions of Japan.** (3h) A study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism.
- 364. Conceptions of the Afterlife.** (3h) An examination of the variety of answers given to the questions: "What happens after death?" Particular attention is given to the views of Jew, Christians, Muslims, Hindus, and Buddhists and the ways their views relate to life in this world.
- 365. History of Religions in America.** (3h) A study of American religions from colonial times until the present.
- 366. Gender and Religion.** (3h) An examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.
- 367. The Mystics of the Church.** (3h) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.
- 368. Protestant and Catholic Reformations.** (3h) A study of the origin and development of Reformation theology and ecclesiology.
- 369. Radical Christian Movements.** (3h) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.
- 370. Women and Christianity.** (3h) A study of the roles and contributions of women within the Christian tradition throughout history and an analysis of the mechanisms of their oppression.
- 371. Theology and Sexual Embodiment.** (3h) A survey of theological responses to human sexuality with special emphasis on contemporary issues.
- 372. History of Christian Thought.** (1.5h,3h) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for 1.5 hours each.
- 372 (a) *Patristic Thought*
- 372 (b) *Medieval and Reformation Thought*
- 373. Cinema and the Sacred.** (3h) An investigation of select theological and religious themes in contemporary film.
- 374. Contemporary Christian Thought.** (3h) An examination of the major issues and personalities in modern theology.
- 375. Major Themes in Catholic Theology.** (3h) A detailed examination of the central themes of Christian theology through the study of major Roman Catholic theologians.

376. Christian Literary Classics. (3h) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

377. The Problem of Evil from Job to Shakespeare. (3h) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

378. Aesthetics and Religion. (3h) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

379. Feminist and Liberation Theologies. (3h) An exploration of social, political, and religious contexts that have given rise to contemporary theological understandings of salvation as freedom from conditions of oppression, poverty and exploitation.

380. The Main Streams of Chinese Philosophy and Religion. (3h) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daosim (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism.

381. Zen Buddhism. (3h) An examination of the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Particular attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition.

382. Religion and Culture in China. (3h) A thematic study of Chinese religious culture focusing on history, ritual, scripture, and popular practice. Additional topics will include cosmology, ancestor veneration, shamanism, divination, and the role of women.

Near Eastern Languages and Literature

111, 112. Elementary Hebrew. (3h,3h) A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts. Both semesters must be completed.

117. Akkadian I. (3h) An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of semitic languages. *On demand.*

118. Akkadian II. (3h) A continuation of Akkadian I with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On demand.*

153. Intermediate Hebrew. (3h) Intensive work in Hebrew grammar and syntax. Based upon the reading of selected texts. Readings emphasize post-biblical Hebrew. P—Hebrew 111, 112 or the equivalent.

211. Hebrew Literature. (3h) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (3h) The reading and discussion of significant Biblical and post-Biblical texts. *On demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (3h) A study of the history and structure of four languages from the Hamito-Semitic family.

Romance Languages

Wake Forest Professor Candelas S. Gala, Chair
Professors Milorad Margitic, Dana Faculty Fellow Antonio C. Vitti,
Byron R. Wells, M. Stanley Whitley
Associate Professors Jane W. Albrecht, Sarah E. Barbour, Mary L. Friedman,
Linda S. Howe, Judy K. Kem, Soledad Miguel-Prendes, Stephen Murphy
Assistant Professors Margaret Ewalt, Ola Furmanek, Luis González, Patricia Heid,
Roberta Morosini, Salvador Antón Pujol, María Teresa Sanhueza, Kendall B. Tarte,
Visiting Assistant Professors Elizabeth Mazza Anthony, Elizabeth Barron,
Paul Kelley, Keith Richards, Leticia Romo
Instructors Corrado Corradini, Elisabeth d'Empaire, Rebekah L. Morris,
Justin R. Peterson, Jesús Pico-Argel, Christine E. Swain, Encarna Turner,
Tricia Walter, Jennifer Wooten
Adjunct Instructor Jenny Puckett

The major in French requires a minimum of nine three-hour French courses numbered above 213. French 215, 216, 219, 370, one of the genre courses (363, 364, or 365), and four other courses are required. Students are advised and encouraged to take related courses in other areas of the University curriculum, such as History 317, 321, and 322, and Humanities 222. Students must achieve at least a C average in courses comprising the major.

The minor in French requires a minimum of six three-hour French courses numbered above 213. French 215, 216, 219, and three other courses are required. With departmental approval, equivalent courses may be selected from the Dijon program, and certain other substitutions may be made.

The major in Spanish requires a minimum of nine three-hour Spanish courses numbered above 213. Spanish 217, 218, 219 or 2199, plus three advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, and three electives are required. Students must achieve at least a C average in courses comprising the major. In order to count for the major, 219 must be taken at Wake Forest or as 2199 in Salamanca.

The minor in Spanish requires a minimum of six three-hour courses in Spanish numbered above 213. Spanish 217, 218, 219 and one advanced course in literature are required. With departmental approval, equivalent courses may be selected from the programs in Salamanca, Burgos, or Havana, and certain other substitutions may be made.

The minor in Italian language and culture requires fifteen hours in Italian above Italian 153. It includes Italian 215, 216, 219, 220, and 224 or their equivalents. An average of at least C must be earned in all courses taken in the minor.

Certificate in Spanish for Business requires twelve hours above Spanish 219. It includes Spanish 329, 330, 381, and any course above Spanish 213 (excluding 219) in any area of Hispanic literature or culture.

Certificate in Spanish Translation/Localization (STL) teaches strategies of Spanish into English translation and introduces students to various software language applications; includes an internship in a professional translation environment (384). Hours: 13-15.

Requirements include Spanish 380 and 381, Linguistics 383 and 384, and either Spanish 329 or 382.

Certificate in Spanish Interpreting (SI) teaches strategies for different types of Spanish/English interpreting; includes an internship (384). Hours: 10-12. Requirements include one literature course above Spanish 213, 382, 384, and any one of the following: Spanish 329 or 380 or 381, or Linguistics 383.

Certificate in French for Business requires twelve hours above French 219. It includes French 221, 329, 330, and one additional course in French.

All majors, minors, and certificate students are strongly urged to take advantage of the department's study abroad programs.

The honors designation in Romance languages is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the Romance language faculty are invited to participate in the honors program.

The honors program requires completion of 390 (*Directed Reading*, 1 hour) and 391 (*Directed Research*, 3 hours). Coursework in 390 during the fall semester includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis. Coursework for 391 during the spring semester consists of writing the thesis following a schedule established by the director and the student. At the end of spring semester, the honors student defends the thesis orally to appropriate faculty for final approval.

Intensive Summer Language Institute (ISLI)

Purpose: ISLI is a language immersion program. It offers a curriculum that enables students to achieve the necessary proficiencies in the Spanish language at the beginning-intermediate level and be better prepared to perform in subsequent courses in which they may enroll.

Intensive Summer Language Institute (ISLI) on the Wake Forest Campus. ISLI on campus offers Spanish 153S. *Intensive Beginning and Intermediate Spanish in an Immersion Setting.* (8h). This is an accelerated five-week course in an immersion setting that is offered in the first and second summer terms. Class size is reduced for individualized instruction. Requirements include daily classes, six hours per day; one-hour daily lunches with instructors in the target language; two-hour extra-curricular activities two evenings per week; two Saturday mornings; housing in the language designated residence hall (optional); pledge to speak the target language.

Intensive Summer Language Institute (ISLI) in France. (8h) Wake Forest conducts a six-week immersion program in elementary, intermediate, or advanced French during a special summer term held at the Université de Bourgogne in Dijon, France. Students stay with French families and enroll in French 113D, French 153D or French 217D.

Intensive Summer Language Institute (ISLI) in Latin America. (8h) Wake Forest conducts a six-week immersion program in elementary or intermediate Spanish during a special summer term, either at the Instituto Tecnológico de Estudios Superiores de Monterrey en Querétaro Mexico or at the Pontificia Universidad Católica del Ecuador in Quito, Ecuador. Students stay with Mexican or Ecuadorian families and enroll in either Spanish 113E or 153E.

Information on courses offered as part of the Intensive Summer Language Institute is included in the course listings.

French (FRH)

111, 112. Elementary French. (3h,3h) A two-semester sequence designed to help students develop the ability to understand and speak French and also learn to read and write French at the elementary level. Labs required.

113. Intensive Elementary French. (4h) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

113D. Intensive Elementary French in an Immersion Setting. (8h) A six-week intensive course designed for students with a maximum of one semester of previous study in French, taught during the summer in Dijon, France. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and must be admitted to the course. Credit is not given for both French 113D and 111 or 112.

113E. Intensive Elementary French. (8h) A six-week intensive course designed for students with a maximum of one semester of previous study in the culture of the French-speaking world. Special activities include day trips to sites of cultural interest. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course. Credit not given for both French 113 and 111 or 112.

153. Intermediate French. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing and conversation skills and preparing them for oral and written discussion of literary texts in French 213. Note that 153 is mutually exclusive of other 153-marked courses. P—FRH 111-112, or placement. Labs required.

153D. Intensive Intermediate French in an Immersion Setting. (8h) A six-week intensive course in French, taught during the summer in Dijon, France. Classes meet daily and cover speaking, listening, reading, writing and French culture. No student may receive credit for both 153 and 153D. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and must be admitted to the course. P—FRH 112, 113 or two or three years of high school French.

153S. Intensive Beginning and Intermediate French in an Immersion Setting. (8h) An intensive course designed to enable students to achieve proficiency in French language at the beginning-intermediate level developing students' reading, writing, and conversation

skills and preparing them for oral and written discussion of literary texts. *Offered only in the summer.* P—FRH 111 (112 strongly recommended) or permission of instructor (ISL).

154. Intermediate French. (3h) An intensive, intermediate-level course intended for students with a stronger background than required of 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in French 213. Labs required.

196. French Across the Curriculum. (1h) Coursework in French done as an adjunct to specially designated courses throughout the college curriculum.

198. Internship in French Language. (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. P—FRH 219 or permission of instructor. *Pass/fail only.*

213. Introduction to French Literature. (3h) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Does not count toward the major or the minor. P—FRH 153 or equivalent.

213H. Introduction to French Literature (Honors). (3h) In the honors section of *Introduction to French Literature*, texts covered are much the same as those presented in other French 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Benefits include smaller class size and more opportunity for student involvement. Intended for students with a good background in French (shown, for example, by a 3, 4, or 5 on the AP French Language Exam, by a high WFU placement exam score, or by completion of French 154). P—FRH 153 or equivalent.

215. Introduction to French Studies. (3h) An orientation in French and Francophone cultures through their historical development and their various forms. Includes the study of literary, historical, and social texts, and possibly films, art, and music. Required for major. (A student taking 2152 as part of the Dijon program would receive credit for this course. Please see the description of the Dijon program for details.) (CD)

216. Studies in French Literature and Culture. (3h) Study of the ways in which various aspects of French culture appear in different literary genres over certain periods of time. Emphasis is placed on reading and discussion of selected representative texts. Topics vary from section to section. May be repeated for credit when topics vary. Required for major. (Fulfills Division II requirement.) P—FRH 213 or permission of instructor. (CD)

217D. Conversation, Culture, and Literature. (8h) A six-week intensive course taught in the summer in Dijon, France. Classes meet daily and include both language study and reading and discussing a variety of literary texts. No student may receive credit for both 217D and for 220 or 216. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance languages and must be admitted to the course. P—FRH 213 or equivalent.

219. Composition and Review of Grammar. (3h) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—FRH 153 or equivalent.

- 220. French Conversation.** (3h) A language course based on cultural materials. Designed to perfect students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing their command of specific grammatical points. Short written works will be assigned. Includes a regularly scheduled language lab one hour per week. P—FRH 153 or equivalent.
- 221. Introduction to Translation.** (3h) Introduction to translation strategies through theory and practice. Emphasis is placed on translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns. P—FRH 219 or permission of instructor.
- 222. French Phonetics.** (3h) A study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis.
- 281. French Independent Study.** (1-3h) P—Permission of the department.
- 319. Advanced Grammar and Stylistics.** (3h) Review and application of grammatical structures for the refinement of writing techniques. Emphasis is placed on the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language. P—FRH 219 or equivalent or permission of instructor. Graduate-level students will conduct and present in-depth research projects.
- 329. Introduction to Business French.** (3h) An introduction to the use of French in business. This course emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas. P—FRH 219 or permission of instructor.
- 330. Advanced Business French.** (3h) Development of advanced skills in French for business. Emphasis is placed on oral and written business presentations, reading comprehension of case studies related to the French business world, and cross-cultural awareness. P—FRH 329 or permission of instructor.
- 360. Cinema and Society.** (3h) A study of French and Francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history. P—FRH 215 or permission of instructor. (CD)
- 363. Trends in French Poetry.** (3h) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—FRH 215 or permission of instructor.
- 364. French Prose Fiction.** (3h) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—FRH 215 or permission of instructor.
- 365. French Drama.** (3h) A study of the chief trends in French dramatic art, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others. P—FRH 215 or permission of instructor.
- 370. Seminar in French Studies.** (3h) An in-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Topics vary from semester to semester. Required for major. Graduate-level students will conduct and present in-depth research projects. Can be repeated for credit. P—FRH 215 or permission of instructor. (CD)

375. Special Topics. (1h or 3h) Selected themes and approaches to French literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit. P—FRH 215 or permission of instructor.

390. Directed Reading. (1h) Required for honors in French.

391. Directed Research. (1-3h) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in France

The department sponsors a semester in Dijon, France, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 219 or its equivalent or at least one French course beyond the intermediate level.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2152. Studies in French Language and Culture. (6-8h) Familiarization with the language and culture of France and its people. Courses in conversational and idiomatic French, practice in writing, participation in French family life, lectures on selected topics, and excursions to points of historical and cultural significance. Satisfies French 215 requirement for major or minor.

2202. Advanced Oral and Written French. (3h) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2232. Contemporary France. (3h) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

2402. Independent Study. (1-3h) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

2742. Special Topics in French Literature. (1h) Selected topics in French literature; topics vary from year to year.

Art 2712. Studies in French Art. (1h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

Spanish (SPA)

111-112. Elementary Spanish. (3h,3h) A two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. Labs required.

113. Intensive Elementary Spanish. (4h) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

113E. Intensive Elementary Spanish in an Immersion Setting. (8h) A six-week intensive course designed for students with a maximum of one semester of previous study in Spanish. Classes meet five hours daily and cover speaking, listening, reading, writing, and the cultures of the Spanish-speaking world. Special activities include day trips to sites of cultural interest. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course. Credit not given for both Spanish 113E and 111 or 112.

153. Intermediate Spanish. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts in Spanish 213. Note that 153 is mutually exclusive of other 153-marked courses (154, 153E). P—SPA 111-112, or 113, or placement. Labs required.

153E. Intensive Intermediate Spanish in an Immersion Setting. (8h) A six-week intensive course in Spanish, taught during the summer in Quito, Ecuador, or Querétaro, Mexico. Classes meet five hours a day and cover speaking, listening, reading, writing and the cultures of the Spanish-speaking world. Special activities include day-trips to sites of cultural interest. P—SPA 112, 113 or two or three years of high school Spanish. No student may receive credit for both 153 and 153E. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course.

153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (8h) An intensive course designed to enable students to achieve proficiency in Spanish language at the beginning-intermediate level developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts. *Offered only in the summer.* P—SPA 111 (112 strongly recommended) or permission of instructor. (ISLI)

154. Intermediate Spanish. (3h) An intensive, intermediate-level course intended for students with a stronger background than 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in Spanish 213. Labs required.

196. Spanish Across the Curriculum. (1h) Coursework in Spanish done as an adjunct to specially designated courses throughout the college curriculum. P—Permission of instructor.

196B. Spanish Across the Business/Economics Curriculum. (1h) Coursework in Spanish done as an adjunct to specifically designated courses in business and economics curriculum. P—Permission of instructor.

197. Spanish for Reading Knowledge. (3h) Review of essential Spanish grammar, usage, vocabulary and processing strategies for reading various types of literary, social science and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language, and aimed at preparing students to take

the graduate reading exam administered at the end of the course. P—Intermediate Spanish or its equivalent, and placement exam. *Pass/fail only*. Undergraduate credit given. *Offered only in the summer*.

198. Internship in Spanish Language. (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with a service commitment or internship in a Spanish-speaking country. Includes, but is not limited to: vocabulary building, keeping a journal, and reading professional material. P—SPA 219 or permission of instructor. *Pass/fail only*.

213. Introduction to Hispanic Literature. (3h) Selected readings in Spanish and Spanish American literature. Does not count toward the major or the minor. P—SPA 153 or equivalent.

213H. Introduction to Hispanic Literature (Honors). (3h) In the honors section of *Introduction to Spanish Literature*, texts covered are much the same as those presented in other Spanish 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Benefits include smaller class size and more opportunity for student involvement. Intended for students with a good background in Spanish (shown, for example, by a 3, 4, or 5 on the AP Spanish Language Exam, a high WFU placement exam score, or by completion of 154). P—SPA 153 or equivalent.

217. Literary and Cultural Studies of Spain. (3h) A study of the cultural pluralism of Spain through selected literary and artistic works to promote understanding of Spain's historical development. (Fulfills Divisional II requirement.) P—SPA 213 or permission of instructor. (CD)

218. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Special emphasis is placed on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. (Fulfills Divisional II requirement.) P—SPA 213 or permission of instructor. (CD)

219. Grammar and Composition. (3h) A systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. P—SPA 213 or equivalent.

220. Spanish Conversation. (3h) A language course based on cultural material intended to increase students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing their command of specific grammatical points. Counts toward the major. P—SPA 213 or equivalent.

228. Spanish for the Professions. (1h or 3h) Spanish usage of a selected professional area. Emphasis on communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—SPA 219, 220, and permission of instructor.

281. Spanish Independent Study. (1.5h) P—Permission of instructor.

319. Advanced Grammar and Composition. (3h) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques. P—SPA 219 or permission of instructor.

320. Advanced Conversation. (3h) Intensive immersion in the situations and skills of advanced and superior levels of oral proficiency. P—SPA 219 and 220 or permission of instructor.

321. The Rise of Spanish. (3h) The development of Spanish from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system, with a special focus on the effects of a cultural history and relationships with other languages. P—SPA 219 and 220 or permission of instructor.

322. Spanish Pronunciation and Dialect Variation. (3h) Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. (This course meets a N.C. requirement for teacher certification.) P—SPA 219 and 220 or permission of instructor.

323. Topics in Hispanic Civilization. (3h) Exploration of themes and trends in Hispanic society and culture, such as cross-national questions, and the exile experience. P—Permission of instructor.

329. Introduction to Spanish for Business. (3h) Introduction to Spanish vocabulary and discourse in business. This course emphasizes oral and written practices, reading and Hispanic business culture as well as a comprehensive analysis of different business topics and areas. P—SPA 219 or permission of instructor.

330. Advanced Spanish for Business. (3h) Intensive immersion in the situations and skills of advanced Spanish for business. Emphasis on oral and written business presentations and reading comprehension of case studies related to the Hispanic business world. Cross-cultural awareness of the Hispanic business world. P—SPA 329 or permission of instructor.

331. Medieval Spain: A Cultural and Literary Perspective. (3h) An examination of literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P—SPA 217 or 218 or permission of instructor. (CD)

332. The Golden Age of Spain. (3h) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—SPA 217 or 218 or permission of instructor.

333. Eighteenth and Nineteenth Century Spanish Culture. (3h) A study of the major intellectual movements of the period: Enlightenment, Romanticism, Realism, and Naturalism in Spain through literary texts, essays, painting, and music. P—SPA 217 or 218 or permission of instructor.

341. Golden Age Drama and Society. (3h) Study of the theatre and social milieu of seventeenth-century Madrid, where the works of playwrights such as Lope de Vega, Tirso de Molina, and Calderón de la Barca were performed. Includes analysis of texts and of modern stagings of the plays. P—SPA 217 or 218 or permission of instructor.

343. Cervantes: The Birth of the Novel. (3h) Study of *Don Quijote*, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Also considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as self-conscious genre, women and society, religion and humanism, nationalism, and imperialism. P—SPA 217 or 218 or permission of instructor.

348. Transatlantic Renaissance. (3h) Study of the Spanish Golden Age period by reading and analyzing relevant peninsular and colonial texts within the broader political, social, and cultural contexts of the Spanish presence in the New World. Exposure to recent critical perspectives in early modern cultural studies. P—SPA 217 or 218 or permission of instructor.

349. Contemporary Women Novelists and their Female Characters. (3h) A study of representative novels by women writers from Spain and Latin America, with special emphasis on the representation of the female protagonist within her cultural context. P—SPA 217 or 218 or permission of instructor.

351. Transgressing Borders: Identity in Latin American and U.S. Latino Cultures. (3h) A socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora. P—SPA 217 or 218 or permission of instructor. (CD)

352. Love, Death, and Poetry. (3h) A study of the representation of universal themes in Spanish poetry from different historical periods. P—SPA 217 or 218 or permission of instructor.

353. Indigenous Myth in Spanish-American Literary Art. (3h) A study of Spanish-American writers' incorporation of Amerindian myths in twentieth-century narrative art. Includes works by Miguel Angel Asturias, Mario Vargas Llosa, and José Donoso. P—SPA 217 or 218 or permission of instructor.

354. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h) Exploration of the techniques used by two Nobel Prize-winning writers to create a literary vision of Latin America. Special attention to humor, surrealism and the grotesque, and both writers' assimilation of personal anxieties to their portrayal of a social world. P—SPA 217 or 218 or permission of instructor.

360. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices. (3h) A study of a variety of texts from the eighteenth and nineteenth centuries dealing with political emancipation, nation-building, and construction of continental identity.

361. Latin American Cinema and Ideology. (3h) An examination of major Latin American films as cinematographic expressions of social and political issues. P—SPA 217 or 218 or permission of instructor.

362. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia.

(3h) A study of Latin American poetry, including symbolist, surrealist, and conversational poetry, “happenings,” and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes. P—SPA 217 or 218 or permission of instructor.

363. Contemporary Spanish-American Theatre.

(3h) A study of the Spanish-American dramatic production from the end of the nineteenth century to the present. The course focuses on the development of some of the main dramatic movements of the twentieth century: realism, absurdism, avant garde, and collective theatre. P—SPA 217 or 218 or permission of instructor.

364. Spanish-American Short Story.

(3h) Intensive study of the twentieth-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, and García Márquez. P—SPA 217 or 218 or permission of instructor.

365. Spanish-American Novel.

(3h) A study of the novel in Spanish America from its beginning through the contemporary period. P—SPA 217 or 218 or permission of instructor.

366. Seminar in Spanish-American Novel.

(1h or 3h) A study of one or more categories of Spanish-American novels, such as romantic, indianista, realistic, gauchesca, and social protest. P—SPA 217 or 218 or permission of instructor.

367. Colonial Spanish America.

(3h) This course explores the early Spanish-American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include fifteenth- and sixteenth-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as twentieth century documents. P—SPA 217 or 218 or permission of instructor.

368C. Cuban Literature.

(3h) A study of Cuban literature from the eighteenth century to the present: romanticism, modernism, naturalism, the avant garde movement, and the post-Revolutionary period. P—SPA 217 or 218 or permission of director of the Cuba program.

369. Imagined “White” Nations: Race and Color in Latin America.

(3h) A study of anti-slavery narratives, nineteenth-century scientific racism, and twentieth century Negritude and “negrismo” movements. An exploration of race, the stratification of color, and ethnic images in Latin American literature and culture. P—SPA 217 or 218 or permission of instructor. (CD)

370. Film Adaptations of Literary Works.

(3h) A study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation. P—SPA 217 or 218 or permission of instructor.

371. Lorca, Dalí, Buñuel: An Artistic Exploration.

(3h) A study of the relationship of these three Spanish artists through their writings, paintings, and films, respectively, and of their impact on the twentieth century. P—SPA 217 or 218 or permission of instructor.

372. Lorca in the Twentieth Century.

(3h) A study of the life and works of poet, playwright, painter, and lecturer Federico García Lorca, within the social, cultural, literary, and artistic realities of the twentieth century, including Modernism and Surrealism. Special emphasis is placed on Lorca's treatment of minority cultures, including the Gypsy, the Arab, and homosexuals. P—SPA 217 or 218 or permission of instructor.

373. Modern Spanish Novel. (3h) A study of representative Spanish novels from the generation of 1898 through the contemporary period. P—SPA 217 or 218 or permission of instructor.

374. Voices of Modern Spain. (3h) A study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P—SPA 217 or 218 or permission of instructor. (CD)

375. Special Topics. (1h or 3h) Selected special topics in Spanish literature. P—SPA 217 or permission of instructor.

376C. Afro-Cuban Cultural Expressions. (3h) A comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. *Offered in Havana.* Also listed as Latin American Studies 220C. (CD)

380. Contrastive Spanish/English Grammar and Stylistics. (3h) Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises. P—SPA 219 or permission of instructor.

381. Spanish Translation. (3h) Introduction to translation strategies through practice, with strong emphasis on Spanish into English. Focus is on translating in domains such as social science, computing, economics, the entertainment industry, banking, and journalism. P—SPA 380 or permission of instructor.

382. Spanish/English Interpreting. (3h) Introduction to strategies of interpreting from Spanish into English, primarily. Intensive laboratory practice course to develop basic skills in consecutive/escort/simultaneous interpreting. Some voice-over talent training is also included. P—SPA 220 or permission of instructor.

384. Internships for STL & SI. (1-3h) Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting. P—SPA 381 or 382.

387. Special Topics. (1h or 3h) Selected special topics in Spanish-American culture and literature. P—SPA 217 or 281 or permission of instructor.

387C. Special Topics.

388. Special Topics in Hispanic Linguistics. (3h) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—SPA 222 or 321, or the combination of 219 or 220 and Linguistics 150, or permission of instructor.

390. Directed Reading. (1h) Required for honors in Spanish. P—Permission of instructor.

391. Directed Research. (1h,3h) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester or Year in Spain

The department offers a year in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the fall and/or spring semesters, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should normally be of junior standing, (2) must have completed Spanish 220, and (3) should be approved by both their major department and the Department of Romance Languages. Interested students should contact Professor Candelas S. Gala in the Romance Languages department.

As part of the University of Salamanca PEI program (Programa Especial Integrado), students may take regular courses with Spanish students in the following disciplines: education, environmental sciences, business, economics, biology, translation/interpretation, and anthropology.

1989. Internship in Spanish Language. (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with a service commitment or internship in a Spanish-speaking country. Includes, but is not limited to: vocabulary building, keeping a journal, and reading professional material. P—SPA 219 or permission of instructor.

2019. Intensive Spanish. (1.5h, *Pass/fail only*) Intensive study and practice of the oral and written language. Familiarization with Spanish culture and daily life. Classes in conversational and idiomatic Spanish, excursions to points of interest and lectures on selected topics.

2179. Literary and Cultural Studies of Spain. (3h) A study of the cultural pluralism of Spanish through selected literary and artistic works to promote understanding of Spain's historical development. This course is the equivalent of 217. P—SPA 213 or permission of instructor.

2189. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Special emphasis is placed on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. This course is the equivalent of 218. P—SPA 213 or permission of instructor.

2199. Advanced Spanish. (3h) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. This course is the equivalent of 219. P—Permission of instructor.

3329. The Golden Age of Spain. (3h) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. This course is the equivalent of 332. P—SPA 217 or 218 or permission of instructor.

3749. Voices of Modern Spain. (3h) A study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. This course is the equivalent of 374. P—SPA 217 or 218 or permission of instructor.

3759. Special Topics in Spanish Literature and Culture. (1h or 3h) Topics vary from year to year. P—SPA 217 or 218 or permission of instructor.

3879. Special Topics in Spanish-American Literature and Culture. (1h or 3h) Topics vary from year to year. P—SPA 217 or 218 or permission of instructor.

History 2019. General History of Spain. (3h) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (3h) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Political Science 2029. Political Structures of Present-day Spain. (3h) A study of the various political elements which affect the modern Spanish state.

Italian (ITA)

111, 112. Elementary Italian. (3h,3h) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. These two courses count for students in the Venice program.

113. Intensive Elementary Italian. (4h) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language minors. Not open to students who have completed Italian 111 or 112. Lab required. Lecture—five hours. *Offered every semester.* By placement or faculty recommendation.

153. Intermediate Italian. (4h) Continuation of 113, with emphasis on speaking, developing students' reading, writing skills and preparing them for oral and written discussion of literary texts in Italian 215. Lab required. P—ITA 113 required.

154. Intermediate Italian. (3h) An intermediate-level course intended for students who have taken the 111-112 sequence. It offers the opportunity to develop further their reading, writing and conversation skills and prepare for oral and written discussion of literary texts in Italian 215. Lab required. P—ITA 111-112 required.

196. Italian Across the Curriculum. (1h) Coursework in Italian done as an adjunct to specially designated courses throughout the College curriculum.

215. Introduction to Italian Literature I. (3h) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. P—ITA 153 or equivalent. *Also offered in Venice.*

216. Literary and Cultural Studies of Italy. (3h) Study of selected texts, cultural trends, and intellectual movements. Intended for students interested in continuing Italian beyond the basic requirements. P—ITA 215 or permission of instructor.

219. Advanced Grammar and Composition. (3h) Review of the basics of structure and vocabulary; detailed examination of complex syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources; and free composition. P—ITA 215 or 216 or equivalent.

220. Advanced Conversation and Composition. (3h) Practice in speaking and writing Italian, stressing correctness of sentence structure, and emphasis on phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—ITA 215 or 216 or 275.

- 224. Italian Regional Cultures.** (3h) The course focuses on different aspects of regional cultures in Italy. Emphasis is placed on local lifestyles, literatures, and cinematography. Regional cultures and historic background are analyzed and compared through class demonstrations and cultural artifacts. P—ITA 216 or permission of instructor.
- 281. Italian Independent Study.** (1-3h) P—Permission of department.
- 325. Italian Neorealism in Films and Novels.** (3h) This course is designed to provide the students with an understanding of the history, philosophy, politics, artistic movements and civic renaissance of postwar Italian life. By discussing the most important films, novels, short stories, essays, poetry and discussions of the time, the students will discover and learn about Neorealism. P—ITA 216 or permission of instructor.
- 326. Comedy in Italian Cinema.** (3h) A study of modern Italian society through the analysis of films from the 1950s to the present. Taught in Italian. P—ITA 216 or permission of instructor.
- 327. Modern Italian Cinema.** (3h) A study of the major developments of modern Italian cinema. Full-length feature films by Federico Fellini, Ettore Scola, Pier Paolo Pasolini, Bernardo Bertolucci, Marco Bellocchio, Gianni Amelio, Nanni Moretti, Gabriele Salvatores, Giuseppe Tornatore, Massimo Troisi, Roberto Benigni, and other Italian filmmakers will be studied and discussed from different perspectives. P—ITA 216 or permission of instructor.
- 328. Dante's *Divine Comedy*.** (3h) An introduction to Italian medieval literature and culture through a selected, critical reading of Dante's masterpiece and other medieval texts. This course introduces students to the intellectual and social context of the Italian Middle Ages by relating the texts to the cultural, political, social, and philosophical concerns of the period. P—ITA 219 or permission of instructor.
- 329. Introduction to Renaissance Literature and Culture.** (3h) An examination of the culture of the Italian Renaissance. Topics include the ideal of the artist, the ideal of the courtier, the epic genre, the political debates in Florence, the figure of the artist/scientist Leonardo da Vinci, the figure of the navigator, and daily life in Italian cities studied from different social classes and perspectives. P—ITA 216 or permission of instructor.
- 330. Cinematic Adaptation and Literary Inspiration.** (3h) Students in this course examine cinematic adaptations of literary works by reading closely the literary texts and viewing their visual counterparts. Students investigate the strategies of adaptation, as well as the criteria by which we can evaluate films based on novels as works of art in their own right. P—ITA 216 or permission of instructor.
- 375. Special Topics.** (3h) Selected special topics in Italian literature. P—ITA 216 or permission of instructor.

Semester in Venice

1533. Intermediate Italian. (3h) Intensive exposure to speaking, listening, reading and writing at the intermediate level with special emphasis on the surrounding Venetian culture. Counts as equivalent to Italian 153. *Only taught in Venice.* P—ITA 113 or 111-112 sequence.

2173. Studies of Italy. (3h) A survey course on Italian literature from authors from the various regions of Italy and on special cultural themes such as Italian immigration and new immigrations in Italy to give to students in Venice a deeper and broader understanding of Italian cultural complexity. *Only taught in Venice.* P—ITA 215 or 216 or permission of instructor.

See the course listings under Italian for descriptions and prerequisites.

Russian and East European Studies (REE)

(Interdisciplinary Minor)

Associate Professor of History Susan Zayer Rupp, Coordinator

Russian 215 or 216 or equivalent proficiency in another East European language is required, plus fifteen hours from the following list. (See course descriptions under appropriate listings.) Three of these fifteen hours must be REE 298, *Research Project in Russian and East European Studies*.

Communication	351B. Comparative Communication: Russia. (1.5h)
Economics	252. International Finance. (3h) 253. Economies in Transition. (3h)
History	331. Russia: Origins to 1865. (3h) 332. Russia and the Soviet Union: 1865 to the Present. (3h)
Humanities	215. Germanic and Slavic Literature. (3h) (Satisfies a Division II requirement.) 218. Eastern European Literature. (3h) (Satisfies a Division II requirement.)
Political Science	232. Politics in Russia and Eastern Europe. (3h)
Russian	Three additional hours at the 200-level.
REE 298	Course description to follow. (3h)

With the approval of the coordinator, students may fulfill the language requirement by equivalent study of another East European language (to be pursued independently under the auspices of the German and Russian department). Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

REE 298. Research Project in Russian and East European Studies. (3h) A semester-long research project pursued independently by a student (generally in the senior year) under the guidance of a faculty member in the relevant field of study. A second faculty member will consult with the student regarding his or her project as well as serving as a second reader. The course culminates in the completion of a seminar-length paper based upon primary research.

Sociology (SOC)

Earl Smith, Chair

Wake Forest Professor Charles F. Longino

Rubin Professor of American Ethnic Studies Earl Smith

Professors Catherine T. Harris, Philip J. Perricone, Ian M. Taplin

Associate Professors H. Kenneth Bechtel, Cheryl B. Leggon

Assistant Professors Teresa Ciabattari, Angela Hattery

Visiting Assistant Professor Don Bradley

Instructor R. Saylor Breckenridge

A major in sociology requires thirty-one hours and must include Sociology 151, 370, 371, and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires fifteen hours and must include Sociology 151 and 370. A minimum grade point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

The program in sociology provides majors with several options. In addition to pursuing a regular major in sociology, students may choose to specialize in any of four concentrations: 1) family studies, 2) crime, law, and social control, 3) health and society, and 4) business and society. These concentrations are described in detail in the *Handbook for Sociology Students*, a copy of which may be obtained from the sociology office or any member of the departmental faculty.

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

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: Sociology 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless specified in the course description.

151. Principles of Sociology. (3h) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects. Required for all sociology majors and minors.

152. Social Problems. (3h) Survey of contemporary American social problems.

153. Marriage and the Family. (3h) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

154. The Sociology of Deviant Behavior. (3h) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior.

205. Photography in the Social Sciences. (3h) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Lab to be arranged. P—Permission of instructor.

206. Concerned Photographers and Their Works. (3h) Explores the contributions of concerned photographers in the identification and understanding of social issues. Advanced camera and darkroom instruction is included. P—SOC 205 and/or permission of instructor.

301. Religion and Society. (3h) Study of religion as a social phenomenon and its relationship to political, economic and other structures of society. (Also offered as Religion 351.)

303. Business and Society. (3h) Historical development, organization, and current problems of business enterprises in American society.

305. Gender in Society. (3h) The significance of gender in society for individuals and institutions. An examination of differential gender experiences based on race, class, and sexual orientation. Consideration of feminism as a social movement and the possibility for social change. (CD)

308. Sociology of Art. (3h) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings.

309. Sexuality and Society. (3h) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.

310. Death and Dying. (3h) Study of some of the basic issues and problems of modern man in accepting and facing death.

311. Women in Professions. (3h) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.

316. Conflict Management in Organizations. (3h) An examination of conflict management and social control in organizations, focusing on power structures, management styles and processes of dispute resolution.

317. Mental Illness and Society. (3h) An examination of the sociological aspects of mental health and mental illness. Includes the social epidemiology of mental disorders, cross-cultural variation in societal responses to the mentally ill; the development of the psychiatric profession, and the evolution of the mental hospital.

- 325. Self and Society: An Interactionist Perspective.** (3h) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.
- 332. Social Epidemiology.** (3h) This course integrates sociology and epidemiology, paying particular attention to such variables as age, gender, race and ethnicity as they bear on health, illness and medical services, including the risk factors of chronic disease. It does not presuppose advanced knowledge of epidemiological methods.
- 333. The Sociology of Cities.** (3h) An examination of the patterns of urbanization worldwide. Explores the dynamics of urban growth resulting from economic, social, political and ecological processes.
- 334. Society and Higher Education.** (3h) An analysis of the social forces that shape educational policies in the United States. Assessment of significant contemporary writings on the manifest and latent functions of education.
- 335. Sociology of Health and Illness.** (3h) Analysis of the social variables associated with health and illness.
- 336. Sociology of Health Care.** (3h) An analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.
- 337. Aging in Modern Society.** (3h) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Permission of instructor.
- 338. Sociological Issues in Criminal Justice.** (3h) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.
- 339. Sociology of Violence.** (3h) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society.
- 340. Sociological Issues in Human Development.** (3h) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society.
- 341. Criminology.** (3h) Crime, its nature, causes, consequences, methods of treatment, and prevention.
- 342. Juvenile Delinquency.** (3h) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.
- 343. Sociology of Law.** (3h) Consideration is given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, and the impact of social class and stratification upon the legal order.
- 344. Women and Crime.** (3h) Course focuses on four major areas related to women and crime: women as offenders, the processing of women by the criminal justice system, women as victims, and women as criminal justice professionals. P—SOC 341 and permission of instructor.

- 345. Advanced Topics Seminar in Criminology.** (3h) Emphasis on current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—SOC 341 and permission of instructor.
- 347. Society, Culture, and Sport.** (3h) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society.
- 348. Sociology of the Family.** (3h) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.
- 349. Sociology of Science and Technology.** (3h) Explores the reciprocal impact of science and technology on society. Issues include the impact of science and technology on various populations (including underparticipating groups, such as women and racial/ethnic minorities) and the environment, the talent pool, and the workplace.
- 350. Mass Communications and Public Opinion.** (3h) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society.
- 351. Management and Organizations.** (3h) A study of macro organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.
- 352. White-collar Crime.** (3h) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—SOC 341.
- 353. Families in Later Life.** (3h) Analysis of current issues affecting later-life families, including the unmarried, marital relations, divorce, widowhood, remarriage, kinship, family caregiving, and institutional care.
- 354. Women in Poverty in the U.S.** (3h) An examination of the structural causes of poverty and its consequences, with specific emphasis on women's overrepresentation in poverty and how gender intersects with race, family status, age, and place.
- 357. The Italian Experience in America.** (3h) Explores issues of ethnicity and identity in the Italian-American experience. A central goal of this course is to understand the interrelationship of social, economic and political factors that impinge on this large European ethnic group.
- 358. Population and Society.** (3h) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.
- 359. Race and Ethnic Relations.** (3h) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.
- 360. Social Inequality.** (3h) The study of structured social inequality with particular emphasis on economic class, social status, and political power. (CD)

- 361. Sociology of the Black Experience.** (3h) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sports, entertainment, science, politics, etc.). (CD)
- 362. Sociology of Work.** (3h) Changing trends in the United States labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data.
- 363. Global Capitalism.** (3h) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions.
- 364. Political Sociology.** (3h) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.
- 370. Sociological Theory.** (3h) A survey of the history and development of sociological theory, emphasizing the critical reading of primary source materials and the evaluation of the current status of sociological theory. P—SOC 151 or permission of instructor.
- 371. Social Statistics.** (4h) A computer-based survey of basic statistics utilized in sociological research. Lab—1 hour. P—SOC 151 or permission of instructor. (QR)
- 372. Research Methods in Sociology.** (3h) An overview of both quantitative and qualitative research methods. Research projects required. P—SOC 371. (QR)
- 373. Honors Seminar.** (3h) Seminar on selected problems in sociology. Intended for students in the departmental honors program. P—SOC 372 and permission of instructor.
- 374. Honors Research.** (3h) Directed study toward completion of the project begun in Sociology 373 and to the writing and defense of an honors paper. P—SOC 373 and permission of instructor.
- 385, 386. Special Problems Seminar.** (3h) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.
- 398, 399. Individual Study.** (1-3h, 1-3h) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Spanish Studies

(Foreign Area Study)

Wake Forest Professor of Romance Languages Candelas S. Gala, Coordinator

Students are required to participate in the Spanish program at Salamanca for one or two semesters. They also are required to take History 2019, *General History of Spain* (3h) taught in Salamanca; Political Science 2029, *Political Structures of Present Day Spain* (3h) taught in Salamanca; Art 2029, *Spanish Art and Architecture* (3h) taught in Salamanca; and Spanish 217, *Literary and Cultural Studies of Spain* (3h), also taught in Salamanca as Spanish 2179.

Students must take nine additional hours from the advanced courses in Spanish language and the literature and culture of Spain offered by the Department of Romance Languages, or from those offered at the University of Salamanca.

Theatre and Dance (THE)

Mary Wayne-Thomas, Chair

Associate Professors Nina Lucas (Director of Dance), Mary Wayne-Thomas

Assistant Professors Sharon Andrews, Jonathan H. Christman, Jane Kathleen Curry,

Brook M. Davis, Cynthia M. Gendrich, Francis P. Ludwig

Visiting Assistant Professor Mark Cohen

Lecturers Zanna Beswick (London), John E. R. Friedenberg (Director of Theatre)

Adjunct Instructors Fanchon Cordell, Brantly Shapiro, Robert Simpson

A major in theatre consists of a minimum of thirty-three hours, including Theatre 110 or 112, 130, 140, 150, 250, 260, 261, 340, 381, and 385. (Students interested in a theatre major should elect Theatre 112.) Four semesters of Theatre 100 (0 hours) also are required. Majors may choose their remaining courses from offerings at the 200 level or higher listed under the Department of Theatre. A minimum grade of 2.0 in all theatre courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theatre majors are required to take two courses in dramatic literature from the Departments of English, Classical Languages or from Humanities.

Those who plan to be theatre majors are urged to begin their studies during their first year.

Highly qualified majors (departmental grade point average of 3.3, overall grade point average of 3.0) are invited by the department to apply for admission to the honors program in theatre. To be graduated with the designation "Honors in Theatre," a student must successfully complete Theatre 292 (3h). Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theatre honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates with complete information on preparation and completion of projects.

A minor in theatre requires eighteen hours: Theatre 110 or 112, 140, 150, 260 or 261, two theatre electives (at the 200 level or higher) and two semesters of Theatre 100 participation. Theatre minors are required to take one course in dramatic literature from the Departments of English, Classical Languages or from Humanities.

Any person who is interested in a theatre major or minor should contact the chair of the department soon after arrival on the campus.

100. Participation. (0h) Attendance/participation in Mainstage and Studio performances and other events as established by the department. (Specific attendance/participation requirements will be established at the beginning of each semester.) Four semesters, or a minimum of eight University Theatre productions, are required of theatre majors. Participation in at least two of the eight productions must be in technical production. Two semesters, or a minimum of four University Theatre productions, are required of theatre minors. Participation in one of the four productions must be in technical production. Assignments for technical production are made through consultation with the technical and design faculty.

110. Introduction to the Theatre. (3h) For the theatre novice. A survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Participation in Studio and Mainstage productions. Students planning to major in theatre are encouraged to take Theatre 112. Credit will not be given for both Theatre 110 and 112. May be used to satisfy a requirement in Division III.

112. Introduction to the Theatre. (3h) For the experienced theatre student. A survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Students planning to major in theatre are encouraged to take Theatre 112. Credit will not be given for both Theatre 110 and 112. Experience in Studio and Mainstage productions. May be used to satisfy a requirement in Division III.

126. Stage Makeup. (1.5h) A study of the design and application of theatrical makeup in relationship to historical period and character development.

130. Dynamics of Voice and Movement. (3h) Building awareness of the actor's instrument through the development of basic vocal and physical skills, emphasizing relaxation, clarity, expressiveness, and commitment, along with spontaneity, centering, and basic technical skills.

140. Acting I. (3h) Fundamental acting theory and techniques including exercises, monologues and scene work.

141. On-camera Performance. (3h) Introduction to the theory and practice of performing for the camera. May include basic method acting, newscasting, commercials, and film acting. (Also listed as Communication 116.)

144. Mime. (1.5h) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

146. Performance Techniques. (3h) A course focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. (Suitable for non-majors.)

150. Introduction to Design & Production. (4h) An introduction to the fundamentals of theatrical design and technology including script analysis, design development, and presentation methods. Through the lab, the student develops basic skills in theater technology. Lab—three hours.

155. Stagecraft. (3h) This introductory course focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis on using current technologies for problem solving.

1880. The Contemporary English Theatre. (1h) An exploration of the English theatre through theatre attendance in London and other English theatre centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites and the variety of cultural differences observed. Two weeks. *Offered in London before spring term.* P—Permission of instructor. *Pass/fail grade only.*

230. Advanced Dynamics. (3h) Focus on opening and strengthening the actor's instrument by building on work done in Theatre 130. P—THE 130.

245. Acting II. (3h) Advanced study and practice of the skills introduced in Acting I. P—THE 130 and 140.

246. Period and Style. (3h) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—THE 130 or 230 and 140.

250. Theatrical Scene Design. (3h) A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting will be emphasized. P—THE 150.

251. Costume and Makeup Design. (3h) A study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction and stage makeup will be explored. P—THE 150.

252. Lighting and Sound Design. (3h) An exploration of the lighting and sound designer's process from script to production. A variety of staging situations will be studied, including proscenium, thrust and arena production. P—THE 150.

259. Theatre Management: Principles and Practices. (3h) This course reviews the development of theatre management in the United States, with emphasis on the role of the producer; explores commercial and not-for-profit theatre with attention to planning, personnel, and the economics of theatre. Includes readings, lectures, and reports.

260. History of Western Theatre I (Beginnings to 1642). (3h) A survey of the development of Western theatre and drama through the Greek, Roman, medieval, and Renaissance theatres to 1642; includes lectures, readings and reports. (Suitable for non-majors.)

261. History of Western Theatre II (1642 to the Present). (3h) A survey of Western theatre and drama from the French Neoclassic theatre through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theatre; includes lectures, readings and reports. (Suitable for non-majors.)

- 281. Acting Workshop.** (1.5h) Scene work with student directors utilizing realistic texts. *Offered pass/fail only.* P—THE 140 or permission of instructor.
- 283. Practicum.** (1-1.5h) Projects under faculty supervision. May be repeated for no more than three hours. P—Permission of the department.
- 290. Special Seminar.** (1.5-3h) The intensive study of selected topics in theatre. May be repeated.
- 292. Theatre Honors.** (3h) A tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—Permission of department.
- 294. Individual Study.** (1-3h) Special research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than three hours. P—Permission of department.
- 2650. The English Theatre, 1660-1940.** (3h) A study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.*
- 340. Directing.** (3h) An introduction to the theory and practice of play directing. P—THE 110/112, 140 and 150. C—THE 381 and 250. (For majors only)
- 344. Acting Shakespeare.** (3h) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—THE 130 and 140.
- 372. Contemporary Drama.** (3h) The course will consider varieties of form and substance in plays and performance texts from *Godot* to the present. Readings will cover such playwrights as Beckett, Pinter, Stoppard, Churchill, Wertebaker, Albee, Shepard, Fornes, Mamet, Wilson, Soyinka, Fugard, and Foreman. (Also listed as English 394.)
- 375. American Drama.** (3h)) A historical overview of drama in the United States, covering such playwrights as Boucicault, Mowatt, O'Neill, Glaspell, Wilder, Williams, Miller, Hansberry, Albee, Shepard, Norman, Hwang, Vogel, Mamet, and Wilson. (Also listed as English 375.)
- 381. Directing Workshop.** (1.5h) The practical application of directing techniques in realistic scene study utilizing student actors. This course is a co-requisite of THE 340.
- 385. Studio Production.** (1.5h) The organization, techniques and problems encountered in the production of a play for the public. P—THE 340 and permission of department.
- 390, 391. Special Seminar.** (1-3h) The intensive study of selected topics in the theatre. May be repeated.
- 392. Special Topics in Dramatic Literature.** (1-3h) Intensive study of selected plays and/or performance texts.

Dance (DCE)

A dance minor requires 16.5 to 19 hours and must include:

Two Modern courses - Dance 120 (1.5h), Dance 221 (1.5h) or Dance 222 (1.5h);

One Dance Composition - Dance 123 (3h);

Two Jazz courses - Dance 126 (1.5h), Dance 226 (1.5h), or Dance 227 (1.5h);

Two Ballet courses - Dance 127 (1.5h), Dance 229 (1.5h) or Dance 231 (1.5h);

Senior Dance Project - Dance 200 (1-1.5h);

History of Dance 202 (3h).

120. Beginning Modern Dance Technique. (1.5h) Fundamentals of modern dance technique, with an emphasis placed on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be taken two times for credit.

122. Special Topics in Dance. (1-1.5h) An intensive study of selected topics in dance. May be repeated.

123. Dance Composition. (3h) Fundamental study of improvisation, composition and choreography.

124. Social Dance. (1.5h) Fundamental techniques of social dance, providing basic skills, concepts of movement, style and fundamental step patterns found in social dance rhythms. Students will learn basic smooth dances, rhythm dances, Latin-American dances and Cuban dances.

125. Folk and Social Dance. (1h) Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style and fundamental step patterns of folk and social dance. Emphasis is on the development of fundamental dance skills and practice in utilizing dance techniques.

126. Beginning Jazz Dance. (1.5h) Fundamentals of jazz technique with an emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be taken two times for credit.

127. Beginning Classical Ballet Techniques. (1.5h) Fundamentals of classical ballet technique with an emphasis on alignment, placement, flexibility, barre work, adagio and petite allegro. May be repeated four times for credit.

128. Dance Performance. (1h) A practical experience in the areas of rehearsal, choreographing, production and performance, as a choreographer, and/or performer in the Fall Faculty/Guest Artist Concert and/or Spring Dance Concert. May be repeated eight times for credit.

128A. Performance

128B. Choreography

200. Senior Dance Project. (1-1.5h) An investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

202. History of Dance. (3h) A survey of American dance from the 1600s to the present with emphasis on scope, style, and function. Satisfies a Division III requirement.

221. Intermediate Modern Dance Technique. (1.5h) A progressive development of movement concepts and vocabulary from Dance 120, with an emphasis on exploring both the classical and contemporary techniques of modern dance. May be repeated for credit. P—DCE 120 or permission of instructor.

222. Advanced Modern Dance Technique. (1.5h) A progressive development of the concepts of Dance 221 with an emphasis on qualitative performance, virtuosity and versatility in a variety of technical forms within the modern dance discipline. May be repeated for credit. P—DCE 221 or permission of instructor.

226. Intermediate Jazz Dance. (1.5h) This course pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities and musicality. May be repeated for credit. P—DCE 126 or permission of instructor.

227. Advanced Jazz Dance. (1.5h) Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities, musicality, technique, virtuosity, and creativity. May be repeated for credit. P—DCE 226 or permission of instructor.

229 Intermediate Classical Ballet. (1.5h) Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be repeated for credit. P—DCE 127 or permission of instructor.

231. Advanced Classical Ballet. (1.5h) Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality and pointe work. May be repeated for credit. P—DCE 229 or permission of instructor.

Urban Studies

(Interdisciplinary Minor)

Professor of Economics Donald E. Frey, Coordinator

The interdisciplinary minor in urban studies requires fifteen hours, of which at least nine must be chosen from the following courses. (*See course descriptions under appropriate listings.*)

Art	296. Art History Seminar. I. Architecture and Urbanism. (3h)
Economics	246. Urban Economics. P—Economics 150. (3h)
Political Science	222. Urban Politics. (3h)
Religion	343. The City as Symbol. (3h)
Sociology	333. The Sociology of Cities. (3h)

Courses needed to complete fifteen hours may be chosen from among the following courses. (*See course descriptions under appropriate listings.*)

Education	271. Geography: The Human Environment. (3h)
History	2253. History of Venice. (3h) <i>Offered in Venice.</i>
	2260. History of London. (3h) <i>Offered in London.</i>
	352. U.S. Social History II. (3h)
Political Science	289. Internship in Politics. (3h)*
Sociology	152. Social Problems. (3h)
	<i>*To count toward the urban studies minor, an internship must be overseen by the instructor of Political Science 222.</i>

Students intending to minor in urban studies should consult with the coordinator as early as possible to discuss scheduling of courses not offered annually, careers in urban studies, and other issues. In exceptional cases, the coordinator may approve limited substitutions for the listed courses.

Women's Studies (WST)

(Interdisciplinary Minor)

Associate Professor of Sociology Cheryl B. Leggon, Director

The interdisciplinary minor in women's studies must include women's studies 221 and a minimum of fifteen additional hours, for a total of eighteen hours. It is recommended that the upper division seminar, women's studies 321, be included. If courses not designated women's studies are taken, they must be from an approved list on file with the director and stated below. Such courses must be balanced between a) the humanities and b) the sciences. This structure gives students an understanding of the interdisciplinary nature of women's studies within the context of the traditional liberal arts curriculum.

A student minoring in women's studies might take women's studies 221 as a sophomore, six to nine hours as a junior, and the remaining six to nine hours, including the *Interdisciplinary Seminar*, as a senior.

100. R.A.D.: Rape Aggression Defense. (1h) Develops and enhances the options of self-defense, including basic physical self-defense tactics and risk reduction and avoidance, so they may become viable considerations for any woman who is attacked. Required readings include social science research on violence against women. *Pass/fail only.*

111. Writing and Women's Issues. (3h) This writing-intensive seminar explores special topics that include women, such as: women and creativity; women, work, and family; Womanist literature; reproductive rights; violence against women; women and the arts; the emergence of feminist thought. Emphasis on expository writing, critical thinking, and exchange of ideas in a discussion and workshop setting. Satisfies the basic composition but not the minor requirement.

221. Women's Issues. (3h) An interdisciplinary course, taught by women's studies faculty representing at least two fields, that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, gender issues in the twenty-first century, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation.

321. Interdisciplinary Seminar. (3h) A research-centered study of questions raised by women's studies on an interdisciplinary topic, such as women's health issues, war and peace, international women's issues, perspectives on women and aging, lesbian and gay culture and theory, and women and the arts.

350. Biocultural Perspectives on Women and Aging. (3h) A course that examines biological, sociopsychological, and cultural issues affecting older women.

358. Mothers and Daughters. (3h) A course that examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.

359. Fathers and Daughters. (3h) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.

377. Special Topics. (1.5h,2.5h,3h) Includes such women's studies topics as gender issues in the twenty-first century, Jewish-American women writers, African-American women writers, women and aging, critical approaches to women's issues, and the emergence of feminist thought.

396. Independent Study. (1-3h) Independent projects in women's studies which either continue study begun in regular courses or develop new areas of interest. By prearrangement.

397. Internships in Women's Studies. (1.5h-3h) Practicum opportunities for work and for research in conjunction with a local women's or justice organization: Winston-Salem Family Services, NOW, Council on the Status of Women, the North Carolina Center for Laws Affecting Women, the AIDS Care Service, etc. *Pass/fail only.*

In addition to the women's studies courses, the following courses may be included in the minor. (See course descriptions under appropriate listings.)

Courses in the Humanities

American

Ethnic Studies 232. American Jewish Experiences. (3h)

Art 251. Women and Art. (3h)

Classics 252. Women in Antiquity. (3h)

English 340. Studies in Women and Literature. (3h)

 a. The woman writer in society

 b. Feminist critical approaches to literature

377. American Jewish Literature. (3h)

381. Studies in Black American Literature. (3h)

History 310. Race, Class, and Gender in American History. (3h)

330. Race, Religion, and Sex in Early Modern Europe. (3h)

337. Gender in Early America. (3h)

338. Gender in Modern America. (3h)

341. History of Women in Modern Asia. (3h)

365. Women in American History. (3h)

Humanities	230. Women Writers in Contemporary Italy. (3h) 265. Gender, Spirituality, and Art. (3h) 290. Innovation and Inclusivity. (3h) 320. Perspectives on the Middle Ages. (3h) a. Medieval women b. Medieval constructs of gender, race, and class 347. Women Writers in Japanese Culture. (3h) 353. African and Caribbean Women Writers. (3h)
Music	208. Women and Music. (3h)
Religion	318. Feminist and Contemporary Interpretations of the New Testament. (3h) 340. Men's Studies and Religion. (3h) 366. Gender and Religion. (3h) 370. Women and Christianity. (3h) 371. Sexuality and Christian Thought. (3h)
Russian	280. Russian Women Writers. (3h)
Theatre	290. Seminar: Women Playwrights. (3h)

Courses in the Social and Natural Sciences

Anthropology	332. Anthropology of Gender. (3h)
Economics	273. Economics for a Multicultural Future. (3h)
Political Science	229. Women and Politics. (3h) 277. Feminist Political Thought. (3h)
Psychology	265. Human Sexuality. (3h) 270Y. Topics: Women, Health, and Culture. (1h) 359. Psychology of Gender. (3h)
Sociology	153. Marriage and the Family. (3h) 305. Male and Female Roles in Society. (3h) 309. Sexuality and Society. (3h) 311. Women in Professions. (3h) 344. Women and Crime. (3h) 348. Sociology of the Family. (3h) 353. Families in Later Life. (3h) 359. Race and Ethnic Relations. (3h) 361. Sociology of the Black Experience. (3h)

Students intending to minor in women's studies should consult the director of women's studies in Tribble Hall A-106B, preferably during their first or early in their second year.

Wayne Calloway School of Business and Accountancy



Jack E. Wilkerson Jr., Dean
Associate Dean for Curriculum and Administration J. Kline Harrison
Associate Dean for Academic Programs and Resources Dale R. Martin
Assistant Dean for Student Professional Affairs Helen W. Akinc
Assistant Dean for Student Academic Affairs Katherine S. Hoppe
Thomas H. Davis Professor of Business Umit Akinc
Hylton Professor of Accountancy Thomas C. Taylor
F.M. Kirby Chair of Business Excellence Roger L. Jenkins
J. Tylee Wilson Professor of Business Ethics Donald P. Robin
Wayne Calloway Professor of Accountancy Dale R. Martin
Wayne Calloway Professor of Taxation Ralph B. Tower
Benson-Pruitt Associate Professor Thomas S. Goho
PricewaterhouseCoopers Associate Professor of Accountancy Paul E. Juras
BellSouth Mobility Technology Associate Professor Gordon E. McCray
PricewaterhouseCoopers Faculty Fellow and Associate Professor Yvonne L. Hinson
PricewaterhouseCoopers Faculty Fellow and Assistant Professor Terry A. Baker
Exxon-Wayne Calloway Faculty Fellow and Assistant Professor Annette L. Ranft
Citibank Faculty Fellow and Assistant Professor William M. Marcum
Professors Emeritus John S. Dunkelberg, Eddie V. Easley
Professors Stephen Ewing, J. Kline Harrison, Lee G. Knight, Jack E. Wilkerson Jr.
Visiting Professor K. Wayne Smith
Associate Professors George R. Aldhizer, S. Douglas Beets, James F. Cotter,
Arun P. Dewasthali, Jonathan E. Duchac, G. Page West III
Assistant Professors Sheri A. Bridges, Debra R. Jessup,
Denise J. McManus, Amy E. Randel
Senior Lecturer in Business E. Clayton Hipp Jr.
Lecturers in Business Tamara M. Greenwood, Katherine S. Hoppe, David K. Isbister
Instructors Helen W. Akinc, Katherine A. Baker, John Campbell, Mary N. Kesel,
Mary Martha McKinley, Karen Mishra, Karen D. Nard, Karen K. Rogalski

Core Purpose

We are a community of teacher-scholars committed to providing an intimate educational environment and an intellectually challenging educational experience in which our students prepare for successful leadership roles in business and society.

Shared Values

We are committed to:

*excellence in teaching and learning;
the growth and development of each of our students;
intellectual curiosity and the pursuit of knowledge; and
personal and professional integrity.*

Programs

Four four-year programs of study leading to the bachelor of science degree are offered. Students may choose a major in either business, analytical finance, information systems, or mathematical business (in cooperation with the Department of Mathematics). A five-year program of study is offered which combines a master of science in accountancy with a bachelor of science in accounting, a bachelor of science in analytical finance, or a bachelor of science in information systems.

The five-year program is an integrated BS/MS program. Interested students will declare an accountancy, analytical finance, or information systems major during their sophomore year and will apply to the master's program during their third year. Students will receive both the bachelor of science and the master of science degrees upon completion of the program.

Objectives

The business program of the Wayne Calloway School of Business and Accountancy prepares students for success in today's business world with a challenging and high quality curriculum. The program is intentionally general and facilitates the integration of the various business disciplines with the liberal arts core. It also emphasizes flexibility by allowing the opportunity for specialized career paths and for minors outside the Calloway School.

The analytical finance program in the Wayne Calloway School of Business and Accountancy prepares students for success in careers in financial services, including investment and commercial banking and financial consulting. The program emphasizes a strong concentration in finance, supported by accounting concepts beyond the introductory level, which is critical in a global environment.

The mathematical business program, offered by the Wayne Calloway School of Business and Accountancy jointly with the Department of Mathematics, prepares students for careers in business and government that require model-based, advanced quantitative

approaches to problem solving. The program responds to today's complex global environment, where problems in business administration and public policy making are becoming more intricate, requiring the use of such an approach.

The information systems program in the Wayne Calloway School of Business and Accountancy prepares students for challenging careers in information systems and technology management. The program emphasizes the leveraging effects of information technology toward competitive advantage, while also developing the requisite technical skill base to effectively serve leadership roles in information systems organizations.

The bachelor of science in accountancy (BSA) degree program of the Wayne Calloway School of Business and Accountancy, which is only offered in conjunction with the MSA program, is geared to provide a foundation for the MSA degree. The program includes the opportunity for broad exposure to undergraduate concepts to prepare students to successfully complete the MSA degree.

The master of science in accountancy (MSA) degree program of the Wayne Calloway School of Business and Accountancy prepares students to make sustained contributions to the discipline and practice of accounting. The program can be tailored to meet the needs of students with a variety of undergraduate majors, including liberal arts and sciences, business, and accounting. All students participate in intensive course work to prepare for a career in auditing, tax consulting, investment banking, or financial consulting.

All programs in the Calloway School are accredited by the AACSB International—The Association to Advance Collegiate Schools of Business.

Admission

Admission to the Calloway School is by formal application, and applicants will be screened by the Committee on Admissions, Continuation, and Scholarships of the Wayne Calloway School of Business and Accountancy. Before being considered for admission to the Calloway School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the Wayne Calloway School of Business and Accountancy are completion of forty-nine hours with an overall grade point average of 2.2, completion of Economics 150, Mathematics 106 or 111 (Mathematics 111 for the mathematical business major), Accounting 111 and 112, and a 2.0 average in these four courses. In addition, students should have completed Business 100 and Communication 110. Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the Calloway School reserves the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wayne Calloway School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 32.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the Wayne Calloway School of Business and Accountancy will be taken in the Calloway School. For students wishing to transfer credit from other schools, the following general guidelines apply:

- (a) Courses at another school passed with the minimum passing grade at that school may not be transferred.*
- (b) Courses transferred in business and accountancy may be subject to validating examinations.*
- (c) No work in courses numbered 200 and above will be accepted from two-year schools.*
- (d) Courses taken elsewhere in subjects not offered at the Wayne Calloway School of Business and Accountancy will not necessarily count toward the hours required in the Calloway School.*
- (e) Only one course so transferred may be an elective unless such course is from an international program approved by the Calloway School, in which case two such electives may be so transferred (including any approved economics course counting toward the major).*
- (f) Business 371 cannot be transferred from another institution; it must be taken in the Calloway School.*

For the bachelor of science in business, a minimum of thirty hours must be earned in the Wayne Calloway School of Business and Accountancy at Wake Forest University; for the bachelor of science in analytical finance, the minimum hours earned in the Calloway School must total forty-one; for the bachelor of science in information systems, the minimum hours earned in the Calloway School must total thirty-six; for the BS/MS in professional accountancy, a minimum of forty-one hours and thirty graduate semester hours must be earned in the Calloway School; and for the bachelor of science in mathematical business, a minimum of thirty hours must be earned in the Calloway School and/or the mathematics department at Wake Forest University.

Requirements for Continuation

In addition to the requirements stated on page 31, a student must be academically responsible and must show satisfactory progress toward completing the requirements for the degree. The administration of the Wayne Calloway School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Committee on Admission, Continuation, and Scholarships, will decide if the student may continue as a major in the Calloway School.

Requirements for Graduation

The Wayne Calloway School of Business and Accountancy confers the bachelor of science degree with a major in either business, analytical finance, information systems, or mathematical business. The Calloway School also confers the master of science in professional

accountancy concurrently with the bachelor of science in accountancy, the bachelor of science in analytical finance, or the bachelor of science in information systems. The requirements for completion of the degrees are those in effect at the time the student enters the Calloway School. For the major in business, a student must complete the following course work: Accounting 111 and 112; Business 100, 201, 202, 211, 221, 231, 241, 251, 261, and 272 or 371; Economics 150; Mathematics 106 or 111; Communication 110; and a minimum of nine hours from Business 209, 212, 213, 215, 216, 217, 222, 223, 224, 225, 226, 227, 228, 232, 233, 234, 235, 236, 237, 243, 252, 253, 262, 265, 281, 290, 294, 338 or accounting courses numbered 200 or above. One elective may be taken from economics courses numbered 200 or above.

The analytical finance major requires the following courses: Accounting 111, 112, 211, and 212; Business 100, 201, 202, 211, 221, 231, 232, 236, 241, 251, 261, 371; Economics 150; Mathematics 106 or 111; Communication 110 and a minimum of six hours from Business 233, 234, 235, 237, 281, 290 (or Accounting 290), 293, 294, 338, or any accounting course above Accounting 212.

The information systems major requires the following courses: Accounting 111 and 112; Computer Science 111 and 111L; Business 100, 201, 202, 211, 221, 231, 241, 251, 255, 256, 257, 258, 259, 261, 371; Economics 150; Communication 110; and Mathematics 106 or 111.

Prerequisites for the mathematical business major include the following courses: Accounting 111 and 112; Mathematics 111 and 112; Economics 150; Communication 110, and Business 100. Computer Science 111 and 112 are strongly recommended. Requirements for the mathematical business major are: Mathematics 253, 256, 301 (or 113), 302 (or 121), 353; Business 211, 221, 231, 241, 251, 261, 292; and a minimum of six additional hours—only three of which can be in business. Mathematics electives must be at the 300 level or above, excluding 381.

For the combined bachelor of science/master of science degree in professional accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 331, 351, 352, 621, 714, 730, 780, 791 and either 632 or 754; Business 100, 201, 211, 221, 231, 237, 241, 251, 671, 762, an approved international course, and six hours of approved electives; Economics 150; Mathematics 106 or 111; and Communication 110.

For the combined bachelor of science in analytical finance/master of science in professional accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 331, 351, 352, 621, 714, 730, 780, 791 and either 632 or 754; Business 100, 201, 202, 211, 221, 231, 232, 236, 237, 241, 251, 671, 762, and an approved international course; Economics 150; Mathematics 106 or 111; and Communication 110.

For the combined bachelor of science in information systems/master of science degree in professional accountancy the following coursework must be completed: Accounting 111, 112, 211, 212, 351, 352, 621, 714, 780, 791 and either 632 or 754; Computer Science 111 and 111L; Business 100, 201, 211, 221, 231, 237, 241, 251, 255, 256, 257, 658, 659, 671, 762; Economics 150; Mathematics 106 or 111; and Communication 110.

In addition to the courses stipulated on the previous page, the student in business and accountancy also must meet the following requirements for graduation:

- (a) a minimum of 112 hours for the four-year programs and 112 hours plus 30 graduate semester hours for the five-year program, including the basic and divisional requirements established by Wake Forest College;*
- (b) a minimum grade point average of 2.0 on all work attempted at Wake Forest;*
- (c) a minimum grade point average of 2.0 on all work attempted at other institutions; and*
- (d) an overall 2.0 grade point average on all business and accountancy courses.*

Senior Honors Program

Calloway School students (exclusive of mathematical business majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school are graduated with the designation "Honors in Business," "Honors in Accountancy," "Honors in Analytical Finance," or "Honors in Information Systems." For additional information, interested students should consult a member of the faculty of the Wayne Calloway School of Business and Accountancy.

Mathematical business majors with a grade point average of at least 3.0 on all college work and a minimum grade point average of 3.5 in the major are invited to apply for admission to the honors program in mathematical business. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school and the mathematics department are graduated with the designation "Honors in Mathematical Business." For additional information, interested students should consult a member of the faculty of the mathematics department or the Wayne Calloway School of Business and Accountancy.

Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper seven percent of the junior class or the upper ten percent of the senior class.

Courses of Instruction

Business

100. Calloway Requisite Integrated Study Program. (1.5h) Provides students with an awareness of the fundamental objectives of business organizations and the environments in which they operate, in order to provide a common foundation for an integrated study of business disciplines. In addition, students develop knowledge and basic skills of business software applications including the operating system and windows, spreadsheets, business presentation graphics, and databases. C—Accounting 111 or P—Accounting 111. Closed to freshmen and seniors.

181. Field Study. (1h) Directed field study in specialized areas of business. P—Business 100 and Accounting 111. Permission of instructor.

201. Quantitative Analysis I. (3h) This course emphasizes the understanding and application of quantitative tools used in the business decision-making process. Specific issues covered include collection and presentation of data, sampling, and inferences. P—Business 100.

202. Quantitative Analysis II. (3h) This course is a continuation of Business 201. Additional statistical analysis tools are covered including linear programming. P—Business 201.

209. Seminar: Contemporary Issues in Business. (1.5h,3h) The course examines current business issues using the theory and practices covered in the core courses. Topics may include recent global business events and policies, corporate takeovers and restructurings, business aspects of health care, workplace issues, the relationship of government and business decisions, among others. The topics discussed will change each semester reflecting the important issues at that time. P—Senior status and permission of instructor.

211. Organizational Theory and Behavior. (3h) This course focuses on the behavior, structure, and processes within organizations. Emphasis is on developing knowledge and skills regarding the role of individuals and groups within organizations, as well as the functions of organizational systems and dynamics.

212. Human Resource Management. (3h) This course focuses on important human resources management (HRM) skills that are frequently used by line managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of line managers' HRM responsibilities, and skilled in HRM applications as prospective line managers. P—Business 211.

213. Entrepreneurship. (3h) The course is designed to acquaint students with entrepreneurship in practice, and to help students assess whether an entrepreneurial path makes sense for them. Students will define their own new business opportunities and will design a business plan for a new business start-up. Topics covered will include marketing research and screening new venture ideas, the qualities which successful entrepreneurs and their management teams possess, growth and transition issues for new ventures, legal and financial issues in start-ups, and raising capital. P—Business 211, 221, and 231, or permission of the instructor.

215. Seminar in Comparative Management. (1.5h,3h) This course deals with the global issues in management. Particular emphasis is placed on the different management philosophies and styles employed by managers in an international context. The course is conducted in a seminar format and focuses on the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and their employees' behavior. P—Business 211.

216. Management in the Nonprofit and Public Sectors. (1.5h) This seminar focuses on the comparisons and contrasts of management across the nonprofit, public, and private sectors. The course uses a seminar format and a “real-world” approach. P—Senior standing. *(One-half of enrollment spaces are available for non-Calloway School students.)*

217. Change Management. (3h) This course focuses on the processes of change and reorganization in organizations. The overall course objective is to help students develop skills and knowledge that will allow them to assess the necessity for organizational change, identify factors that facilitate or impede successful change, and initiate and implement change in organizations. P—Business 211.

221. Principles of Marketing. (3h) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 150 and Business 100.

222. Marketing Strategy. (3h) This course focuses on marketing strategy development through intensive analysis of a diverse selection of cases from consumer, industrial, and technological markets; product and service businesses; and for-profit and nonprofit sections. Building upon tools, frameworks, and concepts of Business 221, this course pursues key strategic issues in depth. Topics covered include product development, promotional strategy, physical distribution, and pricing in planning and controlling marketing operation. P—Business 221.

223. International Marketing. (3h) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221.

224. Marketing Research. (3h) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

225. Consumer Behavior. (3h) Study of interdisciplinary behavioral science findings in buying decision processes and application of this knowledge to the design of marketing strategies and to the development of creative communication programs. P—Business 221.

226. Retail Management. (3h) This course is designed to acquaint the student with the scope, current trends, and elements of retail management. Topics covered include market structure of retailing, consumer behavior and retail strategy, changing retail institution types, merchandising strategies, basic financial tools essential to retail profitability, and current research in retailing. P—Business 221.

227. Marketing Communications. (3h) Marketing communications—the “promotion” part of the four Ps—is designed for students who want to pursue careers in marketing. The overall course objective is to improve students’ ability to communicate with consumers by helping them determine whom to talk to, what to say, and how to say it. In addition to advertising, the course addresses such elements of a marketing communications program as consumer and trade promotions, direct mail, publicity, packaging, point of sale material, and event sponsorship. Discussions, cases, in-class exercises, short oral presentations, and a marketing communications campaign project are among the instructional methods used in the course. P—Business 221.

228. Sports Marketing. (3h) This course focuses on the application of the strategic marketing process to the rapidly growing sports industry. Varied elements of the industry are examined: understanding the sports consumer; marketing and media; advertising and communication; promotion and special events; licensing; and corporate sponsorships. Current research, including gender-specific marketing, using athletes as endorsers, segmenting the sports market, measuring value of sponsorship, and globalization of sports products are covered. P—Economics 150 or equivalent.

231. Principles of Finance. (3h) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or nonprofit organization. P—Business 100, Accounting 112, and Economics 150.

232. Advanced Financial Management. (3h) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.

233. Investment Analysis. (3h) Study of investment alternatives, expected returns, and corresponding risks; valuation of stocks applying fundamental analysis; survey of past and current methods of stock selection, including portfolio considerations. P—Business 231, and either Accounting 212 or Business 232, or permission of instructor.

234. Multinational Financial Management. (3h) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.

235. Financial Institutions & Markets. (3h) A thorough examination of the role of financial intermediaries in a free market economy and the functions of financial institutions within money and capital institutions. Topics include asset, liability, and capital management, the regulatory environment, and special topics. Special topics may include risk management techniques utilizing proprietary insurance to neutralize the effects of risk inherent in daily life: termination or suspension of earnings, liability exposures, and potential losses of real and personal property values. P—Business 231.

236. Financial Derivatives. (3h) Futures, options, and swaps are the three most important types of financial derivatives and they are linked by a common pricing framework. This course emphasizes the use of these derivatives in risk management but includes speculative strategies that can be implemented with them. P—Business 231.

237. Taxes and Their Role in Business and Personal Decisions. (3h) Study of basic concepts of federal and state income taxation with an introduction to sales, property, and payroll taxes. Emphasis on the impact of taxation on business and personal tax planning and on the importance of compliance. P or C—Accounting 211 or permission of instructor.

241. Production and Operations Management. (3h) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.

243. Management of Technology and Innovation. (3h) This course explores the management challenges and opportunities created by emerging new technologies including both product and process technologies. Major themes of the course include (1) how pioneering firms manage the initial exploitation of new technologies to create business value and establish a competitive advantage through new product development or new process development and (2) how established firms cope with an emerging technology that threatens to diminish their competitive advantage or displace demand for products and services. This course deals with managerial rather than technical choices. P—Business 211, 221, 231 and 251.

251. Management Information Systems. (3h) An introduction to the business issues associated with information technology, designed to provide a broad perspective for managing an organization's information resources. The course begins with an overview of computing technology currently used in business organizations, including hardware, software, telecommunications and networking technology and database management systems. Techniques for developing and implementing corporate information systems are addressed, as are advanced applications of information technology. Frameworks are developed for contemplating when the use of such technologies is appropriate. Finally, the strategic, ethical and international implications of information systems are examined. P—Business 100.

253. Advanced Topics in Information Technology. (1.5h) At any point in time, contemporary organizations face several imposing information technology-based management challenges. This course provides an in-depth analysis of these issues, with an emphasis on considering the alignment between information technology and the goals and strategies of the firm. A high degree of currency is maintained with regard to the topics addressed. P—Business 251.

255. Electronic Commerce. (3h) Explores the benefits, capabilities, and related information technologies that comprise the current state of electronic commerce. Examines how to design and develop electronic commerce transaction processing based applications. The primary emphasis of the course will be on web based e-commerce systems, however Electronic Data Interchange (EDI) technology will also be discussed. Students will develop an electronic commerce business application that utilizes a virtual shopping cart. For IS majors only. P—Business 257 or permission of instructor.

256. Systems Analysis and Design. (3h) The course addresses structured approaches to the development of computer-based information systems in business. Specifically, structured methodologies are addressed, as are approaches to representing information and data flows and requirements. The fundamentals of design are also addressed. Structured software engineering and documentation techniques are explored as approaches to implementing quality systems. P—Business 251 and P or C—Computer Science 111.

257. Database Management. (3h) Explores the theories, features, and capabilities of relational database management systems in a business environment. Examines relational database design techniques using entity-relationship (ER) modeling and how to create, maintain and query database tables with structured query language (SQL). Emphasizes the use of database management systems in real-world business settings and how this technology can be applied effectively to solve business problems. Extensive hands-on exposure in producing ER design documents and SQL queries and reports from a relational database such as Oracle. For IS majors only. P—Business 251, P or C—Computer Science 111.

258. Business Data Communication Systems. (3h) Driven by increasingly global and mobile computing environments, the course addresses the technical underpinnings of data communications, but does so within a business context. Several telecommunications models and networks are examined in detail. Special attention is paid to Internet-based communications. Emphasis is placed upon management of the telecommunications infrastructure and associated projects. The impact of legislation and regulation in a global environment also is addressed. For IS majors only. P—Business 251, P or C—Computer Science 111.

259. Managing the IT Resource. (3h) As the capstone course in the information systems major, this course develops in students the ability to critically evaluate the technological and competitive landscape and to identify opportunities to leverage information technology toward competitive advantage. The process of conducting a management audit to examine current uses of information technology and to gauge its effectiveness is employed. Special emphasis is placed upon developing the ability to identify emerging and emergent technologies, to evaluate their strategic value to the firm and to then communicate the results of this analysis in a rigorous, professional and understandable fashion to business units and senior management. For IS majors only. P—Business 255, 256, 257, 258.

261. Legal Environment of Business. (3h) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is put upon how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes substantive areas such as torts and government regulation of the employment relationship, the competitive marketplace and the environment. P—Accounting 111.

262. Business Law. (3h) A study of substantive law topics applicable to business transactions including contracts, agency, property, the UCC and business organizations with an emphasis on how these subjects intersect with the functional areas of business and affect managerial decision-making. P—Business 261.

265. Ethics and Business Leadership. (3h) An interdisciplinary exploration of ethics applied to business. The lecture, readings, and case-based approach introduces the necessary background information and then utilizes examples of ethical and unethical situations to develop an understanding of how an efficient and effective business can also be ethical. P—Junior or senior standing. (*One-half of enrollment spaces are available for non-Calloway School students.*)

272. Strategy in Entrepreneurial Firms. (3h) This course focuses on the creation and management of strategy in entrepreneurial firms. Core foundational concepts in strategic management are critically examined in the context of entrepreneurial firm settings. Emphasis is placed on applying principles of competitive analysis and strategic planning using case studies of startups, fast-growth firms, young firms in rapidly-changing industries, and firms confronting early organizational life cycle problems. Unique strategy issues confronted by firms in electronic commerce, technology, and other fast-paced industries will be considered. P or C—Business 211, 221, 231, and permission of instructor.

281. Individualized Reading and Research. (1h,2h,3h) Directed study in specialized areas of business. P—Permission of instructor.

290. International Business Study Tour. (3h) An experiential learning course which provides students with an exposure to and understanding of the distinctive characteristics of global versus domestic operations in foreign settings. Each of the functional areas of business (marketing, operations, finance, human resources management, information systems, and strategic management) are covered through various site visits and presentations in selected foreign countries. Background readings and assignments appropriate to business or analytical finance majors are required. P—Permission of instructor. *Taught overseas in the summer.*

292. Seminar in Mathematical Business Analysis. (3h) This seminar provides mathematical business majors with a forum where they can actually see how the mathematical, statistical and computer techniques can be brought to bear on many business problems from a variety of business functions. Emphasis will be more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details devised for effective model solution. Critical and reflective thinking about models and translation of their results into management action that will add value to a process system will be a major objective. Another objective of the seminar will be to foster group work and the sharpening of presentation skills. P—Business 211, 221, 231, 241, and Mathematics 256, 353.

293. Principles of Risk Management and Insurance. (3h) Risk management continues to evolve as an important area of study within the field of finance. This course is intended to assist the student in identifying and analyzing risk and in managing it through insurance and alternative tools. Techniques such as loss control, risk retention, and risk transfer are discussed. Insurance is discussed as one of many tools used to manage the risks of individuals and firms. P—Junior or senior standing.

294. Applied Risk Management. (1.5h) Professional risk management field work, under the direction of a faculty member. Students gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is placed upon analysis,

decision making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve problems. P—Permission of instructor and senior standing.

295. Summer Management Program. (6h) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. *Offered only in the summer and open only to junior and senior liberal arts majors.* Special application and admission procedures.

296. Seminar in Fundamentals of Business. (4.5h) A study of the various functional areas of business, including finance, information systems, management, marketing, production, and strategic planning. *Offered only in the summer.* P—Admission to master of science in accountancy program.

338. Financial Statement Analysis. (1.5h) A study of the techniques used to analyze and interpret the information in corporate financial statements. Emphasis is placed on (1) accounting methods used in the preparation of financial statements, (2) implications of management's accounting choices for evaluation of corporate performance by creditors and investors, and (3) linkages among financial statement items. P—Business 231 and Accounting 212.

371. Strategic Management. (3h) This course focuses on the derivation of competitive advantage by organizations. The course emphasizes the activities of general managers who are responsible for the shape, character, and overall direction of the total enterprise. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the strategic basis upon which the firm should compete, formulating and implementing integrative action plans which enhance performance, and strategic leadership. Emphasis is placed on applying principles of competitive analysis and strategic planning to case studies of domestic situations, diversification, globalization, corporate turnaround, and in the use of computerized business simulations. P—Business 211, 221, 231, and 241.

671. Strategic Management. (4h) This course focuses on the intersection between fundamental concepts in strategic management and contemporary issues in accounting. A foundation is built in strategic management theory relating to the various ways in which firms plan and organize value—adding activities, derive competitive advantage, and achieve superior performance. The relation between fundamental strategy issues and related accounting treatments are then examined. P—Business 211, 221, 231, 241 and Accounting 414, 454, 480.

762. Business Law for Accountants. (3h) An introduction to the process of law and study of the substantive law applicable to contracts, the Uniform Commercial Code, and debt/creditor relations. P—Admission to MS program.

763. Enterprise Law. (2h) The study of the substantive law related to business organizations, property, and government regulation of business functions. P—Business 762

Accountancy

111. Introductory Financial Accounting. (3h) An introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities. Sophomore standing.

112. Introductory Management Accounting. (3h) A study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. The topics covered in the course include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. P—Minimum of C in Accounting 111.

211. Financial Accounting Theory and Problems I. (4h) A study of the conceptual framework underlying financial accounting in the United States as well as the financial accounting standards setting process and the basic corporate financial statements. Financial accounting and reporting issues associated with receivables, inventories, property, plant, and equipment, and intangible assets are also examined. P—Business 100 and minimum of C in Accounting 112.

212. Financial Accounting Theory and Problems II. (4h) An examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, partners' and stockholders' equity, investments in debt and equity securities, business combinations, and consolidated and multinational enterprises. P—Minimum of C in Accounting 211.

290. International Accounting. (3h) An experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students will participate in a study tour of several selected countries and will gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments appropriate to accounting or analytical finance majors are required. P—Accounting 211 and permission of the instructor. *Taught overseas in the summer.*

331. Federal Taxation of Corporations, Partnerships, Estates, and Trusts. (3h) A review of federal taxation principles associated with the organization, operation, and dissolution of corporate, partnership and tax-exempt organizations. Introduction to federal estate and gift taxes and to income taxation of trusts and estates. P—Admission to MS program or permission of instructor.

351. Accounting Information Systems. (2h) A study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is placed upon the necessary controls for reliable data. P—Accounting 112 and Business 251.

- 352. Introduction to Auditing.** (4h) An examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is placed upon auditing standards and the auditing procedures commonly used in public accounting. P—Admission to the MS program, C or above in Accounting 212; C—Accounting 351.
- 378. Individualized Reading and Research.** (1h,2h,3h) Directed study in specialized areas of accountancy. P—Permission of instructor.
- 390. Professional Accounting Internship.** (3h) Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework in the fifth year. P—Admission to MS program and permission of the instructor. *Pass/fail.*
- 621. Advanced Management Accounting.** (3h) Advanced study of management accounting topics including strategic and operational decisions, behavioral issues related to budgeting, transfer pricing, performance measurement, and contemporary issues in accounting for management planning and control. P—Minimum of C in Accounting 112.
- 632. Selected Topics in Taxation.** (3h) A review of advance tax topics associated with federal taxation of flow through entities and international transactions, and state and local taxation. P—Accounting 331.
- 633. Tax Policy and Planning.** (1.5h) An examination of current tax policy issues and the effects of taxes on investment alternatives. P—Business 237.
- 714. Seminar in Financial Reporting.** (4h) An examination of a variety of financial reporting topics, including revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes and error analysis, interim and segment reporting, and the statement of cash flows. P—Admission to MS program and minimum of C in Accounting 212.
- 730. Tax Research Methods.** (1h) A survey of the methods and resources used by tax practitioners in researching compliance and planning issues. P—Business 237 or permission of instructor.
- 734. Estate and Gift Taxation.** (1.5h) A review of taxation of gratuitous transfers under the federal estate and gift tax code and under state inheritance gift tax law. Analysis of tax planning and compliance issues. P—Business 237.
- 754. Advanced Auditing and Assurance Services.** (4h) A study of current issues, practices, and techniques related to auditing. Students will utilize available research materials, databases, personal auditing experience, and practitioner sources to address auditing issues. Emphasis is placed upon analysis, teamwork, writing, and presentation skills. P—Admission to MS program, Accounting 352 or permission of the instructor.
- 780. Accounting Research Methods and Resources.** (2h) An introduction to research methods and resources used to investigate issues and problems arising in a professional accounting environment. P—Admission to MS program.

791. Professional Accountancy Colloquium. (2h) A seminar course that reflects back on the internship experience and examines current issues facing the accountancy profession. The course would allow students to share and discuss issues and problems faced during the internship and would utilize speakers and readings to stimulate discussions.
P—Admission to the MS program.

792. Accounting in Emerging Economies: Transition to a Market Economy. (3h) This course examines the challenges and problems faced by former socialist countries such as Czech Republic, Hungary, Poland, and Russia, in the transition process towards democracy and market economies. In this context, the course explores the process of accounting reform as a crucial and integral part of this transformation. Due to the complexity of these transition problems, the course will be necessarily interdisciplinary in nature.
P—Admission to the MS program and permission of instructor.



All Schools—Fall 2000

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Undergraduate Schools*	1,930	2,020	3,950
The Graduate School (<i>Reynolda Campus</i>)	175	224	399
The Graduate School (<i>Bowman Gray Campus</i>)	85	100	185
The School of Law	268	208	476
Divinity School	19	31	50
Babcock Graduate School of Management	464	164	628
The Wake Forest School of Medicine (<i>Includes Allied Health</i>)	306	270	576
 University Totals	 3,247	 3,017	 6,264

Geographic Distribution—Undergraduates

By State (2000-2001 Academic Year)

Alabama	39	Kentucky	46	North Dakota	1
Alaska	0	Louisiana	20	Ohio	111
Arizona	4	Maine	14	Oklahoma	14
Arkansas	8	Maryland	175	Oregon	8
California	76	Massachusetts	106	Pennsylvania	210
Colorado	24	Michigan	21	Rhode Island	17
Connecticut	101	Minnesota	14	South Carolina	188
Delaware	25	Mississippi	8	South Dakota	2
District of Columbia	13	Missouri	37	Tennessee	120
Florida	222	Montana	0	Texas	175
Georgia	195	Nebraska	3	Utah	3
Hawaii	4	Nevada	1	Vermont	14
Idaho	1	New Hampshire	17	Virginia	250
Illinois	63	New Jersey	216	Washington	11
Indiana	22	New Mexico	3	West Virginia	42
Iowa	8	New York	163	Wisconsin	18
Kansas	16	North Carolina	1,054	Wyoming	0

Countries Represented (2000-2001 Academic Year):

Australia	Dubai	Netherlands
Barbados	France	Russia
Bermuda	Germany	Spain
Bolivia	Hong Kong	Sweden
Canada	India	United Arab Emirates
China (PRC)	Ivory Coast	United Kingdom
Colombia	Japan	Venezuela
Costa Rica	Lithuania	

Total International Students: 42

*Note: Undergraduate data taken from IPEDS—Fall Enrollment 2000. All other data taken from the Office of the Registrar.

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Clay Small, Plano, TX
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Porter B. Thompson, Greensboro, NC
Michael J. Wilk, New York, NY



Date following name indicates year of appointment

University

Thomas K. Hearn Jr. (1983) BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	President
John P. Anderson (1984) BS, MS, PhD, Georgia Tech.; MBA, Alabama (Birmingham)	Vice President for Finance and Administration
Douglas L. Edgeton (2000) BS, University of Tuscaloosa; MBA, MPh, University of Alabama	Vice President for Health Affairs, Finance, and Administration
Sandra Combs Boyette (1981) BA, UNC-Charlotte; MEd, Converse; MBA, Wake Forest	Vice President for University Advancement
James Reid Morgan. (2001) BA, JD, Wake Forest	General Counsel
Richard H. Dean (1986) BA, Virginia Military Institute; MD, Medical College of Virginia	Senior Vice President for Health Affairs
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MAR, Yale; PhD, UNC-Greensboro	Associate Provost
Louis R. Morrell (1995) BS, Babson College; MBA, Massachusetts	Vice President for Investments and Treasurer
Edwin G. Wilson (1946, 1951) BA, Wake Forest; AM, PhD, Harvard	Senior Vice President
Kenneth A. Zick (1975) BA, Albion; JD, Wayne State; MLS, Michigan	Vice President for Student Life and Instructional Resources

College

Paul D. Escott (1988) BA, Harvard; MA, PhD, Duke	Dean of the College
Linda McKinnish Bridges (2001) BA, Meredith College; PhD, MD Southern Baptist Theological Seminary	Associate Dean

Toby A. Hale (1970) BA, Wake Forest; MDiv, Duke; EdD, Indiana	Associate Dean
William S. Hamilton (1983) BA, MA, PhD, Yale	Associate Dean
Claudia Thomas Kairoff (1986) BA, College of Notre Dame of Maryland; MA, Virginia; PhD, Brandeis	Associate Dean
Paul N. Orser (1989) BS, Wake Forest; MS, PhD, Emory	Associate Dean and Dean of Freshmen
W. Douglas Bland (1975) BA, MA, Wake Forest	Director of Academic Services and Assistant to the Dean of the College

Provost

Edwin G. Wilson (1946, 1951) BA, Wake Forest; AM, PhD, Harvard	Senior Vice President and Provost Emeritus
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MAR, Yale; PhD, UNC-Greensboro	Associate Provost

Graduate School

Gordon A. Melson (1991) BS, PhD, Sheffield (England)	Dean of the Graduate School
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School of Law

Robert K. Walsh (1989) BA, Providence; JD, Harvard	Dean of the School of Law
H. Miles Foy III (1984) BA, UNC-Chapel Hill; MA, Harvard; JD, Virginia	Executive Associate Dean, Academic Affairs
Ann Setien Gibbs (2000) BS, Virginia; JD, Richmond	Associate Dean, External Affairs and Administration
Deborah L. Parker (1984) BA, MA, UNC-Greensboro; JD, Wake Forest	Associate Dean for Students and Professor of Legal Writing
Marian F. Parker (1999) BA, UNC-Greensboro; JD, Wake Forest; MSLS, UNC-Chapel Hill	Associate Dean for Information Services, Director of Professional Center Library, and Professor of Law
James C. Cook (1992) BS, South Carolina; JD, Wake Forest	Director of Continuing Legal Education
Kim M. Fields (2001) BS, Southwestern Louisiana	Director of Career Services
Jean K. Holmes (1985)	Activities Coordinator
Margaret C. Lankford (1990) BS, UNC-Greensboro	Budget Director
Linda J. Michalski (1983) BS, UNC-Greensboro	Director of Professional and Public Relations

Melanie E. Nutt (1969)	Director of Admissions and Financial Aid
Edward S. Raliski (1999) BA, Wake Forest	Director of Law School Information Services
LeAnn P. Steele (1977) BMu, Salem	Registrar

Babcock Graduate School of Management

R. Charles Moyer (1988) BA, Howard; MBA, PhD, Pittsburgh	Dean and GMAC Insurance Chair of Finance
Ajay Patel (1993) BS, St. Joseph's College; MBA, University of Baltimore; PhD, University of Georgia	Associate Dean of Academic Affairs and Babcock Research Professor of Finance
J. Kendall Middaugh II (1987) BBA, George Washington University; PhD, Ohio State University	Associate Dean of Management Education
Robin R. Ganzert (1988) BS, MBA, Wake Forest; PhD, UNC-Greensboro	Assistant Dean of Finance and Administration
Mary C. Goss (1992) BS, Southern Illinois; MBA, Pepperdine	Assistant Dean of Fulltime Program Admissions and Student Services ~ Winston-Salem
Jamie Barnes (1998) AA, Wesley, Delaware; MBA Wake Forest	Director of Evening and Executive MBA Programs ~ Winston-Salem
Kevin C. Bender (1999) BS, Alleghany College; MBA, Wake Forest	Executive Director of Career Management Center
Melissa N. Combes (1996) BA, Washington College; MBA, Wake Forest	Director of MBA Development and Alumni Relations
Patricia B. Divine (1988) BS, Virginia; MALS, Wake Forest	Assistant Dean of External Relations and Program Development
Leslye A. Gervasi (1997) BS, Nazareth College; MA, State University of New York	Director, MBA Program ~ Charlotte

Wake Forest School of Medicine

Richard H. Dean (1986) BA, Virginia Military Institute; MD, Medical College of Virginia	President and CEO
William B. Applegate (2002) BA, MD, University of Louisville; MPH, Harvard School of Public Health	Senior Vice President and Dean
Douglas L. Edgeton (2000) BS, MBA, MPh, Alabama	Vice President for Health Affairs, Finance and Administration, and Chief Operations Officer
Thomas J. Pulliam (2002) BS, Stanford University; MD, Bowman Gray School of Medicine	Vice President for Professional Affairs

Patricia L. Adams (1979) BA, Duke; MD, Wake Forest	Associate Dean for Student Affairs
G. Douglas Atkinson (1994) BS, Drake; MBA, Xavier	Associate Dean and Vice President for Networks
Johannes M. Boehme II (1978) BA, Southern College; MBA, Wake Forest; PhD, Western University	Associate Dean for Academic Computing and Information Services
Vardaman M. Buckalew Jr. (1973) BA, UNC-Chapel Hill; MD, Pennsylvania	Chief of Professional Services
Edward Carter (1993) BS, Western Michigan; MS, San Diego State	Associate Dean and Vice President for Facilities Planning and Construction
Cam E. Enarson (1990) BA, Concordia; BMS, MD, Alberta; MBA, Pennsylvania	Associate Dean for Medical Education
J. Mac Ernest III (1982) BA, William Carey College; MD, Mississippi	Assistant Dean for Student Affairs
Denise Fetters (1998) BS, Washington National	Director for Business Operations, Wake Forest University Physicians
Deirdre A. Herrington (1990) BS, Rensselaer Polytechnic Institute; MD, Albany	Acting Director, International Health Affairs
Ronald L. Hoth (1992) BS, Loyola College	Assistant Dean for Human Resources
Patricia H. Petrozza (2001) BS, Chestnut Hill College; MD, Jefferson Medical College Thomas Jefferson University	Associate Dean for Graduate Medical Education
Joel M. Landreth (1978) BA, Catawba College	Controller
Michael P. Lischke BA, MPH, Emory University; EdD, Temple University	Director, Northwest AHEC
Paul M. LoRusso (1987) BS, Syracuse; MBA, Florida State	Associate Dean and Vice President for Information Services
Catrina Murphy (1996) AB, MA, Duke	Director, Minority Affairs
Lewis H. Nelson III (1976) BS, North Carolina State; MD, Wake Forest	Associate Dean for Student Services and Admissions
Michael J. Poston (1993) BS, MS, Indiana	Associate Dean and Vice President for Development and Alumni Affairs
W. Roger Poston II (1991) AB, Mercer; BS, MS, Medical College of Georgia; EdD, West Virginia	Director, Biomedical Communications
Joanne Ruhland (1988) BS, Gardner Webb; MBA, Appalachian	Assistant Dean for Governmental Relations

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|---|--|
| <p>Sheila L. Vrana (2001)
BS, Emory University;
PhD, West Virginia University</p> | <p>Assistant Dean for Research, Office of Research</p> |
| <p>E. Parks Welch III (1991)
BS, UNC-Chapel Hill; MBA, Wake
Forest; MLS, UNC-Greensboro</p> | <p>Director, Coy C. Carpenter Library</p> |

Wayne Calloway School of Business and Accountancy

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| <p>Jack E. Wilkerson Jr. (1989)
BS, Bob Jones University; PhD, Texas</p> | <p>Dean of the Wayne Calloway School
of Business and Accountancy</p> |
| <p>J. Kline Harrison (1990)
BS, Virginia; PhD, Maryland</p> | <p>Associate Dean for
Curriculum and Administration</p> |
| <p>Dale R. Martin (1982)
BS, MS, Illinois State; DBA, Kentucky</p> | <p>Associate Dean for
Academic Programs and Resources</p> |
| <p>Helen Akinc (1987)
BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)</p> | <p>Assistant Dean for
Student Professional Affairs</p> |
| <p>Katherine S. Hoppe (1993)
BA, Duke; MBA, Texas Christian;
PhD, UNC-Greensboro</p> | <p>Assistant Dean for
Student Academic Affairs</p> |
| <p>Terry A. Baker (1998)
BA, Miami of Ohio; MS, MBA, Chicago;
PhD, Kentucky</p> | <p>Director of MS Program in Accountancy</p> |

Divinity School, Wake Forest University

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| <p>Bill J. Leonard (1996)
BA, Texas Wesleyan; MDiv., Southwestern Baptist
Theo. Seminary; PhD, Boston University</p> | <p>Dean of the Divinity School</p> |
| <p>Scott Hudgins (1997)
BA, Richmond;
MDiv, Union Theological Seminary, New York</p> | <p>Director of Admissions</p> |
| <p>Jill Crainshaw (1999)
BA, Wake Forest; MDiv, Southeastern Baptist
Theological Seminary; PhD, Union Theological Seminary</p> | <p>Associate Dean for
Vocational Formation</p> |
| <p>Hallie S. Arrington (1977)
BA, MAEd, Wake Forest</p> | <p>Registrar of the Divinity School</p> |

Admissions and Financial Aid

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| <p>Martha Blevins Allman (1982)
BA, MBA, Wake Forest</p> | <p>Director of Admissions</p> |
| <p>Tamara L. Blocker (1999)
BS, Florida State University;
MA, University of Central Florida</p> | <p>Associate Director of Admissions
and Coordinator of Admissions Technology</p> |
| <p>James F. Clarke (1999)
BA, Wake Forest</p> | <p>Associate Director of Admissions
and Volunteer Programs Coordinator</p> |
| <p>Tiffini K. Williamson (2000)
BA, Wake Forest</p> | <p>Assistant Director of Admissions</p> |

Dawn E. Calhoun (1999) BA, Wake Forest	Assistant Director of Admissions and Coordinator of North Carolina Recruitment
Marcus R. Ingram (1999) BA, Wake Forest	Assistant Director of Admissions and Coordinator of Multicultural Recruitment
Todd M. Achilles (2001) BS, Wake Forest	Admissions Counselor
Emily J. Chapin (2001) BA, Wake Forest	Admissions Counselor
Stuart C. Hipp (2001) BA, Wake Forest	Admissions Counselor
William T. Wells (1998) BA, Wake Forest	Director of Financial Aid
Thomas O. Phillips (1982) BA, MA, Wake Forest; PhD, UNC-Chapel Hill	Director of Merit-Based Scholarships
Milton W. King (1992, 1997) BA, MBA, Wake Forest	Associate Director of Financial Aid
Jonathan H. Hartness (1998) BA, Southern Mississippi	Assistant Director of Financial Aid
Shannon E. James (1999) BA, Salem College	Assistant Director of Financial Aid
Rebecca Maier (2001) BA, Wake Forest	Financial Aid Counselor
Lisa A. Myers (1996)	Student Employment Coordinator
Neville G. Watkins (1998) BA, Randolph-Macon Women's College; MA, Virginia	Assistant Director of Financial Aid

Athletics

Ron Wellman (1992) BS, MS, Bowling Green State University	Director of Athletics
W. Douglas Bland (1975) BA, MA, Wake Forest	Associate Athletic Director for Administration and Assistant to the Dean of the College
Dwight Lewis (2000) BA, MA, Chicago State University	Associate Athletic Director for Student Services and Assistant to the Dean of the College
Barbara Walker (1999) BS, MAEd, Central Missouri State	Senior Associate Athletic Director/SWA
Davis Whitfield (1998) BA, MA, UNC-Chapel Hill	Assistant Athletic Director for Operations and Facilities Management
Mike Pratapas (1989) BA, MAEd, Wake Forest	Associate Athletic Director for Development
William M. Faircloth (1978) BS, Wake Forest; MA, Alabama	Assistant Athletic Director for Football
Craig Keilitz (1996) BS, Central Michigan; MA, Ohio	Associate Athletic Director for Marketing and Promotions

Dianne Dailey (1988) BA, Salem College; MEd, North Carolina State	Associate Athletic Director and Head Women's Golf Coach
Dean Buchan (2000) BA, UNC-Wilmington	Assistant Athletic Director for Media Relations
Dennis Haglan (2000) BA, William & Mary; MAEd, Slippery Rock University; MBA, Wake Forest	Assistant Athletic Director for Development
Rebecca Ward (1971)	Assistant Athletic Director for Special Projects and Human Resources

Career Services

William C. Currin (1988) BA, Wake Forest; BD, Southeastern Baptist Theo. Seminary	Director of Career Services
Carolyn A. Couch (1997) BS, Meredith College; MA, Appalachian State	Associate Director of Career Services
Patrick Sullivan (1997) BA, Wake Forest University	Assistant Director for Technology and Experiential Learning
Shan Woolard (2001) BA, Salem College; MS, UNC-Greensboro	Assistant Director for Career Development

Chaplain's Office

Edgar D. Christman (1954, 1961) BA, JD, Wake Forest; MDiv, Southeastern Baptist Theo. Seminary; STM, Union Theo. Seminary	Chaplain
Rebecca G. Hartzog (1999) BA, Samford University; MDiv, Southern Baptist Theological Seminary	Associate Chaplain and Baptist Campus Minister

Finance and Administration

John P. Anderson (1984) BS, MS, PhD, Georgia Tech.; MBA, Alabama (Birmingham); MAEd, Wake Forest	Vice President for Finance and Administration
Louis R. Morrell (1995) BS, Babson College; MBA, Massachusetts	Vice President for Investments and Treasurer
Maureen L. Carpenter (1997) BS, St. John Fisher College; MBA, Wake Forest	Controller
Irene A. Comito (1986) BS, Kent State	Assistant Treasurer
F. Thomas King (1991) THB, Piedmont College	Assistant Director, Real Estate Management
Ralph D. Pedersen (2000) BS, University of Utah; MS, George Washington University	Director of Human Resources
William C. Sides Jr. (1994) BS, North Carolina State	Director of Facilities Management

Graylyn International Conference Center

John Wise (2002) BS, University of Wisconsin	Assistant General Manager
Heath Carter (1998) BS, NC State University	Director of Sales/Marketing

Information Systems

Jay L. Dominick (1991) BS, UNC-Chapel Hill; MA, Georgetown; MBA, Wake Forest	Assistant Vice President for Information Systems and Chief Information Officer
Nancy R. Crouch (1992) BA, Virginia Tech; MAEd, Wake Forest	Assistant Chief Information Officer
Anne Yandell Bishop (1981) BA, MA, UNC-Greensboro; MBA, Wake Forest	Director, Research and Development
R. Kriss Dinkins (2001) BA, Wake Forest	Director of Technology Outreach
John D. Henderson (1998) BBA, Campbell	Director of Administration
Thomas F. Jackson (1998) BA, MBA, Wake Forest	Director of Telecommunications
Lynda Goff Mitchell (1991) BA, Southern California (Fullerton)	Director of Project Management
C. Lee Norris (1995) BA, MA, South Carolina; MBA, Wake Forest	Director of Systems and Customer Support
Ronald W. Rimmer Jr. (1995) BS, Appalachian State; MBA, Wake Forest	Director of Business Computing

Institutional Research

Ross A. Griffith (1966) BS, Wake Forest; MEd, UNC-Greensboro	Director of Institutional Research and Academic Administration
Adam Shick (2001) BS, US Merchant Marine Academy	Assistant Director of Institutional Research

Registrar

Dorothy A. Sugden (1987) BA, Salem College; MA, Wake Forest	Registrar
Hallie S. Arrington (1977) BA, MAEd, Wake Forest	Senior Associate Registrar and Registrar of the Divinity School

Investments and Treasurer

Louis R. Morrell (1995) BS, Babson College; MBA, Massachusetts	Vice President for Investments and Treasurer
Irene A. Comito (1986) BS, Kent State	Assistant Treasurer

Legal Department

J. Reid Morgan (1980)	General Counsel
BA, JD, Wake Forest	
Leon H. Corbett Jr. (1968)	Senior Counsel
BA, JD, Wake Forest	Secretary of the Board of Trustees
Donna H. Hamilton (1988)	Counsel
AB, Drury; JD, Wake Forest	
Anita M. Conrad (1999)	Counsel
BA, University of Akron; JD, Wake Forest	
Dina J. Marty (2001)	Assistant Counsel
BA, Drake; JD, Wake Forest	

Libraries

Rhoda K. Channing (1989)	Director of the Z. Smith Reynolds Library
BA, Brooklyn; MS in LS, Columbia; MBA, Boston College	
Deborah Nolan Lambert (1997)	Assistant Director of the Z. Smith Reynolds Library
BA, Wittenberg; MLS, Pittsburgh	
Marian F. Parker (1999)	Director of the Professional Center Library and Professor of Law
BA, UNC-Greensboro, MSLS, UNC-Chapel Hill; JD, Wake Forest	

Student Life

Kenneth A. Zick (1975)	Vice President for Student Life and Instructional Resources
BA, Albion; JD, Wayne State; MLS, Michigan	
Harold R. Holmes (1987)	Associate Vice President and Dean of Student Services
BS, Hampton; MBA, Fordham	
Mary T. Gerardy (1985)	Assistant Vice President for Student Life
BA, Hiram; MEd, Kent State; MBA, Wake Forest	
Ricardo D. Hall (2000)	Assistant Dean/Judicial Officer
BBA, MEd, Ohio University	
James R. Buckley (2001)	Director of the Benson University Center
BS, MEd, Clemson	
Edgar D. Christman (1954, 1961)	University Chaplain
BA, JD, Wake Forest; BD, Southeastern Baptist Theo. Seminary; STM, Union Theo. Seminary	
Rebecca G. Hartzog (1999)	Associate Chaplain/ Baptist Campus Minister
BA, Samford University; MDiv, Southern Baptist Theological Seminary	
William C. Currin (1988)	Director of Career Services
BA, Wake Forest; BD, Southeastern Baptist Theo. Seminary	
Carolyn A. Couch (1997)	Associate Director of Career Services
BS, Meredith College; MA, Appalachian State	
Barbee Myers Oakes (1989)	Director of Multicultural Affairs
BS, MA, Wake Forest; PhD, Tennessee	

Donna McGalliard (2000) BA, North Carolina State University; MEd, UNC-Greensboro; EdD, Florida State University	Associate Director of Residence Life
Denise J. Godwin (2000) BS, Mississippi College; MS, Mississippi State University	Assistant Director of Residence Life
Tricia L. Richerson (1998) BS, Murray State University; MEd, University of Louisville	Assistant Director of Housing
Connie L. Carson (1986) BS, MEd, North Carolina State; MBA, Wake Forest	Director of Residence Life and Housing
Tim Burton (1993) BS, MEd, University of Maryland-College Park	Associate Director of Residence Life and Housing
Michael Ford (1981) BA, Wake Forest; MDiv, Gordon-Conwell Theo. Seminary	Director of Student Development
Sally Sue Brown (2002) BA, Wofford College; MA, UVA	Assistant Director of Student Development and Coordinator of Volunteer Services
Cecil D. Price (1991) BS, MD, Wake Forest	Director of the Student Health Service
Sylvia T. Bell (1981) RNC, N.C. Baptist Hosp. School of Nursing	Associate Director for Administration, Student Health Service
Natascha L. Romeo (1990) BS, South Carolina; MEd, UNC-Greensboro	Health Educator
Regina G. Lawson (1989) BS, UNC-Wilmington	Chief of University Police
Kenneth W. Overholt (1997) BS, Michigan State; MA, Central Michigan	Assistant Chief of University Police
Marianne A. Schubert (1977) BA, Dayton; MA, PhD, Southern Illinois	Director of the University Counseling Center
Johnne W. Armentrout (1989) BA, William and Mary; MAEd, Wake Forest	Assistant Director of the University Counseling Center
Van D. Westervelt (1998) BS, University of Maryland (College Park); MA, PhD, UNC-Chapel Hill	Director of the Learning Assistance Center
Michael P. Shuman (1997) BA, Furman University; MEd, University of South Carolina	Assistant Director of the Learning Assistance Center

Summer Session

Toby A. Hale (1970) BA, Wake Forest; MDiv, Duke; EdD, Indiana	Dean of Summer Sessions and Associate Dean of the College
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University Advancement

Sandra Combs Boyette (1981) BA, UNC-Charlotte; MEd, Converse; MBA, Wake Forest	Vice President for University Advancement
Mark Lee Aust (1994) BS, Wake Forest	Director of Wake Forest Clubs
Robert T. Baker (1978) BA, MS, George Peabody (Vanderbilt)	Assistant Vice President and Director of Development
Kenneth S. Bennett (1997) BA, William and Mary	University Photographer
Daryle Bost (2000) BS, Guilford College	Director, Corporate Relations
James R. Bullock (1985) BA, MBA, Wake Forest	Assistant Vice President and Director, The Campaign for Wake Forest
Betsy Chapman (1999) BA, MA, Wake Forest	Director of Alumni Programs
Cathy B. Chinlund (1986) BS, East Carolina	Director of Advancement Records and Technology Operations
Mary Dawne Clark (1999) BA, Wake Forest	Major Gifts Officer
Emily Cockerham (2000) BA, Wake Forest	Associate Director of the College Fund
Melissa N. Combes (1996) BA, Washington College; MBA, Wake Forest	Director of Development/ Babcock School
Julius H. Corpening (1969) BA, Wake Forest; BD, Southern Baptist Theo. Seminary	Assistant Vice President for University Relations
Kevin P. Cox (1990) BA, Texas A&M Commerce; MA, Wake Forest	Assistant Vice President for Public Affairs and Director of Media Relations
David Davis (1998) BA, Wake Forest	Technical Development Manager
Lori Dishman (1999) BS, Meredith; MA, Wake Forest	Director of Gift Stewardship
Vada Lou Earle (1999) BA, Wake Forest; MS, Russell Sage College	Assistant Director of Alumni Programs
Martha S. Edwards (1993) BA, MA, UNC-Chapel Hill; MBA, Vanderbilt	Director of Foundation Relations
Santford Garner (2000) BS, UNC-Charlotte	Director, MBA Annual Program
Allison Hallman (2001) BS, Wake Forest	Assistant Director, Wake Forest Clubs
Samantha H.E. Hand (1997) BA, Virginia Tech, MFA, Radford	Art Director

Anne K. Hodges (1987)	Director of Campaign Administration
Paul J. Kennedy III (1999) BA, Wake Forest	Director of College Fund/Annual Support
Kerry M. King (1989) BA, Wake Forest	Associate Director of Creative Services
Bryan Link (1999) BA, Austin Peay State	Director of Law Alumni and Development
Leigh Makitka (1999) BS, UNC-Charlotte	Major Gifts Officer
Joy L. Martin (2001) BS, High Point University	Manager of Prospect Research
David M. McConnell (1998) BA, Wake Forest	Assistant Director of College Fund
Brad McIlwain (1999) BA, Guilford	Major Gifts Officer
Minta A. McNally (1978) BA, Wake Forest	Assistant Vice President and Director of Alumni Activities and Volunteer Programs
Robert D. Mills (1972) BA, MBA, Wake Forest	Associate Vice President for University Advancement
Tracy Mohr (1999) BA, UNC-Chapel Hill; MA, UNC-Greensboro	Development Officer
Allen H. Patterson Jr. (1987) BS, Wake Forest	Director of Planned Giving
Sonya D. Peterson (2002) BFA, East Carolina University	Graphic Designer
Cherin C. Poovey (1987) BA, UNC-Chapel Hill	Director of Creative Services
Jennifer Richwine (1999) BA, Wake Forest	Director of Special Events and Campaign Programs
J. Michael Roach (2001) BS, Guildford College	Law Development Officer
Sarah Smith (2000) BA, Elon College	Media Relations Officer
William T. Snyder (1989) BA, Wake Forest	Director of Advancement Technologies
Loyd Wade Stokes Jr. (1997) BA, Wake Forest	Director of Divinity School Development
Mark Vogler (2001)	Web Developer
Cheryl V. Walker (1989) BA, Wake Forest	Associate Director of Media Relations
Lloyd A. Whitehead (1995) BA, Central Florida	Director of Electronic Communication
Tammy Wiles (1991) BS, High Point	Assistant Director Advancement Records and Technology Operations
Vanessa Urruela Willis (2000) BA, Appalachian State	Media Relations Officer

Wake Forest University Theatre and Dance

John E. R. Friedenberg (1988) BA, Wake Forest; MFA, Carnegie-Mellon	Director of the University Theatre
Doug Brown (1994) BA, West Florida	Technical Director
Nina Maria Lucas (1996) BFA, Ohio State; MFA, UCLA	Director of Dance
Leslie Collins (2001)	Audience Services Coordinator
Lisa Weller (1993) BFA, North Carolina School of the Arts	Costume Shop Manager

Other Administrative Offices

Mary Jane Berman (1986) BA, Harpur; MA, PhD, SUNY (Binghamton)	Director/Curator of the Museum of Anthropology
C. Kevin Bowen (1994) BS, Tennessee Tech; MM, Louisville; PhD, Florida State	Director of Bands
Victor Faccinto (1978) BA, MA, California State (Sacramento)	Director of the Art Gallery
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro	Director of Counseling Program
Mark E. Good (1995) BS, MBA, Wake Forest	Manager, Office of Internal Audit
Brian Gorelick (1984) BA, Yale; MM, Wisconsin (Madison); DMA, Illinois	Director of Choral Ensembles
R. Kent Greer (2001) BA, MA, Baylor University	International Student Adviser
Leigh Hatchett (1999) BA, Wake Forest	Study Abroad Adviser
Peter D. Kairoff (1988) BA, California (San Diego); MM, DMA, Southern California	Coordinator of the Venice Program
Doris A. McLaughlin (2000) BS, NC Central; MPA, UNC-Charlotte	Director of Equal Opportunity
Paul N. Orser (1989) BS, Wake Forest; MS, PhD, Emory	Coordinator of the London Program
Lillian Shelton (1985) BA, St. Andrews College	Director of the Secret Artists Series
Martine Sherrill (1985) BFA, MLS, UNC-Greensboro	Visual Resources Librarian and Curator of Print Collection
Ross Smith (1984) BA, Wake Forest	Debate Coach

Rosalind L. Tedford (1994)
BA, MA, Wake Forest;
MLIS, UNC-Greensboro

Information Technology Center Manager
(Z. Smith Reynolds Library)

Pia Christina Wood (1999)
BA, College of William and Mary;
MIBS, University of South Carolina;
MA, University of New Mexico;
PhD, Graduate Institute for International
Studies, Geneva, Switzerland

Director of International Studies

The Undergraduate Faculties



Date following name indicates year of appointment.

Helen W. Akinc (1987) BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)	Instructor in Business (W. Calloway School of Business and Accountancy)
Umit Akinc (1982) BS, Middle East Tech. University (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill	Thomas H. Davis Chair of Business (W. Calloway School of Business and Accountancy)
Jane W. Albrecht (1987) BA, Wright State; MA, PhD, Indiana	Associate Professor of Romance Languages (Spanish)
George R. Aldhizer III (2001) BSBA, University of Richmond; PhD, Texas Tech University	Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)
Rebecca W. Alexander (2000) BS, University of Delaware; PhD, University of Pennsylvania	Assistant Professor of Chemistry
Brian Allen (1977) BA, East Anglia; MA, PhD, London	Lecturer in Art History (London) (Department of Art, Part-time)
Edward E. Allen (1991) BS, Brigham Young; MA, PhD, California (San Diego)	Sterge Faculty Fellow and Associate Professor of Mathematics
David J. Anderson (1992) BA, Denison; MS, Michigan; PhD, Pennsylvania	Associate Professor of Biology (Leave, Spring 2002)
Paul R. Anderson (1990) BS, Wisconsin (Madison); MA, PhD, California (Santa Barbara)	Associate Professor of Physics
Sharon Andrews (1994) BA, UNC-Chapel Hill; MFA, UNC-Greensboro	Assistant Professor of Theatre
John L. Andronica (1969) BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins	Professor of Classical Languages
Maya Angelou (1982) LittD, Smith, Lawrence, Columbia College (Chicago), Atlanta, Wheaton; LHD, Mills, Wake Forest, Occidental, Arkansas, Claremont, Kean	Reynolds Professor of American Studies
Elizabeth M. Anthony (1998) BA, Duke; MA, PhD, UNC-Chapel Hill	Visiting Assistant Professor of Romance Languages (French)
Johne Armentrout (1989) BA, William & Mary; MAEd, Wake Forest	Instructor in Education

- Thomas A. Arcury (1999) Adjunct Professor of Anthropology
 BA, Duquense University;
 MA, PhD, University of Kentucky
- Miriam A. Ashley-Ross (1997) Assistant Professor of Biology
 BS, Northern Arizona; (Leave, Fall 2001)
 PhD, University of California (Irvine)
- Victor Azarya (2002) Adjunct Professor of Anthropology
 BA, MA, The Hebrew University of Jerusalem;
 MA, PhD, University of Chicago
- Katherine A. Baker (2000) Instructor in Business
 BS, Illinois; MBA, DePaul (W. Calloway School of Business and Accountancy)
- Scott Baker (2001) Assistant Professor of Education
 BA, Evergreen State College;
 MA, Tufts University; PhD, Columbia University
- Terry A. Baker (1998) PricewaterhouseCoopers Faculty Fellow and
 Assistant Professor of Accounting
 BA, Miami of Ohio; (W. Calloway School of Business and Accountancy)
 MS, MBA, Chicago;
 PhD, Kentucky
- Sarah E. Barbour (1985) Associate Professor of Romance Languages
 BA, Maryville; Diplôme de Langue et (French)
 de Civilisation Françaises, Paris;
 MA, PhD, Cornell
- James P. Barefield (1963) Wake Forest Professor of History
 BA, MA, Rice; PhD, Johns Hopkins (London, Fall 2001)
- Bernadine Barnes (1989) McCulloch Family Fellow and
 Associate Professor of Art
 BA, Illinois (Urbana-Champaign); (Leave 2001-2002)
 MA, Pittsburgh; PhD, Virginia
- Elizabeth Barron (1999) Visiting Assistant Professor of Romance Languages
 BA, Wake Forest; (French)
 MA, PhD, UNC-Chapel Hill
- Shaul Bassi (1998) Visiting Assistant Professor of Romance Languages
 MA, University of Venice (Italy); (Italian, Venice)
 PhD, University of Pisa (Italy)
- Phillip G. Batten (1991) Adjunct Assistant Professor of Psychology
 BA, PhD, UNC-Chapel Hill; MA, Yale (Part-time)
 Divinity School; MA, Wake Forest
- John V. Baxley (1968) Wake Forest Professor of Mathematics
 BS, MS, Georgia Tech; PhD, Wisconsin
- Geoffrey Baym (2001) Instructor in Communication
 BA, Northwestern;
 MS, PhD, University of Utah
- Robert Beachy (1998) Visiting Assistant Professor of History
 BA, Earlham; MA, PhD, Chicago
- H. Kenneth Bechtel (1981) Associate Professor of Sociology
 BA, MA, North Dakota;
 PhD, Southern Illinois (Carbondale)

- Robert C. Beck (1959) Professor of Psychology
BA, PhD, Illinois
- S. Douglas Beets (1987) Associate Professor of Accounting
BS, Tennessee; (W. Calloway School of Business and Accountancy)
MAcc, PhD, Virginia Poly. Inst. & SU (London, Spring 2002)
- Harold Bell (2001) Visiting Professor of Chemistry
BS, Eastern Kentucky State; PhD, Purdue University
- Margaret C. Bender (2000) Assistant Professor of Anthropology
BA, Cornell University;
MA PhD, University of Chicago
- Barbara Bennett (1999) Visiting Assistant Professor of English
BA, Brigham-Young University;
MA, PhD, Arizona State University
- Kenneth S. Berenhaut (2000) Assistant Professor of Mathematics
BA, MS, University of Manitoba (Canada);
MA, PhD, Georgia
- Donald B. Bergey (1978) Instructor in Health and Exercise Science
BS, MA, Wake Forest (Part-time)
- Mary Jane Berman (1986) Director/Curator of the Museum of Anthropology
BA, Harpur; and Associate Professor of Anthropology
MA, PhD, SUNY (Binghamton)
- Michael J. Berry (1985) Professor of Health and Exercise Science
BS, Jacksonville State;
MA, Southeastern Louisiana;
PhD, Texas A&M
- Deborah L. Best (1972, 1978) Wake Forest Professor of Psychology
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill
- Zanna Beswick (1987) Lecturer in Theatre (London)
BA, Hons, Bristol (England)
- Ulrich Bierbach (1999) Assistant Professor of Chemistry
MS, PhD, University of Oldenburg (Germany)
- Wayne R. Bills (2001) Adjunct Instructor in Communication
BA, Brigham Young University; MA, Washington State (Fall 200)
- Janice Blackburn (1996) Instructor in Mathematics
BS, Campbell; MA, Wake Forest (Fall 2001)
- Terry D. Blumenthal (1987) Associate Professor of Psychology
BS, Alberta (Edmonton); MS, PhD, Florida
- Ronald Bobroff (2001) Instructor in History
BA, University of Pennsylvania;
MSc, London School of Economics; MA, PhD, Duke
- Douglas Bohr (2001) Adjunct Assistant Professor of Art
BA, Boston University; MFA, UNC-Greensboro
- Sylvain H. Boko (1997) Assistant Professor of Economics
BA, Grinnell; PhD, Iowa State
- Keith D. Bonin (1992) Professor of Physics
BS, Loyola; PhD, Maryland

Susan Harden Borwick (1982) BM, BME, Baylor; PhD, UNC-Chapel Hill	Professor of Music
John D. Bourland (1996) BS, MS, PhD, UNC-Chapel Hill	Adjunct Assistant Professor of Physics
C. Kevin Bowen (1994) BS, Tennessee Tech; MM, Louisville; PhD, Florida State	Director of Bands (Department of Music)
Stephen B. Boyd (1985) BA, Tennessee; MDiv, ThD, Harvard Divinity School	Easley Professor of Religion
Anne Boyle (1986) BA, Wilkes College; MA, PhD, Rochester	Professor of English
Donald E. Bradley (2000) BA, Mars Hill College; MA, PhD, University of Texas at Austin	Visiting Assistant Professor of Sociology
Eric E. Brandon (1999) BA, California (Irvine); MA, Chicago	Instructor in Philosophy
R. Saylor Breckenridge (2001) BA, MA, PhD, University of Arizona	Instructor in Sociology
Sheri A. Bridges (1996) BA, South Florida; MA, Texas (Dallas); PhD, Stanford	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Michaelle L. Browsers (2000) BA, Whitman; MA, Virginia; PhD, Minnesota	Assistant Professor of Political Science
David G. Brown (1990) AB, Denison; PhD, Princeton	Professor of Economics
Carole L. Browne (1980) BS, Hartford; PhD, Syracuse	Professor of Biology
Robert A. Browne (1980) BS, MS, Dayton; PhD, Syracuse	Professor of Biology
Peter H. Brubaker (1994) BS, E. Stroudsburg University; MA, Wake Forest; PhD, Temple	Associate Professor of Health and Exercise Science
Christy M. Buchanan (1992) BA, Seattle Pacific; PhD, Michigan	Junior Faculty Fellow and Associate Professor of Psychology (Leave, Fall 2001)
Stephan G. Bullard (2000) BA, UNC-Wilmington; PhD, UNC-Chapel Hill	Visiting Assistant Professor of Biology
Jennifer J. Burg (1993) BA, Elizabethtown College; MA (English), MA (French), Florida; PhD, Central Florida	Associate Professor of Computer Science
Janis Caldwell (1997) BS, Whitworth College; MD, Northwestern University; MA, PhD, University of Washington	Assistant Professor of English
Daniel A. Cañas (1987) BS, Tecnológico de Monterrey (Mexico); MS, Georgia Tech; PhD, Texas (Austin)	Associate Professor of Computer Science

Eric D. Carlson (1995) BS, Michigan State; MA, PhD, Harvard	Associate Professor of Physics
Richard D. Carmichael (1971) BS, Wake Forest; MA, PhD, Duke	Professor of Mathematics
Christa G. Carollo (1985) BA, UNC-Greensboro; MA, Duke	Senior Lecturer in German
Simone M. Caron (1991) BA, Bridgewater State; MA, Northeastern; PhD, Clark	Associate Professor of History
Jacqui Carrasco (1999) BA, University of California-Los Angeles; MM, DMA, SUNY at Stony Brook	Assistant Professor of Music
Donna R. Carroll (2000) BA, UNC-Chapel Hill; MA, PhD, UNC-Greensboro	Instructor in Psychology
Stewart Carter (1982) BME, Kansas; MS, Illinois; PhD, Stanford	Professor of Music
Justin Catanoso (1993) BA, Pennsylvania State; MA, Wake Forest	Lecturer in Journalism (Department of English, Part-time)
Frederick H. Chen (2000) BS, Wisconsin-Madison	Instructor in Economics
Connie Chesner (2001) BA, Appalachian State University; MA, Wake Forest	Adjunct Instructor of Communication
Maria A. Chiari (1981) Arts degree, PhD, Università degli Studi di Venezia (Padova e Trieste); Diploma, Scuola di Archivistica, Palio- grafia e Diplomatica dell'Archivio di Stato di Venezia	Lecturer in Art History (Venice) (Department of Art, Part-time)
Jonathan H. Christman (1983) AB, Franklin and Marshall; MFA, Massachusetts	Assistant Professor of Theatre
Teresa Ciabattari (2001) BS, Santa Clara University; MA, PhD, University of Washington	Assistant Professor of Sociology
Leslie D. Clifford (2001) BS, MS Brigham Young University; PhD, Wake Forest	Visiting Assistant Professor of Biology
David Coates (1999) BA, York; PhD, Oxford	Worrell Professor of Anglo-American Studies
Mark Cohen (2001) BA, Yale; AGSM, Guildhall School of Music and Drama; MA, Brown; MFA, George Washington University	Visiting Assistant Professor of Theatre
John E. Collins (1970) BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary; MA, PhD, Princeton	Professor of Religion
Tina M. Colston (2000) BS, SUNY (Fredonia)	Assistant Professor of Military Science

Christa L. Colyer (1997) BSc, Trent University (Canada); MSc, University of Guelph (Canada); PhD, Queen's University (Canada)	Assistant Professor of Chemistry
William E. Conner (1988) BA, Notre Dame; MS, PhD, Cornell	Professor of Biology
Jule M. Connolly (1985) BA, UNC-Chapel Hill; MEd, South Carolina	Instructor in Mathematics (Part-time)
Gregory Cook (1999) BS, PhD, UNC-Chapel Hill	Assistant Professor of Physics
Valerie C. Cooper (2001) BS, MDiv Howard University	Instructor in Religion
Brian K. Coopersmith (1998) BS, United States Military Academy	Assistant Professor of Military Science
Fanchon Cordell (1986)	Adjunct Instructor of Dance (Ballet, Part-time)
Corrado Corradini (1998) Licenciatura, Universidad de Alcalá de Henares (Spain)	Instructor in Romance Languages (Italian)
James F. Cotter (2001) BSCE, New Mexico State University; MBA, Indiana University; PhD, UNC-Chapel Hill	Associate Professor of Business (W. Calloway School of Business and Accountancy)
Nancy J. Cotton (1977) BA, Texas; MA, Wisconsin; PhD, Columbia	Professor of English
Allin F. Cottrell (1989) BA, Oxford (Merton College); PhD, Edinburgh	Professor of Economics
Monroe J. Cowan (1994) BS, Maryland; PhD, Duke	Adjunct Professor of Physics
Andrew A. Cross (1993, 1998) BA, Oberlin; PhD, California (Berkeley)	Assistant Professor of Philosophy
Ann C. Cunningham (1999) BA, Erskine College; MAT, PhD, University of South Carolina	Assistant Professor of Education
Patricia M. Cunningham (1978) BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia	Wake Forest Professor of Education
James F. Curran (1988) BAAS, Delaware; MA, PhD, Rice	Professor of Biology
Jane Kathleen Curry (1998) BFA, Illinois (Urbana-Champaign); MA, Brown; PhD, City University of New York	Assistant Professor of Theatre
George B. Cvijanovich (1989) PhD, Bern (Switzerland)	Adjunct Professor of Physics
Elisabeth d'Empaire (1999) BA, MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish)
Dale Dagenbach (1990) BA, New College; MA, PhD, Michigan State	Associate Professor of Psychology

- Mary M. Dalton (1986) Assistant Professor of Communication
BA, Wake Forest; MA, PhD, UNC-Greensboro (Leave 2001-2002)
- Douglas S. Daniel (2000) Visiting Assistant Professor of Mathematics
BS, William and Mary; MS, Georgia Institute of Technology; PhD, Tennessee
- Brook M. Davis (1997) Assistant Professor of Theatre
BA, Wake Forest, MFA, Virginia Commonwealth; PhD, Maryland (College Park)
- Richard Davis (2002) Adjunct Assistant Professor of Sociology
BA, N.C. Central University; MA, PhD, UNC-Chapel Hill
- Stephen W. Davis (1991) Adjunct Instructor in Psychology (Part-time)
BA, MA, Wake Forest
- Richard DePolt (1998) Instructor of Economics
BA, Connecticut
- Mary K. DeShazer (1982, 1987) Professor of English and Women's Studies
BA, Western Kentucky; MA, Louisville; PhD, Oregon
- Arun P. Dewasthali (1975) Associate Professor of Business (W. Calloway School of Business and Accountancy)
BS, Bombay; MS, PhD, Delaware
- John J. Dinan (2001) Assistant Professor of Political Science
BS, MA, PhD, Virginia
- Ronald V. Dimock Jr. (1970) Professor of Biology
BA, New Hampshire; MS, Florida State; PhD, California (Santa Barbara)
- Patricia Dixon (1986) Lecturer in Music
BM, North Carolina School of the Arts; MM, UNC-Greensboro
- James H. Dodding (1979) Professor of Theatre
Diploma, Rose Bruford College of Speech and Drama (London); Cert., Birmingham University; Cert., Westhill Training College (Birmingham); Diploma, Theatre on the Balustrade (Prague)
- Ljiljana Dosen-Micovic (2001) Visiting Professor of Chemistry
BS, University of Belgrade; MS, University of Georgia; PhD, University of Belgrade
- Jonathan E. Duchac (1993) Associate Professor of Accounting (W. Calloway School of Business and Accountancy)
BBA, MAcc, Wisconsin (Madison); PhD, Georgia
- Yomi Durotoye (1994) Senior Lecturer in Political Science and International Studies
BS, University of Ibadan; MA, Georgia State; PhD, Duke
- Lisa Eck (2000) Visiting Assistant Professor of English
BA, Augustana College; MA, PhD, Washington University
- C. Drew Edwards (1980) Adjunct Associate Professor of Psychology (Part-time)
BA, Furman; MA, Wake Forest; PhD, Florida State

Bashir El-Beshti (1990) BA, Tripoli University (Libya); MA, Colorado State; PhD, California (Berkeley)	Associate Professor of English
Leo Ellison Jr. (1957) BS, MS, Northwestern State	Associate Professor Emeritus of Health and Exercise Science (Part-time)
Gerald W. Esch (1965) BS, Colorado College; MS, PhD, Oklahoma	Charles M. Allen Professor of Biology
Paul D. Escott (1988) BA, Harvard; MA, PhD, Duke	Reynolds Professor of History
Andrew V. Ettin (1977) BA, Rutgers; MA, PhD, Washington (St. Louis)	Professor of English
Herman E. Eure (1974) BS, Maryland State; PhD, Wake Forest	Professor of Biology
Robert H. Evans (1983) BA, Ohio Wesleyan; MS, New Hampshire; PhD, Colorado	Associate Professor of Education
Margaret Ewalt (2001) BA, Colby College; MA, PhD, University of Virginia	Assistant Professor of Romance Languages (Spanish)
Stephen Ewing (1971) BS, Howard Payne; MBA, Baylor; PhD, Texas Tech.	Professor of Business (W. Calloway School of Business and Accountancy)
David L. Faber (1984) AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois	Associate Professor of Art
Frederic H. Fahey (1996) BS, Massachusetts; MS, DSc, Harvard	Adjunct Associate Professor of Physics
Susan L. Faust (1992) BA, MA, Arkansas (Fayetteville)	Adjunct Instructor in Communication (Part-time)
Eliza E. Ferguson (2001) AB, UNC-Chapel Hill; MA, PhD, Duke	Visiting Assistant Professor of History
David Finn (1988, 1995) BS, Cornell; MFA, Massachusetts College of Art	Z. Smith Reynolds Foundation Fellow and Associate Professor of Art
Gloria Fitzgibbon (2001) BA, PhD, University of California, Berkeley; MA, California Sate University, San Francisco	Visiting Assistant Professor of History (Fall 2001)
Jack D. Fleer (1964) BA, Oklahoma Baptist; MS, Florida State; PhD, UNC-Chapel Hill	Professor of Political Science (Leave 2001-2002)
William W. Fleeson (1996) BA, Wisconsin; PhD, Michigan	Assistant Professor of Psychology
Steven Folmar (1992) BA, MA, PhD, Case Western Reserve	Visiting Assistant Professor of Anthropology
James L. Ford (1998) MTS, Vanderbilt; MA, PhD, Princeton	Assistant Professor of Religion

Mary F. Foskett (1997) BA, New York University; MDiv, Union Theo. Seminary; PhD, Emory	Assistant Professor of Religion (Leave, Fall 2001)
Julianna Foster (2002) BA, UNC-Greensboro	Adjunct Lecturer in Art (Spring 2002)
Johnnie Foye (1995) BA, Virginia Union; MSS, US Sports Academy	Instructor in Health and Exercise Science
Denise Franklin (1994) BA, Wichita State University	Adjunct Instructor in Communication
Dean Franco (2001) BA, University of California, Irvine; MA, California State University; PhD, The University of Southern California	Assistant Professor of English
Donald E. Frey (1972) BA, Wesleyan; MDiv, Yale; PhD, Princeton	Professor of Economics
John E. R. Friedenber (1988) BA, Wake Forest; MFA, Carnegie Mellon	Director of University Theatre and Lecturer in Theatre
Mary L. Friedman (1987) BA, Wellesley; MA, PhD, Columbia	Associate Professor of Romance Languages (Spanish)
Errin W. Fulp (2000) BS, MS, PhD, NC State University	Assistant Professor in Computer Science
Ola Furmanek (1999) BA, MA, Jagiello University, Cracow, Poland; PhD, University of Nebraska, Lincoln	Assistant Professor of Romance Languages (Spanish) (Leave 2001-2002)
Candelas S. Gala (1978) BA, Salamanca (Spain); MA, PhD, Pittsburgh	Wake Forest Professor of Romance Languages (Spanish)
Alex Garganigo (1999) BA, Yale University; MA, PhD, Washington University	Visiting Assistant Professor of English
Yaorong Ge (1995) BS, Zhejiang University (China); MS, PhD, Vanderbilt	Assistant Professor of Computer Science (Leave 2001-2002)
Cynthia M. Gendrich (1998) BFA, Illinois Wesleyan; MA, PhD, Missouri	Assistant Professor of Theatre
J. Whitfield Gibbons (1971) BS, MA, Alabama; PhD, Michigan State	Adjunct Professor of Biology
Steven M. Giles (1998) BA, Northern Kentucky University; MA, Bowling Green State University; PhD, University of Kentucky	Adjunct Assistant Professor of Communication
Michele K. Gillespie (1999) BA, Rice University; PhD, Princeton	Associate Professor of History
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro	Professor of Education

- Thomas S. Goho (1977) Benson-Pruitt Associate Professor of Business
BS, MBA, Penn State; (W. Calloway School of Business and Accountancy)
PhD, UNC-Chapel Hill
- Johnny Goldfinger (2001) Adjunct Instructor in Political Science
BSChE, BA, University of South Alabama;
MA, University of New Orleans; MA, Duke
- Louis R. Goldstein (1979) Professor of Music
BM, Oberlin; MFA, California
Inst. of the Arts; DMA, Eastman
- Luis González (1997) Assistant Professor of Romance Languages
BA, U de Medellín (Colombia); (Spanish)
MA, West Virginia; PhD, California-Davis
- Brian L. Gorelick (1984) Associate Professor of Music
BA, Yale; MM, Wisconsin (Madison); and Director of Choral Ensembles
DMA, Illinois
- Tamara M. Greenwood (1996) Lecturer in Business
BS, MSB, PhD, UNC-Greensboro (W. Calloway School of Business and Accountancy)
- Michael V. Griffin (1999) Visiting Assistant Professor of Philosophy
BA, Vermont; MA, PhD, Illinois (Chicago)
- Martin Guthold (2001) Assistant Professor of Physics
BS, University Ulm, Germany;
MA, PhD, University of Oregon
- David Hagy (1995) Director of Orchestra
BM, Indiana; MM, MMA, DMA, Yale (Department of Music)
- William S. Hamilton (1983) Professor of Russian
BA, MA, PhD, Yale
- Claire Holton Hammond (1978) Professor of Economics
BA, Mary Washington; PhD, Virginia (Leave, Fall 2001)
- J. Daniel Hammond (1978) Professor of Economics
BA, Wake Forest; PhD, Virginia (Venice, Fall 2001)
- Leigh Ann Hallberg (2001) Adjunct Assistant Professor of Art
BA, Mount Union College; MFA, University of Colorado
- Beverly H. Hancock (1996) Adjunct Instructor in Anthropology
AB, Meredith; MA, Wake Forest
- James S. Hans (1982) Wake Forest Professor of English
BA, MA, Southern Illinois; PhD, Washington
- Hannah M. Hardgrave (1985) Lecturer in Philosophy
BA, Brown; MA, PhD, Chicago
- Katy J. Harriger (1985) Associate Professor of Political Science
BA, Edinboro State; MA, PhD, Connecticut
- Catherine T. Harris (1980) Professor of Sociology
BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia
- J. Kline Harrison (1990) Professor of Business
BS, Virginia; PhD, Maryland (W. Calloway School of Business and Accountancy)
- David C. Hart Jr. (2001) Adjunct Instructor in Art
BA, Michigan; MA, UNC-Chapel Hill

Angela Hattery (1998) BA, Carleton College; MS, PhD, Wisconsin	Assistant Professor of Sociology
Elmer K. Hayashi (1973) BA, California (Davis); MS, San Diego State; PhD, Illinois	Professor of Mathematics
Michael David Hazen (1974) BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas	Professor of Communication
Terry C. Hazen (1988) BS, MS, Michigan State; PhD, Wake Forest	Adjunct Professor of Biology
Richard E. Heard (1996) BM, Southern Methodist; MA, California (Santa Barbara)	Assistant Professor of Music
Thomas K. Hearn Jr. (1983) BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	Professor of Philosophy
Jac C. Heckelman (1996) BA, Texas; PhD, Maryland	Associate Professor of Economics
Patricia Heid (1999) BA, Northwestern University; MA, PhD, University of California, Berkeley	Assistant Professor of Romance Languages (Spanish)
Robert M. Helm (1940) BA, Wake Forest; MA, PhD, Duke	Worrell Professor of Philosophy
Paul F. Hemler (1995) BS, Villanova; MS, Lehigh; PhD, NC State University	Assistant Professor of Computer Science
Donna A. Henderson (1996) BA, Meredith; MAT, James Madison; PhD, Tennessee	Associate Professor of Education
J. Edwin Hendricks (1961) BA, Furman; MA, PhD, Virginia	Professor of History (Leave, Fall 2001)
Marcus B. Hester (1963) BA, Wake Forest; PhD, Vanderbilt	Professor of Philosophy
Michael Hill (2001) BA, Howard University; MA, PhD, Harvard University	Instructor in English
Yvonne L. Hinson (1997) BS, MBA, UNC-Charlotte; PhD, Tennessee	PricewaterhouseCoopers Faculty Fellow and Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)
Willie L. Hinze (1975) BS, MA, Sam Houston State; PhD, Texas A&M	Wake Forest Professor of Chemistry
E. Clayton Hipp Jr. (1991) BA, Wofford; MBA, JD, South Carolina	Senior Lecturer in Business (W. Calloway School of Business and Accountancy)
Alix Hitchcock (1989) BFA, UNC-Greensboro; MA, New York	Instructor in Art (Part-time)

Kenneth G. Høglund (1990) BA, Wheaton; MA, PhD, Duke	Professor of Religion
George M. Holzwarth (1983) BA, Wesleyan; MS, PhD, Harvard	Professor of Physics
Natalie A. W. Holzwarth (1983) BS, Massachusetts Inst. of Tech.; PhD, Chicago	Professor of Physics
Katherine S. Hoppe (1993) BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro	Lecturer in Business (W. Calloway School of Business and Accountancy)
Michael Horn (1998) BS, Florida	Adjunct Lecturer in Journalism (Department of English, Part-time)
Fred L. Horton Jr. (1970) BA, UNC-Chapel Hill; BD, Union Theological Seminary; PhD, Duke	Albritton Professor of the Bible (Department of Religion)
William L. Hottinger (1970) BS, Slippery Rock; MS, PhD, Illinois	Professor Emeritus of Health and Exercise Science (Part-time)
Fredric T. Howard (1966) BA, MA, Vanderbilt; PhD, Duke	Professor of Mathematics
Hugh N. Howards (1997) BA, Williams; MA, PhD, California (San Diego)	Assistant Professor of Mathematics
Linda S. Howe (1993) BA, MA, PhD, Wisconsin	Associate Professor of Romance Languages (Spanish)
Michael L. Hughes (1984) BA, Claremont McKenna; MA, PhD, California (Berkeley)	Professor of History
Michael J. Hyde (1994) BS, Pittsburgh; MA, PhD, Purdue	University Distinguished Chair in Communication Ethics and Professor of Communication
Simeon O. Ilesanmi (1993) BA, University of Ife (Nigeria); PhD, Southern Methodist	Zachary T. Smith Associate Professor of Religion
David K. Isbister (1994) BS, Michigan State; MBA, Harvard	Lecturer in Business (W. Calloway School of Business and Accountancy)
Edward C. Jackman (2001) BS, U.S. Military Academy	Assistant Professor of Military Science
Julia Jackson-Newsom (2001) BA, Wake Forest; MS, PhD, Pennsylvania State	Adjunct Assistant Professor of Psychology (Part-time)
Ernest S. Jarrett (1996) BA, UNC-Chapel Hill; MA, UNC-Greensboro	Instructor in Communication
Roger L. Jenkins (1998) BS, Berea College; MBA, East Tennessee State; PhD, Ohio State	F.M. Kirby Chair of Business Excellence (W. Calloway School of Business and Accountancy)
Janine M. Jennings (1998) BS, University of Toronto; PhD, McMaster University (Hamilton, Ontario, Canada)	Assistant Professor of Psychology

- Mark Jensen (1993) Adjunct Associate Professor of Religion
 BA, Houston Baptist;
 MDiv, PhD, Southern Baptist Theological Seminary
- Debra R. Jessup (1996) Assistant Professor of Business
 BA, Georgetown; JD, Wake Forest (W. Calloway School of Business and Accountancy)
- Miaohua Jiang (1998) Assistant Professor of Mathematics
 BS, Wuhan University (China);
 MS, East China Normal University (China);
 PhD, Pennsylvania State
- David J. John (1982) Associate Professor of Computer Science
 BS, Emory and Henry; MS, PhD, Emory
- A. Daniel Johnson (1998) Lecturer in Biology
 BS, UNC-Charlotte; PhD, Wake Forest
- W. Dillon Johnston (1973) Professor of English
 BA, Vanderbilt; MA, Columbia; PhD, University of Virginia (Leave, Spring 2002)
- Bradley T. Jones (1989) Professor of Chemistry
 BS, Wake Forest; PhD, Florida
- Paul B. Jones (2000) Assistant Professor of Chemistry
 BS, Oklahoma State; PhD, Duke
- Raymond Jones (2001) Assistant Professor of Education
 BA, UNC-Chapel Hill;
 MA, Wake Forest; PhD, University of Virginia
- Paul E. Juras (1991) PricewaterhouseCoopers Associate Professor of Accountancy
 BBA, MBA, Pace; PhD, Syracuse (W. Calloway School of Business and Accountancy)
- Claudia Thomas Kairoff (1986) Professor of English
 BA, College of Notre Dame of Maryland;
 MA, Virginia; PhD, Brandeis
- Peter D. Kairoff (1988) Professor of Music
 BA, California (San Diego);
 MM, DMA, Southern California
- Jay R. Kaplan (1981) Professor of Anthropology and
 Adjunct Professor of Psychology
 BA, Swarthmore; MA, PhD, Northwestern
- Pamela R. Karr (1998) Instructor in Education
 BA, MAEd, Wake Forest
- Paul Kelley (2001) Visiting Assistant Professor of Romance Languages
 BA, MA, University of South Carolina; (French)
 PhD, Columbia University
- Judy K. Kem (1987) Associate Professor of Romance Languages
 BA, Western Kentucky; MA, Louisville; (French)
 PhD, UNC-Chapel Hill
- Charles H. Kennedy (1985) Professor of Political Science
 BA, Eckerd; AM, MPP, PhD, Duke
- Ralph C. Kennedy III (1976) Associate Professor of Philosophy
 BA, PhD, California (Berkeley)
- William C. Kerr (1970) Professor of Physics
 BS, Wooster; PhD, Cornell

- Daniel B. Kim-Shapiro (1996)
BA, Carleton College; MS, Southern Illinois;
PhD, California (Berkeley) Z. Smith Reynolds Faculty Fellow
and Assistant Professor of Physics
- Charles A. Kimball (1996)
BS, Oklahoma State; MDiv, Southern
Baptist Theo. Seminary; ThD, Harvard Professor of Religion
- Angela Glisan King (1995)
BA, Pennsylvania; PhD, Cornell Senior Lecturer in Chemistry
- S. Bruce King (1995)
BS, West Virginia; PhD, Cornell Z. Smith Reynolds Faculty Fellow and
Associate Professor of Chemistry
- Wayne King (1993)
BA, UNC-Chapel Hill Associate Professor of Journalism
(Department of English)
- Ellen E. Kirkman (1975)
BA, Wooster; MA, MS, PhD, Michigan State Professor of Mathematics
- Scott W. Klein (1991)
AB, Harvard; BA, MA, Cambridge;
MA, MPhil; PhD, Yale Associate Professor of English
- Lee G. Knight (1979, 2000)
BS, Western Kentucky University;
MA, PhD, University of Alabama Professor of Accountancy
(W. Calloway School of Business and Accountancy)
- Robert Knott (1975)
BA, Stanford; MA, Illinois; PhD, Pennsylvania Professor of Art
- Dilip K. Kondepudi (1987)
BS, Madras (India); MS, Indian Institute
of Technology (Bombay); PhD, Texas Professor of Chemistry
- Kathleen A. Kron (1991)
BS, MS, Michigan State; PhD, Florida Z. Smith Reynolds Faculty Fellow and
Associate Professor of Biology
(Leave, Fall 2001)
- Philip F. Kuberski (1989)
BA, MA, PhD, California (Irvine) Professor of English
- Raymond E. Kuhn (1968)
BS, Carson-Newman; PhD, Tennessee Wake Forest Professor of Biology
- Deepa Kumar (2001)
BS, Bangalove University;
MA, Bowling Green State University;
PhD, University of Pittsburgh Visiting Assistant Professor of Communication
- James Kuzmanovich (1972)
BS, Rose Polytechnic; PhD, Wisconsin Professor of Mathematics
- Abdessadek Lachgar (1991)
BS, MS, PhD, University of Nantes (France) Associate Professor of Chemistry
- Carol Lahurd (1999)
BA, Augustana College; MA, University of Chicago;
PhD, University of Pittsburgh Visiting Associate Professor of Religion
- Hugo C. Lane (1973)
Licenciante of the Biological Sciences,
Doctorate of the Biological Sciences, Geneva Professor of Biology

Page H. Laughlin (1987) BA, Virginia; MFA, Rhode Island School of Design	Associate Professor of Art
Michael S. Lawlor (1986) BA, Texas (Austin); PhD, Iowa State	Professor of Economics
Anthony Layng (2002) BA, Columbia University; MA, Indiana University; PhD, Case Western Reserve University	Adjunct Assistant Professor of Anthropology (Spring 2002)
Mark R. Leary (1985) BA, West Virginia Wesleyan; MA, PhD, Florida	Wake Forest Professor of Psychology
Wei-chin Lee (1987) BA, National Taiwan University; MA, PhD, Oregon	Associate Professor of Political Science
Win-chiat Lee (1983) BA, Cornell; PhD, Princeton	Associate Professor of Philosophy
Cheryl B. Leggon (1993) BA, Columbia; MA, PhD, Chicago	Associate Professor of Sociology and Director of Women's Studies
Bill J. Leonard (1996) BA, Texas Wesleyan; MDiv., Southwestern Baptist Theo. Seminary; PhD, Boston University	Adjunct Professor of Religion
Candyce Leonard (1996) BA, Texas Wesleyan; MEd, Louisville; PhD, Indiana	Associate Professor of Humanities
Jeffrey D. Lerner (1994) BA, MA, PhD, Wisconsin (Madison)	Z. Smith Reynolds Faculty Fellow and Associate Professor of History
David B. Levy (1976) BM, MA, Eastman; PhD, Rochester	Professor of Music (Leave, Spring 2003)
Kathryn Levy (1988) BM, Eastman	Lecturer in Music (Part-time)
Charles M. Lewis (1968) BA, Wake Forest; ThM, Harvard; PhD, Vanderbilt	Professor of Philosophy
John H. Litcher (1973) BS, Winona State; MA, PhD, Minnesota	Professor Emeritus of Education (Part-time)
John T. Llewellyn (1990) AB, UNC-Chapel Hill; MA, Arkansas; PhD, Texas	Associate Professor of Communication
Dan S. Locklair (1982) BM, Mars Hill; SMM, Union Theo. Seminary; DMA, Eastman	Professor of Music and Composer-in-Residence
Angus Lockyer (2000) BA, Corpus Christi, Cambridge; MA, Seattle; PhD, Stanford	Assistant Professor of History
Charles F. Longino Jr. (1991) BA, Mississippi; MA, Colorado; PhD, UNC-Chapel Hill	Wake Forest Professor of Sociology

Pat C. W. Lord (2000) BS, NC State University; PhD, Wake Forest	Visiting Assistant Professor of Biology
Dorothea Lotter (2001) Diploma, Free University of Berlin; MA, PhD, University of Munich	Visiting Assistant Professor of Philosophy
Allan D. Loudon (1985) BA, Montana State; MA, Montana; PhD, Southern California	Associate Professor of Communication
David M. Lubin (1999) BA, Ohio State University; MA, PhD, Yale	Charlotte C. Weber Professor of Art
Nina Maria Lucas (1996) BFA, Ohio State; MFA, UCLA	Associate Professor of Dance (Department of Theatre)
Francis P. Ludwig (2000) BFA, South Dakota; MFA, Iowa	Assistant Professor of Theatre
Barry G. Maine (1981) BA, Virginia; MA, PhD, UNC-Chapel Hill	Professor of English
Allen Mandelbaum (1989) BA, Yeshiva; MA, PhD, Columbia	W.R. Kenan Jr. Professor of Humanities
Richard A. Manderville (1995) BS, PhD, Queen's University (Canada)	Associate Professor of Chemistry
William M. Marcum (1996) BA, Furman; MA, UNC-Greensboro; PhD, UNC-Chapel Hill	Citibank Faculty Fellow and Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Milorad R. Margitic' (1978) MA, Leiden (Netherlands); PhD, Wayne State	Professor of Romance Languages (Dijon, Fall 2001) (French)
Anthony P. Marsh (1996) BPE, MED, Western Australia; PhD, Arizona State	Associate Professor of Health and Exercise Science
Dale R. Martin (1982) BS, MS, Illinois State; DBA, Kentucky	Wayne Calloway Professor of Accountancy (W. Calloway School of Business and Accountancy)
James A. Martin Jr. (1983) BA, Wake Forest; MA, Duke; PhD, Columbia	University Professor (Department of Religion)
George E. Matthews Jr. (1979) BS, PhD, UNC-Chapel Hill	Professor of Physics
J. Gaylord May (1961) BS, Wofford; MA, PhD, Virginia	Professor of Mathematics
Grant P. McAllister (2001) BA, MA, PhD, University of Utah	Assistant Professor of German
Leah P. McCoy (1990) BS, West Virginia Inst. of Tech.; MA, Maryland; EdD, Virginia Poly. Inst. & SU	Associate Professor of Education
Gordon E. McCray (1994) BS, Wake Forest; MBA, Stetson; PhD, Florida State	BellSouth Mobility Technology Associate Professor of Business (W. Calloway School of Business and Accountancy)

Thomas W. McGohey (1990) BA, MA, Michigan State; MFA, UNC-Greensboro	Lecturer in English
Mary Martha McKinley (1999) BA, Tulane; CPA	Instructor in Accounting (W. Calloway School of Business and Accountancy)
Denise Johnson McManus (2001) BSBA, University of Alabama; MBA, PhD, Auburn University	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Jill Jordan McMillan (1983) BA, Baylor; MA, Arkansas; PhD, Texas	Professor of Communication
John McNally (2001) BA, Southern Illinois University; MFA, University of Iowa; PhD, University of Nebraska	Assistant Professor of English (Leave 2001-2002)
Jane Mead (1996) BA, Vassar; MA, Syracuse; MFA, Iowa	Poet-in-Residence (Department of English)
Gordon A. Melson (1991) BS, PhD, Sheffield (England)	Professor of Chemistry
Batja Mesquita (1997) BA, MA, PhD, Amsterdam (The Netherlands)	Assistant Professor of Psychology
Stephen P. Messier (1981) BS, MS, Rhode Island; PhD, Temple	Professor of Health and Exercise Science
William K. Meyers (1988) BA, Washington; MA, PhD, Chicago	Associate Professor of History
Michael Michaelis (2001) BSc, Monash University, Australia; MA, PhD, Princeton University	Visiting Associate Professor of Philosophy (Fall 2001)
Soledad Miguel-Prendes (1993) Licenciatura, Oviedo; MA, PhD, UNC-Chapel Hill	Associate Professor of Romance Languages (Spanish)
Shannon L. Mihalko (1999) BS, Wake Forest; MS, PhD, Illinois	Assistant Professor of Health and Exercise Science
Claude Miller (2001) BA, University of Florida; MA, American University; PhD, The University of Arizona	Visiting Assistant Professor of Communication
Gary D. Miller (1996) BS, Kansas; MS, Kansas State; PhD, California (Davis)	Associate Professor of Health and Exercise Science
Joseph O. Milner (1969) BA, Davidson; MA, PhD, UNC-Chapel Hill	Professor of Education
Karen E. Mishra (1998) BA, Albion College; MBA, Michigan	Instructor in Business (W. Calloway School of Business and Accountancy)
Ananda Mitra (1994) B Tech, Indian Inst. of Technology (Kharagpur); MA, Wake Forest; PhD, Illinois (Urbana)	Associate Professor of Communication

Madhuparna Mitra (1999) BA, MA, University of Delhi, India; MA, PhD, Washington University	Visiting Assistant Professor of English
John C. Moorhouse (1969) BA, Wabash; PhD, Northwestern	Archie Carroll Professor of Ethical Leadership (Department of Economics)
Patrick E. Moran (1989) BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania	Associate Professor of Chinese (East Asian Languages and Literatures)
Roberta Morosini (2000) DEA, University of Rennes II, France; PhD, McGill University, Montreal	Assistant Professor of Romance Languages (Spanish)
Rebekah L. Morris (1997) BA, Wake Forest; MA, Virginia	Instructor in Romance Languages (Spanish)
William M. Moss (1971) BA, Davidson; PhD, UNC-Chapel Hill	Professor of English (Japan, Fall 2001)
Gloria K. Muday (1991) BS, Virginia Poly. Inst. and SU; PhD, Purdue	Associate Professor of Biology
Stephen Murphy (1987) BA, Canisius; MA, PhD, UNC-Chapel Hill	Associate Professor of Romance Languages (French)
Karen D. Nard (2001) BS, Cornell University; MBA, San Francisco State University	Instructor in Business (W. Calloway School of Business and Accountancy)
Josephine C. Nauckhoff (1994) BA, Stanford; PhD, Pennsylvania	Assistant Professor of Philosophy (Leave, Fall 2001)
Christopher Neumann (1999) BA, Middlebury College; MA, UNC-Chapel Hill	Visiting Instructor in English
Debbie W. Newsome (1999) BA, Oklahoma Baptist University; MEd, Wake Forest; PhD, UNC-Greensboro	Assistant Professor of Education
Linda N. Nielsen (1974) BA, MS, EdD, Tennessee	Professor of Education (Leave, Fall 2001)
Patricia A. Nixon (1999) BS, Boston University; MA, PhD, University of Pittsburgh	Associate Professor of Health and Exercise Science
Ronald E. Nofle (1967) BS, New Hampshire; PhD, Washington	Professor of Chemistry
James L. Norris III (1989) BS, MS (Science), MS (Statistics), NC State University; PhD, Florida State	Associate Professor of Mathematics
Farrell O'Gorman (2000) BA, Notre Dame; MA, PhD, UNC-Chapel Hill	Visiting Assistant Professor of English
Beatrice Ottersböck BA, Chatham College; MA, PhD, Pittsburgh	Lecturer in Art History (Vienna) (Department of Art, Part-time)
Dee Oseroff-Varnell (1996) BA, MA, PhD, Washington	Adjunct Assistant Professor of Communication (Part-time)

Gillian Rose Overing (1979) BA, Lancaster (England); MA, PhD, SUNY (Buffalo)	Professor of English
Karen L. Oxendine (1986) BS, Wayne State; MEd, UNC-Greensboro	Adjunct Instructor in Communication (Part-time)
James R. Page II (1999) BS, University of Tennessee-Knoxville; MEd, Middle Tennessee State University	Professor of Military Science
Anthony S. Parent Jr. (1989) BA, Loyola; MA, PhD, California (Los Angeles)	Associate Professor of History
Perry L. Patterson (1986) BA, Indiana; MA, PhD, Northwestern	Professor of Economics and Lecturer in Russian
Mary L. B. Pendergraft (1988) BA, PhD, UNC-Chapel Hill	Associate Professor of Classical Languages
Philip J. Perricone (1967) BS, MA, Florida; PhD, Kentucky	Professor of Sociology
Justin R. Peterson (1998) BA, Washington & Lee; MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish)
David P. Phillips (1994) BA, Cornell; M.Arch., Washington; MA, PhD, Pennsylvania	Associate Professor of Japanese (East Asian Languages and Literatures)
John R. Pickel (1997) BFA, Indiana State; MFA, Cranbrook Academy of Art	Assistant Professor of Art
Jesús Pico-Argel (1999) BA, Universidad del Atlántico (Columbia); MA, Arkansas	Instructor in Romance Languages (Spanish)
Terisio Pignatti (1971) PhD, Padua	Reynolds Professor of Art History (Venice) (Department of Art, Part-time)
Robert J. Plemmons (1990) BS, Wake Forest; PhD, Auburn	Reynolds Professor of Mathematics
James T. Powell (1988) BA, Emory; MPhil, MA, PhD, Yale	Associate Professor of Classical Languages
Jerry Pubantz (2001) BSFS, Georgetown (School of Foreign Service); MA, PhD, Duke	Visiting Professor of Political Science (Part-time, Fall 2001)
Jenny Puckett (1995) BA, Wake Forest; MA, Middlebury	Adjunct Instructor in Romance Languages (Spanish)
Salvador Antón Pujol (1997) BA, Universitat Autònoma de Barcelona (Spain); MA, South Carolina; PhD, Kansas	Assistant Professor of Romance Languages (Spanish)
Sara A. Quandt (1994) BA, Lawrence; MA, PhD, Michigan State	Adjunct Associate Professor of Anthropology
Jeremy S. Qualls (2000) BS, East Tennessee State University; MS, PhD, Florida State University	Assistant Professor of Physics

- Yi Qui (2000) Visiting Instructor in East Asian Languages and Literatures
BA, MA, Guangxi Normal University, China
- Teresa Radomski (1977) Professor of Music
BM, Eastman; MM, Colorado
- Amy E. Randel (1999) Assistant Professor of Business
BA, Brown University; (W. Calloway School of Business and Accountancy)
PhD, University of California-Irvine
- Annette L. Ranft (1999) Exxon-Wayne Calloway Faculty Fellow and Assistant Professor of Business
BS, Appalachian State; MS, Georgia Tech.; PhD, UNC-Chapel Hill (W. Calloway School of Business and Accountancy)
- Nagesh Rao (2000) Assistant Professor of English
BS, MA, St. Joseph's College, India; MA, Syracuse; PhD, Brown University
- Mary Lynn B. Redmond (1989) Associate Professor of Education
BA, EdD, UNC-Greensboro; MEd, UNC-Chapel Hill
- W. Jack Rejeski Jr. (1978) Wake Forest Professor of Health and Exercise Science; Adjunct Professor of Psychology
BS, Norwich; MA, PhD, Connecticut
- Paul M. Ribisl (1973) Professor of Health and Exercise Science
BS, Pittsburgh; MA, Kent State; PhD, Illinois
- Andrew Rich (1999) Assistant Professor of Political Science
BA, Richmond; MA, PhD, Yale
- Keith Richards (2001) Visiting Assistant Professor of Romance Languages (Spanish)
BA, University of North London, England; PhD, King's College, University of London, England
- Charles L. Richman (1968) Professor of Psychology
BA, Virginia; MA, Yeshiva; PhD, Cincinnati
- Leonard P. Roberge (1974) Professor of Education
BA, New Hampshire; MA, Atlanta; EdD, Maine
- Donald P. Robin (1997) J. Tylee Wilson Chair of Business Ethics (W. Calloway School of Business and Accountancy)
BS, MBA, PhD, Louisiana State
- Stephen B. Robinson (1991) Sterge Faculty Fellow and Associate Professor of Mathematics
BA, PhD, California (Santa Cruz)
- Randall G. Rogan (1990) Associate Professor of Communication (Venice, Spring 2002)
BA, St. John Fisher College; MS, PhD, Michigan State
- Karen Roglaski (2000) Instructor in Business (W. Calloway School of Business and Accountancy)
BA, High Point University; MBA, UNC-Greensboro
- Marielba Rojas Assistant Professor of Mathematics
BS, MS, Simón Bolívar University, Venezuela; MA, PhD, Rice University

Yasuko T. Rollings BA, Seinan Gakuin University, Fukuoka, Japan; MA, Ohio University)	Lecturer in East Asian Languages and Literatures
Leticia Romo (1998) BA, Sweet Briar College; MA, PhD, UNC-Chapel Hill	Visiting Assistant Professor of Romance Languages (Spanish) (Salamanca, Spring 2002)
Karen L. Roper (1999) BA, Southwestern University; MA, PhD, University of Kentucky	Assistant Professor of Psychology
Susan Z. Rupp (1993) BA, Grinnell; AM, Harvard; MA, PhD, Stanford	Associate Professor of History (Vienna, Spring 2002)
William J. Ryan (1993) BS, Lehigh University	Assistant Professor of Military Science
Dennis Sampson (2000) BA, South Dakota State; MFA, University of Iowa	Visiting Instructor in English
María Teresa Sanhueza (1996) BA, MA, Concepción (Chile); PhD, Michigan (Ann Arbor)	Assistant Professor of Romance Languages (Spanish)
Peter Santago (1989) BS, Virginia Poly. Inst. and SU; PhD, NC State University	Adjunct Associate Professor of Physics
Claire S. Schen (1996) AB, Brown; PhD, Brandeis	Assistant Professor of History
James A. Schirillo (1996) BA, Franklin & Marshall; PhD, Northeastern	Associate Professor of Psychology
Marianne A. Schubert (1977) BA, Dayton; MA, PhD, Southern Illinois	Lecturer in Education (Part-time)
Norbert Schürer (2000) BA, Hochschule der Künste Berlin; MA, Free University, Berlin; PhD, Duke	Visiting Assistant Professor of English
Russell Schweller (2000) BA, SUNY; MA, PhD, University of Virginia	Visiting Assistant Professor of English
Katie Scott (1985) BA Hons., London	Lecturer in Art History (London) (Department of Art, Part-time)
Richard D. Sears (1964) BA, Clark; MA, PhD, Indiana	Professor of Political Science
Timothy F. Sellner (1970) BA, PhD, Michigan; MA, Wayne State	Professor of German (Vienna, Fall 2001/Leave, Spring 2002)
Catherine E. Seta (1987) BA, MA, PhD, UNC-Greensboro	Associate Professor of Psychology
Dudley Shapere (1984) BA, MA, PhD, Harvard	Reynolds Professor of Philosophy and History of Science (Fall 2001)

Brantly Bright Shapiro (1984)	Adjunct Instructor in Dance (Ballet, Part-time)
Kurt C. Shaw (1987) AB, Missouri; MA, PhD, Kansas	Associate Professor of German and Russian
Carol A. Shively (1990) BA, Hiram; MA, PhD, California (Davis)	Professor of Psychology (Part-time)
Evelyn Shockley (2001) BA, Northwestern University; JD, University of Michigan Law School; MA, Duke University	Instructor in English
Peter M. Siavelis (1996) BA, Bradley; MA, PhD, Georgetown	Assistant Professor of Political Science
Gale Sigal (1987) BA, City College (New York); MA, Fordham; PhD, CUNY (Graduate Center)	Professor of English
Miles R. Silman (1998) BA, Missouri; PhD, Duke University	Assistant Professor of Biology (Leave, Spring 2002)
Wayne L. Silver (1985) BA, Pennsylvania; PhD, Florida State	Professor of Biology
Jeanne M. Simonelli BA, MA, PhD, University of Oklahoma; MPH, Oklahoma University Health Sciences Center	Professor of Anthropology (Leave, Spring 2002)
Robert Simpson (1997)	Adjunct Instructor of Dance (Social Dance, Part-time)
Michael L. Sinclair (1968) BA, Wake Forest; AM, PhD, Stanford	Professor of History
William W. Sloan Jr. (1994) BA, Davidson; MA, Wake Forest; PhD, Miami (Ohio)	Adjunct Assistant Professor of Psychology (Part-time)
Earl Smith (1996) BA, SUNY (Stony Brook); MA, PhD, Connecticut	Rubin Professor of American Ethnic Studies and Professor of Sociology
J. Howell Smith (1965) BA, Baylor; MA, Tulane; PhD, Wisconsin	Professor of History
Kathy B. Smith (1981) BA, Baldwin-Wallace; MA, PhD, Purdue	Professor of Political Science
K. Wayne Smith (1987, 2000) BA, Wake Forest; MA, PhD, Princeton	Visiting Professor in Business (W. Calloway School of Business and Accountancy)
Margaret Supplee Smith (1979) BS, Missouri; MA, Case Western Reserve; PhD, Brown	Wake Forest Professor of Art
William K. Smith (1998) BS, MS, California State; PhD, California (Los Angeles)	Charles H. Babcock Chair of Botany
Cecilia H. Solano (1977) BA, Harvard; MA, PhD, Johns Hopkins	Associate Professor of Psychology

Morten Solvik BA, Cornell; PhD, University of Pennsylvania	Lecturer in Music (Vienna)
Lisa Sternlieb (1997) BA, Vassar College; MA, New York University; PhD, Princeton	Assistant Professor of English (Leave 2001-2002)
Nanette A. Stevens (1999) BS, Jacksonville; PhD, Duke	Visiting Assistant Professor of Chemistry
Lorraine Moses Stewart (1991) BA, MA, North Carolina Central; EdD, UNC-Greensboro	Associate Professor of Education
Eric R. Stone (1994) BA, Delaware; MA, PhD, Michigan	Associate Professor of Psychology
David H. Stroupe (1990) BS, Wake Forest; MA, UNC-Chapel Hill	Instructor in Health and Exercise Science
Michael Strysick (1999) BA, University of Minnesota; MA, PhD, Binghamton University	Visiting Assistant Professor of English
Christine E. Swain (1996) BA, Middlebury; MA, Cornell	Instructor in Romance Languages (Spanish)
Elaine K. Swartzentruber (1999) BA, University of Colorado; MA, Chicago Theological Seminary; PhD, Emory University	Assistant Professor of Religion
Robert L. Swofford (1993) BS, Furman; PhD, California (Berkeley)	Professor of Chemistry
Brian Tague (1995) ScB, AB, Brown; PhD, California (San Diego)	Associate Professor of Biology
Stefanie H. Tanis (1986)	Lecturer in German
Ian M. Taplin (1985) The College of Architecture, Oxford (England); BA, York (England); MPhil, Leicester (England); PhD, Brown	Professor of Sociology
Kendall B. Tarte (1996) BA, MA, PhD, Virginia	Assistant Professor of Romance Languages (French)
Thomas C. Taylor (1971) BS, MA, UNC-Chapel Hill; PhD, Louisiana State	Hylton Professor of Accountancy (W. Calloway School of Business and Accountancy)
Rebecca Thomas (1993) BA, MA, California (Los Angeles); PhD, Ohio State	Associate Professor of German
Stan J. Thomas (1983) BS, Davidson; PhD, Vanderbilt	Associate Professor of Computer Science
Clark Thompson (2001) BA, JD, PhD, University of Virginia	Visiting Assistant Professor of Philosophy
Harry B. Titus Jr. (1981) BA, Wisconsin (Milwaukee); MFA, PhD, Princeton	Professor of Art
Todd C. Torgersen (1989) BS, MS, Syracuse; PhD, Delaware	Dana Faculty Fellow and Associate Professor of Computer Science

Ralph B. Tower (1980) BA, PhD, UNC-Chapel Hill; MBA, Cornell	Wayne Calloway Professor of Taxation (W. Calloway School of Business and Accountancy)
Maria-Encarna Moreno Turner (1999) BA, MA, Brigham Young University	Instructor in Romance Languages (Spanish)
Robert W. Ulery Jr. (1971) BA, MA, PhD, Yale	Professor of Classical Languages
Robert L. Utley Jr. (1978) BA, Wake Forest; MA, PhD, Duke	Associate Professor of Humanities
Olga Valbuena (1996) BA, Irvine; MA, PhD, SUNY (Buffalo)	Associate Professor of English
Laura J. Veach (1999) BA, MEd, Wake Forest; PhD, University of New Orleans	Assistant Professor of Education
Cynthia Villagomez (2000) AB, San Diego; MA, PhD, UCLA	Assistant Professor of History
Antonio Carlo Vitti (1986) BA, MA, Wayne State; PhD, Michigan	Dana Faculty Fellow and Professor of Romance Languages (Italian)
Tricia Walter (2001) BA, University of Nevada, Reno; MA, Miami Univerisity	Instructor in Romance Languages (Spanish)
Eric K. Watts (1996) BA, MA, Cincinnati; PhD, Northwestern	Assistant Professor of Communication
Sarah L. Watts (1987) BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma	Associate Professor of History
Julie H. Wayne (1998) BS, Furman; MS, PhD, Georgia	Assistant Professor of Psychology
Mary R. Wayne-Thomas (1980) BFA, Pennsylvania State; MFA, Ohio State	Associate Professor of Theatre
David S. Weaver (1977) BA, MA, Arizona; PhD, New Mexico	Professor of Anthropology
Peter D. Weigl (1968) BA, Williams; PhD, Duke	Professor of Biology
David P. Weinstein (1989) BA, Colorado College; MA, Connecticut; PhD, Johns Hopkins	Associate Professor of Political Science (Leave, Fall 2001)
Catherine O. Welder (1998) BS, Wake Forest; PhD, Georgia Institute of Technology	Visiting Assistant Professor of Chemistry
Mark E. Welker (1987) BS, UNC-Chapel Hill; PhD, Florida State	Wake Forest Professor of Chemistry (Leave 2001-2002)
Byron R. Wells (1981) BA, MA, Georgia; PhD, Columbia	Professor of Romance Languages (French)

- Cathy Wells (2001) Instructor in Education
BS, Appalachian State University;
MEd, UNC–Greensboro
- Helga A. Welsh (1993) Zachary T. Smith Associate Professor of Political Science
MA, PhD, University of Munich
- G. Page West III (1995) Associate Professor of Business
BA, Hamilton; MBA, Dartmouth; (W. Calloway School of Business and Accountancy)
PhD, Colorado (Boulder)
- Larry E. West (1969) Professor of German
BA, Berea; PhD, Vanderbilt
- Robert West (2000) Visiting Assistant Professor of English
BA, Wake Forest; MA, PhD, UNC-Chapel Hill
- Robert M. Whaples (1991) Associate Professor of Economics
BA, Maryland; PhD, Pennsylvania
- M. Stanley Whitley (1990) Professor of Romance Languages
BA, Wake Forest; MA, PhD, Cornell (Spanish)
- Ulrike Wiethaus (1991) Associate Professor of Humanities
Colloquium at Kirchliche Hochschule
(Berlin, Germany); MA, PhD, Temple
- Jack E. Wilkerson Jr. (1989) Professor of Accounting
BS, Bob Jones University; (W. Calloway School of Business and Accountancy)
PhD, Texas
- Alan J. Williams (1974) Professor of History
BA, Stanford; PhD, Yale
- Donna J. Williams (2001) Visiting Associate Professor of Computer Science
BS, Harding University;
MA, University of Florida; PhD, University of Central Florida
- Richard T. Williams (1985) Reynolds Professor of Physics
BS, Wake Forest; MA, PhD, Princeton
- David C. Wilson (1984, 1987) Instructor in Mathematics
BS, Wake Forest; MAT, Emory (Part-time)
- Edwin G. Wilson (1946, 1951) Professor of English
BA, Wake Forest; AM, PhD, Harvard
- Eric Wilson (1998) Z. Smith Reynolds Faculty Fellow and
Assistant Professor of English
BA, Appalachian State; MA, Wake Forest;
PhD, The Graduate School and University Center, CUNY
- Yue-Ling Wong (2001) Lecturer in Digital Media
BS, Hong Kong Baptist College;
PhD, University of Texas at Austin
- Frank B. Wood (1971) Adjunct Professor of Psychology
BA, MA, Wake Forest; (Part-time)
MDiv, Southeastern Baptist Theo. Seminary; PhD, Duke
- John H. Wood (1985) Reynolds Professor of Economics
BS, Ohio; MA, Michigan State; PhD, Purdue

- Pia Christina Wood (1999) Associate Professor of Political Science
 BA, College of William and Mary;
 MIBS, University of South Carolina;
 MA, University of New Mexico;
 PhD, Graduate Institute for International Studies, Geneva, Switzerland
- J. Ned Woodall (1969) Professor of Anthropology
 BA, MA, Texas; PhD, Southern Methodist
- Sharon K. Woodard (1998) Instructor in Health and Exercise Science
 BS, Central Michigan; MS, Wake Forest
- Jennifer Wooten (2001) Instructor in Romance Languages
 BA, Stetson University; MA, UNC–Chapel Hill (Spanish)
- Clifford W. Zeyl (1997) Z. Smith Reynolds Foundation Fellow and
 BSc, University of Guelph; Assistant Professor of Biology
 MSc, PhD, McGill University
- Margaret D. Zulick (1991) Associate Professor of Communication
 BM, Westminster Choir College;
 MA, Earlham School of Religion;
 MTS, Garrett-Evangelical Theological Seminary; PhD, Northwestern



Dates following names indicate period of service.

Charles M. Allen (1941-1989) BS, MS, Wake Forest; PhD, Duke	Professor Emeritus of Biology
Ralph D. Amen (1962-1993) BA, MA, Northern Colorado; MBS, PhD, Colorado	Professor Emeritus of Biology
John William Angell (1955-1990) BA, Wake Forest; STM, Andover Newton; ThM, PhD, Southern Baptist Theo. Seminary	Easley Professor Emeritus of Religion
Richard C. Barnett (1961-1994) BA, Wake Forest; MEd, PhD, UNC-Chapel Hill	Professor Emeritus of History
Harold M. Barrow (1948-1977) BA, Westminster; MA, Missouri; PED, Indiana	Professor Emeritus of Physical Education
Merrill G. Berthrong (1964-1989) BA, Tufts; MA, Fletcher; PhD, Pennsylvania	Director of Libraries Emeritus
Russell H. Brantley Jr. (1953-1987) BA, Wake Forest	Director of Communication Emeritus
*Germaine Brée (1973-1985) Licence, EES, Agregation, Paris; LittD, Smith, Mount Holyoke, Alleghany, Duke, Oberlin, Dickinson, Rutgers, Wake Forest, Brown, Wisconsin (Milwaukee), New York, Massachusetts, Kalamazoo, Washington (St. Louis), University of the South, Boston, Wisconsin (Madison); LHD, Wilson, Colby, Michigan, Davis and Elkins; LLD, Middlebury	Kenan Professor Emerita of Humanities
Robert W. Brehme (1959-1995) BS, Roanoke; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
George McLeod Bryan (1956-1987) BA, MA, Wake Forest; BD, PhD, Yale	Professor Emeritus of Religion
Shasta M. Bryant (1966-1987) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of Romance Languages
Julian C. Burroughs Jr. (1958-1994) BA, Wake Forest; MA, PhD, Michigan	Professor Emeritus of Speech Communication

*Died September 22, 2001

John A. Carter Jr. (1961-1997) BA, Virginia; MA, PhD, Princeton	Professor Emeritus of English
Dorothy Casey (1949-1988) BS, UNC-Greensboro; MA, UNC-Chapel Hill	Associate Professor Emerita of Health and Sport Science
David W. Catron (1963-1994) BA, Furman; PhD, George Peabody	Professor Emeritus of Psychology
Leon P. Cook Jr. (1957-1993) BS, Virginia Poly. Inst. & SU; MS, Tennessee	Associate Professor Emeritus of Accounting (School of Business and Accountancy)
Cyclone Covey (1968-1988) BA, PhD, Stanford	Professor Emeritus of History
Marjorie Crisp (1947-1977) BS, Appalachian; MA, George Peabody	Associate Professor Emerita of Physical Education
Robert H. Dufort (1961-1999) BA, PhD, Duke	Professor Emeritus of Psychology
John S. Dunkelberg (1983-2001) BS, Clemson; MBA, PhD, South Carolina	Kemper Professor Emeritus of Business (W. Calloway School of Business and Accountancy)
*Robert Allen Dyer (1956-1983) BA, Louisiana State; ThM, PhD, Southern Baptist Theo. Seminary	Professor Emeritus of Religion
John R. Earle (1963-2001) BA, Wake Forest; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Sociology
Eddie V. Easley (1984-1999) BS, Virginia State; MS, PhD, Iowa State	Professor Emeritus of Business (W. Calloway School of Business and Accountancy)
Leo Ellison Jr. (1957-1999) BS, MS, Northwestern State	Associate Professor Emeritus of Health and Exercise Science
Thomas M. Elmore (1962-1996) BA, Wake Forest; MA, George Peabody; PhD, Ohio State	Professor Emeritus of Education
David K. Evans (1966-1998) BS, Tulane; PhD, California (Berkeley)	Professor Emeritus of Anthropology
Doyle R. Fosso (1964-1995) AB, PhD, Harvard; MA, Michigan	Professor Emeritus of English
Ralph S. Fraser (1962-1988) BA, Boston University; MA, Syracuse; PhD, Illinois	Professor Emeritus of German
Caroline Sandlin Fullerton (1969-1990) BA, Rollins; MFA, Texas Christian	Lecturer Emerita in SCTA (Theatre Arts)
Kathleen M. Glenn (1974-1998) BA, MA, PhD, Stanford	Wake Forest Professor Emerita of Romance Languages
Balkrishna G. Gokhale (1960-1990) BA, MA, PhD, Bombay	Professor Emeritus of History and Asian Studies

*Died April 14, 2001

Thomas F. Gossett (1967-1987) BA, MA, Southern Methodist; PhD, Minnesota	Professor Emeritus of English
Paul M. Gross Jr. (1959-1987) BS, Duke; PhD, Brown	Professor Emeritus of Chemistry
William H. Gulley (1966-1987) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of Sociology
Emmett Willard Hamrick (1952-1988) BA, UNC-Chapel Hill; PhD, Duke	Albritton Professor Emeritus of Religion
Phillip J. Hamrick Jr. (1956-1995) BS, Morris Harvey; PhD, Duke	Professor Emeritus of Chemistry
Carl V. Harris (1956-1989) BA, Wake Forest; BD, STM, Yale; PhD, Duke	Professor Emeritus of Classical Languages
Lucille S. Harris (1957-1991) BA, BM, Meredith	Instructor Emerita in Music
Roger A. Hegstrom (1969-2001) BA, St. Olaf; AM, PhD, Harvard	Wake Forest Professor Emeritus of Chemistry
David A. Hills (1960-1996) BA, Kansas; MA, PhD, Iowa	Professor Emeritus of Psychology
William L. Hottinger (1970-1996) BS, Slippery Rock; MS, PhD, Illinois	Professor Emeritus of Health and Exercise Science
Delmer P. Hylton (1949-1991) BS, MBA, Indiana	Professor Emeritus of Accounting (School of Business and Accountancy)
Mordecai J. Jaffe (1980-1998) BS, City College (New York); PhD, Cornell	Professor Emeritus of Biology
Patricia Adams Johansson (1969-1998) BA, Winston-Salem State; MA, Wake Forest	Associate Dean of the College and Lecturer Emerita in English
Alonzo W. Kenion (1956-1983) BA, MA, PhD, Duke	Professor Emeritus of English
Harry L. King Jr. (1960-1981) BA, Richmond; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Romance Languages
Lula M. Leake (1964-1997) BS, Louisiana State; MRE, Southern Baptist Theological Seminary	Associate Vice President for Academic Affairs Emerita
Robert W. Lovett (1962, 1968-2001) BA, Oglethorpe; MAT, PhD, Emory	Professor Emeritus of English
Dolly A. McPherson (1974-2001) BA, Southern; MA, Boston University; PhD, Iowa	Professor Emerita of English
Harry B. Miller (1947-1983) BS, PhD, UNC-Chapel Hill	Professor Emeritus of Chemistry
Carlton T. Mitchell (1961-1991) BA, Wake Forest; BD, Yale; STM, Union Theo. Seminary; PhD, New York	Professor Emeritus of Religion
Carl C. Moses (1964-1991) AB, William and Mary; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Politics

Thomas E. Mullen (1957-2000) BA, Rollins; MA, PhD, Emory	Dean of the College Emeritus and Professor Emeritus of History
*John W. Nowell (1945-1987) BS, Wake Forest; PhD, UNC-Chapel Hill	Professor Emeritus of Chemistry
James C. O'Flaherty (1947-1984) BA, Georgetown; MA, Kentucky; PhD, Chicago	Professor Emeritus of German
F. Jeanne Owen (1956-1991) BS, UNC-Greensboro; MCS, Indiana; JD, UNC-Chapel Hill	Professor Emerita of Business Law (School of Business and Accountancy)
John E. Parker Jr. (1950-1987) BA, Wake Forest; MA, PhD, Syracuse	Professor Emeritus of Education and Romance Languages
Margaret R. Perry (1947-1998) BS, South Carolina	Registrar Emerita
Percival Perry (1939, 1947-1987) BA, Wake Forest; MA, Rutgers; PhD, Duke	Professor Emeritus of History
Elizabeth Phillips (1957-1989) BA, UNC-Greensboro; MA, Iowa; PhD, Pennsylvania	Professor Emerita of English
Lee Harris Potter (1965-1989) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of English
Herman J. Preseren (1953-1983) BS, California State (Pennsylvania); MA, Columbia; PhD, UNC-Chapel Hill	Professor Emeritus of Education
Gregory D. Pritchard (1968-1994) BA, Oklahoma Baptist; BD, Southern Baptist Theo. Seminary; PhD, Columbia	Professor Emeritus of Philosophy
Beulah L. Raynor (1946-1979) BA, East Carolina; MA, Wake Forest	Associate Professor Emerita of English
J. Don Reeves (1967-1994) BA, Mercer; BD, ThM, Southern Baptist Theo. Seminary; EdD, Columbia	Professor Emeritus of Education
**C. H. Richards Jr. (1952-1985) BA, Texas Christian; MA, PhD, Duke	Professor Emeritus of Politics
Mary Frances Robinson (1952-1989) BA, Wilson; MA, PhD, Syracuse	Professor Emerita of Romance Languages
Paul S. Robinson (1952-1977) BA, Westminster; BM, Curtis; MSM, DSM, Union Seminary	Professor Emeritus of Music
Eva M. Rodtwitt (1966-1997) Cand Philol, Oslo (Norway)	Lecturer Emerita in Romance Languages
Wilmer D. Sanders (1954-1957, 1964-1992) BA, Muhlenberg; MA, PhD, Indiana	Professor Emeritus of German
John W. Sawyer (1956-1988) BA, MA, Wake Forest; MA, PhD, Missouri	Professor Emeritus of Mathematics and Computer Science

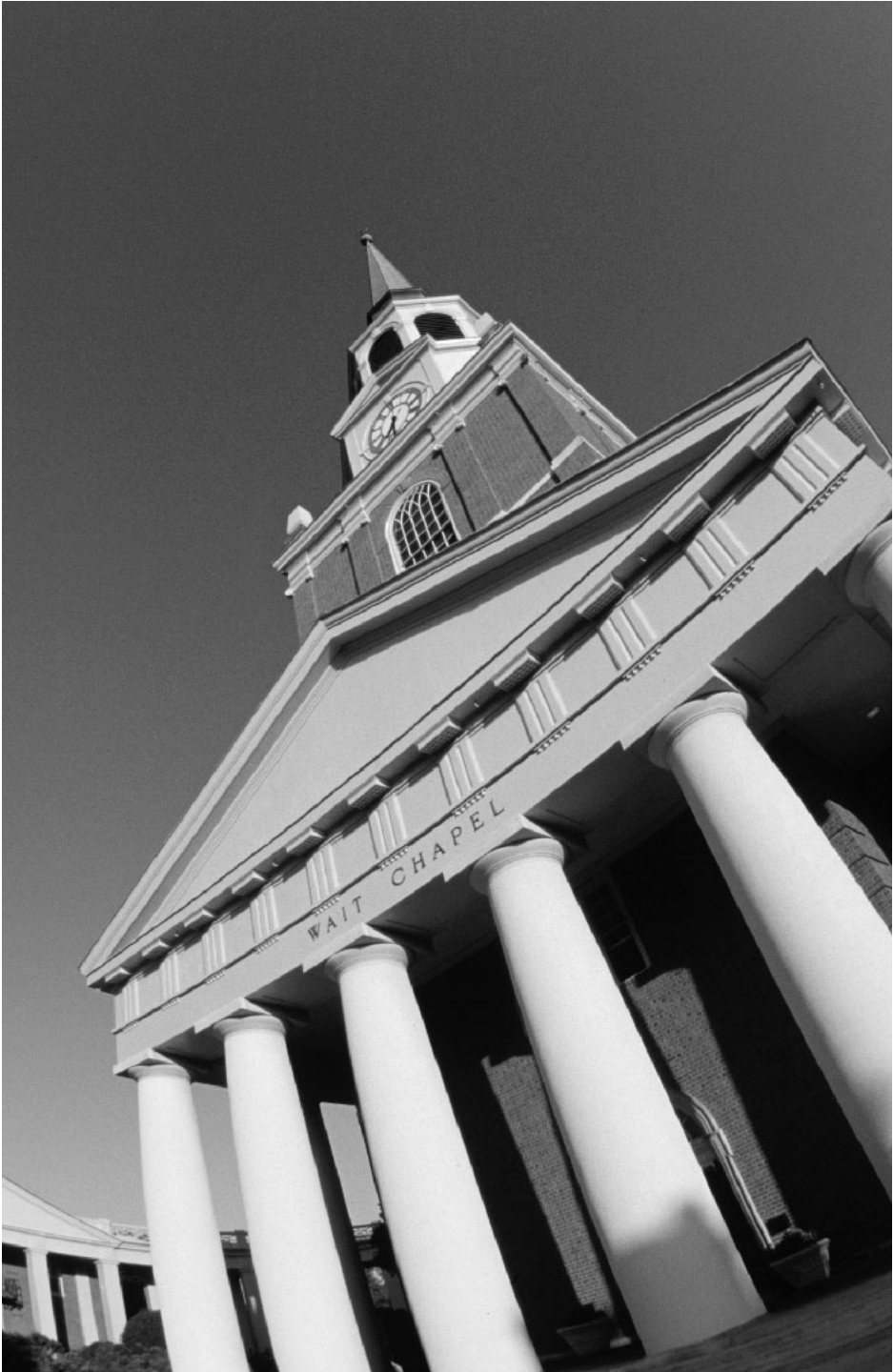
* *Died November 21, 2001*

***Died December 20, 2001*

Ben M. Seelbinder (1959-1988) BA, Mississippi Delta State; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Mathematics
*Bynum G. Shaw (1965-1993) BA, Wake Forest	Professor Emeritus of Journalism (Department of English)
Howard W. Shields (1958-2001) BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke	Professor Emeritus of Physics
**Richard L. Shoemaker (1950-1982) BA, Colgate; MA, Syracuse; PhD, Virginia	Professor Emeritus of Romance Languages
Robert N. Shorter (1958-1999) BA, Union; MA, PhD, Duke	Professor Emeritus of English
David L. Smiley (1950-1991) BA, MA, Baylor; PhD, Wisconsin	Professor Emeritus of History
Blanche C. Speer (1972-1984) BA, Howard Payne; MA, PhD, Colorado	Associate Professor Emerita of Linguistics
Henry Smith Stroupe (1937-1984) BS, MA, Wake Forest; PhD, Duke	Professor Emeritus of History
Harold C. Tedford (1965-1998) BA, Ouachita; MA, Arkansas; PhD, Louisiana State	Professor Emeritus of Theatre
Stanton K. Tefft (1964-2000) BA, Michigan State; MS, Wisconsin; PhD, Minnesota	Professor Emeritus of Anthropology
Anne S. Tillett (1956-1986) BA, Carson-Newman; MA, Vanderbilt; PhD, Northwestern	Professor Emerita of Romance Languages
George W. Trautwein (1983-1996) BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana	Director of Instrumental Ensembles Emeritus (Department of Music)
Marcellus E. Waddill (1962-1997) BA, Hampden-Sydney; MA, PhD, Pittsburgh	Professor Emeritus of Mathematics
J. Van Wagstaff (1964-1992) BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia	Professor Emeritus of Economics
George P. Williams Jr. (1958-1999) BS, Richmond; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
John G. Williard (1958-1994) BS, UNC-Chapel Hill	Vice President and Treasurer Emeritus
Donald H. Wolfe (1968-2000) BS, MS, Southern Illinois; PhD, Cornell	Professor Emeritus of Theatre
Raymond L. Wyatt (1956-1992) BS, Wake Forest; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Biology
W. Buck Yearns Jr. (1945-1988) BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill	Professor Emeritus of History
Richard L. Zuber (1962-2000) BS, Appalachian; MA, Emory; PhD, Duke	Professor Emeritus of History

* *Died August 27, 2001*

** *Died December 24, 2001*



The Committees of the Faculty



The committees listed represent those in effect during the academic year 2001-2002. Each committee selects its own chair except where the chair is designated.

Executive Committees

The Committee on Academic Affairs

Non-voting. Dean of student services, associate deans of the College, and one undergraduate student. *Voting.* Dean of the College; 2004 Deborah Best, Ellen Kirkman; 2003 Richard Carmichael, Jack Fleer; 2002 Robert Beck, Howell Smith and one undergraduate student.

The Committee on Admissions

Non-voting. Director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 2004 Candelas Gala, Eric Stone; 2003 Perry Patterson, Julie Wayne; 2002 Anthony Parent, Mary Wayne-Thomas and one undergraduate student.

The Committee on Scholarships and Student Aid

Non-voting. One undergraduate student. *Voting.* Dean of the College, director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College; 2004 Angela Hattery, Mary Lynn Redmond; 2003 Clay Hipp, Peter Kairoff; 2002 Gillian Overing, David Weinstein and one undergraduate student.

The Committee on Curriculum

Voting. Provost, dean of the College, dean of the Wayne Calloway School of Business and Accountancy, registrar, and the chairs of each department of the College as follows: *Division I. (Humanities)* Education, History, Military Science, Philosophy, Religion. *Division II. (Humanities and Literature)* Classical Languages, English, German, Romance Languages. *Division III. (Humanities and Fine Arts)* Art, Music, Theatre. *Division IV. (Social and Behavioral Sciences)* Anthropology, Communication, Economics, Political Science, Psychology, Sociology. *Division V. (Natural Science, Mathematics and Computer Science)* Biology, Chemistry, Computer Science, Health and Exercise Science, Mathematics, Physics.

Advisory Committees

The Committee on Academic Planning

Non-voting. Provost, dean of the Wayne Calloway School of Business and Accountancy, and one undergraduate student. *Voting.* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 2005 Anthony Parent, Daniel Hammond; 2004 Susan Borwick; 2003 Christy Buchanan; 2002 Rob Ulery, James Kuzmanovich, and one undergraduate student.

The Committee on Athletics

Non-voting. Director of athletics. *Voting.* Vice president for investments and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; one undergraduate student; and 2006 Wayne Silver, Earl Smith; 2005 Jill McMillan, Kathy Smith; 2004 Steve Messier, Randall Rogan; 2003 Katy Harriger, Terry Blumenthal; 2002 Eric Carlson, Gale Sigal.

The Committee on Nominations

Voting. 2004 Carole Browne; 2003 Stephen Boyd, Ralph Kennedy, William Kerr; 2002 Mary Friedman, Jill McMillan.

The Committee on Library Planning

Non-voting. Provost, dean of the Graduate School, one undergraduate student, and one graduate student. *Voting.* One faculty representative from each academic department of the College, dean of the College, one faculty representative from the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, one undergraduate student, and one graduate student.

The Committee on Information Technology

Non-voting. Provost, dean of the Graduate School, vice president for student life and instructional resources, vice president for finance and administration. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, the director of Information Systems; one undergraduate student; and 2004 Tamara Greenwood, Robert Swofford; 2003 Bernadine Barnes, Ananda Mitra; 2002 Wayne King, Leah McCoy.

The Committee on First-Year Seminars

Non-voting. Dean of freshmen. *Voting.* Dean of the College, and 2004 James Powell, William Meyers; 2003 David Anderson, Gordon McCray; 2002 Sylvain Boko, Louis Goldstein.

Special Committees

The Committee on Publications

Voting. Dean of the College, vice president for investments and treasurer, university editor, three faculty advisers of *Old Gold and Black*, *The Student*, and the *Howler*; and 2003 Margaret Zulick; 2002 Catherine Seta.

The Committee for Teacher Education

Voting. Dean of the College, dean of the Graduate School, chair of the Department of Education; and 2003 Natalie Holzwarth, Andrew Rich, Larry West; 2002 John Collins, Brian Gorelick, Angela King.

The Committee for the ROTC

Voting. Dean of the College, ROTC coordinator, professor of military science; and 2004 Arun Dewasthali; 2003 Ronald Nofhle; 2002 David Weaver.

The Committee on Orientation and Lower Division Advising

The dean of freshman, the chair of Orientation and Lower Division Advising, who shall serve as chair, the dean of student life or his or her designate, the president of student government or his or her designate, the director of residence life and housing or his or her designate, at least six members from the undergraduate and Calloway School faculty, to be invited by the chair in consultation with the Nominations Committee, to serve renewable four-year terms, and other persons from the administration and student body whom the chair shall invite to serve. A majority of the committee shall be composed of members of the undergraduate faculties.

The Committee on Open Curriculum

Dean of the College, the coordinator of the Open Curriculum Program and members of the faculty who are appointed as Open Curriculum advisers.

The Committee on the Teaching and Learning Center

Six elected members of the faculty, one from each of the five academic divisions of the College and one from the Calloway School of Business and Accountancy; 2004 Natalie Holzwarth, Joseph Milner; 2003 Douglas Beets, Mary Pendergraft; 2002 Kathy Smith, Harry Titus.

Joint Faculty/Administration Committees

The Joint Admissions Committee

Dean of the College, director of admissions and financial aid, provost, and three faculty members of the Committee on Admissions.

Other Committees on which the Faculty Enjoys Representation

The Committee on Capital Planning

Non-voting. Provost, vice president for investments and treasurer, vice president for finance and administration, and one undergraduate student. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, one undergraduate student; and 2005 Allan Louden, Mary Pendergraft; 2004 John Andronica, Herman Eure; 2003 Margaret Smith; 2002 Deborah Best, Claire Hammond.

The Judicial Council

Administration. 2006 Kenneth A. Zick; 2005 William S. Hamilton, Toby Hale. *Faculty.* 2007 Clay Hipp; 2006 Douglas Beets; 2005 John Llewellyn, Ellen Kirkman; 2004 Fred Horton; 2003 Cheryl Leggon, James Powell; 2002 Loraine Stewart and three undergraduate students.

The Committee on Student Life

Dean of the College or his designate, dean of student services, a designated member of the administration; 2004 Sarah Barbour, Bashir El-Beshti; 2003 Helga Welsh and three undergraduate students.

Members of the Honor and Ethics Council

2004 Mary DeShazer, Michael Hyde, Charles Lewis, Robert Utley; 2003 Susan Borwick, Simeon Ilesanmi, Donald Robin, Rebecca Thomas; 2002 Bill Moss, James Norris, Eric Watts, Alan Williams.

Faculty Marshals

John V. Baxley, Jennifer Burg, Mary Foskett, Catherine T. Harris, Kline Harrison, Elmer K. Hayashi, John H. Litcher.

University Senate

President, senior vice president, the deans of the several schools, the associate dean of the Wake Forest University School of Medicine, the director of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and six staff representatives from the School of Medicine and the College, and the following:

Representatives of the College: 2004 Jane Albrecht, Donald Frey, Page Laughlin; 2003 Bernadine Barnes, Allin Cottrell, Judy Kem; 2002 David Levy, Mark Leary, Win-Chiat Lee.

Representatives of the Wayne Calloway School of Business and Accountancy: 2004 Page West; 2003 Roger L. Jenkins; 2002 Jonathan E. Duchac.

Representatives of the Graduate School: 2002 Greg Shelmess.

Representatives of the School of Law: 2004 Michael K. Curtis; 2002 Charles Rose.

Representatives of the Babcock Graduate School of Management: 2004 Chet Miller; 2002 James Flynn, Timothy Smunt.

Representatives of the Wake Forest School of Medicine: 2004 David Herrington; 2003 John Butterworth, Larry Daniel, Craig Hinkel; 2002 Electra Paskett.

Representatives of the Divinity School: 2003 Samuel Weber.

Institutional Review Board

Designated person from The Office of Research Programs and Partnership; Stephen Williams, standing member; Anthony Marsh, chair; Robert Evans, Steven Folmar, Michael Hazen, Deborah Newsome, Cecil Price, Mary Lynn Redmond, James Schirillo, Annette Scippio (outside member), Cathy Seta, Earl Smith.



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The Bulletins of Wake Forest



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